

INSPECTION REPORT

ST. JOHN'S CATHOLIC PRIMARY SCHOOL

Bridgnorth

LEA area: Shropshire

Unique reference number: 123551

Headteacher: Mrs. H. Murray

Lead inspector: Mrs. V. Davies

Dates of inspection: 4 – 6 May 2004

Inspection number: 257710

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Boys and girls
Number on roll:	182
School address:	Innage Gardens Bridgnorth Shropshire
Postcode:	WV16 4HW
Telephone number:	01746 762061
Fax number:	01746 768298
Appropriate authority:	Governing Body
Name of chair of governors:	Mr. Cookson
Date of previous inspection:	27 April 1998

CHARACTERISTICS OF THE SCHOOL

This is a small Catholic primary school for 182 boys and girls between the ages of 4 and 11 situated in the town of Bridgnorth. Eight teachers, including the headteacher, teach the seven classes. The pupils travel to the school from a wide area surrounding the town and almost all are of white British heritage. Pupils come from a broad range of socio-economic backgrounds and free school meals eligibility is low. The proportion of pupils with special educational needs is above the national average. Attainment on entry to the reception class varies from year to year but is broadly average. The school celebrated its 150th anniversary last year, though not on this site. There has been extensive building work since the last inspection including a physical education store, group room, new offices, reception, staff room, library and ICT suite. Outside, the school has been fenced and a car park created.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20350	Vivien Davies	Lead inspector	Mathematics; Information and communication technology; Physical education
19692	Robert Folks	Lay inspector	
22509	Gail Cowmeadow	Team inspector	Foundation Stage; Science; Art and design; Design and technology; Music
22671	David White	Team inspector	English; History; Geography; Personal, social and health education

The inspection contractor was:

Inspire Educational Ltd
The Coach House
132 Whitaker Road
Derby

DE23 6AP

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good school**, which achieves high standards in most aspects of its work. Teaching is good so pupils achieve well. It has a very good ethos, is very inclusive, and pupils' personal development is very good. Parents and pupils like the school very much. The headteacher offers very good leadership and works well with the governing body to manage and improve the school. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve above average standards in English, mathematics and science
- Relationships are very good and there is a clear and effective focus on pupils' spiritual, moral, social and cultural development
- Partnerships with parents and other schools are very good
- The headteacher is dynamic, clear-sighted and communicates well
- Teachers make very good use of assessments and use target setting linked to effective planning to meet the needs of pupils of varying abilities
- There is very good curricular enrichment, including clubs and visits
- Some subjects are not taught frequently enough, so pupils may forget previous learning
- The governing body does not formally monitor pupils' learning in the classroom

The school has made a good improvement since the last inspection. Standards in English and mathematics at least equal previous standards. More able pupils are now achieving well. The teaching has improved and is now consistently good throughout the school. There are schemes of work for all subjects and arrangements for assessment are very good. The headteacher monitors work in the classroom but co-ordinators and governors are still not as involved as they should be.

STANDARDS ACHIEVED

Overall, pupils' achievements are good throughout the school. They reach above or well above average standards in the core subjects of English, mathematics and science because they are well taught and have a rich curriculum. In the reception class children are on track to reach the goals set in national guidance and many will exceed them.

Standards in reading and mathematics in Year 2 have risen sharply and were well above average in 2003 tests. These pupils achieved very well compared to other pupils in similar schools. In reading and mathematics, more able pupils achieved exceptionally well compared to pupils in similar schools. The present Year 2 are also achieving well and reaching above average standards. More able pupils and pupils with special educational needs are doing well. This is an improvement since the last inspection.

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar proportions of children with eligibility for free school meals*

Pupils in Year 6, including able pupils, reach above average standards in English and science and do even better in mathematics. Compared to similar schools they do very well. More able pupils achieve very well. Inspection evidence suggests that Year 6 standards are at least as high as last year's test results. In English all pupils are expected to reach the expected national standard and an increased number of pupils are set to achieve the higher levels. There is a similar picture in mathematics and science.

The pupils have good attitudes to learning. Their behaviour is good at all times. Relationships within the school are very good. Older pupils are very good at helping younger pupils in a variety of ways - reading, helping during wet playtimes, showing them how to play games. Pupils willingly take responsibility outside lessons, but opportunities to help within lessons are limited. **Overall, spiritual, moral, social and cultural development is very good.**

QUALITY OF EDUCATION

Overall, the quality of education provided by the school is good and its care for pupils and work in partnership with parents, other schools and the community is very good. **The quality of teaching is good** so pupils learn well. The quality of the assessment of pupils' work and target setting is very good. Teaching is confident and interesting activities, including visits, help pupils to enjoy their learning. Problem solving skills are well taught. Classroom assistants offer very good support and are well trained. Sometimes teachers do not set clear expectations about the amount of work expected so some pupils do not work as hard as they can. Good teaching by staff in the Foundation Stage helps children to settle quickly and acquire basic skills well.

The school offers its pupils an enriched curriculum, including visits, visiting speakers and a wide range of after school clubs. Pupils with special educational needs are offered very good provision. However, some subjects, including history or geography, are not studied frequently enough so pupils may forget previous learning. The school involves pupils very well by seeking, valuing and acting upon their views through the School Council. Very good links with local schools are used to support extra activities, including mathematics for more able older pupils. Partnerships with parents are very good. Parents are kept very well informed and make very good use of opportunities to talk to teachers informally and during parents' evenings. Links with the community, particularly the church, are very strong.

LEADERSHIP AND MANAGEMENT

The **headteacher provides very good leadership** and promotes a very good ethos. She and the teaching team work very hard to improve and enrich the curriculum so pupils enjoy their learning and develop well as people. The governors give the school good support. The school has established a clear set of priorities and manages the monitoring and evaluation of its work well, though governors are not involved enough in monitoring learning in the classroom.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents think very well of the school and recognise the good quality of the opportunities it offers. Pupils enjoy school and their friendships. They value the teachers and feel very well cared for. Communication is good. However, there are no formal means for the school to obtain parents' views.

IMPROVEMENTS NEEDED

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

- Develop a whole school curriculum plan so that subjects are taught regularly enough to ensure that pupils build on skills and make consistent progress
- Involve governors more closely in a more formal approach to monitoring the work of the school and the implementation of its policies

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils' achievement is good throughout the school. In both Year 2 and Year 6 standards are above average in English and science and well above average in mathematics. The achievements of more able pupils and those with special educational needs have improved since the last inspection. Over the last three years national test results in the core subjects for boys and girls in Years 2 and 6 have exceeded the national average.

Main strengths and weaknesses

- Standards in reading and mathematics in Year 2 have risen sharply and are well above average. In particular, more able pupils are achieving exceptionally well compared to pupils in similar schools. This is an improvement since the last inspection
- Standards in Year 6 are above average in English and science and well above average in mathematics. Pupils are achieving very well compared to pupils in similar schools. This is a steady improvement over the last two years
- Children in the Foundation Stage achieve well and most will achieve the early learning goals before starting Year 1

Commentary

1. Over the last three years the school has successfully focussed its energies on raising standards in the core subjects and improving the achievements of the more able pupils and those with special educational needs. These improvements are linked to increased teacher confidence and a recent stabilization of staffing. Standards in English, mathematics and science at least match the standards achieved at the last inspection. In particular, pupils with special educational needs and more able pupils are achieving well and doing better.
2. In the Foundation Stage children attain the early learning goals set in national guidance. Children are achieving well in all areas. The development of speaking and listening skills is an important part of every activity. Teachers model language well and help children to acquire new language. Children develop well in the reception class. They learn to concentrate on tasks and co-operate well with each other.

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

Standards in:	School results	National results
reading	17.7 (16.0)	15.7 (15.8)
writing	15.4 (15.2)	14.6 (14.4)
mathematics	18.4 (15.7)	16.3 (16.5)

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

3. In Year 2, reading improved and reached well above average standards in the 2003 national tests. Previous results had been average for some years. The school has adopted a very structured approach to the teaching of phonics, which is having a good effect. Pupils enjoy reading and have access to a good book stock. Writing has maintained a fairly consistent above average level. More able pupils are now doing well compared to similar schools. In reading their results are high, and in writing above average. In mathematics there was a significant improvement last year. Results were well above average, and high compared to similar schools. Able pupils achieved high results compared to similar schools. Teacher assessments indicated that science was above average, with more able pupils achieving results in line with similar schools. Inspection evidence indicates that this year, in the core subjects, pupils are achieving

above national expectations in Year 2 and a greater number of pupils are reaching the higher levels in writing, mathematics and science. Reading standards are very slightly lower but the numbers of pupils achieving the higher levels is maintained.

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

Standards in:	School results	National results
English	28.2 (28.0)	26.8 (27.0)
mathematics	28.9 (27.8)	26.8 (26.7)
science	29.5 (28.7)	28.6 (28.3)

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

- Overall results in Year 6 for 2003 are well above average compared to national results and similar schools. Inspection evidence shows that pupils are likely to at least reach these previous high results. In all core subjects pupils' enquiry and problem solving skills are very well developed due to consistent teaching. Standards of presentation are also uniformly high.
- In Year 6, English results are consistently above average and are well above those in similar schools. More able pupils do well. In particular, their writing is of high quality and very neatly presented. Speaking and listening skills are well developed and pupils are encouraged to take part in discussions and more formal debates. Those pupils who find reading more difficult, including those with special educational needs, have received very good support from a before school club and made rapid progress this year. Mathematics results were well above average in 2003. Compared to similar schools, pupils, including the more able, did very well. These pupils benefited from special lessons from the local secondary school mathematics department. As in other subjects very good use of assessment and target setting helped all pupils know where improvements were needed.
- Results in science were above average compared to national and similar school results. More able pupils also achieved above average. Over time pupils are ahead of pupils nationally. Targets are slightly up on last year. Inspection evidence suggests that these high standards are likely to be at least maintained this year. Pupils develop good approaches to investigative work.
- Standards in the other subjects of the National Curriculum are broadly in line with expectations. This year the focus for improvement was on information and communication technology and pupils are very securely demonstrating all the expected skills in the subject and doing well. In history and geography pupils reach the expected levels but do not exceed them because they do not study the subject frequently enough. As a result some previous learning is lost and progress slowed.

Pupils' attitudes, values and other personal qualities

The pupils have good attitudes to learning. Their behaviour is good at all times. Relationships within the school are very good. Spiritual, moral, social development is very good. Cultural development is good overall.

Main strengths and weaknesses

- There is a very effective School Council, which has been operating for four years
- Pupils' relationships with each other and adults in the school are very good
- Older pupils are very good at helping younger pupils
- In lessons, pupils are not given sufficient opportunity to help themselves

Commentary

8. The pupils have good attitudes to learning and take a full part in the many and varied activities available. In lessons, they concentrate and participate well. The school has high expectations of pupils' conduct and the pupils respond well to this. They work well independently and in pairs but respond particularly well to working together in collaborative groups. They work hard and do their best to please the teachers. The teachers deal effectively with occasional restlessness by pupils. Younger pupils make a good start in the Foundation Stage.
9. Outside lessons, pupils are always well behaved and the dining hall is an enjoyable and friendly place to be at lunchtimes. Behaviour on the playground sometimes tends to be a little boisterous but the pupils socialise well together and there were no signs of bullying or harassment. Parents confirm that difficult situations between children are dealt with well. There have been no exclusions in the last year.
10. Relationships in the school are particularly good. Pupils get on very well with each other and with the adults in the school. The resulting harmonious atmosphere forms part of the ethos of the school and helps considerably with pupils' self esteem and learning. Adults provide very good role models for the pupils.
11. Pupils take full advantage of the many opportunities given them to take on extra responsibilities in the school. These are developed very well through the very effective School Council. Older pupils help younger pupils with guided reading, teach them how to play games, preparing and taking part in presentations in assemblies and many other ways. This level of responsibility is not yet as well developed in classrooms where pupils could helpfully contribute to the practical organisation of learning by distributing equipment, putting out apparatus and switching on computers.
12. Spiritual, moral and social development is very good. The caring ethos of the school provides a rich base from which to develop concepts of spiritually, friendship and trust. Pupils gain a very good awareness and understanding of their own faith through assemblies and lessons. They are encouraged to understand human feeling and emotions and how their own feelings and actions can affect others. They learn to appreciate broader and less tangible concepts such as beauty, love and helpfulness to others. The school's clear and high expectation of standards fosters racial and religious equality and enables the pupils to examine moral dilemmas so that they learn about fairness, respect for others and integrity. Their social awareness is heightened by the acceptance of responsibility, by being part of the school community and with the older pupils, going on a residential trip and debating community issues.
13. Cultural development is good overall. The pupils have a good awareness and knowledge of their own culture. In art and music, the work of a wide range of artists and composers coupled with appropriate visits helps pupil to develop a wide appreciation of different cultures in these areas. Since the last inspection, the school has worked hard to include teaching about the other faiths and cultures of the world. It has done this with some success and now covers all religious denominations in the Bridgnorth area. It also addresses a different faith each term and has covered Judaism, etc. The school, however, is aware that this could be extended still further and visits to temples, synagogues and other places of worship are being considered for the future.
14. The school has maintained high standards since the last inspection in this aspect.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.4
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Attendance is broadly in line with the national average. Unauthorised absences are fewer than the national average. Procedures are good and all statutory requirements are met. Punctuality is good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall the quality of education provided by the school is good and its care for pupils and work in partnership with parents, other schools and the community are very good.

Teaching and learning

Teaching is good and pupils learn well. The quality of the assessment of pupils' work is very good.

Main strengths and weaknesses

- The teaching of English, mathematics and science is good
- Teaching is confident, and interesting activities including visits are used, so pupils enjoy their learning
- Classroom assistants offer very good support and are well trained
- Very good use is made of assessment and target setting both to inform planning and to help pupils of different abilities improve
- Pupils are confident problem solvers and capable of investigative work because they are well taught
- On some occasions teachers do not set clear expectations about the amount of work expected so some pupils did not work as hard as they could
- Good teaching by all staff in the Foundation Stage helps children to settle quickly, acquire basic skills well and develop the ability to read

Commentary

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	7 (18%)	22 (56%)	10 (26%)			

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.

15. The teaching in the Foundation Stage class is consistently good. Children are provided with a good balance of interesting and appropriate activities and become enthusiastic learners. Their teachers work very well together and have very good understanding of the needs of their pupils and of the areas of learning for the under-fives. They receive a good level of direct teaching through sessions that include phonics. Alongside this are opportunities to make choices from a wide range of interesting activities. Teachers make accurate assessments of their pupils and use the information to plan work to meet individual needs so children achieve well.
16. Teaching in the rest of the school is good overall. Teachers are very knowledgeable about the core curriculum due to recent school priorities. They plan work very carefully and work hard to ensure that pupils of different abilities are suitably challenged. However, sometimes they do not make it clear how much work is expected so some pupils do not work as hard as they should. They make very good, planned use of classroom assistants and other adults so pupils are well supported. In Year 6, for example, more able mathematicians are taught by a local secondary school teacher on three occasions each week and make rapid gains in learning. Other pupils in the year group have made very good progress in English. These pupils have gained extra confidence and interest in reading by joining a before-school reading club. The teaching of English is now a particular strength. Speaking and listening is well developed in all subjects because teachers provide good teaching of new words and terms and provide opportunities

during partner work for discussion. In physical education lessons, teachers described movements using the correct technical terms and pupils used these terms during their evaluations. Handwriting and presentation are consistently good because teachers care about standards and pupils are encouraged to take a pride in their work. This has a marked impact in mathematics where careful setting out contributes to pupils' understanding of place value. Investigative and problem solving skills are well taught so pupils are confident and have a range of strategies available to guide them in mathematics and in science. Many lessons are linked to visits or enriched by visitors so pupils find many lessons exciting. There is a good homework system and parents are encouraged to comment in pupils' homework books. Teachers react very quickly to these comments if there is a problem.

17. Teachers make very good use of the school's manageable and useful assessment programme to judge pupils' progress and diagnose their strengths and weaknesses. The information is used to set targets, amend teaching strategies and inform discussion with parents. Oral discussion is well used to give pupils the information and strategies they need to help them improve. Marking is good. At its best in Year 2 it has made a strong contribution to pupils' rising standards in English and mathematics.

The curriculum

The curriculum is good. The provision for pupils with special educational needs, extra-curricular activities and personal, social and health education is very good. Accommodation and resources are satisfactory overall. There has been a good improvement overall since the last inspection.

Main strengths and weaknesses

- The curriculum is broad and balanced and includes a very good range, particularly for a small school, of extra-curricular activities
- Medium term planning is good and motivates pupils well, in particular the planning for English and mathematics
- Provision for special educational needs pupils is very good
- Personal and social education is very effective and underlies much of everyday teaching
- Some subjects, including history or geography, are not studied frequently enough
- Outdoor provision and accommodation for Foundation Stage is too limited

Commentary

18. The school has a clear curriculum philosophy for teaching and learning in all subjects. Suitable and successful emphasis is placed on the core subjects of English, mathematics and science and the pupils' personal and social development. Planning of all subjects for the medium and short term is of a very good quality and is matched to the knowledge and skills appropriate for each ability and age group, providing the pupils with a wealth of learning experiences. In addition, there is an appropriate and consistent approach to the curriculum based on the good use of assessment information. Assessment procedures are a strong point of the school's curriculum planning. All curriculum recommendations from the last inspection have been fully met.

19. The organisation of a more consistent coverage of history and geography is required to ensure that the subjects are studied frequently enough to enable pupils to remember previous learning. This is particularly the case in Years 5 and 6 where long intervals occur between history lessons.

20. The teachers organise many visitors, visits and extra-curricular activities to enrich the school's curriculum provision. There is a very wide range of sporting and musical activities outside the normal lessons, including football, netball, basketball, rugby and cricket. Many pupils take part in musical activities, both vocal and instrumental, as well as taking the opportunity to play chess and learn a foreign language. The teachers and other adults work hard to provide such a wide range of activities to meet the needs and interests of the pupils. This has a very positive impact on the

pupils' personal and social development and enhances the well planned programme for this area of the curriculum.

21. The school makes very good provision for the pupils with special educational needs. As a result they are well supported by their teachers and the classroom assistants. The co-ordinator for special educational needs provides very effective support for her colleagues, ensuring that the pupils' Individual Education Plans (IEPs) have small step targets that are achievable and clearly defined to meet the needs of the pupils effectively. Teaching Assistants provide very good support.
22. The provision for special educational needs meets all the statutory requirements and is very well supported by the governing body.
23. Accommodation and resources are satisfactory overall. The building has been extensively extended since the last inspection, including an ICT suite. However, indoor and outdoor space available to the Foundation Stage children is inadequate. In addition, the teaching of information and communications technology would benefit from the provision of a large screen to enable teachers to demonstrate new skills.

Care, guidance and support

The school provides very good care, welfare and safety to its pupils.

Main strengths and weaknesses

- Pupils are very well cared for during their time in the school
- Pupils are supported, advised and guided very well
- There is a strong School Council, which involves pupils in the life of the school and ensures that pupils' opinions are very well considered
- Outside specialist support is very strong
- The arrangements for children's induction are good and for transition are very good

Commentary

24. The school has very good procedures for child protection and they are sensitively and effectively applied. Health and safety procedures are very good and governors are considerably involved, undertaking termly inspections and monitoring procedures regularly. The school is now much more secure after successful lobbying for funds has resulted in boundary fencing being installed.
25. There is very good support from outside specialist agencies. These include the hearing and visual impairment services, mobility officer and Braille officer and a touch typist. There is also very good support from the speech and language therapists who have trained teaching assistants to carry on with this important work. The educational psychologist is available three times a year and the school nurse not only does her usual checks but also helps to deliver sex education to the pupils. There is effective support from the behaviour support team. Close liaison with Severdale Special School is also very helpful as they provide advice for special needs pupils.
26. Monitoring of pupils' progress and achievements is used well to identify areas for improvement and to set targets. Achievement is recognised in celebration assemblies and this motivates pupils very well to raise their sights to even higher achievements.
27. Foundation Stage children are given a good start in the school and are helped to become confident learners. There are good induction arrangements for them. They are supported by older pupils and are valued and cared for at the school. Pupils with special educational needs are very well cared for. Parents are very pleased with the way that the school looks after their children.

28. The pupils' views are sought through the very well established and effective School Council. This contributes to the involvement of pupils in the life of the school and is epitomised in the pupils' commitment to the school.
29. This aspect has improved since the last inspection and the way that the pupils are cared for and looked after is a great credit to the school.

Partnership with parents, other schools and the community

The school has very good links with parents, the local community and with other schools in the area. This aspect is a strength of the school and has improved since the last inspection.

Main strengths and weaknesses

- Parents are supportive of the school, especially through the very strong Parents Association
- The parents are provided with very good information about the school and the progress of their children
- The school has particularly good links with the parish church
- Transition to the senior school is particularly well handled
- Parents lack formal opportunities to give their views to the school

Commentary

30. Parents were very positive about the school. Annual reports are of a good standard and the school's 'open door' policy means that teachers are always available if parents wish to raise concerns. The information provided to parents overall is very good. The school issues a parents' newsletter every other week, a religious education newsletter each term and there is a termly pupils' newspaper. Evening events, such as Jolly Phonics, keep parents informed about what is being taught at school, so that they can help their children with homework. Parents talk to teachers informally, but there is no formal mechanism, such as questionnaires, for eliciting parents' views and opinions.
31. The school has an active and very flourishing Parents' Association. It organises several very successful events during the year and raises considerable funds, which help to provide additional equipment and resources for the school. A number of parents help in the school with reading or are actually part of the school staff.
32. The school's links with the community include organisations concerned with art and drama, music, sporting associations, the Library Service, " Bridgnorth in Bloom", the leisure centre and local churches. The relationship with St. John's Catholic Church and the parish are particularly close and form a fundamental part of the school's ethos. Links exist with Business Partnership through which the Young Engineers Club was set up and mini enterprise projects have been facilitated. The school supports Innage Grange retirement home at Harvest and Christmas and they are invited to school productions.
33. The very good links with other schools centre on the two secondary schools, Bridgnorth Endowed School and Oldbury Wells Secondary School. Smooth transition arrangements and ongoing curricular links are of considerable advantage to pupils' learning. For example, teachers from Bridgnorth Endowed School visit the school to teach Year 6 mathematics.

LEADERSHIP AND MANAGEMENT

Leadership and management are good and the quality maintained since the last inspection. The governors offer good service to the school and the new senior managers are contributing effectively. The headteacher is a very effective leader.

Main strengths and weaknesses

- The headteacher is very clear-sighted and she communicates very well
- The governing body knows the school very well, is energetic and works hard
- The administration of the school, including its financial management, is very good
- Strategic planning by the school and its governing body is effective and contributes strongly to school improvement
- The governing body is not involved enough in monitoring pupils' learning in the classroom

Commentary

34. The headteacher plays a key role in creating a harmony of purpose within the school community. She has helped pupils, parents and teachers to reach a common understanding of the school's aspirations and purpose. She has had a considerable impact since her appointment. The school's strength lies in its partnership with all those involved in its day-to-day life, its commitment to inclusion and the enthusiasm with which it seizes worthwhile educational opportunities. These opportunities may include learning how to take fuchsia cuttings for Bridgnorth in bloom, providing advanced mathematics classes for older pupils or working with a local potter. The school has very strong shared ethos based on Gospel values. The senior management team and co-ordinators are developing well and making an increasing contribution to the quality of education. Staff development and effective teamwork are all linked to a well-focused school improvement plan and the desire to raise standards in all aspects of school life and to offer rich educational opportunity.

35. The school has had considerable staff changes over the past four years. New subject leaders are working closely together to develop a strong, lively curriculum. Good use is made of training opportunities to increase teachers' subject expertise. Monitoring arrangements are working well and co-ordinators make good use of sampling pupils' work and analysing assessment information to improve standards in their subjects. The programme for monitoring subject teaching by co-ordinators is about to be resumed now that staffing has settled. Special educational needs provision is well managed and there is very good governor involvement.

36. The governing body is very involved in the work of the school. They are hardworking and give the school very practical support. They were heavily involved in the recent extensive building project and supported the headteacher very well in this onerous management task. The school community is close and governors make a strong contribution to the very good relationships between all of its members. However, there are some aspects that require tightening. In particular, the governors have not established a formal monitoring routine. Although they visit the school frequently they do not make formal, regular arrangements to review the work in the classroom.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	423, 492
Total expenditure	388,866
Expenditure per pupil	2091

Balances (£)	
Balance from previous year	5735
Balance carried forward to the next	34, 626*

Prudent financial planning and secure management and monitoring of budgets help the school to meet its targets for development and educational priorities. Decisions on spending and allocation of resources are made with a good appreciation for the principles of best value. The school's administrative officer provides very good support.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is good. Children enter the reception class about a term before their fifth birthday in September and January each year. Their skills on entry vary widely but are broadly typical of those found in children of this age. They are given a good start to their education because teaching is good in all the areas of learning observed. It is based on clear planning using national guidance and informed by very good assessment procedures which ensure individual needs, including special educational needs, are well known and catered for. There is an appropriate balance of teacher directed activities and opportunities for children to make their own choices. Currently the outdoor provision is not well developed and this means learning opportunities are restricted in some areas. Development of this provision is an appropriate priority in the school development plan. The reception class staff work together effectively as a team and are well led by the Foundation Stage coordinator. These arrangements promote good continuity and progression between the reception class and Years 1 and 2. Effective partnerships have been established with parents. There is a careful induction programme before, and just after, school entry and teachers are developing closer links with the many of the settings children attend before starting school.

No judgements were made about the standards, teaching and learning in **creative development** because no teaching was observed during the inspection. The resources and displays in the classroom and the teacher's planning indicate that children are offered appropriate experiences in this area of learning. Opportunities for children to develop their imagination through play outside are limited by the lack of a well resourced outdoor area.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children develop good relationships with their teachers and with each other
- Independence is fostered well because children are expected to take responsibility
- Behaviour is not as good when children are working in groups as it is when they are working as a whole class

Commentary

37. Children in the reception class are developing well in this area of learning. A majority are likely to attain the early learning goals by the end of the year and some will exceed them. This is because the teacher and her assistant make their expectations clear. For example, they maintain a relaxed, calm atmosphere at the start of the day so children enter the class confidently and they expect them to tidy up their games independently at the end of each session. Children also take responsibility for planning and reviewing their own activities in some sessions. They cooperate well and show consideration for each other because time, such as small group snack time, is allocated specifically for developing these skills and staff provide consistently good role models. Behaviour is generally good, especially when children are working with adults. However, some restlessness was observed when children were working in groups and pairs, usually because resources were not well matched or sufficient to meet their needs.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's speaking and listening skills are fostered effectively
- Imaginative teaching of early reading skills leads to high standards

Commentary

38. A majority of children are likely to attain most of the early learning goals for communication, language and literacy and many have already reached them in reading. Good opportunities are provided for children to extend their speaking and listening skills. During the inspection they listened to "The Three Little Pigs" really well because the teacher involved them in actions, noises and responses so they kept pace and maintained the thread of the story. They speak confidently because staff are good listeners and clearly value their contributions. Imaginative and effective methods are used for systematic teaching of reading and as a result many children have made a good start. They are keen and responsive during weekly paired reading with their Year 6 partners and actively enjoy carefully structured "Jolly Phonics" sessions. A few have begun reading independently and others can read some simple words. Nearly all are linking sounds and letters well. Very little teaching of writing was observed during the inspection, but planning and recorded work shows generally appropriate provision for children to develop their skills. However, there should be more opportunities for children to read and write purposefully in their play, such as the passports in the role play "post office".

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children count and order numbers and with confidence
- Teachers make good use of incidental opportunities to reinforce learning about mathematics

Commentary

39. Children are making good progress in their early understanding of numbers, shapes and measures. A majority are likely to attain the early learning goals in this area by the end of the year and more able children already show understanding beyond this level. For example, a more able child recognised all the numbers to 100 and solved problems involving addition and subtraction to 10 mentally. Almost all children count, recognise and order numbers to 10 confidently because teachers use every opportunity to consolidate and assess their understanding, as when individual children were asked to count numbers for dinner during registration. Most children name common shapes accurately and are beginning to use mathematical vocabulary such as "taller" and "shorter". Work in mathematics is well linked to other areas of learning. For example, children use numbers purposefully in their imaginative play in the "post office" to fill in "savings books". However, resources are not always well enough matched to the learning objectives to offer adequate support, as in the choice of a free-hand software programme for making shape pictures on the computer.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- A wide range of interesting activities captures the children's interest

Commentary

40. Children's curiosity about, and awareness of, the world around them is effectively fostered through regular trips outside the classroom. Thus they recently visited the local post office before setting up their own classroom role-play area as a post office. Well balanced planning over the year ensures all aspects of this area of learning are covered and most children are on course to achieve many of the related early learning goals by the beginning of Year 1. They showed lively interest and good knowledge when describing the caterpillars they had observed in the Year 6 classroom and used a range of technological equipment such as computers with confidence. Resources are satisfactory, although the outdoor provision does not afford rich enough opportunity for exploration and investigations during independent play by children who are still very young.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children work hard in physical development lessons because the challenge is well matched to their abilities
- The outdoor area does not provide a range of activities for children's physical development

Commentary

41. More than half the children are on course to reach the early learning goals for physical development by the end of the summer term. They showed good control when jumping in a warm up game at the start of a lesson, and worked hard to improve their control when rolling and stopping balls as the lesson proceeded. Good teaching ensured the tasks were well matched to children's differing abilities. In the classroom many children hold pencils correctly but some find using scissors to cut along lines more difficult. Their skill when controlling the mouse to make computer pictures is good. The outdoor provision does not yet include a range of activities for physical development, although the teacher makes good use of outdoor equipment boxes to give children as many different experiences as possible. The school is aware of this weakness and has highlighted it as a priority.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning, including the use of assessment to inform the target setting process, is good
- The Jolly Phonics programme has a positive impact on the quality of pupils' reading
- The use of 'talking pairs' and group discussion promotes speaking and listening skills well
- The high quality of the pupils' writing
- Opportunities for writing across the whole curriculum are not exploited sufficiently well

42. Standards remain consistently above average and compare well with similar schools. Currently standards in both Year 2 and Year 6 are above average in speaking and listening, reading and writing. Throughout the school there is consistently good knowledgeable teaching. This is an improvement since the last inspection.

43. Pupils have good communication skills throughout the school. Good use is made by the teachers of “talking pairs” and group discussion to enhance these skills. By Year 6 pupils are choosing words precisely to explain their thoughts and ideas clearly and succinctly. All pupils enjoy reading for both information and pleasure. The younger pupils thoroughly enjoy their Jolly Phonics lessons, which are having a very positive impact on their acquisition of reading skills, as well as their paired reading with Year 6 pupils every week. There is a suitable choice of reading material in all classrooms and every day teaching time is allocated to reading activities.
44. Standards in writing are above average throughout the school. In Year 2 the pupils used their experience of Allan Ahlberg’s Happy Families stories to plan and develop their own character for a future writing activity. Their writing skills were also used effectively when writing their accounts of the life of Florence Nightingale in history.
45. The high standards in writing being achieved in Year 6 are the result of very good teaching. By this age pupils are writing for a whole range of purposes, including fiction, letter writing, poetry and writing persuasive pamphlets. Their skills in spelling, grammar and punctuation are well developed and used effectively. In a very good lesson, these pupils worked well together in pairs to brainstorm exciting words and phrases to help them write a story ending that would be both gripping and original. The pupils continued the lesson by drafting and editing their ending paragraphs. They used imaginative words to good effect and succeeded in providing their stories with unusual and creative endings.
46. The pupils’ attitudes to English are good overall. They are keen to participate and are very eager to learn. Their behaviour is good. The very good relationships the pupils have with their teachers and peers underpin these characteristics.
47. The quality of teaching and learning is good overall. The teachers have a good knowledge and understanding of the subject and their planning is of a very high standard. At their very best, as in Year 6, lessons have pace and challenge through the use of probing questions that are used very effectively to assess the pupils’ knowledge and understanding. Regular assessment is used very successfully to inform the setting of the pupils’ targets. All teachers have very high expectations and communicate their enthusiasm for the subject through their teaching. The skilled teaching assistants are used to good effect to extend the pupils’ learning, particularly those with special educational needs who make good progress as a result of this very good support.
48. The co-ordinators provide good leadership and management in the subject. They monitor teaching and learning effectively through observation and analysis of pupils’ work. The strengths and areas for development are identified, communicated to colleagues and used to inform the subject Action Plan.

Language and literacy across the curriculum

49. The use of language and literacy across the curriculum is good overall. The teachers have identified the key subject vocabulary for each subject and use reading skills to research information from a variety of sources. The Action Plan correctly recognizes the need to identify opportunities for writing across the whole curriculum. The marking of pupils’ writing is always supportive and clearly advises how improvements can be achieved.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in Years 2 and 6 are well above average
- Teaching is confident and interesting activities are used, so pupils enjoy the subject

- Very good use is made of assessment and target setting both to inform planning and to help pupils of different abilities improve
- Pupils are good at mental mathematics and problem solving because they are given lots of enjoyable practice and very clear models to follow
- On some occasions teachers did not set clear expectations about the amount of work expected so some pupils did not work as hard as they could
- Classroom assistants offer very good support and are well trained

Commentary

50. Standards in mathematics have improved since the last inspection. Test results are well above average at seven and eleven. Throughout the school pupils achieve well and make steady progress. More able pupils are now appropriately challenged and do well in tests compared to similar pupils in other schools. Pupils with special educational needs are very well supported and are achieving well and making good progress.

51. Teaching is generally good throughout the school. Most teachers have received extra national training and use a variety of interesting activities and strategies to improve pupils' understanding. In Year 2 pupils were helped to understand quick methods of adding 9, 19 and 29 because the teacher made very good use of a hundred square both as a demonstration tool and as an individual aid. She effectively reinforced her clear demonstration by asking many pupils to work examples for the class and explain their thinking as they did so. A particular strength in the older classes is the very clear teaching to help pupils become confident problem solvers. These teachers are successfully helping pupils to acquire techniques to deal with interpretation of complicated word problems. Throughout the school the standard of presentation in mathematics is consistent and high, and this helps pupils to set work out in a way which aids their understanding. In all classes teachers were tenacious and persisted with their teaching until they were confident that pupils really understood. During group work pupils worked on appropriately graded work that matched their ability and teachers gave good levels of support. In some classes a few pupils, often in the middle group, did not work as hard as they could because teachers in some classes did not make it clear enough what they expected these pupils to achieve in the time available.

52. Assessment is systematic and teachers analyse information from testing carefully both to improve their teaching and to diagnose strengths and weaknesses in individual pupils' performance. Pupils have a set of targets, and by the time they are in Year 6 they are involved in discussion with their teacher about their success in meeting them. Careful marking, particularly in Year 2, also helps pupils to understand how well they are doing.

53. The co-ordinator leads and manages the subject well. Resources are good. There are opportunities for parents to see a typical numeracy lesson and there is a numeracy governor. The subject is effectively monitored by looking at books and analysing the regular assessment information from each class. The maths co-ordinator has observed lessons throughout the school but the numeracy governor has not yet observed learning in the classroom. Strengths and weaknesses are identified and inform the subject action plan.

Mathematics across the curriculum

54. Mathematics is applied well in other subjects. Pupils make use of measurement skills in science, for example to measure the growth of plants and to calculate scale in geography. Data handling skills are evident in most classes. In Year 1 pupils collected traffic information and used the computer to create appropriate graphs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils of all ages attain high standards in science
- Investigative and enquiry skills are very well developed
- Teachers capture pupils' interest so they are very enthusiastic about the subject
- The final parts of lessons are sometimes too short to reinforce new learning effectively

Commentary

55. Standards are above average throughout the school. In 2003, results for Year 2 pupils were above the national average and the average for similar schools. The number of Year 6 pupils reaching the expected level in the national tests was above the national average and above that of similar schools. During the inspection these high standards were confirmed in lessons and in the recorded work of the older pupils. Younger pupils showed high standards when talking about their work, as when Year 1 pupils explained that some of the toys they were investigating needed both pushes and pulls to make them work. Pupils achieve well in science because their teachers assess their learning carefully and plan lessons with the right level of challenge for each ability group including those with special educational needs.

56. Teachers promote a spirit of enquiry and careful investigation in science lessons. This aspect of the curriculum is very well taught from an early age. New learning is underpinned by observation and systematic gathering of evidence. Thus in a very good Year 3 lesson, pupils examined bare rooted plants with a lens and an electronic microscope, as well as observing how the roots spread out in water, before they were helped to reach conclusions about the roles of the different parts of the root system. Pupils are taught to make predictions and to test them, using their findings to make generalisations, as when Year 6 pupils collaborated maturely in groups to test their predictions about sound vibrations. They showed good understanding and competence in their use of planning boards to organise fair tests.

57. Pupils enjoy their science work because teachers capture their interest with teaching that is based on good subject knowledge. Pupils in Year 2 showed genuine delight as they managed to construct simple electrical circuits and light their bulbs. Lessons are designed well to provide a variety of lively activities that help pupils to be engaged in their tasks fully. Imaginative links between science and other subjects, as when Year 6 pupils designed and made name places for children in the reception class, motivate pupils well and help them to understand how science is used in every day life. Pupils have many opportunities to use their speaking and listening, reading, writing and numeracy skills in science lessons. Weaknesses are few. Most significantly, teachers do not always pace activities well enough to leave time to reinforce new learning effectively at the end of the lesson. For the same reason, more able pupils do not always complete and record the more challenging tasks planned for them.

The coordinator leads the subject well. The scheme of work now ensures progression in the development of knowledge, understanding and skills throughout the school. Monitoring of teaching is not yet systematic but a manageable assessment system enables her to monitor standards effectively. Improvement since the previous inspection is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are improving fast and are comfortably in line with national expectations throughout the school
- Pupils use their ICT skills well in other subjects
- Resources have improved considerably this year with the establishment of a well used ICT suite

Commentary

59. Provision in ICT has improved since the last inspection. During the inspection many lessons were cancelled or badly affected by a country wide computer virus. Teachers are well trained, teaching the subject with increasing confidence and, in the lessons seen, teaching was at least sound in trying circumstances. Standards are at least average in Year 6 and in Year 2. Most pupils have computers at home and all, including the youngest, are aware of Internet safety. Pupils demonstrated their skills and capability independently.
60. Year 2 pupils demonstrated their knowledge well. They selected programs from a menu that they wanted to share. They have been well taught. They can use Word to present their work but are less confident about editing. Pupils enjoyed using graphics programs and are able to use data-handling facilities independently. These pupils still rely on their teachers to switch machines on, however.
61. Year 6 pupils are very confident. They use the computer and other technology as essential learning tools. Many of their lessons are enhanced by computer-based research or application. At present, pupils are making a programmable switching device with support from a local secondary school. Pupils are using the Internet to compile an itinerary for a leisurely journey from Bridgnorth to the Olympic Games in Athens. Pupils in this class also created a PowerPoint presentation about a personal interest. Some of these pupils added sound and animation to their presentation. They can construct an Excel spreadsheet using simple, provided formulae.
62. The subject is effectively co-ordinated and the school has worked hard since the beginning of this academic year to establish its ICT suite. However, the school does not have adequate facilities for teacher demonstration in the ICT suite, so intervention and support are confined to a one-to-one approach, which can be inefficient. Monitoring is effectively linked to a whole school assessment programme and links well to the subject action plan. The school development plan indicates that the co-ordinator is scheduled to monitor lessons in the near future. The school has benefited from the technical and resource support from the local secondary school. Resources are good and include an electronic microscope, digital camera and programmable toys.

Information and communication technology across the curriculum

63. The school makes good use of information and communication technology to support learning in many subjects. In science, pupils used an electronic microscope to examine and record observations on a tomato plant. Pupils used the computer for research and presentation in history and geography and for data handling in mathematics and science.

HUMANITIES

It is not possible to make an overall judgement on the quality of provision in **geography** because of insufficient inspection evidence. A scrutiny of the work in books and discussions with pupils indicates that, in Year 2 and Year 6, pupils are achieving standards that are in line with national expectations. The evidence available shows that the overall subject planning throughout the school

is very good and takes an appropriate account of the national guidance. However, the school does not teach geography regularly enough, so pupils cannot easily build on previous learning.

History

The provision for history is **satisfactory**.

Main strengths and weaknesses

- The subject is enriched well by visits and visitors
- Lack of consistency in the coverage of the subject adversely affects the continuity and progression of the pupils' learning

Commentary

64. Standards attained in history by the end of Year 2 and Year 6 are in line with those expected nationally. Pupils achieve satisfactorily in all year groups. Pupils with special educational needs make satisfactory progress through the well targeted support provided by the teachers' planning and by the teaching assistants.
65. History makes a positive contribution to the pupils' literacy and information and communication technology skills and development. Opportunities have been identified for pupils to use their writing skills in history and to use computers to research for information or record their findings.
66. The quality of teaching and learning is satisfactory overall. The teachers' lesson planning is very good and effectively ensures that the pupils acquire the appropriate subject skills and vocabulary. In a good lesson in Year 2 the teacher's enthusiasm for, and knowledge of, the subject enhanced the pupils' learning. Whole class and group discussions were effective in enabling the pupils to build on their knowledge and understanding of the life and times of Florence Nightingale. Pupils in Year 6 recalled their Victorian project that was enriched by their visit to a Victorian Day at Shugborough Hall and by the visit of the School Inspector in their Victorian Day at school.
67. The co-ordinator for Humanities is newly appointed. She has a clear vision for the future direction of the subject. More consistent coverage of history and geography is required so that the subjects are studied frequently enough to enable pupils to remember previous learning. The co-ordinator monitors teachers' planning and the pupils' work. The analysis of this information is used to inform the subject action plan for future development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It is not possible to report in the quality of provision in **design and technology** because no lessons were observed. However, planning and recorded work, together with a few products seen during the inspection, suggest that an appropriate curriculum is taught and pupils have pride in what they produce. Pupils' folders have evidence of their plans for making objects and their evaluations of their work. The best work seen was purposeful and linked well to other subjects, as when Year 6 pupils made name plates for Reception class children when learning about electrical circuits in science.

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- There is a comprehensive scheme of work that includes a manageable and effective assessment system.
- Visiting artists and visits enrich the experiences provided, so pupils are motivated and keen
- Standards attained are variable because teachers' expectations are not consistently high enough

Commentary

68. Work in art and design is now based on a scheme of work that sets out systematic progression in the development of skills and techniques. Teachers are beginning to assess standards as each unit of work is completed, using a manageable assessment system similar to that used in other subjects. The coordinator has introduced these improvements since the previous inspection and plans to monitor their effectiveness in raising standards as the younger pupils move through the school.

69. Pupils talk enthusiastically about their art work and show good concentration in lessons because they are absorbed by the tasks teachers set. Their interest is stimulated further by the opportunities provided to work with visiting artists and to visit exhibitions. Year 6 pupils talked enthusiastically about their visit to an exhibition on book making at the local secondary school and there are attractive displays of work produced with the help of visiting artists. In a very good Year 1 lesson, pupils worked with enthusiasm and pride when creating imaginative sculptures with natural materials and dragged their parents into the classroom to admire the results at the end of the day.

70. Although inspectors saw some examples of high quality work in art and design, standards are not consistently good. Younger pupils do not have sufficient exploratory experiences, and this means older pupils need to develop skills they should have acquired earlier. Therefore, in a Year 4 lesson, pupils needed to experiment to make the colours they wanted and consequently many did not achieve the set task in the time available. Older pupils are beginning to use sketchbooks appropriately, as when Year 6 pupils worked towards their fish collages, but this is not regular enough for them to develop ideas in depth. However, they talked knowledgably about the work of several artists and how they used ICT to create pictures in the style of Kandinsky. Generally the standards attained in Year 2 and in Year 6 are average.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- A well planned curriculum is effectively enriched by a wide range of extra opportunities for pupils to hear, learn and perform music

Commentary

71. The school has developed a good scheme of work for music based on Local Education Authority guidance. This ensures progress as pupils move up the school and includes an effective assessment system to track individual progress. These are improvements since the previous inspection. Learning in lessons is enhanced by a wide range of other opportunities, open to all pupils, such as recorder clubs and choir. Some pupils also learn to play a range of instruments

with visiting teachers. Visiting musicians inspire pupils and annual musical performances by each age group are clearly enjoyed by all.

72. Standards attained are average at Year 2 and Year 6. Pupils sing tunefully in assembly and more able musicians are encouraged to develop their talents according to their ability. For example in a Year 2 lesson they were asked to work out how to play, on the xylophone, a downward melody from the song they were learning. Consistent teaching ensures pupils use appropriate musical terminology when talking about their work. Year 6 pupils are aware of a range of musical styles, music from different cultures and composers from different periods of time. Effective links are made between music and other subjects, as when pupils use the internet and books to research information about the music they listen to in assemblies. Year 2 pupils talk enthusiastically about the instruments they have played. However, pupils in both age groups have too few opportunities to compose their own music or to write it down for others to play.

Physical education (PE)

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Good quality after school clubs extend learning and are well supported by adults including parents
- The school makes very good use of links with other schools including the local secondary school to extend its programme and enhance expertise
- School, commercial and national documents provide good guidelines for teachers

Commentary

73. In Year 2 standards are in line with national expectations in gymnastics. Pupils can create sequences of linked and contrasting movements. Pupils co-operate very well together to use space and apparatus sensibly. They are beginning to evaluate their work and to comment sensibly on other pupils' performance. Teaching is good and work is very well planned and linked to previous work. Instructions are precise and the correct vocabulary is taught and used by pupils. Pupils are expected to set up the apparatus and put it away and, though they are a little noisy, they do this with good regard for safety.

74. In the junior classes all the lessons seen were athletics lessons taught in the school hall because of bad weather and were based on skill development. Standards are average. Lessons were well planned but did not always provide enough opportunities for pupils to exercise vigorously enough in the confined hall space.

75. The school uses its facilities effectively and the provision has improved since the last inspection. Pupils participate enthusiastically in competitive sport and are successful in several competitions including swimming. Junior age pupils have weekly swimming sessions for about half a term each year.

76. Physical education is currently a focus for the school development plan and there are training opportunities for teachers in the summer term. There is a thorough subject plan now. This is an improvement since the last inspection. There is good subject leadership by the coordinator.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The school's provision for personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- Very good foundations are laid in the reception class
- The School Council makes a very positive contribution to the life of the school

Commentary

77. The school places a very high priority on this aspect of the pupils' development. This begins in the Foundation Stage and continues throughout the school. Very good routines are established from the earliest age, and these prepare the pupils for their lives later in the school.

78. The school has developed a clear policy for personal, social and health education that includes sex education and the dangers of drug abuse. It is taught within lessons, in assemblies and underpins all activities throughout the school. It is an integral part of the whole curriculum and has a very beneficial effect on pupils' relationships with one another and with adults in the school. The school has high expectations of its pupils' behaviour and respect for others in the community. Classroom and other observations show that the pupils thoroughly understand these expectations.

79. In the one lesson observed, pupils in Year 2 engaged in calming down techniques and took part in meaningful discussions in small groups to identify problems and suggest possible solutions. Older pupils are attentive to the care and support of younger pupils in the school, especially at playtimes and lunchtimes.

80. The School Council discusses matters of importance to all pupils in the school. They have been able to make valuable suggestions for facilities to enhance the playground and their project on school meals, in collaboration with the cook, resulted in county recognition. The council members take a pride in their activities and are keen to share their successes.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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