

INSPECTION REPORT

ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

Broadstairs

LEA area: Kent

Unique reference number: 131126

Headteacher: Mrs Diane Holland

Lead inspector: Brian Rowe

Dates of inspection: 24 – 27 May 2004

Inspection number: 257746

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 years
Gender of pupils:	Mixed
Number on roll:	210
School address:	St Peters Park Road Broadstairs Kent
Postcode:	CT10 2BA
Telephone number:	01843 861738
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Jason Savage
Date of previous inspection:	18 th May 1998

CHARACTERISTICS OF THE SCHOOL

St Joseph's is an average sized voluntary aided Catholic primary school with 210 pupils between the ages of 4 and 11 years. There are equal numbers of boys and girls, but variations exist between the year groups. The school is popular and draws pupils from the local area as well as further afield. It serves families who are mainly from a Christian background and whose social circumstances generally match the national picture. The percentage of pupils claiming free school meals is well below average. About one-fifth of pupils have special educational needs, and this is about average. Two pupils have statements outlining their particular needs. This is below average for a school of this size. Pupils' special educational needs are related to their behaviour and learning difficulties. The vast majority of pupils are from white ethnic backgrounds. None are learning English as an additional language. Attainment data shows that the attainment of children joining the school varies from year to year, but is above average overall. Few pupils join or leave the school at other than for normal times. In 2002, the school received an Achievement Award from the DfES for its improved results and the Basic Skills Quality Mark. In 2003, the school was the 45th most improved school in the country (DfES national league tables). During the last year there have been two teachers on long-term absence through illness and this has affected the pupils' learning in some year groups.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1695	Brian Rowe	Lead inspector	Mathematics Geography History Physical education English as an additional language Educational inclusion
9092	Ron Elam	Lay inspector	
	Sara el-Hassani	Team inspector	Science Art and design Design and technology Music Special educational needs
32218	Andrew Mumford	Team inspector	The Foundation Stage ¹ English Information and communication technology Citizenship

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** and improving school that provides a good education and gives good value for money. Leadership and management are good overall and the headteacher provides a determined focus for school development. The governors are hard working and supportive of the school, but still do not fulfil their role to act as a critical friend or in making strategic decisions. Teaching and learning are good and this ensures pupils make good progress overall and achieve well.

The school's main strengths and weaknesses are:

- Pupils' literacy skills are high and they make good progress in English throughout the school.
- Teaching and learning are good and this ensures pupils achieve well.
- The Christian ethos is a key factor in promoting the pupils' very good personal development.
- Standards in mathematics are not consistently high enough in Years 3 to 6.
- Governors are still not fulfilling their role to act as a critical friend and determine the future direction of the school.
- The analysis of test results and the very good arrangements for assessing pupils' work are helping to raise standards.
- The most able pupils are not sufficiently challenged to reach their full potential in mathematics, science and information and communication technology (ICT).
- Some parents perceive the school does not sufficiently take account of their views and concerns.
- The positive relationships ensure that the pupils are happy and want to come to school.
- Support staff make an invaluable contribution to pupils' learning.

The school has made good improvement since the previous inspection and dealt with most identified issues well. The provision for ICT has greatly improved with the establishment of a computer suite. New outdoor play provision for the reception class has been provided and the health and safety issues have been fully addressed. The previous strengths associated with the care of pupils have been maintained. However, the role of the governing body has not been strengthened and important weaknesses remain.

STANDARDS ACHIEVED

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

Key: A - highest 5 per cent of schools; A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those with pupils of a similar prior attainment in their Year 2 national tests*

Attainment on entry to the reception class is above average and many children are very able. Standards in communication, language and literacy are especially strong. Overall, children receive good quality teaching and achieve well, because staff understand the needs of young children and provide a good, stimulating environment. By the time they start in Year 1, many exceed the expectations for their age in reaching the nationally agreed Early Learning Goals².

The 2003, Year 2 test results indicate that standards were well above the national average as well as for similar schools in reading and mathematics. In writing standards are very high (top 5 per cent

² These are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

nationally). The teachers' assessments in science showed well above average standards when compared with all schools, as well as similar schools. The trend in the school's Year 2 results has been above the national trend in the three years up to 2003. Work in the current Year 2 class confirms that the standards have been maintained.

Results in the 2003 national tests for Year 6 were well above the national averages and in line with similar schools. The trend in the school's Year 6 results has been above the national trend in the last three years. However, there was considerable subject variability and in English, results were well above national and similar school averages, whilst in mathematics and science, results were above national averages. When compared with similar schools, mathematics results were below average. Inspection findings for the current Year 6 are not as high as the 2003 National Curriculum test results. This is because there are fewer higher attaining pupils in the present Year 6 class and learning has been disrupted by long-term absence of the class teacher. Despite this, the overall good quality teaching and thorough coverage of the curriculum has ensured that pupils made good progress and achieved well. Overall, the standards achieved in Years 3 to 6 are **above** average.

The development of pupils' personal qualities is **good**. Provision for spiritual, moral, social and cultural development is **very good**. Pupils have positive attitudes to school and their behaviour is good. Attendance and punctuality are good.

QUALITY OF EDUCATION

The school provides a **good** education. Teaching throughout the school is **good** overall and this results in good learning in most lessons. However, the quality of teaching varies between classes and was especially strong in Years 4 and 5. Overall, pupils learn effectively and make good progress because teachers have high expectations of work and behaviour; interesting activities are well planned and support staff make a very valuable contribution to pupils' good achievements. Assessment is very good and the information is used well in English and mathematics by teachers.

The school provides a satisfactory curriculum, which is enriched by lessons in personal and social education and by good out-of-school activities. Links with the local and wider community and other schools are good. The care, guidance and support given to pupils are good and mean that they are happy and well looked after.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school are **good**. The headteacher provides determined leadership with a clear sense of purpose. The governance of the school is unsatisfactory. The governing body is clearly committed to the school and its pupils. However, it has not sufficiently developed its strategic role in facilitating school improvement. In addition, not all members of the governing body operate cohesively as a group and this weakens its potential to develop strategically. Some parents perceive the school does not sufficiently heed or respond to their concerns or provide suitable opportunities for them to share their views.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are mostly supportive of what the school provides and this makes a good contribution to pupils' learning. In particular, they think their children like school, behave well and make good progress. The school's effective links with parents make an important contribution to pupils' academic achievement. Pupils feel that the school is good and were positive in their views of the school.

IMPROVEMENTS NEEDED

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

- improve the standards in mathematics in Years 3 to 6;
- strengthen the role of the governing body to act as a critical friend and determine the future direction of the school;

- ensure the most able pupils are always challenged to reach their full potential in mathematics, science and ICT;
- develop strategies to take more account of parents' views and concerns.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children in the Reception class achieve **well** and standards are **above average** when they move into Year 1. By the end of Year 2, pupils are attaining standards that are **well above** the national average. At the end of Year 6 standards are **above average**. Pupils' achievement is **good** throughout school, but especially strong in Years 4 and 5.

Main strengths and weaknesses

- National test results at the end of Year 2 are well above average.
- The results of the national tests taken in Years 2 and 6 indicate that standards are improving at a faster rate than the national trends.
- Pupils' literacy skills are high and they make good progress in English throughout the school.
- Standards in mathematics are not consistently high enough in Years 3 to 6.
- The most able pupils do not always achieve their full potential in mathematics, science and ICT.
- Provision for pupils with special educational needs is good and they achieve well.

Commentary

1. At the time of the previous inspection in 1998, the school had only been open for a few months and there were no test results to indicate the level of pupils' attainment. Inspectors judged that in the reception class standards of work by the time children started in Year 1 exceeded the expected learning outcomes. Standards were judged to be above national averages at the end of Years 2 and 6 in English, mathematics and in science. Standards in ICT were below average and achievement was unsatisfactory. Since then, numerous initiatives have been put into place to improve overall standards. These include the development of an ICT suite and improved accommodation and resources. Comparison with standards at the previous inspection indicates a significant improvement, but there has been considerable fluctuation of ability since the last inspection. In 2003, the school was the 45th most improved primary school in the country.

Foundation Stage

2. Attainment on entry to the school is above average and many children are very able. Standards in communication, language and literacy are especially strong. Overall, children receive good quality teaching and achieve well so that by the time they start in Year 1 many exceed the expectations for their age in reaching the nationally agreed Early Learning Goals. Progress is good overall, but at times limited because of insufficient rigour in ensuring that all children experience fully the range of activities on offer, and the lack of challenge at times for the most able children. The school has identified the need to improve provision in the Foundation Stage and the current difficulties in staffing are being addressed.

Years 1 and 2

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

Standards in:	School results	National results
Reading	18.1 (16.9)	15.7 (15.8)
Writing	17.9 (16.7)	14.6 (14.4)
Mathematics	18.1 (17.7)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

3. In 2003, national test results for pupils in Year 2 indicate that standards were well above the national average as well as for similar schools in reading and mathematics. In writing, standards are very high (top 5 per cent nationally). The teachers' assessments in science

showed well above average standards when compared with all schools, as well as similar schools. The trend in the school's Year 2 results has been above the national trend in the three years up to 2003. By the end of Year 2, pupils have average skills in ICT and their achievement is satisfactory.

- The findings of the inspection for pupils in Year 2 are similar to the 2003 National Curriculum test results. Work in pupils' books, in lessons, and the rate of progress, indicate that overall standards are well above national expectations in reading, writing and mathematics. Although pupils' achievement is good, overall it is especially strong in English.

Years 3 to 6

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

Standards in:	School results	National results
English	29.4 (28.9)	26.8 (27.0)
Mathematics	27.8 (28.2)	26.8 (26.7)
Science	29.8 (28.8)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

- In the 2003 national tests for pupils at the end of Year 6, results overall were well above the national averages and in line with similar schools. The trend in the school's Year 6 results has been above the national trend in the three years up to 2003. However, there was considerable subject variability and in English, results were well above national and similar school averages, whilst in mathematics and science, results were above national averages. When compared with similar schools, mathematics results were below average. Compared with their test results when they were in Year 2, pupils made good progress. Results at the end of both Years 2 and 6 show no clear pattern of differences in achievement between boys and girls, with any differences being similar to that seen nationally.
- For pupils in the current Year 6, inspection findings are not as high as the 2003 National Curriculum test results. This is because there are fewer higher attaining pupils in the present Year 6 class and learning has been disrupted by long-term absence of the class teacher. Despite this, the overall good quality teaching and thorough coverage of the curriculum has ensured that pupils made good progress and achieved well. Standards in ICT are now in line with national expectations due to improvements in resources and staff confidence. Pupils' achievement was good, in most of the lessons observed during the inspection, and especially strong in Years 4 and 5. Religious education is to be inspected as part of Section 23 of the Education Act and will be published as a separate report.
- Overall pupils, including those with special educational needs, achieve well in Years 3 to 6. This is because assessment information is used effectively to ensure that work is well matched to pupils' learning needs. However, the more-able pupils do not always achieve their full potential in mathematics, science and ICT as the work set does not fully challenge them. Pupils' progress is tracked effectively. They are set targets and they know where they need to improve. Insufficient lessons were observed in art and design, design and technology, history, geography, music and physical education to enable judgements to be made about provision, standards, achievement or teaching.
- Pupils have very good literacy skills, good numeracy skills and satisfactory ICT skills. Good use is made of these skills in some classes, but links to other subjects do not feature consistently in teachers' planning.

Pupils' attitudes, values and other personal qualities

Overall, pupils' attitudes to school and behaviour are **good**. Attendance is **very good**. The provision for the spiritual, moral, social and cultural development of pupils is **very good**.

Main strengths and weaknesses

- Pupils behave well, have positive attitudes to work, and enjoy being at school.
- The level of attendance is well above that of similar schools.
- The school's provision for spiritual, social, moral and cultural development leads to very good relationships and positive Christian ethos.

Commentary

9. The table below shows the attendance figures for the school, which has maintained a similar level over the past few years. Punctuality is good at the start of the day.

Attendance in the latest complete reporting year [%]

Authorised absence		Unauthorised absence	
School data:	4.1	School data:	0.2
National data:	5.4	National data:	0.4

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

10. The pupils' attitudes towards learning are good. This includes those pupils with special educational needs. They are interested in what happens in school and they enjoy their work. They listen attentively and readily follow instructions. They are eager to answer questions and are prepared to contribute their ideas. Pupils usually settle quickly to group work in lessons and maintain their interest even when not being directly supported by adults in the classroom. These positive attitudes reflect the quality of teaching and the variety of interesting activities built into the lessons. Nevertheless, throughout most classes there are often one or two pupils whose attitudes are not so positive. Children in the reception class have developed well throughout the year and can sustain a good level of concentration.
11. Pupils' social development is very good. The school provides very good opportunities for pupils to interact with each other in group work, paired discussions, monitoring tasks within class and the School Council. The Year 6 pupils have a range of responsibilities around the school. Their awareness of the wider world is enhanced by entertaining parishioners at the Harvest lunch, a variety of visitors, trips out and collections for charity. Pupils' relationships with their peers and with adults have maintained the high level of the time of the last inspection and contribute to the quality of work in lessons and to the progress they make.
12. The opportunities for pupils to gain insight into values and beliefs in order to develop their spiritual awareness are very good. As well as providing time for reflection, school assemblies help pupils to a sense of belonging to a whole school community. 'Circle Time'³ helps pupils to start to appreciate their own worth and to raise their self-esteem. In the classroom, they discuss varied topics and are learning that others may have a different view or belief from their own. When given the opportunity, pupils willingly demonstrate their maturity and that they can act responsibly, taking care when supervising others and when carrying out tasks in the classroom.
13. The provision for cultural development is good. Various subjects provide pupils with a fuller understanding of the world around them with, for example, painting and music developing aesthetic awareness. Pupils appreciate the western cultural background from work on, for example, the Greeks and Tudors in history. Geography introduces life in other parts of the world such as the Caribbean or India. The school holds a cultural diversity week and, on

³ A planned session to specifically develop pupils' personal qualities.

occasion, encourages parents to come to come to talk about their culture. Nevertheless, the school does not use many curriculum opportunities to prepare pupils for life in multi-cultural Britain.

14. Overall, the behaviour of the great majority of pupils is good and they respond well to the moral guidance from the school. Pupils have a good understanding of right and wrong. They are aware of how their behaviour affects others and many are developing self-discipline. They are well mannered, polite to adults and to each other and welcoming to visitors. They move around the school in an orderly way even when not supervised. Pupils and parents expressed some concerns about some behaviour in the playground and in the Year 6 class. However, pupils explained to inspectors that this has improved considerably with the recent introduction of the 'PUPS'⁴ trained pupils at lunchtimes and the return of the permanent Year 6 class teacher. The school has never excluded any pupils.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education.

Teaching and learning

The quality of teaching and learning is **good** overall, but varies between classes. It is very good in Years 4 and 5. Assessment is used **very well** throughout the school.

Main strengths and weaknesses

- Teachers' planning is very good and ensures continuity in the pupils' learning as they move through the school.
- The most-able pupils are not consistently challenged to reach their full potential.
- Assessment is very good and the information is used well in English and mathematics by teachers when planning the next stage of pupils' learning.
- Teaching assistants are very well deployed. Their input has a very positive effect on pupils' achievement.
- Teachers have established positive relationships with pupils and manage their classes well to maintain good behaviour and encourage positive attitudes to learning.

Commentary

15. The mainly good quality teaching identified at the time of the previous inspection has been improved upon. Examples of good teaching were seen in most year groups with teaching often being very good in Years 4 and 5.
16. The overall good quality of teaching in the Foundation Stage generates an excitement and enthusiasm for learning that is good. This is a good sign that the temporary job share is working well. Since the previous inspection, the school has developed the curriculum and improved the quality of the accommodation and resources to address more fully the areas of learning recommended for this age group. Tasks are organised carefully to give a good balance between adult and child led activities. Support staff are well directed and work together very effectively to ensure that children learn well. Although staff know the children well, the monitoring of individual children's experiences when working independently in the classroom is not sufficiently rigorous to provide information that meets the needs of all children, especially the more able.
17. In most lessons, but especially in Years 4 and 5, teachers have high expectations of their pupils' work and behaviour and plan work, which is challenging and designed to stretch the thinking of all pupils in their class. Pupils respond well to this and are keen to do their best. They know what to expect and what is expected of them and, as a result, classes run

⁴ A group of pupils who help others and have responsibility for helping in the playground.

smoothly and effectively. However, in mathematics, science and ICT the more able are not always sufficiently challenged.

18. Across the school teaching, assistants are deployed well and make very effective contributions in classes. Teachers play their part by making sure that the assistants know what to do and valuing the part they play in pupils' learning.
19. Very good planning is the constant factor that underpins the good and very good teaching. At the beginning of the lesson, teachers set out clearly what it is they intend to teach and what they expect the pupils to learn, and usually reinforce what they have said by displaying the lesson objective on the whiteboard. In these lessons, the needs of pupils are well met and pupils have work that offers the right amount of challenge. The match and relevance of work in Years 1 and 2 is not always as good. At times, similar work is sometimes set for all pupils and the most able are not always sufficiently challenged. This hinders their progress.
20. The teachers' use of questions to find out what their pupils know at the beginning, during and at the end of the lesson is effective. Using their good knowledge of pupils, teachers match questions well to different attainment levels and ensure that there are equal opportunities for both boys and girls to answer questions and make contributions. Information gained is used effectively to plan work and to check pupils' progress.
21. The teaching of pupils with special educational needs is well planned. Good support is provided which enables them to achieve well. Work is often well matched to the individual needs of pupils and staff work effectively to ensure that these pupils make good progress. The support assistants provide very effective support and work closely with the class teachers in planning, assessing and monitoring achievements.
22. Procedures for assessing pupils' attainment, which help the school to monitor the progress of individual pupils, are very good. For example, by analysing pupils' results in national tests at the end of Year 2, non-statutory test in Years 3 to 5 and internal assessments, the school can predict the standard individual pupils are likely to reach by the time they leave school by Year 6. Pupils in all classes are assessed termly in all subjects of the curriculum. The use of assessment information to plan subsequent work is good. Some teachers' marking is good and challenges and reinforces the pupils' learning, but not all of this is up to standard and some opportunities to enhance learning are missed. This is particularly so when classes are taught by supply teachers.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	6 (19%)	14 (45%)	9 (29%)	2 (7%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

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

Main strengths and weaknesses

- Annual 'Diversity Week' programmes and the teaching of modern foreign languages enrich the curriculum.
- Good deployment of support staff helps to meet the needs of the curriculum well as they complement the work of the teachers.

- Whilst appropriate amounts of time are devoted to each subject taught, there is insufficient flexibility or creativity in the distribution of time or deployment of staff to maximise its effectiveness.
- Provision for pupils with special educational needs is good, so they achieve well.

Commentary

23. The school provides a full range of curriculum opportunities that enable pupils to achieve well in all areas. Visits to places like the theatre and environmental centres allow pupils to learn from first-hand experience, and Year 6 pupils enjoy a residential visit to an activity centre. A good range of visitors provide an added stimulus to pupils' learning. Pupils with special educational needs are well provided for within classes and when withdrawn, and this ensures they achieve as well as their peers. There is a coherent and effective programme for personal, social and health education, which includes sex and relationships, and alcohol and drug misuse.
24. Timetabling ensures all subjects are taught for an appropriate amount of time. Some subjects are blocked for an afternoon at a time. These include physical education. As a result, pupils only have one lesson per week and this does not promote adequate physical activity and development of sports and gymnastic skills. Recent long-term sickness of teachers have been covered, but best use is not always made of the expertise available on the staff to ensure pupils have high quality provision. However, the deployment of high quality teaching assistants makes a valuable contribution to pupils' experiences.
25. There are good opportunities for enriching the curriculum. These include the annual 'Diversity Week' and the teaching of modern foreign languages throughout the school. This comprises French up to Year 5, and in Year 6 pupils experience German and Spanish for one term each as well. Year 6 pupils also have a day trip to France to practice their language skills. There is a satisfactory range of clubs, including a number for sports. These are run by teachers and support staff, including the site manager who is a qualified FA coach and whose contribution is very much appreciated by the children.
26. The school's accommodation and resources are good. The buildings are well looked after, and the development of the ICT suite and the outdoor play area for the reception class means there has been good improvement since the last inspection.

Care, guidance and support

The arrangements for pupils' care, welfare and health and safety are **good** and support pupils' learning well. The provision of support, advice and guidance based on monitoring is **good**. The involvement of pupils in the school's work through seeking, valuing and acting on their views is **good**.

Main strengths and weaknesses

- The pupils trust the teachers and other staff and know there is always someone to whom they can turn to for support.
- The school provides a variety of opportunities for pupils to express opinions about life in the school.
- The school effectively monitors pupils' academic progress in English and mathematics.
- There are effective procedures for ensuring a healthy and safe environment.

Commentary

27. As at the time of the previous inspection, staff showed good concern for the needs of the pupils and provided good role models to encourage development. Parents are still pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems. In particular, parents agreed that their children were well supported when they first come into the school, either into reception or if they arrive in other years. This is because of the visits made by the staff to see pupils before they arrive

and the way classmates help new arrivals in other years. Pupils consider that they are supported very well by the staff and know whom they would go to if they needed help. They also consider that the teachers listen to their ideas in the school council, circle time and by means of questionnaires.

28. The site manager, together with a governor, regularly carries out hazard monitoring around the school and issues are recorded for action to be taken. Various risk assessments are in place for many of the subject areas and for visits out. Teachers ensure that pupils are made aware of health and safety issues during lessons, such as science, physical education and design and technology. All the health and safety problems identified in the previous report have been resolved. The school follows the local procedures for child protection and staff have received guidance on how to deal with any concerns that may arise. The arrangements for first aid are good with several trained staff, records kept of treatment and letters for parents if children bump their heads.
29. The school has good arrangements to help pupils to improve their work. The school's assessment procedures in numeracy and literacy enable the staff to monitor the pupils' progress and decide what support they need. The pupils are usually grouped in the classroom and are set targets relating to their own abilities as well as group targets. The recording of pupils' personal qualities is mostly informal, relying on the teachers' own knowledge of the pupils.

Partnership with parents, other schools and the community

Links with parents are **good** overall. Links with other schools are **good** and with the local community are **satisfactory**.

Main strengths and weaknesses

- Parents are mostly supportive of what the school provides and this makes a good contribution to pupils' achievement.
- The school usually provides a good range of information about pupils' progress.
- The contacts with other educational establishments extend pupils' personal, social and academic development.

Commentary

30. In their response to the Ofsted questionnaire and at the meeting with the inspectors, parents showed they that they are mainly pleased with what the school provides. A high proportion said their children like school, that the staff expect their children to work hard and they make good progress. Nevertheless, a significant number of parents expressed some concerns about the impact of staff absence through long-term illness, the achievement of the more-able pupils, behaviour, especially in Year 6, the under-achievement in mathematics and the quality of communication by the school about their concerns. The inspectors' views are described in various parts of this report. The school has already identified that mathematics and the achievement of the more able pupils is an area for development. However, the inspectors judge that the school does need to respond to parents in more varied and creative ways.
31. Each term, the teachers send home an informative class newsletter outlining what is to be taught in each subject and the amount of homework likely to be set. The school also sends home brief letters on other occasions during the year. Teachers are readily available at the end of the day, coming with their pupils into the playground. From the relaxed, informal conversations seen to take place during the inspection, it is apparent that parents are comfortable talking to the teaching staff. Written reports go home each term - in the autumn an extensive description of the children's targets, in the spring term a brief reference to progress and the fuller annual progress report in the summer term. This latter document provides a good summary of what the children know and can do in each subject. Whilst the

school invites parents in for some general meetings with the class teacher, the school provides only one timetabled consultation meeting during the year, in the autumn term.

32. Several parents help in the classroom and many help on trips out. Pupils confirm that their parents either help with the homework or at least ensure it is completed. These attitudes reflect the extent to which many parents encourage their children to respect the school and education process. All parents come to the consultation evenings with the teachers. The parent teacher association works hard to successfully organise both fund raising and social events. However, the school provides no formal opportunities for parents to express their views about the school. The headteacher recognises the benefits of involving parents more and is planning different ways and forums to enable parents to actively contribute their ideas and views.
33. Links with local nursery schools help to prepare children for when they arrive in the reception class. Contacts at the secondary level help to smooth the transfer of pupils at the end of Year 6. Secondary schools also run summer schools which are of particular benefit to the more able pupils. Meetings with staff from other primary schools enable curriculum co-ordinators to meet to share good practice. Pupils benefit from a variety of visitors and from different trips out both locally and further afield. The strong links with the church enhances the Christian ethos of the school and provide excellent opportunities to extend pupils' understanding of the Catholic faith.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is **good**. The leadership and management of other key staff are **good**. Although the governors are hardworking and supportive of the school, the governance of the school is **unsatisfactory** as governors do not adequately fulfil their strategic role of helping to shape the direction of the school. Effectiveness of management is good

Main strengths and weaknesses

- The headteacher provides determined leadership with a clear sense of purpose.
- The governors are insufficiently clear about the school's strengths and weaknesses and do not adequately provide a 'critical friend' role to the headteacher.
- The subject leadership of English is very good, but long-term staff absence has restricted developments in some other subjects.
- Some parents perceive the headteacher and staff do not sufficiently heed their views and concerns.
- Approaches to financial management are good.

Commentary

34. The determination of the headteacher provides a clear focus for effective school improvement. She is well supported by her deputy head. Good systems are in place for managing staff performance and this has been extended to include support staff, including the bursar and clerical assistant. These procedures mean that all staff are clear about their personal and professional targets and feel valued by the school. As a consequence, the school continues to improve. High priority is given to enabling staff to benefit from further training. The caring Christian ethos of the school helps to ensure that relationships within the school are very strong. Staff provide good role models for pupils.
35. The governing body is clearly committed to the school and its pupils. It has not, however, sufficiently developed its strategic role in facilitating school improvement. In addition, not all members of the governing body operate cohesively as a group. This weakens its potential to develop strategically.
36. The provision for pupils with special educational needs is effective. It is well led and organised. Procedures are clear and assessments and records for each individual pupil are of good

quality. Pupils are involved in meeting and reviewing their own targets, which helps them to make good progress.

37. The school is beginning to develop a culture of self-evaluation involving all teaching staff. Subject leadership is good overall, despite some interim arrangements having been put in place due to long-term staff absences. All key staff have a responsibility for monitoring and evaluation leading to more effective teaching and learning. The high quality of planning and the effective use made of assessment across school has helped to raise standards since the previous inspection.
38. Good management systems and procedures are in place to ensure that pupils are closely monitored and well supported in meeting their targets in literacy and numeracy. The school is developing its use of 'target tracker', an ICT assessment programme, to further raise standards through effective assessment. The system is currently used in mathematics and English.
39. The school has suffered from long-term staff absences in Year 6 and the reception class. Whilst adequate alternative arrangements have been made, parents have become increasingly concerned about the staffing situation, particularly in the reception class. Some parents perceive the school does not sufficiently heed or respond to their concerns and provide suitable opportunities for them to declare and share their views.
40. The school's budget is managed effectively. The governing body and the headteacher make sure that spending is linked to school improvement. All income to the school is used for its correct delegated purposes. Day-to-day finances are managed effectively by the bursar, in consultation with the headteacher and the governors' finance committee.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	516,746
Total expenditure	528,591
Expenditure per pupil	2,517

Balances (£)	
Balance from previous year	28,128
Balance carried forward to the next	28,129

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 of learning is **good**.

41. Children start in the reception class in the September after their fourth birthday. Most have previously been to a pre-school or nursery. Their overall attainment on entry is above expectations and many pupils are very able. They achieve well and are above average when they move into Year 1. The current reception class has been without their full-time teacher since December, due to sickness. A temporary job-share has taught the class since then. These teachers are effective and have provided a good environment with many positive learning experiences for the children. As a result, the children have not suffered because of the absence and have had a good start to school.
42. The quality of teaching is good in each element of learning, and it is enhanced by the very good use of support staff. Teachers' planning is good, and it is particularly effective for adult initiated activities. Some good activities are planned for the outdoor area. However, this is less effective because the organisation is too tightly controlled for the children to be able to make real choices about being in or out, and because there is often no adult outside to develop children's vocabulary and ideas. The outdoor area has very recently been completed. Whilst it is quite small, there is a good range of activities available, including a climbing frame on a safety surface. Assessment systems are thorough, but they are not focused, so some observations made do not add to the existing knowledge about children.
43. Leadership and management in the Foundation Stage are satisfactory. The temporary teachers largely manage themselves, and there is little evidence of strategic leadership. However, the headteacher, currently standing in as Foundation Stage co-ordinator, has put together an effective team of teaching and non-teaching staff.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's independence is developed well as they have many opportunities to make choices.
- Teachers' expectations are high, so children behave well.
- Children form good relationships with adults, so feel secure and confident.

Commentary

44. Children enter the school with above average attainment in this area. They achieve well, and are above the expected early learning goals by the end of the year because teaching and learning are good. Their behaviour is good overall. Most children play happily together, and co-operate in their activities, for instance when playing the 'Incy Wincy Spider' game. Relationships between children, and between adults and children, are good. Children are confident, and readily speak to adults, including people they do not know. They learn to make choices because teachers plan good opportunities for this. Because of the well-planned themes, children are excited and motivated to learn. They are developing independence, and dress and undress themselves. When appropriate, they sit on the carpet and listen carefully to discussions or stories, and concentrate on tasks for extended periods.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children have a good start and achieve well with reading and writing, because they are well taught.
- Teachers provide good opportunities to develop children's speaking and listening skills.
- Teaching assistants develop children's use of language well in group sessions.

Commentary

45. When children start school their language skills are above average. They are articulate and speak in clear sentences, and know how to handle books. They are given good opportunities to develop these skills. As a result their achievement is good, and they move into Year 1 with above average standards in literacy.
46. Teachers plan good sessions to develop children's speaking and listening skills, such as listening and responding to a story about 'Anansi the Spider'. Because the teacher used her voice well, the children were captivated by the story and understood the issues involved. They were then able to discuss not only the basic story, but how people in it might have felt.
47. Reading and writing is well taught. As a result, children make good progress in these areas, and they are confident readers and writers. Most write captions for pictures or short accounts using some of the letters contained in the words. The more able read simple stories well and write with fluency and accuracy. Teaching and learning are consistently good.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children make good progress because of the well planned activities.
- Children's attitudes to mathematics are good.
- Some assessment is insufficiently focused on developing numeracy skills.

Commentary

48. Teachers take opportunities to count with children during the course of the day. They count the number of children present. Some count to over 100 accurately, and know what one more or less than any two-digit number is. In the course of their play, for instance in the sand, children use two-dimensional shapes which they name although they are less secure in their knowledge of three-dimensional shapes. They correctly use comparative language, such as 'smaller' or 'heavier'. They successfully make up patterns which they are able to repeat accurately, and some are beginning to understand reflective symmetry, which they enjoy working on. Teaching and learning are good and, as a result, children are beyond the expected level when they leave the reception class and have achieved well.
49. Adults assess children's achievements in mathematical development accurately. However, these do not always reflect new learning, so are insufficiently well focused to be useful as a way of measuring achievement or developing new numeracy skills or identifying individual learning needs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding is **good**.

Main strengths and weaknesses

- Well planned topics mean children make good progress in this area.
- Children are enthusiastic about their study of the natural world.

Commentary

50. Most of the work planned by teachers is related to a topic, such as mini-beasts. As a result, children delight in learning new facts about the natural world, such as their study of spiders. These good attitudes help children to achieve well and attain standards beyond the early learning goals by the time they leave the class. Well-planned activities include investigations, as when children tried to get a toy spider down a tube, observation of real spiders and making spiders' webs from straws. Teachers use good questioning skills that extend children's thinking and understanding, and refer children to things they have learnt before so that they can make connections between them. The outdoor area is used effectively, and the children delight in talking about the beans and tomatoes they are growing. Opportunities are taken for the children to develop their ICT skills and they use the school's ICT suite regularly. Teaching and learning of this aspect of the curriculum are good.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Teachers plan well to develop children's physical skills.
- Children's physical co-ordination is good.

Commentary

51. Children enter school with standards of attainment in line with expectations. They achieve well, and are almost all reach the early learning goals by the time they start Year 1 because teaching and learning are good. Teachers are very aware of the different forms of activity children need to develop their co-ordination and manipulative skills. They plan for this carefully, and children have regular sessions where they develop skills that will help their handwriting, so most children hold a pencil or paintbrush correctly. They are also able to practice climbing and moving outdoors. Because the outdoor equipment is very new, the children have had little opportunity to explore and use it, so it is yet to have an impact on their physical development.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching assistants support children's learning well.

Commentary

52. Most of the work in this area is linked into the class topic, which is well planned. As a result it is coherent and makes sense to the children. They achieve well in this area and are beyond the early learning goals when they leave the reception class because teaching and learning are good. They have opportunities to explore the role-play area and make butterflies from playdough. They use paints and crayons, and make models of spiders from a choice of materials, using their imagination. Good questioning and demonstrating, especially by teaching assistants, help children develop their ideas. They enjoy singing, and they have a developing sense of pitch.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision for English is **very good**.

Main strengths and weaknesses

- Standards are high and the achievement of pupils is good in reading and writing.
- Very good leadership and management of the subject has had a major impact on raising standards.
- Teaching is good throughout the school, especially teachers' planning, questioning pupils and their relationships with adults.
- Teaching assistants are well used and are very skilled, so contribute effectively to pupils' achievement.
- Assessment procedures are very good and this ensures work is matched to pupils' needs.

Commentary

53. Standards in English are high throughout the school. In the 2003 tests, standards in Year 2 and Year 6 were well above average. Pupils performed very well in both reading and writing. In both year groups, all pupils reached the expected levels, and nearly half were higher than this. Improvements in standards have been faster than the national trend over the last five years. Pupils in the current Year 2 have similarly high standards. In the current Year 6, the levels of attainment are in line with national averages this year, but their achievement remains good. Pupils enter Year 1 with levels of attainment that are above those expected and several pupils are very able. They achieve well to reach high standards by Year 2 and this is maintained in Years 3 to 6.
54. Teaching is good. Teachers' questioning helps pupils develop their understanding and ideas. Very well planned lessons ensure all pupils are involved and are adequately challenged, so they make good progress. The pace of lessons is good, so interest is maintained. Relationships between adults and pupils are good. As a result, pupils respond well to teachers, and they are willing to risk being wrong. Teaching assistants contribute very well to lessons. They are used effectively by teachers in all parts of the lessons, and are involved in direct teaching of groups or individuals and making assessment observations. These provide teachers with useful information about pupils' learning. Occasionally, lessons are too long, and pupils have to sit on the carpet for extended periods. When this happens they lose concentration and the momentum of learning is lost. This was the case in some infant classes.
55. Key to the good improvement in English has been the leadership and management of the subject. There is a clear sense of vision, and the co-ordinator's drive and enthusiasm has ensured that the development of the subject is a high priority for everyone in the school. The teaching of English and the work produced by pupils is monitored carefully. Assessment procedures are very good. The information gained is analysed carefully so that any weaknesses can be identified. Pupils' progress is tracked, and support programmes are put in place for any who make progress at a slower pace than expected. All pupils have targets to aim for, and know what they have to do to improve. Teachers' marking is helpful and developmental.

Language and literacy across the curriculum

56. Pupils' literacy skills are well above average. Opportunities are taken to use literacy skills in a variety of subjects. These are most notable in ICT and in history and geography, especially in Years 3 to 6. However, as yet literacy links do not feature consistently in teachers' planning.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards of work are especially high in Years 2 and 5.
- The achievement of pupils in Years 2, 4 and 5 is good.
- The more-able pupils are not always challenged to achieve their full potential.
- The quality of teaching and learning are good and pupils work well in class.
- The use made of assessment is very good and used well to raise standards.

Commentary

57. In 2003, test results for Year 2 were well above the national average and for schools with pupils from a similar background. Inspection findings indicate standards for the current Year 2 pupils are still as high as the previous year. Although not a significant weakness overall, pupils are less competent at using and applying their skills to resolve mathematical problems, than for other aspects of their numeracy development. This is because the range of activities presented in class does not provide sufficient opportunity for pupils to develop their mathematical reasoning or problem solving skills. During the last three years, standards have been rising faster than the national trend of improvement. Pupils start in Year 1 with above average levels of attainment and make good progress, achieving well by the end of Year 2.
58. In 2003, test results for Year 6 pupils were above national average. However, results when compared with similar schools were below average. The standard of work seen during the inspection for the current Year 6 pupils is close to the national average. This slight decline in standards is due to a higher proportion of less-able pupils, under-achievement by some higher-attaining pupils and the long-term absence of the Year 6 teacher. Overall, achievement in Years 3 to 6 is satisfactory irrespective of pupils' gender, ethnicity or social circumstance. Achievement is good in Years 4 and 5, due to particularly effective teaching and high expectations.
59. Pupils benefit from good teaching, which challenges them to work hard and learn well. Teachers have good subject knowledge, plan very well and make effective use of assessments and support staff. However, the most-able pupils are not always challenged to achieve their best in some classes. Teachers develop good relationships with the pupils and this helps to keep pupils focused and motivated. Good use is made of the National Numeracy Strategy to help pupils build on prior learning. For example, very detailed planning in Year 5 means that all levels of attainment are well catered for, as was seen in one lesson that investigated the relationship between percentages, fractions and decimals. Assessment procedures are very good and any information is analysed thoroughly so that any weaknesses are identified.
60. The quality of leadership in mathematics is good overall, but the management and development of the subject has been considerably restricted by prior long-term absence of the subject leader. The subject leader is aware of the strengths and weaknesses in the subject and has a detailed action plan to address the weaknesses. Tracking of pupils' achievements over time is having an impact on target setting and on raising standards. There have been good improvements in Years 3 to 6 in developing the pupils' use of mathematical language. Marking is mainly useful, but not all teachers require pupils to show their 'workings out' so at times weaknesses in numeracy are not quickly enough identified. Improvement since the previous inspection has been good.

Mathematics across the curriculum

61. Pupils have good numeracy skills, but they are not used well enough in other subjects. However, there is evidence of some good use of numeracy to present tables and charts in science and geography. Data is entered onto computers and presented as bar charts, but

overall, the use and development of pupils' mathematical skills in other subjects is not planned consistently so that it makes a strong contribution to extending their achievement.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils across the school achieve well as a result of thorough planning, very good use of teaching assistants and good teaching, particularly in Years 4 and 5.
- There are insufficient opportunities for extending the more-able pupils.
- There is a good emphasis on the use of specific scientific language by teachers and teaching assistants.
- There are too few opportunities for pupils to design their own experiments.
- The school environment, including the pond area, is well used by teachers to promote scientific enquiry and understanding.

Commentary

62. Standards are well above the national average at the end of Year 2 and above average in Year 6. The overall achievement of pupils throughout the school is good and pupils make good progress over time. The 2003 results at Years 2 and 6 indicate that the more-able pupils do not perform as well as they could or when compared with other similar schools. An analysis of pupils' work confirms this judgement.
63. Teachers have good subject knowledge and are diligent in teaching the factual content of science. This ensures that pupils use the appropriate vocabulary. For example, pupils in Year 2 were able to accurately identify and classify pond creatures. In Year 5, there was good use of ICT to further develop pupils' knowledge and skills. In Year 6, the teacher and teaching assistant promoted the use of increasingly complex scientific language and this was reflected in the pupils' own use of correct scientific terminology. Pupils make good progress as they observe, classify and record.
64. Although pupils are given regular opportunities to question, predict and explain, insufficient emphasis is placed on investigation and experimentation in science. There are limited opportunities for pupils to design and construct their own experiments in answer to the question 'Why?'. There is insufficient challenging work for the higher-attaining pupils and they do not always make as much progress as they might.
65. Teaching observed during the inspection was mainly satisfactory, but taking into account discussions with pupils, teachers' planning and samples of pupils' work, teaching is good overall. Teachers mark the pupils' work conscientiously. It is usually dated and accompanied by a positive comment, with some indication as to how pupils might improve their work. Planning is consistently good, as is the preparation and use of resources. Very good use is made of teaching assistants who contribute well to pupils' learning. During independent work, they are supportive and encouraging with both groups of pupils and individual pupils who need additional support.
66. Leadership and management of the subject are good. In the absence of the subject leader for science, the headteacher has carried out monitoring in science through analysis of planning, observation of teaching and analysis of test results. She has provided constructive comments to help teachers improve. This has helped to raise the quality of teaching in science. The deputy headteacher has taken responsibility for the analysis of test results. Analysis has been used effectively to identify strengths and weaknesses in science. Areas for development have been built into action plans that form part of the school improvement plan. In order to raise standards further, the school has identified a need to set individual pupil

targets for science. Pupils are not currently involved in their own self-assessment in science. There has been a good improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- ICT skills are taught consistently throughout the school, so pupils build on previous knowledge.
- The subject is well led and managed, resulting in good improvements since the last inspection.
- More able pupils are insufficiently challenged so do not achieve as much as they could.
- The developing use of ICT across the curriculum is not embedded in teachers' planning.

Commentary

67. There has been good improvement in ICT since the last inspection. This is largely due to the good leadership and management of the subject co-ordinator. An ICT suite has been developed that enables all pupils to be taught the necessary skills. Although the suite can only take half a class at a time, all pupils have a taught lesson each week as well as other opportunities to use it. They have consistent teaching, using a teaching assistant, which enables them to develop their skills in a systematic way. The co-ordinator monitors the progress of all pupils through the good assessment and pupil tracking systems he has put in place. This has enabled him to identify the areas needed for development in the future.
68. Pupils in Year 2 attain standards in line with national expectations. Their achievement is satisfactory. Year 6 pupils are also working at a level that is in line with expectations, and their achievement is also satisfactory. Very few pupils are working below these standards, so progress for the less able is particularly good. However, few attain standards above this level. Different levels of work are often set but tasks are rarely open-ended and progress is limited. As a result the more able are insufficiently challenged to be able to reach their full potential.
69. Teaching is satisfactory. All aspects of ICT are now covered in a systematic programme that is well planned. Although lessons are delivered by a well qualified teaching assistant, they are planned jointly with the class teacher, who remains responsible for them. During lessons, pupils are given good support whilst undertaking individual tasks, and instructions and explanations are clear. Good use is made of the data projector to demonstrate to the class.

Information and communication technology across the curriculum

70. Pupils have satisfactory ICT skills. Most ICT lessons are taught using content from other subjects, such as science when learning about branching databases or spreadsheets in mathematics. Pupils also have access to computers in their classrooms, including Internet access, to develop this further. A digital camera is used, for instance to record constructions in design and technology. Teachers currently add to their plans when they identify opportunities to include ICT, but this is not consistently embedded in the school's systems.

HUMANITIES

Insufficient lessons were observed in history and geography to make secure judgements about provision, standards, achievement or teaching. Religious education is to be inspected as part of Section 23 of the Education Act and will be published as a separate report. Only one geography lesson was observed and history was not the focus of work within the school's planning cycle.

71. In **geography**, a good lesson was observed in Year 4. The lesson was well planned and the pupils enthusiastically developed their understanding of improving the environment. There was a good range of class activities and resources available to support learning. The class teacher and teaching assistant gave focused support encouraging individuals to carefully consider their understanding and fully explain and justify the reasons for their written answers. The standards were above average and during the lesson pupils made good progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient lessons were observed in art and design, design and technology, music and physical education to enable judgements to be made about provision, standards, achievement or teaching.

72. In **physical education**, two good lessons were seen in Years 2 and 4. Pupils in Year 4 were especially competent at striking a ball, and developing above average throwing, catching and fielding skills. They followed the teacher's instructions to good effect as they practiced and improved their games skills. They drew on their previous learning well and used their skills in a competitive game situation. The good teaching observed in both lessons enabled pupils to develop and refine their techniques. Towards the end of the lessons, they were given suitable opportunities to observe each other and to comment on what they had learnt.
73. In **art and design**, two lessons were seen and of these one was very good and the other good. As a result of highly effective teaching, a number of pupils have developed a passion for art. The standard of art seen around the school was satisfactory with some examples of good pencil drawing and pastel work. In the lessons seen, good planning and preparation of resources helped to ensure that productivity was high. Aboriginal art and mask making indicate that art teaching in the school reflects the cultural diversity of the wider world.
74. In **design and technology**, two lessons were seen and of these one was very good and the other was good. In both lessons, planning was detailed and clear guidance given by the teacher. Very good relationships between the adults and pupils helped to ensure that pupils had very good attitudes and responded positively to advice and support. Where teaching was very good, pupils were given the opportunity to work independently in pairs to create an original switch mechanism, within an electrical circuit. Pupils worked responsibly, confidently and competently building on prior experience, and the level of work achieved was high.
75. In **music**, two lessons were seen, and both were of good quality. Both teachers planned thoroughly, set a good pace and had clear expectations. One teaching assistant in particular, provided exceptionally strong support to a group of pupils with their task. Pupils in both lessons worked well collaboratively to create their own music, and achievements were good. In response to questions about music from other cultures, pupils in one class responded enthusiastically about a recent focus on Indian music. Pupils were familiar with using a range of instruments and could name them accurately.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Insufficient lessons were observed in personal, social and health education and citizenship to enable overall judgements to be made about provision, standards, achievement or teaching.

76. **Personal, social and health education** is part of the provision, along with religious education and the general ethos of the school, which leads to very good personal development of pupils. The two lessons seen were satisfactory overall. There is a coherent programme that runs throughout the school, which includes 'Circle Time'. This gives an opportunity for pupils' views to be aired, and for them to discuss issues that concern them, such as behaviour in the playground. In the lessons seen, pupils were able to talk about the issues, but did not always listen so carefully to the views of others. On occasions, teachers dominate the discussions to ensure pupils reach the planned agreements. As a result, they do not always 'own' the decisions made.
77. The school council helps pupils develop an understanding of the democratic process. It enables pupils' views to be systematically sought, listened to and often acted upon. Older pupils develop a good understanding of the responsibility of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	2
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	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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