

INSPECTION REPORT

ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

Malmesbury

LEA area: Wiltshire

Unique reference number: 126424

Headteacher: Mrs Kim Parnell

Lead inspector: Mrs Joyce Cox

Dates of inspection: 2nd – 5th February 2004

Inspection number: 257755

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll;	116
School address:	Holloway Hill Malmesbury, Wiltshire
Postcode:	SN16 9BB
Telephone number:	01666 822331
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Marie Coupland
Date of previous inspection:	2 nd February 2002

CHARACTERISTICS OF THE SCHOOL

St. Joseph's is a small Catholic primary school situated in the rural market town of Malmesbury. There are 116 pupils on roll. Most of the pupils come from Malmesbury but some pupils come from surrounding villages. The pupils are from a wide variety of backgrounds including professional families and a small number of pupils are from forces' families. The attainment of children on entry to the reception class varies from year to year with particular strengths in children's communication, language and literacy skills. The attainment of the current reception children is above that of other four year olds in communication, language and literacy and knowledge and understanding of the world and similar to that of other four year olds in their mathematical, personal, social, physical and creative development.

The school accepts a minority of pupils from outside the catchment who wish to attend on denominational grounds. The school has a very inclusive attitude towards admissions and accepts pupils who are Catholic, non-Catholic and those who have no faith background. Pupil numbers are rising steadily and the school is over subscribed for September 2004.

Almost all the pupils are of white ethnic heritage, with a very small percentage from other white and mixed ethnic backgrounds. All pupils have English as their first language.

The number of pupils receiving free school meals is below the national average but there are more families who are eligible who choose not to claim them. Almost 14 per cent of pupils are identified as having special educational needs, mainly learning and communication difficulties, which is below the national average. There is currently no pupil with a Statement of Special Educational Need but three pupils are in the process of being assessed for a Statement of Special Educational Need.

In February 2002 the school was judged to have serious weakness. Since that time the school has experienced considerable upheaval and staffing difficulties. All the teaching staff including the headteacher, have been appointed in the last two and a half years and the majority of the governing body are new to their roles and responsibilities. The school has very close links with the Parish, and the Parish priest. Members of the Parish use the school's facilities throughout the year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25074	Joyce Cox	Lead inspector	Foundation Stage ¹ Mathematics Music Art and design Design and technology Physical education
31754	Charlotte Roberson	Lay inspector	
11227	John Moles	Team inspector	English English as an additional language Science Information and communication technology History Geography Special educational needs

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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

The school provides a **satisfactory** quality of education within a warm and very caring Christian ethos. It succeeds in including every pupil in all aspects of school life. Pupils' achievement is satisfactory overall and good in the Year 5/6 class. Standards are well above average in speaking, listening and reading and above average in writing, science and music by the end of Year 6.

The school no longer has serious weaknesses and the headteacher provides good leadership. Teaching is good in the Year 5/6 class and satisfactory with good features in the other classes. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Teaching is consistently good or better in the Year 5/6 class and Year 6 pupils attain well above average standards in speaking, listening and reading and above average standards in writing and science.
- The headteacher provides good leadership and has succeeded in creating a cohesive, hard working staff team who are all committed to future improvements.
- Good support for pupils' moral, social and personal development ensures that pupils have good attitudes and behave well.
- The school has good procedures to support pupils with special educational needs.
- New assessment procedures are being introduced but they are not yet used consistently to track pupils' progress or to challenge all pupils to achieve their best.
- There is good provision for music and standards in singing are above average.
- Although pupils' information and communication technology (ICT) skills are much improved, the opportunities to apply these skills in class lessons are too limited.
- Subject co-ordinators are new to their roles and some do not yet play a full part in leading and monitoring their subjects.

The school has made good improvement since the last inspection. The serious weaknesses identified in the previous report have been tackled effectively. The quality of teaching has improved considerably. The headteacher has implemented many difficult leadership decisions with sensitivity and determination, with the best interests of the pupils being her primary concern.

STANDARDS ACHIEVED

Year 6 results

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

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

Care is needed in interpreting this data, as the number of pupils tested in 2003 was small. The pupils' achievement is **satisfactory**. Reception children achieve satisfactorily and are on course to attain the early learning goals² by the time they enter Year 1. Children attain above the expected level

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.

in their communication, language and literacy skills. Infant pupils' achievement is satisfactory and Year 2 pupils attain above average standards in speaking, listening, reading and music and average standards in writing, mathematics, ICT and geography. In 2003 Year 6 pupils' attainment in national tests was well above average in English, average in mathematics and above average in science. Year 6 pupils' attainment was not so high in mathematics as in English and science because of weak teaching in the past and insufficient coverage of the mathematics curriculum resulting in fewer pupils achieving the higher Level 5. The 2003 Year 6 pupils appear to have made insufficient progress during their junior years when compared to pupils in similar schools. The school has evidence to indicate that pupils' attainment in the Year 2 national tests had not been accurately assessed as all pupils were judged to be attaining the higher Level 3 in all subjects and this was too high.

The current Year 6 pupils achieve well in many subjects as a result of consistently good or better teaching. Pupils attain well above average standards in speaking, listening and reading and above average standards in writing, science and music. Standards in mathematics are average and one of the school's priorities is to continue to raise standards in this subject. Pupils attain average standards in ICT, which is an improvement since the last inspection. There is no noticeable difference between the attainment of boys and girls, although the governing body are monitoring the attainment of the Year 2 boys in mathematics who appear to be performing slightly below the national average in tests. Pupils with special educational needs achieve as well as other pupils because of the good support they receive from all staff and in particular from the co-ordinator.

The school makes **good** provision for pupils' spiritual, moral, social and cultural development, which ensures that pupils have good attitudes, and behave well. Attendance is above the national average.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. Teaching is **satisfactory** with good features in all classes. In Year 5/6 teaching is always at least good and often very good. Assessment is satisfactory but teachers do not consistently use assessment information to challenge all pupils. The curriculum is satisfactory and there is good provision for music and extra-curricular activities. Pupils receive good support, advice and guidance. There are good links with parents, the community and other schools. Links with the Parish church are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The headteacher is a good leader. She provides a very clear steer for school improvement. Management is satisfactory. Subject co-ordinators are new to their roles and do not yet play a full role in managing their areas of responsibility. School funds are targeted where they are most needed and the headteacher, bursar and the governing body monitor spending carefully. Governance is satisfactory. The chair of the governing body and the local priest are very experienced governors and make significant personal contributions to the work of the school. Other governors are keen and committed but are new to their responsibilities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents are happy with the quality of education and care which the school provides. They like the family atmosphere and the Catholic ethos. A very small number of parents say that they are not consulted adequately on the day to day running of the school. The inspection team found no justification for these concerns.

Pupils are very happy to be at the school, saying that they feel part of a team. They love singing, going to Mass and enjoy taking part in plays and assemblies. They like all the staff and say that their lessons are interesting and fun. Year 6 pupils appreciate the many responsibilities they have in school and state that they are 'treated like adults and not talked down to.' Year 4 pupils would like the

playground to be improved as they feel it is too small and they would like more outdoor play equipment. Year 2 pupils are very happy with all that the school provides.

IMPROVEMENTS NEEDED

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

- Ensure that assessment information is used to track pupils' progress and to plan work, which challenge all pupils.
- Improve the role of the subject co-ordinators so that they play a fuller part in raising attainment and achievement in their subjects.
- Ensure pupils have increased opportunities to practise their ICT skills in class lessons.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils attain average standards at the end of Year 2 and above average standards at the end of Year 6. Pupils' achievement is **satisfactory** in the reception class and in Years 1 to 4 and **good** in the Year 5/6 class. Achievement is much more consistent across the school than it was at the time of the last inspection because the issue of unsatisfactory teaching and learning from reception to Year 4 have been addressed by changes of staff.

Main strengths and weaknesses

- Standards are well above average in speaking, listening and reading by the end of Year 6
- Year 6 pupils attain above average standards in writing, science and music.
- Standards are above average in speaking, listening, reading and music at the end of Year 2.
- Pupils' achievement is good in English and music throughout the school.
- Standards have improved in ICT since the last inspection when they were judged to be below average.

Commentary

1. The school has small numbers of pupils taking the national tests: there were only 14 pupils in Year 6 last year. Attainment on entry varies from being above that of other four year olds to being below. Pupils' results in national tests also fluctuate and must be interpreted with care.

Foundation Stage

2. The attainment of the current reception children on entry to the school is above that of other four year olds in communication, language and literacy and knowledge and understanding of the world and similar to that of other four year olds in their mathematical, personal, social, physical and creative development. Children's achievement is satisfactory overall and they attain the expected levels on entry to Year 1. Many children exceed the expected level in their communication, language and literacy skills as a result of good teaching and many opportunities to discuss their learning.

Key Stage 1

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

Standards in:	School results	National results
Reading	17.0 (16.8)	15.7 (15.8)
Writing	15.2 (16.4)	14.6 (14.4)
Mathematics	17.7 (18.1)	16.3 (16.5)

There were 18 pupils in the year group. Figures in brackets are for the previous year

3. In national tests in 2003 Year 2 pupils attained well above average scores in reading and mathematics and above average results in writing indicating good achievement from when they started in the reception class.
4. The current Year 2 pupils attain above average standards in reading, speaking and listening and average standards in writing. Pupils' achievement is good in English and satisfactory in other subjects. Standards are average in mathematics and achievement is satisfactory. Higher attaining pupils are not always sufficiently challenged in mathematics lessons.

Key Stage 2

5. In national tests in 2003 Year 6 pupils attained well above average scores in English, average scores in mathematics and above average scores in science. The attainment of the current Year 6 is similar to that of the results of the 2003 pupils. Pupils' achievement is good in English and science and satisfactory in mathematics. Year 6 pupils achieve well in many subjects because of the good and often very good teaching they receive. Pupils did not achieve as well in mathematics because of weak leadership and poor teaching in the past, resulting in many pupils not being confident when using and applying mathematics. The school has good strategies to improve attainment and achievement in mathematics.
6. Year 3 and 4 pupils' achievement is satisfactory overall. As is the case with many of the staff, the teacher is a very recent appointment and has only been at the school for one term. It is evident that the work in mathematics is not always planned to meet the different ages and abilities within the Year 3/4 class. The school is aware of this and has already begun additional training and support.

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

Standards in:	School results	National results
English	28.7. (27.7)	26.8. (27.0)
Mathematics	27.0. (28.3)	26.8. (26.7)
Science	29.6. (29.7)	28.6. (28.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year

7. The school has made good progress in improving standards in information and communication technology since the last inspection. Pupils attain average standards and their achievement is satisfactory. Improved leadership, resources and staff training have ensured that all elements of the ICT curriculum are fully covered. However, teachers do not make sufficient use of the computers in their classrooms. On several occasions during the inspection pupils were not using computers during lessons and this restricts their overall achievement.
8. Pupils with special educational need achieve as well as their classmates and attain standards that are high for their capability. This is the result of the very good level of support they receive both in the classroom and in small groups when they are taught by the special needs co-ordinator.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes. They behave **well** and the school has high expectations that they should. The school makes **good** provision for pupils' personal, including spiritual, moral, social and cultural development. Attendance is **good**.

Main strengths and weaknesses

- Pupils have good attitudes to their learning and take a full part in all that the school offers.
- Relationships between pupils and between pupils and teachers are very good.
- The school has high expectations for pupils' conduct and as a result pupils behave well.
- Many opportunities are provided for pupils to take responsibility and to care for others.
- Attendance levels are good and punctuality is also good.

Commentary

9. Pupils enjoy school and feel that lessons are fun and interesting and that they are learning a lot. They listen carefully to their teachers and enthusiastically join in activities and discussions. They co-operate sensibly and maturely with other pupils, for instance, when conducting scientific experiments. The school successfully promotes pupils' confidence and sense of achievement by awarding certificates and stickers, which are recorded in the 'Book of Excellence.'
10. The very good relationships are a major strength and form a strong and positive foundation to pupils' learning. Pupils are encouraged to discuss their own and others' feelings and concerns in an atmosphere that values and respects their opinions. Year 6 pupils enjoy and achieve well in their weekly debating sessions with the headteacher where they can freely discuss aspects of the school's provision. Older pupils have a strong sense of commitment and are very willing to undertake responsibilities within their own class and for the whole school. They enjoy being playground buddies, mentors and monitors carrying out their roles sensibly and fairly.
11. The school has high expectations for pupils' behaviour, which are conscientiously and consistently applied by all staff, which results in a positive learning environment. Pupils behave well in lessons and in the playground. Rewards and sanctions are clear and understood by pupils and parents. Year 6 pupils say that any minor squabbles are dealt with quickly by their teachers who treat them like adults, respecting and listening to their views and guiding them to an amicable solution. There have been no exclusions in recent years.
12. The school's Mission Statement and its strong Catholic ethos lie at the heart of all of its work, which results in pupils showing concern and compassion towards other people. They have respect for others' needs and interests and a strong desire to explore their own and others' views. The school has made considerable improvements to its cultural provision, which was identified as an area for improvement in the last inspection. Pupils study other world faiths, play and listen to music from a wide range of cultures, learn about a variety of artists and enjoy reading the many multicultural texts in the library.
13. Reception children make good gains in their personal, social and emotional development. There are very good induction procedures, which ensure that they settle quickly and successfully into school. Children have settled quickly into class routines and are learning to work and play happily together.

Attendance

14. Pupils are very keen to come to school and many have very high levels of attendance and are rarely absent. Whole school figures for authorised and unauthorised absences are consistently better than national averages. The headteacher expects and encourages all pupils to arrive on time and the vast majority do. The school also undertakes careful monitoring of the small number of absences.

Attendance

Attendance in the latest complete reporting year 2002/3

Authorised absence		Unauthorised absence	
School data:	4.7	School data:	0.1
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.

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	106
White – Irish	2
White – any other White background	7
Mixed – White and Black African	1

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching and learning are good in the Year 5/6 class and satisfactory overall. Assessment is satisfactory. New assessment procedures are being introduced but they are not yet used consistently to track pupils' progress or to challenge all pupils to achieve their best. The curriculum is satisfactory and there are a good number of extra curricular activities. The school takes good care of its pupils and has good links with its parents, the community and with other schools. There is very good liaison between the school and the church.

Teaching and learning

The quality of teaching has improved considerably since the last inspection and is now **satisfactory** overall, which ensures that pupils' learning is **sound**. Teaching and learning are good in the Year 5/6 class and satisfactory with good features in all the other classes.

Main strengths and weaknesses

- Teachers have very good relationships with pupils and high expectations for pupils' behaviour, which means that lessons are purposeful and pupils are engaged and motivated.
- The Year 5/6 teachers are skilled at providing challenging work for all pupils, which raises older pupils' attainment and achievement.
- New assessment procedures are being introduced but they are not yet used consistently to track pupils' progress or to challenge all pupils to achieve their best.
- Work provided for pupils is not always matched to pupils' various levels of ability and teachers do not have a consistent approach to the way they mark pupils' work.
- Teachers do not use ICT sufficiently in some lessons.

Commentary

15. Since the school was placed in serious weakness two years ago there has been almost a complete change of teaching staff. The headteacher and the two teachers who share the Year 5/6 class are the only staff who were in post at the time of the previous inspection. The new teachers are at a relatively early stage in their teaching career but have very quickly developed into an effective and hard working team who are committed to school improvement. Lesson planning has improved since the 2002 inspection as a result of increased monitoring by the headteacher and the local authority advisory team.
16. Teaching in the reception/Year 1 class is satisfactory and has improved since the last inspection, when it was judged to be unsatisfactory. The teacher, who is in her second year of teaching, has a secure understanding of the needs of young children and plans an appropriate curriculum. She manages children's behaviour very well and keeps detailed assessments of their achievements. There are very good relationships between the children and the reception staff which means that children have settled quickly and happily into the school. On some

occasions the work provided for the Year 1 pupils in this class is not sufficiently challenging and reception children do not have enough opportunities to select their own activities and resources.

17. Although overall teaching is satisfactory, a significant number of lessons have good features and are leading to good learning and achievement. Teaching is consistently good in English. A particular strength is the way in which teachers maintain pupils' interest by skilful questioning. Infant and junior pupils are frequently encouraged to discuss their learning and to refer to specific vocabulary in texts to justify their opinions. This ensures that pupils are involved and interested in lessons, and work well together.
18. Teachers and teaching assistants have very good relationships with pupils and their high expectations for pupils' behaviour ensures that pupils have good attitudes to learning, enjoy their work and apply themselves well. Teaching assistants who are well trained and experienced make an invaluable contribution to pupils' learning. The way in which junior pupils present their work requires improvement. The way in which teachers use homework has been revised and reviewed and is used effectively to encourage pupils to carry out investigations and research rather than complete endless worksheets as was previously the case. Teachers' marking of pupils' work varies from useful comments clearly identifying what pupils need to do to improve to supportive colloquial comments which are not appropriate or helpful.
19. In the Year 5/6 class teaching is consistently good and in several lessons it was very good, clearly raising pupils' attainment and achievement. Pupils benefit from having two lively, challenging teachers who have very good subject knowledge, high expectations of pupils' behaviour and interesting techniques that engage and inspire the pupils. For instance, in a literacy lesson Year 5 and 6, pupils demonstrated very good achievement when they wrote repetitive Creole tales after the teacher skilfully used his expertise in speaking Creole to introduce the lesson.
20. The special educational needs co-ordinator occasionally withdraws pupils from the classroom when this is considered beneficial to their learning. She is skilled and knowledgeable with her teaching and pupils achieve well in the one to one teaching situation or in small groups under her direct care.
21. The school has worked hard to simplify and improve assessment procedures. Detailed analysis of national and school test results are providing senior managers with a clear picture of pupils' attainment and achievement. These findings are beginning to be used to track pupils' progress, set individual targets for pupils to achieve and to challenge pupils to achieve their best. However assessment procedures are not yet firmly established in all subjects and information is not being used consistently to challenge pupils to achieve their best. For instance, a scrutiny of the Year 3 and 4 pupils' mathematics books indicated that pupils of different ages and abilities are receiving the same work, which inhibits the attainment and achievement of some pupils.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	10	10	0	0	0

The curriculum

The school provides its pupils with a **satisfactory** curriculum. It enriches pupils' learning by a **good** range of activities including music, the arts, visits and visitors. The **satisfactory** accommodation and resources meet the needs of the curriculum.

Main strengths and weaknesses

- Provision for personal, social and health education and citizenship is very good.
- The provision for pupils with special educational needs is good.
- The curriculum for English, science and music is good.
- Subject co-ordinators do not have sufficient impact on the curriculum.
- The range of extra-curricular provision is good.
- The school lacks a playing field and the playground is only just adequate in size.
- The school has been redecorated as a result of a school council initiative and a nature reserve has been established.

Commentary

22. The curriculum in the Foundation Stage of learning is satisfactory, with all children having equality of access. Children are well prepared for their move into Year 1. This is good improvement since the previous inspection when provision in the reception/Year1 class was judged to have serious weaknesses.
23. The curriculum is satisfactory for infant and junior pupils. The curriculum meets all statutory requirements. This is an improvement since the previous inspection. All pupils have good access to the curriculum. The provision for pupils with special educational needs is good as a result of very good leadership by the special educational need co-ordinator. All the requirements of the Code of Practice are met and both pupils and parents are closely involved in the process. Pupils with special educational needs are identified early on in their time at school and then well supported in the classrooms. As a result they achieve as well as other pupils in their year group. Pupils with individual education plans are involved in devising their own targets and so feel they are involved in their learning and achievement. Teachers are aware of the needs of the higher attaining pupils and their achievement is satisfactory. However, on some occasions work provided is not sufficiently matched to pupils' ability and pupils do not achieve as well as they might.
24. The curriculum for the core subjects of English and science is good and ensures standards that are above expectation and achievement that is good by the time pupils reach the end of Year 6. For mathematics it is satisfactory. Mathematics has been identified as a focus in the new school improvement plan. National strategies for the teaching of literacy and numeracy have been adopted. In some classes, the numeracy strategy has been tailored to meet the needs of individual pupils better than in others. Speaking and listening and literacy in Years 5 and 6 are used particularly well to support learning across the curriculum. Music is taught well by a specialist teacher and provision in this subject is good.
25. The range of extra-curricular activities is good and enhances the curriculum well. It includes clubs organised by the teaching staff as well as outside organisations. The curriculum is considerably enhanced by educational visits. Visitors to the school help further develop pupils' interests and learning, and include the parish priest, musicians, the local librarian, people from different ethnic backgrounds and people who have witnessed historical events such as the Second World War. These first hand experiences enhance standards in the subjects well. The school has strong links with a school in Africa. The school suitably promotes participation in sport, the arts and other interests.
26. Provision for pupils' personal, social and health education and citizenship is very good. Through topic work, and specially designated lessons and activities, pupils are taught to live safe and healthy lives. The school has clear, detailed policies for sex education and drugs misuse. Personal, social and health education and citizenship are a strength of the school and encourage very good relationships that mean pupils take learning seriously and strive to achieve high standards.
27. The accommodation is satisfactory and has recently been redecorated as a result of a school council initiative. The school has a suitably sized hall, which accommodates whole school

assemblies and physical education satisfactorily although there is some noise transfer through the opening screens into the Year 1/2 classroom. The headteacher wisely had the information and communication technology suite moved to a larger location, all computers in the suite are networked and there is a projector linked to a computer for whole class demonstration purposes. This is an improvement since the previous inspection. There is a separate dining room and this means that the school can maximise its use of the assembly hall for curriculum use. The library provision is satisfactory and includes information and communication technology facilities for Internet research and this coupled with the revitalised reading scheme stimulates pupils' interest in reading and research well.

28. The playground is only just adequate in size for break times and physical activities and the markings are worn. This is a concern for the staff and has been the subject of much discussion by the school council who have devised rules for the best use of the space and the establishment and selection of playground equipment. The school does not have a playing field but makes good use of other local playing fields. The school, working with the parents has cleared and reinstated the "Nuns' walk" leading from the church to the school as a nature reserve and this facility is used well as part of history, geography and science work. The school also has direct access to several acres of agricultural land and the River Avon and makes good use of these facilities to support the curriculum and overcome the lack of a sports field. Resources in science and music are good and in all other subjects they are satisfactory.

Care, guidance and support

The school ensures that pupil's overall care, health, safety and welfare are given **good** attention. Individual pupils are given **good** advice and guidance. The school **actively** seeks the views of pupils and then acts on them when making changes and when planning for future developments.

Main strengths and weaknesses

- Relationships are very good and ensure that pupils are safe and well cared for.
- Many sensible policies and procedures, which promote care and support, have been reviewed in the last two years and these are consistently followed by staff.
- Induction arrangements are very good and help children settle happily into school routines.
- Pupils from all classes represent their friends on the school council and their ideas are listened to and valued.

Commentary

29. The school provides a happy environment that is conducive to learning. Adults get along well with each other and pupils benefit from the good team spirit among staff that is so evident. Pupils feel safe and settled when they work and play. Governors are taking an increasingly purposeful role in monitoring and promoting health and safety in the school. Pupils and their parents appreciate the many recent improvements to the exterior and interior of the school and the high standards of cleanliness.
30. The headteacher has been instrumental in writing and reviewing many policies, which guide important aspects of care and welfare. She is well trained in child protection procedures and in many other areas too. In addition all staff undertake regular whole school training in, for example, behaviour management. Pupils are given good advice and guidance from staff who liaise closely with outside agencies including the nurse as well as with parents themselves. Pupils, when they feel poorly, are sensitively treated and their best interests are always at heart.
31. Parents appreciate the very good induction arrangements for the youngest pupils. Effective communication with the many pre school providers enables staff to get to know the children before they start. In addition meetings are held to inform parents and the headteacher always has time to show new parents around. When pupils start they do so at a rate to suit their

needs and by Christmas the majority are full time. However, those who need a little more time to settle into a full day and wish to go home before or after lunch can do so.

32. Through the personal, social and health education programme (PSHE) and through 'Circle Time'³ in particular pupils are encouraged to express openly their views and feelings. They are always taught to listen carefully to each other. Pupils from all classes meet every fortnight in the school council. They set the agenda for these meetings and are clearly taking an active part in getting their voice heard. New playground equipment of their choice is on order. In addition the school seeks the views of all pupils more formally through questionnaires and very regularly through discussion in lessons.

Partnership with parents, other schools and the community

There are **good** and continually improving links with parents and **good** partnerships with many schools. Links within the community are **good** and the school has very good links with the church.

Main strengths and weaknesses

- There are very good links with the nearby Catholic Church.
- The headteacher, staff and governors have worked very hard and have succeeded in re-establishing the trust and confidence of parents.
- Parents are supportive of learning at home and at school.
- The school is active and successful in promoting close ties with many schools.

Commentary

33. Pupils get involved in many community events, for example, the annual carnival and the school is well thought of within the town. The Catholic Church plays an important part in the school's work, and the parish priest in turn is very supportive to the school. He has been a long-standing member of the governing body and knows the school well and has offered unfailing support to many in recent, more troubled years. Pupils regularly visit the church in small groups to sing at special services or as a whole school for other occasions. Pupils are being taught the significance of the church and many pupils themselves say they enjoy attending Mass and singing in the choir.
34. Parents receive a range of well-written information, which is well presented and very regular. Written reports on pupil progress are of good quality. The reviewed prospectus and annual report from governors are clear and detailed. However, of equal importance is the accessibility of the headteacher. She is always available to listen to concerns of which there have been many over the past two years. A very vociferous but small minority of parents has not always made it easy for the headteacher to put in place the necessary improvements to address some of the weaknesses identified in the previous inspection. However, there is evidence that in the last few weeks, things have really begun to settle down. The vast majority of parents are now very firmly behind the changes, which have been made and give the headteacher their full support and appreciation. For example, twice-weekly surgeries held specifically by the headteacher are increasingly less busy which is taken as a good indicator of parent satisfaction.
35. Parents, through the Parent and Friends Association, are very supportive of the school and raise considerable funds through many well-attended events. They support learning at home although some would like to see even more structured homework in some classes. Ten per cent of parents help every week in the school, voluntarily during the day, which is a large

³ During circle time pupils discuss a wide a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

number and evidence that parents want to be involved in their children's learning. In addition there are members of the community who listen to readers every week. Several parents enthusiastically help run some of the sporting extra curricular activities. On balance therefore links with parents are good.

36. Last year the school established links with a school in Africa and displays in the school show how donations sent by the pupils are being used. Close and purposeful links exist nearer to home with a Catholic secondary school and primary schools within the area. In addition the headteacher is very active in getting to know the many pre-school providers in the area through visiting and inviting staff back in return. Overall the range of links with many schools is good and being developed all the time by staff who are keen to use expertise and experience in many curriculum areas.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are **satisfactory**. The leadership of the headteacher is **good**. Leadership of the other key staff is **satisfactory**. Governance is **satisfactory**. The leadership of the chair of governors is good.

Main strengths and weaknesses

- The headteacher provides good leadership.
- The chair of governors has a very clear idea of areas where the school is most effective and the priorities for improvement.
- Good support is provided in many areas of the school by the bursar who is also the administrative officer.
- Staff new to the school are supported well.
- Subject co-ordination is not effective in all subjects as many co-ordinators have recently been appointed and have not had time to develop their roles.

Commentary

37. The headteacher has a clear vision, a strong sense of purpose and high aspirations for the school. She knows the strengths and weaknesses of the school well. She has worked hard and courageously since the previous inspection to lift the school out of serious weaknesses. She has significantly revised the school improvement plan to address the areas identified for improvement. English and science are well led by experienced co-ordinators, but the other teachers are very new to subject co-ordination. The special needs co-ordinator provides good leadership and management and has worked hard to improve the special needs provision, which was virtually non-existent at the time of the last inspection. The music co-ordinator has considerable expertise and leads the subject well. A timetable for the observation of teaching and the monitoring of pupils' work by the headteacher and co-ordinators is in place and staff are receiving training in their roles as subject co-ordinators. Teachers new to the school are supported well and enabled to settle in well. All staff and governors are committed to running an inclusive school in which each child is valued and treated as an individual.
38. The governance of the school is satisfactory. The chair of governors demonstrates good leadership. She and the parish priest are true friends of the school, working hard to advise and guide the school in the turbulence of recent years. They know the strengths and weaknesses of the school well and have effectively supported the headteacher in making many improvements. Many members of the governing body are new but are keen to support the school and bring many areas of expertise such as financial, information and communication technology and health experience to the maintenance and further development of the school.
39. The management of the school is satisfactory. The policies are firmly based on reflecting the real practice of the school. Assessment procedures are satisfactory and ensure pupils' achievement throughout their time in school is satisfactory. Assessment is not used as

rigorously in other classes as it is in Year 5/6 to ensure pupils enter Year 5/6 with the maximum knowledge available to enable these teachers to raise achievement even further. The school performance data is carefully monitored and action is taken to support and improve pupils' performance in the national tests taken before they leave the school.

40. The approach to the financial management of the school is good. The school bursar works closely on all financial matters with the headteacher and the chair of finance of the governing body. She has established very good procedures for budget forecasting and maintenance. She and the chair of finance keep the governors fully informed of budget matters, and the governing body's challenge of the budget is rigorous. Best value principles are central to their joint management and use of resources. It is to their credit that they have identified a possible negative budget some years in the future and have set in place contingency plans to address this. The bursar is also the administration officer and she carries out both these tasks effectively, which means that the headteacher can concentrate on leadership and the staff on teaching. Teaching assistants make a considerable contribution to the quality of learning in the classrooms and volunteers enhance this provision further. The caretaker and cleaning staff maintain the school buildings to a high standard that make a visible statement of the ethos of care throughout the school.

Financial information

Financial information for the year April 2002 to March 2003.

Income and expenditure (£)		Balances (£)	
Total income	297,901	Balance from previous year	38,585
Total expenditure	298,971	Balance carried forward to the next	32,515
Expenditure per pupil	2,555		

£2,432 of the £32,515 carry forward figure is from Standards Fund. The carry forward figure is earmarked for:

- Staffing costs.
- New computer suite furniture.
- Dining room furniture.
- New gym equipment.

The budget was boosted by additional money for the local education authority to support school improvement after a serious weakness judgement and also to support staffing re-organisation.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **satisfactory**. There have been good improvements made to the provision, which was judged to have serious weaknesses in the last inspection in February 2002.

Main strengths and weaknesses

- The reception children achieve well in the area of their communication, language and literacy and mathematical development.
- The teaching of communication, language and literacy and mathematical development is good.
- The reception children are well supported by an experienced teaching assistant who works very well with the class teacher.
- In some lessons and activities insufficient opportunities are provided for children to select their own resources.

Commentary

41. At the time of the inspection there were ten full time reception children and three children attending part time. The reception children are taught with the nine youngest Year 1 pupils. The attainment of children on entry to the school varies from year to year with particular strengths in children's communication, language and literacy skills. The attainment of the current reception children is above that of other four year olds in communication, language and literacy and knowledge and understanding of the world and similar to that of other four year olds in their mathematical, personal, social, physical and creative development. By the end of the reception year the children attain the early learning goals in all areas of learning. In communication, language and literacy they attain above the expected level. The children achieve well in their communication, language and literacy development. Their achievement in other areas of learning is satisfactory.
42. Good improvements have been made to the Foundation Stage provision since the last inspection. The school has received good support with planning and organisation from the local authority's early years' team. There is a new teacher who has a secure understanding of the needs of young children. Very good relationships have been established between the reception staff and the children, which mean that children have settled quickly and happily into class routines. The teacher has no problems in managing the behaviour of the children, which was identified as a weakness in the previous report. The teacher keeps detailed assessments of children's achievements, which are used effectively to plan work, which is matched to their varying abilities.
43. There are occasions when the reception children benefit from working alongside the Year 1 pupils but their achievement improves considerably when they work in small groups with the teacher or the teaching assistant and when they have the opportunity to learn through structured play activities.
44. The teaching is satisfactory overall and has good features. The teacher and the teaching assistant are skilled at promoting children's language development and encourage children to communicate in all the areas of learning. The school works closely with parents to ensure that children have a smooth and happy start to their education. Some lessons are too teacher directed and there are insufficient opportunities for children to learn through structured play activities. In addition resources are often set out for the children and there are few opportunities for them to select and collect their own equipment. The leadership and management of the Foundation Stage are satisfactory and the teacher who is at an early stage in her teaching career is beginning to take an increasingly stronger lead in moving this area forward.

45. In the area of **personal, social and emotional development**, the children's achievement is satisfactory. The children concentrate well, approach new learning with confidence and share resources sensibly. They can dress and undress themselves unaided. They have limited opportunities to make choices or decisions about their work, which restricts their independent learning skills. They are well behaved and happy and settled into class routines.
46. The children achieve well in **communication, language and literacy** and the teaching is good. Speaking and listening skills are well developed and staff are skilled at encouraging children to communicate. For example, children enjoying pretending that they are characters from the story 'Owl Babies' and sensibly answer other children's questions. Children have individual reading books, which they take home regularly. Children quickly learn initial sounds, which they are beginning to put together to read and spell words such as 'dark.' Many opportunities for them to practice reading in class and good parental support ensures that they achieve well in this aspect of their learning. There are many opportunities for children to practice their writing skills ensuring that children achieve well. The more able children are beginning to write simple sentence unaided
47. In aspects of their **mathematical development**, the children achieve well and the quality of teaching and learning is good. By the end of the reception year the higher attaining children have a good understanding and knowledge of number and shape. This is good achievement because when children start school many can count to ten by rote but are unable to sort objects into sets. The staff promote children's mathematical language well by teaching number rhymes and songs and by encouraging children to use correct vocabulary when talking about shapes, for example.
48. The children's **knowledge and understanding of the world** is secure by the time they start in Year 1. Teaching is satisfactory overall and is best when the children can learn through structured play activities and first-hand experiences. On some occasions they do not have enough opportunities to select their own resources when designing and making objects. For instance, they are all given a ball of salt dough to make a model of a 'person who helps us' instead of selecting their own resources. Religious education is taught well and the children gain a good understanding of celebrations and giving thanks to others. The children's information and technology skills are satisfactory and children have free access to a computer throughout the day.
49. Children achieve satisfactorily in terms of their **physical development** and teaching is satisfactory. The children have access to a designated outdoor play area with wheeled vehicles. The school has exciting plans to develop the area to provide climbing apparatus. The reception children and the Year 1 pupils have regular physical education lessons in the hall. These lessons are planned and organised well but there is very little challenge provided for the older pupils or the more able reception children. Children are developing their co-ordination skills well through regular chances to use scissors, brushes and pencils.
50. In the **creative** area of learning teaching is satisfactory overall and is good when children are provided with a range of activities from which they can make their own choice. The children have opportunities to paint as a group but individual chances to choose to paint a picture are not freely available during the day. The children often use dough for modelling and take part in a satisfactory range of craft activities. However, sometimes the children produce very similar creations because there is not enough choice in the materials that are available. Pupils learn and perform a good range of songs and the teacher has considerable musical expertise.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are well above average in speaking, listening and reading by the end of Year 6.
- Over their time in school pupils achieve well.
- The co-ordinator leads this subject well.
- The library and reading schemes stimulate pupils' interests in books well.
- Assessment is used insufficiently well to determine what every year group should do to raise standards.
- Pupils use their language and literacy skills well in other subjects.

Commentary

51. By the end of Year 6 standards in English are well above average because of very good teaching in the Year 5/6 class. By the end of Year 2 standards are above average. Children enter the school with standards in communication, language and literacy that are above expectation for their age. Pupils' achievement over their time in school is good. These inspection findings reflect the average performance of the school over the previous four years of national tests at both age 7 and 11 years. Since the previous inspection, the school has, by the end of Year 2, maintained its standards and by the end of Year 6 improved standards well. In Years 1 and 2, pupils read, speak clearly and listen well. These skills are further developed in Years 3 to 6 as teachers give pupils good opportunities to discuss ideas and express their opinions. By Year 6 reading, speaking and listening are well above average. Standards in writing are average by Year 2 and above average by Year 6. Pupils in Years 1 and 2 produce stories in the style of magazine articles. These seek to make the story interesting for the reader through the use of expressive vocabulary such as stunning, when used to describe a princess. Older pupils are skilled at writing in a wide range of different styles. Pupils with special educational needs have well written individual education plans and teachers work closely with the special educational need co-ordinator to provide good support to pupils to ensure that achieve as well as they can.
52. Teaching and learning are good in Years 1 to 4 and very good in the Y 5 /6 class. Overall the quality of teaching and learning are good. The skills taught in literacy lessons are used well in other subjects. The success of the cross curriculum work is as a result of pupils being encouraged to read widely, draw on this and information researched on the Internet and seeing themselves as story tellers intent on engaging the interest of the reader or listener in the subject they are writing about. Pupils achieve well by the end of Year 6 because of very well planned teaching in their final years at school. These well-structured lessons make learning interesting. For example, in looking at alternative versions of traditional tales the teachers set the background to the country and its traditions and particular styles clearly. They draw attention to oral traditions of story telling and to the repetitive or rhythmic structures of these stories. Pupils then research a variety of stories, draft out ideas for their own story and perform or write them out in a way that reflects that particular tradition. It is this skilful linking of speaking and listening, reading and writing that enable pupils to achieve well.
53. The curriculum is extended by a good range of extra-curricular clubs such as the song-writing club and bookworms, which run in conjunction with the local library, and a drama club. Assessment procedures are satisfactory, the results of tests are analysed and areas for development addressed particularly in Years 5 and 6. Practice across the school is not yet consistent and many pupils do not have sufficient awareness of their targets to know how well they are doing, or what they need to do next. The leadership by the subject co-ordinator is good and her management of whole school development is satisfactory. She leads by example with her own high standards of teaching and in the analysis of what Year 5 and 6 pupils need to do to attain high standards. However she has yet to develop such consistently high quality teaching and assessment throughout the school

Language and literacy across the curriculum

54. The skills taught in literacy lessons are used well in other subjects. Pupils produce well-written accounts in history and are developing a clear style for recording their observations in science relevant to the investigation being undertaken. They use speaking and listening skills well in class discussions and debates and in the school council knowing and adhering to conventions of speaking such as turn taking and asking relevant questions. The success of the cross curriculum work is as a result of pupils being encouraged to read widely, draw on this and information researched on the Internet and seeing themselves as story tellers intent on engaging the interest of the reader or listener in the subject they are writing about. One example of this is in their work on the Second World War where they take the role of people such as rescue workers, describing their day or what it is like to be a child evacuee.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good in the Year 5/6 class and pupils' achievement is good.
- The school has received good support and advice from a numeracy consultant.
- The use of assessment information and marking are inconsistent and higher attaining pupils are not always sufficiently challenged.
- Work is not always planned for different ages and abilities in the lower junior class.

Commentary

55. In national tests in 2003 Year 2 pupils attained well above average results, whilst Year 6 pupils attained average standards. There are small numbers of pupils taking the tests each year, which means that results can fluctuate considerably from year to year. However, it is evident that in 2003 Year 6 pupils did not achieve as well in mathematics as in English and science in terms of the number of pupils attaining the higher Level 5. This is due in part to a legacy of weak teaching and poor leadership in mathematics in the past by teachers who are no longer at the school. As a result last year's Year 6 pupils were not confident in using and applying mathematics and had gaps in their knowledge and understanding.
56. The attainment of the current Year 2 and Year 6 pupils is average and their achievement is satisfactory in Years 1 to 4 and good in the Year 5/6 because of the good teaching. The headteacher and her recently appointed staff have implemented many changes to raise attainment and achievement. These include the appointment of a new co-ordinator, rigorous monitoring of teachers' planning, detailed analysis of national test results and additional training and support from the numeracy consultant. Some of these changes have not yet had time to have an impact on pupils' attainment and achievement.
57. The quality of teaching and learning is satisfactory overall and good in the Year 5/6 class. Year 1 and 2 pupils' achievement was satisfactory when they used cubes to make symmetrical patterns. The teacher's planning was very detailed and clearly designed to cater for different abilities, although higher attaining pupils completed their tasks easily and were capable of achieving more.
58. In a Year 3/4 numeracy lesson pupils achieved satisfactorily in deciding which number operation to use in response to a question. The teacher captured the pupils' attention by reminding the pupils of addition, subtraction, multiplication and division signs using 'Kung Fu' techniques! However, the introduction, although entertaining was overlong and left pupils with insufficient time to practice their computation skills.
59. Work sampling indicates that work provided for Year 3 and 4 pupils is not always matched to their needs as they receive the same tasks, which restricts their attainment and achievement.

In addition, pupils' do not record their work neatly and marking does not clearly indicate how pupils can improve their work.

60. Pupils' achievement accelerates in Year 5/6 where the teaching is lively. The lesson introductions are skilfully planned to ensure that pupils of all abilities are able to take part as in a brisk counting session using fractions and decimals. The teacher challenged the pupils to really think and persevere. Pupils responded well to this challenging teaching and they made good gains in identifying three-dimensional shapes from their properties. Pupils with special educational needs achieve as well as others in numeracy lessons because of a high level of support provided by class teachers, teaching assistants and the special needs co-ordinator.
61. The co-ordinator provides satisfactory leadership and management. She is new to the role but is developing a secure understanding of the strengths and areas to improve in mathematics. Assessment procedures are satisfactory but information from assessments is not always used to set targets to raise pupils' attainment and to ensure that all pupils achieve their best. This is particularly true of the higher attaining pupils. ICT is not used sufficiently in numeracy lessons.

Mathematics across the curriculum

62. Opportunities for pupils to use their mathematical skills in other subjects are not always evident in teachers' planning but nonetheless teachers take opportunities as they arise and do this well. All teachers include mathematics in the day-to-day class routines. For example, when counting the number of pupils present or absent, pupils are asked to calculate various addition and subtraction problems in their heads.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6.
- Pupils' attitudes are very good.
- Leadership is good.
- Management has not had sufficient time to impact on improving overall provision.
- Teaching and learning are good in Years 5/6 and pupils' achievement is good.
- The use of assessment procedures and marking are inconsistent.

Commentary

63. The good standards seen at the end of Year 6 are as a result of good teaching in Years 5 and 6. Above average standards have been a pattern of the school in the national tests over recent years. The pupils enter Year 1 with average standards in the subject. By the end of Year 2 they attain standards that are average and this means that their achievement during this time is satisfactory. As a result of a greater focus on individual targets for Years 5 and 6 pupils' achievement by the end of Year 6 is good. Pupils' attitudes are very good and this has a significantly positive impact on standards and achievement as pupils behave in a sensible and mature way when carrying out investigations. Throughout the school pupils discuss openly with the teachers the concepts they are learning. They willingly contribute suggestions to the way in which such investigations may be carried out and recorded to ensure fair and consistent results. This makes good use of their language and literacy skills. The expectations of such behaviour means that by Years 5 and 6 pupils are trusted to handle a wide range of scientific apparatus and carry out investigations with the minimum of intervention in practical work. This leaves the teacher to concentrate on challenging the results and hypotheses being developed by the pupils. This ensures that pupils learn well. The subject makes a good contribution to pupils' spiritual, moral and social development.

64. Overall teaching and learning throughout the school are satisfactory. There is some inconsistency in the use of marking to aid pupils to understand what they should do next and consistency of approach is an area for development. Teaching and learning in the Year 5/6 class are good and the above average standards are the result of good quality teaching by the well-qualified and experienced science co-ordinator.
65. The leadership of the science co-ordinator is good. Assessment procedures are satisfactory, the results of tests are analysed and areas for development addressed in Years 5 and 6. Management is satisfactory since, as yet the assessment procedures have not had an opportunity to impact on raising standards and provision throughout the school.
66. As no judgement about science was made at the time of the previous inspection it is not possible to judge improvement since that time.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been good improvement since the previous inspection.
- The ICT suite is used well to teach the requirements of the national curriculum.
- Pupils have positive attitudes to ICT, which helps them to make progress.
- Insufficient opportunities are provided for pupils to practice their ICT skills in class lessons.
- Assessment procedures are inconsistent.

Commentary

67. By the end of Year 6 standards are in line with expectations for age. This is an improvement since the previous inspection and is the result of good leadership and management of the headteacher who is the co-ordinator for the subject. The achievement of pupils over their time in school is satisfactory.
68. Teaching and learning throughout the school are satisfactory. Teachers have gained considerably in their knowledge and confidence since the previous inspection as a result of well-targeted support and the appointment of teaching staff with secure background knowledge. In one lesson observed in Years 3 and 4, teaching and learning were good. In this lesson in the ICT suite the pupils used the Internet well to access a detailed route-finding website. Using the directions given they then plotted the routes from the school to places of interest they had visited, on a small-scale map. This was valuable geographical learning involving the use of diagrammatic maps and scale maps and accurately following directions, as well as placing their town in relation to other towns and areas of habitation in the county and surrounding counties. It is through teachers making these kinds of links that the subject has improved. During the inspection pupils had insufficient opportunities to use computers in class lessons such as literacy and numeracy.
69. The leadership and management of the subject are good. The headteacher has had the ICT suite moved to a larger location. She has arranged for all computers in the suite to be replaced, networked and appropriate rapid print facilities to be made available, as well as a projector linked to a computer for whole class demonstration purposes. She has consulted the pupils over the type of furniture best suited to the wide age range of pupils in the school and working closely with them changed the furniture in the room after appropriate trial periods. As a result of this kind of consultation the pupils have very positive attitudes towards the subject and the use of the suite. She has set in place a comprehensive scheme of work that ensures all strands of the national curriculum for ICT are covered. The suite is now timetabled for separate skills lessons, as well as cross-curricular lessons. These are all improvements since the previous inspection. She has worked closely with the governor responsible for ICT who has

acted as a valuable critical friend. A local beacon school and the local education authority have been involved in this development by the headteacher and have given considerable support.

Information and communication technology across the curriculum

70. Now that the school has a satisfactory range of resources that include digital cameras, sensors and control technology equipment and teachers' knowledge and confidence have increased, pupils are being taught the skills necessary to use such technology to support learning in other subjects. This was lacking at the time of the previous inspection and the school is now making satisfactory use of information and communication technology to support other subjects in the curriculum. This is an improvement. Word processing is used to produce final copies of interesting and well-constructed writing. Information sheets, which are enhanced by the use of different font sizes and colours or imported pictures, are used to give information in history, for example, on the use of gas masks during the second World War. Databases are used to gather information in science and spreadsheets are used in mathematics.

HUMANITIES

71. **Religious education** was not inspected as this is a voluntary aided school and has a Section 23 inspection. No lessons were seen in **history** during the inspection and only one in **geography**.
72. From an analysis of samples of completed work, from work on display around the school and discussion with pupils it is judged that both subjects meet statutory requirements. There is every indication that standards are in line with national expectations and that pupils' achievement is satisfactory. The history and geography curriculum is enhanced by day visits, for example, to the Imperial War Museum. Information and communication technology effectively supports learning in history through Internet access for research and pupil generated information sheets on historical features such as the construction of Anderson shelters in peoples' gardens during the Second World War.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. No lessons were observed in **art and design** and **design technology**. Scrutiny of available documents and displays indicate that standards are in line with national expectations and that pupils' achievement is satisfactory. Neither subject has been monitored yet by the co-ordinator who has only been at the school for one term.
74. It was not possible to observe any lessons in **physical education** during the inspection so no secure judgements about teaching and learning can be made. Pupils in Years 4 and 6 spoke enthusiastically about after-school activities, which are good. The school provides opportunities for both boys and girls in football and netball. Year 3 and 4 pupils go swimming every week. Accommodation is satisfactory but the hall is quite small and difficult for large junior classes to work safely with large apparatus. The school has no field but compensates by regularly borrowing other peoples.

Music

Provision for music is **good**.

Main strengths and weaknesses

- The quality of singing in assemblies and in the choir is good.
- Pupils enjoy music and work very hard in lessons.
- There are very good opportunities to enrich pupils' experience in music through extra-curricular activities such as the choir and for those pupils who take part in instrumental lessons.

- Music is used very skilfully and sensitively to enrich pupils' spiritual and cultural development.

Commentary

75. Standards in music are above those expected nationally. This is due to good leadership by the talented co-ordinator. Also there is good teaching in lessons by teachers who have good subject knowledge and enthusiasm and who confidently communicate their enthusiasm for music to the pupils. Pupils sing with sensitivity and conviction, successfully holding their own line in songs with two parts. It was evident in whole school hymn practice that older pupils are making good progress in learning to read standard notation.
76. Pupils' achievement is good. They work hard in lessons, concentrating well and listening carefully to each other's performance. In assemblies music is used very well to enrich pupils' cultural and spiritual development as they listen to a very wide range of composers and musicians from different times and cultures including jazz and reggae. Pupils obviously enjoy whole school hymn practices where they sing rhythmically and in tune with clear enunciation and obvious joy.
77. The quality of teaching is consistently good in singing lessons and in lessons taught in the classes. Lessons have very clear purposes, are well paced and fun. Teachers make their high expectations for pupils' performance explicit and because of their encouraging manner pupils strive to improve their performance. This was particularly evident in a Year 5/6 lesson where the pupils worked very hard to perfect and perform a complicated whole class drumming rhythm.
78. The co-ordinator provides good leadership. She has considerable musical expertise as have many of the staff. Good additional music tuition is available as staff provide private music lessons and offer many music clubs either at lunch time or after school. Resources are good. The school has a good collection of musical instruments from various parts of the world.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **very good**.

Main strengths and weaknesses

- A very good programme is in place for personal, social, and health education (PHSE), which includes work on diet, sex education and personal safety.
- The school council is very involved in school life.

Commentary

79. The personal, social and health education curriculum is successfully linked to the religious education scheme of work and to the school's promotion of social and moral responsibility. Personal, social and health education is promoted very well through circle time, assemblies, debates, health education in science and specific lessons on sex education and drugs education. These sessions are enhanced by, the very good relationships and the feeling of mutual trust and respect, which exists between pupils and staff. Teaching is good and often very good. In one lesson pupils were placed in an imaginary situation where they were the law makers and had to decide the fate of a thief. The teacher skilfully introduced new information about the thief. As the lesson advanced some pupils supported the thief and others didn't and pupils were challenged as to why they had shifted their punishment of this person as different factors emerged. It is this sensitive challenging of stereotypes, which make the pupils reconsider their own pre-conceived ideas that makes the provision for citizenship very good.
80. The school council is regarded highly by pupils and staff and has a real impact on provision in school from furnishings to maintaining the status of playground buddies who are there to assist any pupil who does not have someone to play with or is unhappy. Older pupils carry out their

responsibilities maturely and sensibly. For instance, they supervise younger pupils at the end of break time, close down computers when the information and communication technology suite is finished with for the day, as well as maintaining a log book of faults for examination by the information and communication technology technician. It is these trusting relationships between staff and pupils that is the hallmark of the success of the personal, social and health education and citizenship programme which is a strength of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

