

INSPECTION REPORT

ST MARIA GORETTI CATHOLIC PRIMARY SCHOOL

Bucknall, Stoke-on-Trent

LEA area: Stoke-on-Trent

Unique reference number: 124325

Headteacher: Mrs R Whitehead

Lead inspector: Mr C Parker

Dates of inspection: 17th – 20th May 2004

Inspection number: 257787

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	224
School address:	Aylesbury Avenue Bucknall Stoke-on-Trent Staffordshire
Postcode:	ST2 0LY
Telephone number:	01782 234737
Fax number:	01782 234737
Appropriate authority:	The governing body
Name of chair of governors:	Rev. Peter Weatherby
Date of previous inspection:	14 th July 1998

CHARACTERISTICS OF THE SCHOOL

There are 224 pupils on roll. They are predominantly of white British heritage with a very small number of pupils from Irish, mixed race and Caribbean heritage. All speak English as their first language. The pupils are taught in the nursery and seven classes.

The school draws from a wide area but most of the pupils come from the estate surrounding the school. The proportion of pupils taking free school is much higher than in most schools, is rising and currently 41 per cent. There is a significant amount of mobility. Last year 13 pupils joined the school and 10 left indicating at times other than the start of the school year. Of last year's Year 6 over a quarter of the pupils joined after Year 1.

Although wide ranging, attainment on entry is very low overall. There are 38 pupils identified by the school as having special educational needs and two have statements.

The school received an achievement award in 2002 and gained Investors in People status in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11897	Chris Parker	Lead inspector	Information and communication technology, Art and design, Design and technology
19692	Bob Folks	Lay inspector	
4287	Brian Allaway	Team inspector	Mathematics, Science, Music and Physical education, Special educational needs
32125	Kim Stanley	Team inspector	Foundation Stage, English, geography, history

The inspection contractor was :

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good and effective school** where pupils achieve well because the teaching is good. The leadership and management are very good and there is a strong commitment to continuing improvement. The school gives good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides very clear direction for the school
- The pupils' spiritual, moral, social and cultural development is very good
- The pupils make rapid progress in the Foundation Stage
- Most pupils behave well and have positive attitudes to learning
- The teaching assistants support the pupils very well
- The pupils have insufficient opportunities to use and extend their literacy, numeracy and ICT skills across the curriculum
- The parents receive helpful information and are strongly encouraged to support their children's learning
- The care and welfare of the pupils are very good

The school has made good improvement since the last inspection. Standards in science and Information and communication technology (ICT) have improved. There are now good systems for monitoring the quality of teaching, and the assessment procedures are particularly effective in English, mathematics and science. Overall, the quality of the teaching has improved and the very good provision for the youngest children has been maintained. The leadership and management have also improved.

STANDARDS ACHIEVED

Achievement is good. The children achieve very well in Foundation Stage. Generally, they make considerable progress and many get close to achieving the goals set for the end of the reception year. In their personal and social, physical and creative development, many children reach these goals but fewer reach them in their mathematical development and in communication, language and literacy. The results of the national tests over the last few years show there has been steady

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

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.

improvement in the standards being achieved at the end of Year 2, although the results in mathematics dipped in 2003. At the end of Year 6, improvements have been consolidated and maintained in English and mathematics. In science, the results have improved and were well above average in 2003. The results compare favourably with similar schools. The improvements in standards are the result of strong leadership, the development of an effective teaching team and a considerable emphasis on the professional development of the staff. Currently, standards are broadly average in English, mathematics and science in Year 2 and 6 and the pupils are making good progress. The pupils with special educational needs achieve well.

The pupils' have good attitudes to learning and take a full part in the life of the school. Almost all of the pupils concentrate in lessons and behave well. They get on with each other very well. Their **spiritual, moral, social and cultural development is very good.** Although attendance levels are slightly below average, good attendance and punctuality are strongly encouraged by the school.

QUALITY OF EDUCATION

The **quality of education is good**. The **teaching is good** overall and many lessons are lively, interesting and engaging. The curriculum in the Foundation Stage is exciting and stimulating and the teaching is particularly imaginative and very effective. The teaching in Year 3 is mainly satisfactory, but shows some weaknesses.

The school provides a broad and balanced curriculum that is enriched by a good range of extra-curricular activities, visits to places of interest and after-school clubs. The various activities are thoroughly planned and well matched to the pupils' needs. However, the pupils have insufficient opportunities to use and extend their literacy, numeracy and ICT skills across the curriculum. The provision for pupils with special educational needs is very good. The teaching assistants support all pupils very effectively.

Overall, the quality of the resources and accommodation is good, but the playground is uninviting. The care, welfare, health and safety of pupils are very good. The pupils' views are actively sought, valued and acted upon. There is a strong and caring ethos with clear concern for the needs of every child, and each one is supported, advised and guided effectively. The school has established a very good partnership with the parents and close links with the church and the community. Parents are encouraged to become fully involved in their children's learning and are provided with very helpful information about their child's progress, school events and the curriculum.

LEADERSHIP AND MANAGEMENT

The **leadership and management are very good**. The headteacher has a very clear vision for the school and is providing the drive and direction to bring about the necessary improvements through a carefully focussed school development plan. She is also developing a strong teaching team and good systems for monitoring the quality of the teaching and the performance of the pupils. Similar determination has been put into improving the accommodation. The subject co-ordinators contribute well to the management of the school. Recent changes and developments have cultivated a confident approach to self evaluation that stimulates ongoing improvement. The governors play an effective role in mapping the direction that the school is taking and in the decision-making processes. The chair of governors is particularly influential. He is a very frequent visitor, a ready contact and support for the headteacher and a very effective inquisitor, challenging the senior management team to ensure all important decisions support the school's desire to provide the highest quality teaching and learning for the pupils. The strategic and financial planning procedures are good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The pupils have a pride in their school and a respect for their teachers. Most parents are very satisfied with the school, but a small number voiced their concerns about bullying. The inspectors spoke to the staff and children and examined the school's procedures. During the inspection, no bullying was seen and the relationships between children were very good. They cared for and helped each other in lessons and at playtimes and lunchtimes. Any cases of bullying are recorded and appear to be dealt with quickly and effectively.

IMPROVEMENTS NEEDED

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

- extend the range of opportunities provided for the pupils to use and apply their literacy, numeracy and ICT skills right across the curriculum

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils achieve well and make good progress. Standards in English and mathematics are broadly average.

Main strengths and weaknesses

- The children achieve very well in the Foundation Stage and make rapid progress.
- Progress is good in English and mathematics throughout the school.
- The pupils with special educational needs achieve well.

Commentary

1. In the Foundation Stage, the children do very well because the teaching is particularly effective. Although they enter the school with an overall profile of low attainment, particularly in their language and communication skills, they make considerable progress and many get close to achieving the goals set for the end of the reception year. In their personal and social, physical and creative development, many children reach these goals, but fewer do so in communication language and literacy.

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

Standards in:	School results	National results
reading	15.5 (16.3)	15.7 (15.8)
writing	13.6 (14.5)	14.6 (14.4)
mathematics	14.8 (17.2)	16.3 (16.5)

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

2. The results of national tests over the last few years show there has been steady improvement in the standards achieved at the end of Year 2 and Year 6. Although there was a dip in results at the end of Year 2 in 2003, the previous three years had seen improvement from below and well below average attainment in 2000 to average and above in 2002. A similar pattern is evident at the end of Year 6 where the improvements have been consolidated and maintained in English and mathematics. In science, the results have improved and were well above average in 2003. These results compare favourably with similar schools. The improvements in standards are the result of strong leadership, the development of an effective teaching team and a considerable emphasis on the professional development of the staff.

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

Standards in:	School results	National results
English	26.6 (26.2)	26.8 (27.0)
mathematics	27.4 (27.4)	26.8 (26.7)
science	30.5 (29.0)	28.6 (28.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year

3. The results of the national tests over the last few years show that boys have done markedly better than girls, particularly at the end of Year 6. However, this is not reflected in the pupils' current work and there is no evidence of any variation in the provision made for boys and girls. The ethos of the school promotes the achievement of all pupils, and the lessons involve boys and girls equally.
4. From Year 1 to Year 6 the pupils make good progress overall. Currently standards in both Year 2 and Year 6 are broadly average in English, mathematics and science. There are good examples of the needs of groups of pupils, and individuals being well supported to help them to raise their attainment to the next level. Those pupils with special educational needs make equally good progress because of the work of the class teachers and the teaching assistants who support them very effectively.
5. Since the last inspection standards in ICT have risen and are now in line with expectations but the pupils do not make enough use of it in their learning in other subjects. Similarly, in English and mathematics standards have improved but here again the pupils do not have enough opportunity to use and extend their literacy and numeracy skills across the curriculum.

Pupils' attitudes, values and other personal qualities

The pupils' have good attitudes to school and take a full part in the life of the school. Overall, behaviour is good. Relationships within the school are very good. Spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- The pupils have positive attitudes in lessons and concentrate well
- There are very good relationships throughout the school
- The pupils have very good opportunities to take responsibility and show initiative
- Good attendance and punctuality are strongly encouraged by the school

Commentary

6. The pupils have good attitudes to learning and take a full part in the many and varied activities available. In lessons, they concentrate and participate well. The school has high expectations of pupils' conduct and the pupils respond well to this. Each class agrees its own code of conduct at the beginning of each term. The pupils work well independently, in pairs and in groups. They work hard and do their best to please the teachers. The only exception is a few pupils in Year 3 who can sometimes misbehave and disrupt lessons. Relationships within the school are very good and adults provide very good role models. The resulting harmonious atmosphere created contributes well to the pupils' learning.
7. Overall, the pupils are well behaved and this can be seen at playtimes and lunchtimes. The pupils care for and help each other and socialise very well together. Older pupils help the younger ones at lunchtimes. The lunchtime supervisors' work very well together but a School Council initiative of playground leaders helps to ensure that lunchtimes are happy and untroubled times. Most parents feel happy about behaviour in the school with one or two having concerns about bullying. No bullying or harassment was seen during the inspection. Inspectors spoke to staff and pupils about this and looked at the procedures. It appears that there are isolated incidents but they seem to be dealt with well. These findings are similar to the last inspection.
8. Pupils have many opportunities to take responsibility and to use their initiative. The pupils very willingly accept these opportunities and take them on in a very responsible manner. The school has a head boy and a head girl. There are school prefects with responsibilities in the school and monitors who have a classroom responsibility. There are assistant librarians and assemblies are set up and lead by Year 6 pupils on a regular basis. In the Ascension Day Mass, many pupils were involved in the service. Some acted as servers and helped with Holy Communion, some

were readers, some read their own prayers and some held candles and helped with the offertory. These responsibilities are shared over a period of time so that all have an opportunity to be involved. They all performed their duties very well.

9. The spiritual, moral, social and cultural development of the pupils is very good. The school provides the pupils with the opportunity to explore their own and others beliefs; as a result the pupils have developed a very good awareness of these important aspects of people's lives. They appreciate the importance of respect for people and property and for more intangible things such as faith, feelings and emotions. They are able to distinguish right from wrong and can think through the consequences of their actions upon others. They are able to exercise responsibility and to understand how organisations, such as the school and the church, work together for the benefit of everybody. The residential trips for older pupils help them to understand the importance of working collaboratively and sharing tasks. The school not only gives the pupils a very good knowledge of their own faith and culture, but also makes a special effort to look at people of other nationalities, beliefs and cultures. For instance, there is good representation of Caribbean culture and Judaism, a very good display of pictures and artefacts related to the faith of Islam and a fine display of Japanese self-portrait face masks, which have been on display at Hanley Museum. The pupils say 'Hello' in a number of different languages, and music from South American and other countries is used in assemblies and services. All of these aspects of the provision have improved since the last inspection. They have contributed to the pupils' broader appreciation of life in the world and to their preparation to meet it as they grow older.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	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.

Exclusions

There have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The curriculum covers all subjects and areas of learning, the teaching is good and the pupils are cared for very well.

Teaching and learning

The teaching, learning and assessment are good.

Main strengths and weaknesses

- The teaching in the Foundation Stage is imaginative and very effective
- Many lessons throughout the school are lively, interesting and engaging
- The activities are thoroughly planned and well matched to the pupils needs
- The teaching assistants, support the pupils very effectively

Commentary

10. The teaching is effective in ensuring that the pupils continue to progress and achieve well as they move through the school. They make a very good start in the Foundation Stage where the

reception teacher, nursery nurses and the teaching assistant promote their personal and social development very well. The children make very good progress because of the extensive range of well-planned and exciting activities, some directed by the adults and others chosen by the children themselves. In the nursery, the adults are particularly adept in their interventions, asking questions and ensuring that all activities are purposeful. The children's progress is carefully assessed from the time they enter the nursery class and throughout the whole Foundation Stage. Consequently, all members of staff are very clear about the children's individual needs and the activities are planned accordingly. The children's entry profiles are very detailed and their individual records of achievement are reviewed and updated regularly. Formal observations of individual children are made daily and photographic evidence of specific projects and visits is compiled.

11. The children continue to make good progress through Years 1 and 2 where they learn and achieve well. They make good gains in their numeracy and literacy skills because the teaching is well focussed on these key areas. The use of very clear targets to help the pupils to accelerate their learning is particularly effective, notably in reading and mathematics in Year 2. The teaching in Year 3 is mainly satisfactory, but shows some weaknesses. Here the lessons are well planned and the activities provide the appropriate level of challenge for the pupils, but the success of the lessons is often reliant on the interventions and management of the teaching assistant. Occasionally, there is insufficient structure to the lesson and the teacher does not manage the pupils effectively. Consequently, in these instances they do not do as well as they should.
12. In Years 4, 5 and 6, the teaching ranges from good to very good. Here the lessons are consistently well planned, the approach is rigorous and the pupils gain confidence and engage fully in the tasks they are set. Stimulating and interesting lessons were observed, for example, when the pupils in Year 4 were finding out about angles and position, and in Year 5 when they were learning to control the sequence of traffic lights. In Year 6, there was very good use of the interactive whiteboard to help the pupils to develop the main character for some extended writing. The lessons have relevance, purpose and good pace, and the pupils are continually involved. The tasks are very carefully modified to suit the diverse abilities with the class so that the most able pupils are stretched and those with special educational needs are fully supported. The teaching assistants play a very effective role in all classes and show considerable commitment and skill in supporting the learning in lessons. Homework is also used effectively to promote the pupils' learning.
13. The pupils' work is thoroughly marked and their knowledge and skills assessed. In many classes the teacher makes very useful comments on their work and gives the pupils a clear indication of the next step in their learning. This is most effective in the core areas of English, mathematics and science, but is also evident in other subjects, such as ICT. The teachers use the information that they gain from assessment in planning tasks with the right amount of challenge, thereby ensuring that the pupils make good progress. The pupils understand what they need to do to improve their work. The assessment procedures are good and pupils are aware of their own targets for improvement. This is a significant improvement since the last inspection when assessment was unsatisfactory.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	12 (30%)	18 (45%)	9(27.5%)	1(2.5%)		

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

The school provides a broad and balanced curriculum that is enriched by a good range of extra-curricular activities. Overall, the quality of the resources and accommodation is good.

Main strengths and weaknesses

- The curriculum in the nursery and reception class is exciting and stimulating
- The provision for the pupils with special educational needs is very good.
- The inclusion of all pupils is a notable strength
- The curriculum is enhanced by visits to places of interest and by after-school clubs
- The pupils have insufficient opportunities to use and extend their literacy, numeracy and ICT skills across the curriculum

Commentary

14. The curriculum is planned well. It meets the needs of all pupils and enables them to achieve well across a broad range of subjects. The pupils have many opportunities to participate in sports and arts activities outside lessons. Visitors to the school, such as artists, musicians and story-tellers all make valuable contributions to the pupils' learning. Visits to places of interest are also used well to develop the pupils' learning and broaden their experiences. The Year 6 pupils benefit from a residential visit to an activity centre that enables them to participate in outdoor and adventurous activities. There is appropriate provision for PSHE, which focuses on relationships and includes sex and drugs education. This has a positive impact on the pupils' attitudes to their work and to each other.
15. The school has a strong commitment to inclusion and ensures that the curriculum is matched well to the needs of all pupils. The teaching and support for pupils with special educational needs are very good. These pupils are supported particularly well by the teaching assistants and consequently make good progress and achieve well. The systems for identifying and monitoring the pupils with special educational needs are very comprehensive. The co-ordinator has been extremely successful in establishing these procedures, but has not yet evaluated their manageability. Now that the systems are in place, the role of the co-ordinator has developed into one that is predominantly advisory and therefore not fully effective. Currently, too much of the special needs co-ordinator's time and expertise is given to management and not enough to working with the pupils.
16. The curriculum for the Foundation Stage children is particularly stimulating and the staff ensures that the children are taught in a well-organised and imaginative learning environment. The curriculum provides numerous opportunities for the children to broaden their experiences and to develop their speaking and listening skills. As a result, they make very good progress and achieve well.
17. The staffing, accommodation and resources contribute well to the quality of education that the school offers. Developments in English and mathematics have led to improvements in achievement, but they do not provide frequent opportunities for the pupils to use and extend their literacy, numeracy and ICT skills across the curriculum. The school has fully implemented the national literacy and numeracy strategies that form the cornerstone of the teaching and learning in English and mathematics. The pupils have some opportunities to use and apply their knowledge and skills across the curriculum, but these are not extensive enough to enhance the learning, for example, by the wide use of mathematical skills in science and geography or writing for a range of purposes in history.
18. The resources for information and communication technology have improved considerably since the last inspection. As a result, the pupils now have a comprehensive programme of lessons to develop their skills. They now have opportunities, for example, to use the Internet to find

information, but the use of ICT is still neither as widespread nor as well integrated into the curriculum as it should be.

Care, guidance and support

The care, welfare, health and safety of pupils are very good. Careful monitoring ensures that they are supported, advised and guided well. Their views are actively sought, valued and acted upon.

Main strengths and weaknesses

- There is a strong and caring ethos with clear concern for every individual
- The health and safety arrangements are very good
- The induction procedures are very good
- The staff know the pupils very well and the very good relationships ensure that pupils feel safe, secure and valued

Commentary

19. The school has very good procedures for child protection that are sensitively and effectively applied. The very good health and safety procedures include termly inspections of the site and buildings by the governors and school staff to ensure a very safe environment for the pupils. All members of the staff have attended a first aid training course and four members are fully qualified St. John's Ambulance first aiders.
20. The members of staff know the pupils very well. Each child is surrounded by caring adults from the school and the church with whom they feel able to discuss any problems and concerns. Moreover, the headteacher leaves her door open for any child who wants to see her. All these measures help to generate a strong family in the school, and the pupils are very well looked after while they are there.
21. There is a very good range of outside specialist support for the school, that includes the educational psychologist, the school nurse, the school development officer, special needs support, behaviour support staff, physiotherapists and speech therapists. In addition, the West Midlands Consortium provides a teacher who attends the school twice a week to help with travelling children.
22. The pupils' personal and academic development is monitored well and they are given good advice and guidance, in some cases linked to individual targets. The induction arrangements for children at any stage are very good. Home visits help to ensure a smooth and effective start to the children's school life.
23. The pupils' views are sought and considered through the School Council, in which widely varying aspects of the school are discussed and resolved. The care, guidance and welfare of the pupils have improved since the last inspection.

Partnership with parents, other schools and the community

The school has established a very good partnership with parents and strong links with the community. This reflects the findings of the last inspection.

Main strengths and weaknesses

- The school provides very helpful information for parents
- It has very close links with the community
- Parents are encouraged to become fully involved in their children's learning

Commentary

24. Overall, the parents are very satisfied with the work of the school. They receive very good information in the form of regular newsletters and separate curriculum briefings. The school prospectus is a well-presented document and is supplemented by a very good annual governors' report to parents. A notice board in the lobby of the school and termly consultations with their children's teachers also help to keep the parents well informed. The annual written reports are evaluative and include targets for improvement. In many cases, an overall target is also identified.
25. In the Foundation Stage, the parents are kept well informed about their children's progress. They are regularly given target sheets and information about the curriculum and are encouraged to keep home-school diaries for their child's first weeks at school. There are also formal parents' meetings throughout the year. Parents are welcomed into the classrooms at the start and end of the day and this provides opportunities for regular, informal discussions.
26. The school has a small but flourishing Parent Teacher Association that raises funds to provide additional resources and equipment. Many parents help in the school. Others attend Family Learning Courses organised by Stoke-on-Trent College, which links very well with "Sure Start" and the officers of the local education authority. During the inspection, parents attended a Literacy /Numeracy Course, which helped them to understand how these subjects were being taught to their children. A wide range of different courses is available. Having started one of these courses, some parents have become classroom assistants now working in the school.
27. There are very close links with the community. For example, those people who live close by were consulted before the security fencing was erected and they now keep an eye on the school to help to eradicate vandalism. There are close links with sheltered accommodation in the area with the school choir singing to them and giving them gifts at Harvest time. The partnership with the church is particularly close. The parish priest is the chair of governors and plays a strong pastoral role in the school. The Ascension Day Mass held during the inspection was a wonderful example of the close-knit family relationship and co-operation that exists between the church and the school. The school plays football and netball against other schools and has a close association with the Catholic Partnership of Schools. Through the Staffordshire Partnership, the school is connected with the Stoke-on-Trent Children's Fund and the mural on the outside wall of the school is an example of the work resulting from it. There are also links with the Young People's Centre in Hanley. The school undertakes a lot of visits into the community and there are many, many visitors to the school.

LEADERSHIP AND MANAGEMENT

The leadership and management are very good. The governance of the school is good, and the chair of governors is particularly influential.

Main strengths and weaknesses

- The headteacher gives the school very clear direction.
- There is a strong commitment to continuing improvement.
- The procedures for monitoring and self-evaluation are comprehensive and effective.
- The strategic and financial planning is good.
- The subject and Foundation Stage co-ordinators contribute well to management of the school.

Commentary

28. The headteacher has tackled a range of issues and has placed ongoing school improvement at the top of her agenda. She has a very clear vision for the school and is providing the drive and direction to bring about the required improvements through a carefully focussed school development plan. Her vision is articulated through the mission statement and the aims of the school. The goals for the year are developed through action plans that are designed to achieve

the long-term expectations. The plans provide a very well considered and coherent structure for moving the school forward. The headteacher is also developing a strong teaching team and good systems for monitoring the quality of teaching and the performance of the pupils. Similar determination has been put into improving the accommodation. Working with the governing body, the headteacher has also been able to bring about improvements to the main building and the erection of a security fence has reduced vandalism so that improvements can now be made to the rather sterile playground areas.

29. The Foundation Stage is very well led and managed. The new co-ordinator has drawn up a clear action plan for developments. Many new initiatives are already operating, such as a home-school link project and a multi-sensory room. Meetings for Foundation Stage staff are held weekly to discuss the children's progress, early years' developments and transition matters.
30. The subject co-ordinators contribute well to the management of the school. Recent changes and developments have generated a confident approach to self-evaluation that stimulates ongoing improvement. They monitor the planning, check that the pupils' work is of the standard that it should be and some carry out observations of colleagues to improve the quality of the teaching. The headteacher undertakes a range of self evaluation measures; some in collaboration with the local education authority and others through the subject co-ordinators. Comprehensive records and data are used to track the progress of individual pupils. They provide information for the teachers to set targets for further improvement that are linked to their performance management targets. However, the current systems do not make use of information technology for more detailed analysis.
31. The governing body has an effective structure that allows its work to be conducted through formal meetings and committees. The governors make visits and talk to staff and children so that they build up a clear picture of how well the school is doing. They plainly feel that this system is working well and allowing them to play their role in mapping the direction that the school is taking and in the decision-making processes. The chair of governors is particularly influential in his role. He is a very frequent visitor, a ready contact and support for the headteacher and a very effective inquisitor, challenging the senior management team to ensure all important decisions support the school's desire to provide the highest quality teaching and learning for the pupils.
32. The school has a good budget management system. The large credit balance carried forward from the previous year is earmarked for imminent improvements to the building. The governors monitor expenditure effectively. The spending per pupil is above the national average for primary schools. However, given the pupils' good achievements, the good teaching and the strong leadership, it is clear that the school provides good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	585 619
Total expenditure	620 890
Expenditure per pupil	2 772

Balances (£)	
Balance from previous year	83 860
Balance carried forward to the next	48 589

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for each of the areas of learning is **very good**

33. When the children enter school, their attainment is well below average. The teaching is very effective because the staff plan a wide range of stimulating and exciting learning opportunities for the children. Very good relationships between the staff and children, and effective use of resources develop the children's independence. As a result, the children make rapid progress and many of them reach the later stages of the goals set for the end of the reception year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Main strengths and weaknesses

- The children quickly develop confidence and independence
- They work well with each other and with adults

Commentary

34. The children make very good progress because expectations of behaviour, attention and involvement are high. Consequently, the majority of children will reach the goals set for this area of learning. The classroom routines are clear and, as a result, children settle well and feel secure. The teachers plan a good balance of child-chosen and teacher-initiated activities. The children co-operate well and share readily. This was evident, for instance, when a group took turns to use the equipment in the outdoor adventure centre. The children show good levels of perseverance when engaged with tasks. They are excited and enthusiastic when presented with new experiences, for example, when ice-balloons were passed around. Another notable feature is the way in which the children have regular opportunities to reflect on their experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Main strengths and weaknesses

- Speaking and listening skills are given a high priority
- The children are systematically taught phonic skills
- The adults constantly model language use in class, group and individual activities

Commentary

35. On entry, the children's literacy skills are well below average. However, current assessments indicate that the majority will achieve the goals set for oral communication skills and reading, though few will do so in their writing. The children make good progress in the development of their speaking and listening skills because the teachers place considerable importance on this through carefully planned activities and incidental opportunities. The adults make good use of open questions and direct questions to particular children, encouraging longer responses when appropriate. The children are encouraged to articulate their thoughts and feelings, for instance, when engaged in washing different materials or using textured paint. They have regular opportunities to listen and respond to stories. Their early reading skills are built up through the regular sharing of books and phonics sessions. The higher attaining groups of nursery children could already recognise some letters and their sounds. Most children in the reception class recognise and say initial, middle and final sounds in words. A skilled teaching assistant provides focused support for children needing reinforcement of initial sounds. The children are given a reading book from the carefully structured scheme as soon as appropriate. The teaching of

writing begins with the children tracing shapes in materials such as sand and foam. The role-play areas provide a chance for them to write for specific purposes and in a range of contexts, such as in the travel agent's office. In the reception class, the children are currently provided with few opportunities to use writing to record and communicate, although more are planned for the last half term.

MATHEMATICAL DEVELOPMENT

Strengths and weaknesses

- Good assessment leads to very focused teaching

Commentary

36. The teachers plan mathematical activities which engage and involve the children, and consequently they make very good progress in this area. The nursery children were learning to recognise and count numbers by helping Harry the Spider find his missing legs. The higher attaining children could count back from eight. In the reception class, some were able to count back from fifteen to zero. Here, the children also estimated and measured the length of paper fish, using appropriate terms such as "longer" and "longest". The whole-class sessions are followed up by teacher-led group work to consolidate the learning. The nursery children enjoyed making spiders out of dough, using raisins to number the legs. Child-initiated activities with number tiles and sets of shapes reinforce aspects of mathematical development. Through careful ongoing assessment, the teachers know where each child has reached in their development and use questions well to challenge and extend them. Overall, fewer children than usual will reach the goals set for this area by the end of the reception year, but some higher attaining children are on track to exceed them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Main strengths and weaknesses

- Interesting resources and materials are well used to support the teaching

Commentary

37. Much of the teaching in this area is based on a theme that enables the children to explore and investigate the world around them. Their natural interest and curiosity are stimulated so they enjoy the learning experiences and make good progress. Most are expected to achieve many of the goals set for this area by the end of the Foundation Stage.

38. For example, through a project on minibeasts, the children in the nursery were finding out about living things, their habitats and life cycles. Similarly, the reception children were engrossed in exploring how things change, using different kinds of wet and dry materials. Equipment, such as magnifying glasses, enables the children to look closely and to talk about what they see. They are encouraged to use all their senses, to reflect on what they discover, to talk about it and to predict what will happen. For instance, the nursery children placed white flowers in different coloured inks and the reception class left ice in different locations. The children are also taught to use a range of tools and equipment to construct objects such as the life-cycle hat in nursery, and the picnic mats in reception. The children in the reception class use the computer and interactive whiteboard for simple word and picture games.

PHYSICAL DEVELOPMENT

Main strengths and weaknesses

- The teachers plan a wide range of activities designed to develop movement
- The children are confident and show good control when using large equipment

Commentary

39. The children's progress in this area is very good and most are set to achieve the expected goals. They use the areas outside the classroom to good effect. Various pieces of equipment such as wheeled vehicles, beams and climbing frames enable them to develop balance, strength and jumping skills. They are taught how to move safely along, over and through benches, tunnels and tables. The teachers emphasise the need for safety and awareness of others, and as a result the children control their movements well when using and moving the apparatus. Many nursery children are able to put their shoes and socks on without help and the majority of the reception class are able to dress themselves. Other activities are planned to develop children's fine manipulative skills. They use scissors and glue to assemble collages and to sequence pictures, and manipulate play-dough into different shapes. Threading, jigsaws and construction toys also help to improve their fine control.

CREATIVE DEVELOPMENT

Main strengths and weaknesses

- The role-play areas stimulate children's imagination and language skills
- The teachers plan exciting opportunities for the children to explore colour and sound

Commentary

40. Various adult-led and child-initiated activities are planned each week. The classrooms are well-resourced and stimulating environments. Consequently, the children make very good progress towards the goals in this area and the majority will achieve them. Many creative activities are related to the overall themes. For instance, the children used textured paint in order to decorate minibeast shapes and were encouraged to use descriptive language to talk about how it felt. Other groups used seeds, tissue paper and crayons to create collages of animals. The children also have regular opportunities to explore sound through musical instruments, both in the classrooms and in timetabled hall sessions. The teachers sing simple songs regularly so that the children become familiar with the words and actions. The role-play areas are well used and children engage imaginatively in a variety of scenarios. During the inspection, these involved groups booking holidays in a travel agency, others cooking a meal on a barbecue and two children sailing a rubber dinghy.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **good**

Main strengths and weaknesses

- The development of children's speaking and listening skills is particularly effective
- Good planning and assessment underpin the teaching
- The teaching assistants support the pupils very well
- The pupils have too few opportunities to use their literacy skills across the curriculum

Commentary

41. The pupils achieve well and make good progress because the teaching of English is generally good; there is some very good teaching in Years 4 and 6. Detailed planning formats with broad

target statements are used consistently across the school to develop units of work. The children's progress is assessed regularly and they are set specific targets to improve their learning. This year it has proved particularly effective in Year 2 where the children are making accelerated progress in reading.

42. The teachers use a range of strategies to keep the lessons varied and to ensure that the pupils remain focused. Typically, the lessons start with a whole-class session and then move to group work. The closing sessions are used to revise key ideas, reflect on what has been learnt and prepare the pupils for the next day. The teachers demonstrate good subject knowledge in lessons and use appropriate terminology with the pupils. The lessons are interesting and engaging. For example, the pupils in Year 2 were learning to use a thesaurus to find synonyms and in Year 4 they were learning to write a discussion text by identifying paragraphs that introduce, expand and summarise arguments. The Year 6 pupils were planning an extended story, using suspense to draw in the reader.
43. Very good use is made of a skilled team of teaching assistants. During the whole class sessions, they often sit with the lower attaining pupils, helping them with key learning points and talking through their ideas. In one Year 5 lesson, this technique enabled the pupils to feedback their suggestions about the meaning of new vocabulary. The support of the teaching assistant for lower attaining pupils during group work is particularly effective, and enables them to make good progress. In Year 1, a group was able to successfully sequence and describe events from a story as a result of appropriate prompting and questioning by the teaching assistant.
44. In English lessons, the teachers have established clear routines, prepare the resources well and have high expectations of conduct. Consequently, the pupils' behaviour and concentration are good. They move around the classroom without fuss and work together well in pairs and in groups. They also show good levels of independence and diligence when working on their own. They show a high level of enthusiasm for their work and participate well. The relationships between adults and pupils are very good.
45. The co-ordination of English is good. A recent audit of provision has resulted in a clear action plan for the development of the subject. The teaching is observed, the planning is regularly monitored and the teachers receive feedback. This has led to a good level of consistency in the quality of English teaching across the school. Clear assessment and target setting systems more effective than at the time of the last inspection. The pupil-tracking procedures enable the teachers to be clear about end-of-year targets for their class.
46. The school is adequately resourced for teaching English. However, an audit has identified a need to update reading resources throughout the school, and new materials have been ordered to supplement the existing reading schemes. The reading books are neatly housed outside classroom areas, and colour coded using the "Book Bands" grading system. This means that teachers can accurately match texts to the pupils' reading ability. Since the previous inspection, the school has established a library that contains a balance of fiction and non-fiction texts. A new consignment of books has also been ordered for the library. The school has a good selection of big books for whole class shared reading sessions. Interactive whiteboards are installed in the reception class, Year 6 and the computer suite. They are used effectively to enhance the teaching of English, as exemplified by the combined use of images, music and prompts to support story planning in Year 6.
47. The pupils' progress in speaking and listening is good, and the school has made this a priority for development. Consequently, standards in this area are higher than at the time of the previous inspection. During whole class sessions, the teachers use effective, open-ended questions, for example "What does that tell us?" thereby prompting the pupils to give extended answers. Good use is also made of "response partners", where the pupils have a chance to briefly talk their thoughts through with a friend before making a response. This means that pupils often have more to contribute and the lower-attaining pupils have valuable thinking time. The use of whiteboards allows the pupils to record their ideas and encourages good levels of discussion.

This was evident, for example, in a Year 2 lesson when pairs worked on two new lines of poetry. The teachers use group work effectively to enable the children to talk through the tasks set. In Year 6, for instance, the pupils were asked to produce a shared poster by recording their thoughts about a main character for a story. In the whole-class session, the pupils showed their posters and spoke confidently about their ideas to the class. Throughout the school, the whole-class sessions are used to good effect to revise the lesson objectives and to provide opportunities for the pupils to explain their tasks. They listen attentively to each other and to adults in the class.

48. The pupils make good progress in reading. The teachers use a good balance of whole-class, shared reading, and guided group sessions and individual reading time. As a result, the pupils read with increasing confidence and accuracy and talk about their reading with enthusiasm. They are encouraged to take reading books home daily, and home school diaries are used to record adult interventions and comments about progress. The younger pupils choose reading books from carefully graded materials. This means that the teachers are able to accurately match the books to the needs of individual pupils. The pupils receive regular phonics teaching in the literacy sessions to enable them to tackle new words. This is effective, although some pupils are over-reliant on this technique and make inadequate use of others, such as “reading on”. The Year 2 pupils are able to explain why they choose particular books and what they like about them. They can summarise events and explain what is happening in pictures. The Year 4 pupils tackle words such as “exercised” and “concentrate” confidently and read with good expression. By Year 6, pupils can talk about favourite authors and reflect on their own development as readers. They also understand the nature of non-fiction texts and know how to use them.
49. The teachers make good use of the National Literacy Framework to plan a structured programme of learning. As a result, the pupils make good progress in learning how to plan, organise and develop their ideas in writing. For example, the pupils in Year 1 were using a simple planning format to record thoughts about a lost toy, and in Year 4, they were identifying points for and against a proposition prior to writing their own arguments. Similarly, in Year 6, the pupils used planning “webs” to organise their ideas about character. The teachers use good quality texts to teach pupils about different kinds of writing. They also focus on improving the children’s vocabulary and on the construction and punctuation of sentences. As a result of this support, the pupils are able to successfully produce a variety of different writing styles, such as story, poetry, instructions and explanation. The teachers set their pupils specific targets for improving their writing. In the best examples, the teachers’ marking also gives pupils clear ideas about what they need to do to improve their work.

Language and literacy across the curriculum

50. This is an area for improvement. Some good examples of cross-curricular work were observed, such as a Year 6 project using ICT skills to research and produce reports on rivers. However, the pupils generally have too few opportunities to read non-fiction books and to use their research skills to support work in other subject areas. They learn how to write different types of text in literacy lessons, but have insufficient opportunities to use and apply their non-narrative writing skills in other subjects.

MATHEMATICS

The provision for mathematics is **good**.

Strengths and weaknesses

- The pupils of all abilities make good progress and achieve well
- The teaching is good and builds well on the pupils’ previous learning
- The pupils’ attitudes to their work are generally very good
- The subject is well led and managed

Commentary

51. Over the past three years, standards have improved steadily. Currently, standards in Year 2 and Year 6 are broadly average and the pupils are on course to achieve the school's targets in the national tests. Although the results dipped slightly in 2003, the number of pupils who reached the higher levels in Year 6 exceeded the national average. This improving trend is a consequence of good teaching that provides appropriate challenges to all pupils, including the higher attaining pupils. For example, in one lesson some Year 6 pupils used the Interactive Whiteboard to demonstrate and explain their methods of calculation. They showed how they used two and three digit numbers, brackets and the four rules of number to arrive at a given number. Challenges of this kind were accepted keenly by the pupils, and created a very good working atmosphere in the class. The pupils' attitudes to their work are positive and they collaborate well when asked to work in pairs or groups.
52. Pupils of all abilities make good progress and achieve well because the curriculum is structured carefully and taught effectively. In planning their work, the teachers take the pupils' prior learning into consideration. The effect of this is evident in the way in which the teaching assistants support the pupils with special educational needs by recapping and explaining the teacher's instructions. This ensures that the work is in line with the requirements of their individual education plans and enables them to make progress. Across the school, there is good development in the pupils' knowledge and understanding in all areas of mathematics.
53. At the last inspection the teaching was satisfactory in Key Stage 1 and good in Key Stage 2. It has improved since then and is now generally good throughout the school. The teachers use oral and mental introductions to set a good pace to the lessons and to keep the pupils alert and interested. The teachers' marking and oral responses make reference to the pupils' targets and as a result of close monitoring and high expectations the pupils make good progress. For example, some Year 2 pupils were experiencing difficulty in measuring 8 cm for the legs of the spider that they were making. A further careful demonstration by the teacher emphasised the importance of accuracy and enabled the pupils to succeed.
54. Relationships between teachers and pupils are very good. Good-humoured teaching coupled with high expectations creates a very positive working atmosphere in enables the pupils to make progress in their learning by classrooms. Opportunities for paired work and the sharing of ideas have a positive influence on the pupils' achievement.
55. The mathematics resources are adequate. Effective teaching and good use of the interactive whiteboard to provide high quality interactive images enable the pupils to maintain their interest and achieve well. The leadership and management of the subject are good. The mathematics co-ordinator has a clear action plan to sustain and build upon the improvements that have already taken place.

Mathematics across the curriculum

There are a few occasions when simple measurement in science or in design technology is undertaken, but overall there are insufficient opportunities for the pupils to use and extend their mathematics skills across the curriculum.

SCIENCE

The provision for science is **good**.

Main strengths and weaknesses

- Science has improved significantly since the last inspection
- The pupils make good progress and achieve well

- The pupils' knowledge of scientific enquiry is good
- The teaching in science is good.

Commentary

56. In the 2003 national assessments, standards were well above average at the end of Year 2 and Year 6. Currently, there are more pupils with special educational needs in the Year 6 class and standards are broadly average. However, pupils of all abilities achieve well because the work is planned carefully and taught in ways that cater for their differing needs. The pupils with special educational needs have full access to the curriculum and they receive unobtrusive and effective support from the teaching assistants. Consequently, the pupils maintain their interest and gain confidence and satisfaction from their work.
57. Considerable improvements have been made since the last inspection when the teaching was judged to be unsatisfactory in Years 1 and 2 because the higher attaining pupils made insufficient progress. The teaching is now good and all pupils are encouraged to think for themselves and share their ideas. For example, some Year 1 pupils were considering the way in which the sun makes shadows and were asking why their shadows always touch the ground. Good questioning and clear explanations by the teacher enabled the pupils to understand and articulate the fact that shadows are caused when the sun's light is blocked. Throughout the school, by skilful questioning, the teachers check children's understanding and correct misconceptions.
58. The pupil's attitudes and behaviour are generally very good. In Year 6, they shared ideas and worked harmoniously as they planned an investigation to test the effect of the on eggshells. The pupils discussed factors which they would need to consider in making the test fair. In Year 3, the pupils were devising an investigation to test the magnetic properties of different materials. In this case, the achievement of many pupils was unsatisfactory because the challenging behaviour of a few remained unchecked and disrupted the general pace of progress in the class.
59. The leadership and management of science are good. The co-ordinator has constructed a helpful system of assessing the pupils' progress in science against the key skills and objectives within the teaching programme. There is a realistic action plan for monitoring progress and maintaining the current good provision. The wide-ranging resources are organised well and used effectively to enhance the pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Standards have risen and are now in line with expectations
- The teaching is good
- The resources and accommodation are good

Commentary

60. Standards have risen since the last inspection and the pupils are now reaching the expected levels by the end of Year 6. This is because the school has invested well in resources to provide opportunities for whole-class teaching in the ICT suite. In addition to this expansion of resources, the teachers have received training to extend the use of ICT and are now confident to teach the pupils new skills.
61. In a Year 2, the pupils were using a programmable toy to sequence instructions and make predictions about its movement. They made satisfactory progress in this lesson and with help were able to create a list of instructions to draw a square and a rectangle. In Year 3, the pupils were learning how to send emails and in Year 5 they made good progress in creating complex

procedures to operate traffic lights in the correct sequence. In Year 6, the pupils successfully entered formula to find PRODUCT and AVERAGE in a spreadsheet. Here the subject specific vocabulary was emphasised so that the pupils referred to cells, columns and rows. Although only just embarking on the use of spreadsheets for calculation purposes, most of the pupils were confident in their use. Overall, the pupils are achieving satisfactorily and their progress accelerates in Years 5 and 6.

62. The teaching is satisfactory overall and good in Years 5 and 6. The lessons are generally well planned, well structured and well managed. However, in a Year 3 lesson on email the classroom and pupil management was insufficient to ensure the best use of valuable time and resources in the ICT suite. Consequently, the pupils did not make as much progress as they should have in the lesson. Nevertheless, with the very effective support of the teaching assistant the pupils made satisfactory gains in their learning. In Years 5 and 6, the lessons are well structured and the pupils effectively managed. Here good relationships between the teachers and their pupils ensure that time in the ICT suite is very productive.
63. Much has been achieved since the last inspection. A well-planned programme now ensures that the pupils acquire the skills that are expected by the end of Year 6, but the headteacher and governors are keen to extend and develop further the use of ICT.

Information and communication technology across the curriculum

64. The training undertaken by the teachers has led to greater confidence and increasing, but not yet widespread, use of the equipment in other subjects. For instance, in Year 6 good use is made of the interactive whiteboard to support teaching and learning in English and of software to illustrate sound waves in science. However, scrutiny of the pupils' work shows that ICT is not used often enough to support the teaching and learning right across the curriculum.

HUMANITIES

65. Only one history lesson was observed during the inspection. No geography lessons were seen. Discussions were held with subject co-ordinators and books from a range of classes were scrutinised.
66. Progress in **history** is satisfactory. The teachers plan units of work based on the national advice and guidance. The pupils have studied areas such as The Life of Florence Nightingale, The Fire of London, Tudors, Victorians and Ancient Egypt. Earlier in the year, the school organised a "History Week to promote the subject. Time was set aside each day to focus on aspects of the unit of work and as a result, the pupils were able to develop quickly their understanding of this area of study.
67. The pupils make satisfactory progress in **geography**. The school has had an increased focus on geography this year and there are many examples of pupils' work attractively displayed in the corridors. They include postcards from around the world, and studies of a Mexican village and rivers. The co-ordinator has proved effective in raising the profile of geography throughout the school. The planning is more consistent across classes and staff has been encouraged to use the national guidance to provide the structure for their teaching. A comprehensive portfolio of planning advice and work samples has been compiled. Good links have been established between geography and multicultural studies, such as studies of Aboriginal Australians and the Caribbean. The school arranges several visits during the year to support geographical studies and the Year 6 pupils have an extended visit to an outdoor centre.
68. The pupils record their ideas in workbooks using a balance of individual responses and worksheets. In the best examples, the work is carefully presented and the teachers' marking provides the children with further ideas and suggestions. In these books, worksheets are not overused and the children have opportunities to explore their ideas independently. For example,

Year 4 children used a mind-mapping web at the start of a unit of work to consider what they already knew about Egypt.

69. Currently there are few good examples of pupils using and applying their literacy skills to enhance their understanding of aspects of history and geography.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. Two physical education lessons were observed. One lesson in art and one in music were also seen, but no design and technology lessons were observed. Discussions were held with the subject co-ordinators, and the pupils' previous work in art and design and design and technology was scrutinised.
71. The **art and design** curriculum provides the pupils with a broad range of opportunities to work in different media and materials, including three-dimensional sculpture. This was well illustrated in the one lesson observed in Year 1, where the pupils used a range of materials to create sculptures. The teacher utilised a laptop and projector to show pictures to stimulate the pupils' interest in sculpture. They responded well and explored ways of shaping and combining materials to produce finished pieces of a standard expected for their age. The pupils make satisfactory progress and gain a reasonable range of skills and techniques as they move through the school. They also experience art from other cultures such as Aboriginal rock drawings and Japanese portraits. The co-ordinator has successfully raised the profile of art and design within the school and continues to develop and extend the range of opportunities available to the pupils through art weeks and artists in residence who come to work with the pupils.
72. In **design and technology**, the curriculum is now taught in blocks of time that alternate with art and design and allow the pupils an opportunity to research, plan, make and evaluate their finished products. An appropriate range of work is either on display or stored in portfolios. For example, in Year 2 the pupils have made puppets using both textiles and rigid materials. In Year 4, they have planned and made jigsaws for younger children and evaluated them by using them with Year 2 children. In Year 5, the pupils produced annotated drawing, listed the tools and materials they needed to make 'musical instrument' before evaluate their finished products. In Year 6 the pupils have carried out research, sought the requirements of the wearer before making a slipper. The overall quality of the finished products by the end of Year 2 and Year 6 is in line with expectations.
73. In a Year 6 **music** lesson, the pupils sang a four part round tunefully and with great enthusiasm. They achieved very well and were totally absorbed in their performance, which they developed and improved upon during the lesson. The teaching was very good because the teacher combined good subject knowledge, a love of singing and an insistence on high standards. The pupils' singing in assemblies is also of a high standard.
74. **Physical education** forms an important part of the curriculum. A programme of professional development for the teachers has enhanced the profile of gymnastics and the teachers are currently involved in improving the provision for dance. In the two games lessons observed, the pupils improved their ball control and striking skills. In both lessons, they co-operated well in paired work and in small team games. The pupils' achieved well because the teaching was planned carefully to build on their developing skills. There was a brisk pace to the lessons and teachers' good demonstrations raised the pupils' expectations of what they were capable of achieving. In both lessons, the warm-up activities enabled the pupils to experience the short-term effect of exercise.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75. Discussion with the older pupils reveals that they frequently discuss social and friendship issues during "Circle Time". The 'Life Bus' has visited the school and gave them an opportunity to obtain information about health issues and the dangers of drugs. In one brief observation of a "Circle Time" session in Year 1, the teacher told a story about a child starting a new school. All of the

pupils were given the opportunity to contribute their ideas about friendship, the teaching assistant provided a good role model and the teacher prompted the children with questions to help them to develop their understanding of friendship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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