

INSPECTION REPORT

ST MARY'S CATHOLIC PRIMARY SCHOOL

Brigg

LEA area: North Lincolnshire

Unique reference number: 118039

Headteacher: Mr Tony Norton

Lead inspector: Mrs Moira Fitzpatrick

Dates of inspection: 8 – 10 September 2003

Inspection number: 257822

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	St Mary's Catholic Primary School
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	168

School address:	Grammar School Road Brigg
Postcode:	DN20 8BB

Telephone number:	01652 653355
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Margaret Knudsen

Date of previous inspection:	22 June 1998
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CHARACTERISTICS OF THE SCHOOL

St Mary's is a Roman Catholic Primary school in the village of Brigg, North Lincolnshire. The school is smaller than most primary schools with 168 pupils in the school between the ages of four and 11. Children join the school in the Reception class in the year in which they are five. The percentage of pupils who eligible for free school meals is below the national average. The school community is made up of children from a predominantly white European heritage. There are no pupils with English as an additional language. The school has seen an increase in the number of pupils with special educational needs since the previous inspection. This is now at about the national average. There are four pupils who have a Statement of Special Educational need, which is above the national average for a school this size. The attainment of pupils when they enter the school is in line with children of a similar age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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11437	Mr Tony Anderson	Lay inspector	
29261	Mrs Penny Ward	Team inspector	Science Art and design Geography Music Foundation stage
8358	Mr Alan Blank	Team inspector	Mathematics Information and communication technology Design technology Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Mary's is a good school where teaching and learning are good and pupils enjoy a very wide and rich curriculum. In recent years the school's approach to including all pupils regardless of race, background or special educational needs has increased the proportion of pupils with Special Educational Needs. The impact of this change is seen in the lower results in National Curriculum tests when pupils are in Year 6, though they remain above the national average. Pupils' achievement is good in the Foundation Stage and in Years 1 and 2, and it is satisfactory in the school overall. The school makes very good provision for pupils' personal, spiritual, moral, social and cultural development. Leadership and management are satisfactory and given the very low income per pupil and the standards the school reaches, it is judged to give good value for money.

The school's main strengths and weaknesses are:

- The excellent provision for pupils' spiritual development.
- The quality of the teaching is good.
- Provision for children in the Foundation Stage is very good.
- The breadth and quality of the curriculum in subjects other than English, mathematics and science is good.
- Standards in art, design and technology, history and music are above average.
- Attitudes and behaviour of pupils and the school's provision for their personal development are very good.
- The school's partnership with parents and the community is very good.
- Planning to include all aspects of the English curriculum - especially reading and weekly planning for mathematics.
- The role of co-ordinators in capturing and disseminating good practice in teaching and learning.
- Teachers' daily lesson planning - especially, the effective use of assessment to plan the correct level of work for different groups.

Improvements since the last inspection

The school has successfully tackled all the issues raised at the previous inspection, except in the way it assesses pupils' learning in lessons, where it recognises further work is needed. Standards in National Curriculum tests have risen in line with standards across schools nationally. The school has developed systems to evaluate the impact of its work and has procedures for tracking pupils' progress in tests.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	C	B	C
mathematics	A	C	C	D
science	B	E	C	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.*

Performance in the National Curriculum tests was below that of similar schools overall, because of the number of pupils who had joined the school since Year 2 with special educational needs. Pupils currently in Year 6 are achieving above the expected standard in art, design and technology, history and music; in all other subjects they reach the expected standard. Achievement is **satisfactory**

overall; for pupils with special educational needs achievement is good because of the additional support they receive. Pupils in Year 2 achieve well and reach standards above average. In the Reception class, children's achievement is good. The vast majority are on course to reach the expected learning goals by the end of Reception and a significant proportion will exceed them.

Pupils' personal development, attitudes and behaviour are very good because of the school's very good provision for their spiritual, moral, social and cultural development. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of the education provided by the school is good. Teaching is good overall, with very good teaching in the Reception class and a high proportion of very good teaching in Years 1 and 2. However, some teachers do not make consistent use of their knowledge of pupils' learning to plan future learning so that pupils make the best progress. Learning in the basic skills is good in Reception and Years 1 and 2, and satisfactory in Years 3 to 6. This is because of the emphasis that teachers of younger pupils place teaching all elements of language each lesson. In other classes, teaching does not cover these elements with the same regularity and pupils miss out on the reinforcement of basic skills. Throughout the school pupils learn very well in art, design and technology, history and music because of the well planned projects and teachers' good subject knowledge. Excellent teaching was seen in a music lesson and in an art lesson where pupils learned at a rapid rate. The school curriculum is good because of the good links that are made between subjects, the good provision for skills development in art, design and technology, history and music, and the many opportunities the school provides for its choir and musicians to take part in public performance. The provision for adventurous activities in physical education is now good. The school provides good quality care and guidance for its pupils who feel secure in the trusting relationships they have with their teachers. They are given a range of opportunities to show responsibility and care for each other, which they seize eagerly. The school has plans to establish pupils' council through which pupils can help improve the school. The school's very good partnership with parents makes a significant contribution to pupils' learning and creates a very strong and supportive school community. The school has very good links with the local community through involvement in the annual Arts Festival and other community projects.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall, with some very good aspects to leadership in the Foundation Stage, design and technology and information and communication technology. The sound leadership of the headteacher provides clear direction for the work of the school. The planning for school improvement is satisfactory. The management of provision for pupils with special educational needs is very good. Other subject co-ordinators do not have enough opportunity to monitor teaching and learning and do not have as full a picture of provision in their subjects as they might. The school's finances are well managed. The governing body provides good support and challenge for the work of the school and has a good knowledge of its strengths and weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school and the staff in high esteem. They are particularly pleased that their children are happy at school and make good progress. Pupils feel secure and enjoy the hard work they do in school. A few pupils felt that they were not always supported with some of their work. Inspectors found that teachers' daily planning could be improved to provide a better match of activities to the needs of a small number of pupils.

IMPROVEMENTS NEEDED

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

- Review and improve planning for English curriculum - especially for progression in reading skills and improve weekly planning for mathematics.
- Extend the work of subject co-ordinators to monitor, capture and share the good practice in their subjects.
- Review teachers' daily planning to ensure they use their knowledge of pupils' learning to provide work that is pitched at the right level for different groups in the class.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement overall is satisfactory. In the Foundation Stage and in Years 1 and 2 achievement is good. By the end of Year 2, pupils reach standards that are above the expectation for their age. In Years 3 to 6 achievement is satisfactory and pupils reach the expected standard in most subjects. Some lower ability pupils do less well than higher attaining pupils and pupils who have special educational needs.

Main strengths and weaknesses

- Children in the Foundation Stage achieve very well in creative development.
- Pupils in Years 1 to 6 exceed the standard expected in art, design and technology, history and music.
- Pupils with special educational needs achieve well.
- There is not enough variation in the work set in science to challenge all pupils.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	16.8 (18.5)	15.8 (15.7)
writing	16.2 (16.8)	14.4 (14.3)
mathematics	17.6 (17.8)	16.5 (16.2)

There were 22 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	28.0 (27.2)	27.0 (27.0)
mathematics	27.0 (27.0)	27.0 (27.0)
science	28.8 (27.0)	28.3 (28.3)

There were 23 pupils in the year group. Figures in brackets are for the previous year.

Commentary

1. Children in the Foundation Stage joined the school with the expected attainment for their age. They make rapid progress and are achieving well in all the areas of learning that were observed. There were no observations of children's physical development so no judgement is made about this. Children are very well taught and the planning for their learning is based on a thorough knowledge of what they need to learn next. In all the other areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world and creative development, most children are on course to meet the goals for learning at the end of Reception and many will exceed them. Children's achievement in each of these areas is good because of the high quality teaching and the children's enthusiasm. In creative development their achievement is excellent, because the quality of teaching is excellent. The leadership and management of the Foundation Stage curriculum is very good, with a sharp focus on high standards for the children and good teamwork by the staff.

2. Results in teacher assessment in science, in Year 2 were above the national average. Over the last three years the performance of pupils in reading, writing and mathematics has exceeded the national average for their age group. In that time boys' performance has been better than girls' in reading and mathematics and about the same in writing.
3. Pupils currently in Year 2 are reaching standards above those expected for their age in reading, writing, mathematics and science. This is because they have made good progress in the Reception and Year 1 classes since joining the school. They are well supported in their learning by a very effective home-school partnership, with parents making a very good contribution to their learning at home and building on the very good teaching they receive in school. The result is that pupils are confident and well prepared for their learning and so achieve well in these basic skills. Teachers ensure that the work set for pupils is well matched to their needs and that they are given plenty of opportunity to make use of these skills for learning in other subjects which adds to rapid progress.
4. Over the last three years, pupils' performance in National Curriculum tests, exceeded the national average in English and mathematics tests and fell below the national average in science. During the three year period, girls' performance in English was better than boys' and the same as boys' in mathematics and science. In this period, the school's performance has kept pace with the improvement in performance of all schools. The school's performance was about the same as similar schools in English, but below that of similar schools in mathematics and science. The progress of pupils from test results in Year 2 was satisfactory overall, with some pupils making good progress. This judgement takes into account the performance of pupils who joined the school after Year 2 who had lower attainment than those who had left the school.
5. Overall, pupils currently in Year 6 are achieving standards in English, mathematics and science that are in line with what is expected for their age. Pupils' achievement is satisfactory overall, but higher attaining pupils make better progress than others because the work provided matches their needs best. In English and science there is too little planning by teachers from Years 3 to 6, which takes account of the different stages of learning by pupils. Because of this all pupils are not challenged appropriately in all lessons and their achievement is satisfactory rather than good.
6. Pupils in Year 2 and Year 6 reach higher than expected standards in art, design and technology, history and music because they are well taught by teachers who are enthusiastic and who have good subject knowledge. In each of these subjects pupils achieve well because they learn the skills thoroughly and have good opportunities to apply them in the many projects they undertake. In art, pupils have good opportunities to use the skills learned in the subject to record their learning in other subjects. For example, by creating scenes or artefacts from bygone eras in history. Art, history and music benefit from good leadership and management in the subject and in design and technology the leadership is very good, giving high levels of confidence and support to teachers. Pupils' achievement in music is greatly enhanced by the frequent opportunities they have for performance in and out of school. In information and communication technology leadership is very good and the management of limited resources is also very good. This enables pupils to reach the expected standard by the end of Year 2 and Year 6, but with better resources they could reach higher standards. The subject co-ordinator is careful to encourage and support teachers to plan for the use of information and communication technology in other subjects and to monitor closely pupils' use of computers in their learning. In geography and physical education, pupils in Year 2 and Year 6 reach the expected standard and their achievement is satisfactory. The provision for physical education has improved significantly since the last inspection with better opportunities for outdoor and adventurous activities and pupils' learning has improved in these areas as a result.

7. Pupils who have special educational needs make good progress. Their particular needs are well-assessed at an early stage because of the vigilance of teachers, who are then very well supported by the special needs co-ordinator in drawing up individual education plans. These are well prepared to set the right activities to ensure that pupils learn well and then put into effect by the class teachers and support assistants. In the current year, most individual education plans cover work in basic skills in literacy and numeracy, while evidence from last year showed pupils moving on then off the register of special educational needs as they made progress and achieved their targets. Pupils who have a Statement of Special Educational need are very well supported by learning support assistants who develop strong relationships with the pupils for whom they have responsibility. They manage a good balance of support while encouraging independence in the pupils they support.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are both **very good**. Their attendance and punctuality at the school are **good**.

Main strengths and weaknesses

- Provision for spiritual development is excellent; provision for social, moral and cultural development is very good.
- Pupils form very good relationships which give good support to their learning.
- The maturity of older pupils and the way they support younger ones.
- Pupils show high levels of respect for themselves and their peers and are tolerant of each other's viewpoint.
- Pupils are enthusiastic about learning and enjoy working hard.
- More experiences are needed to prepare pupils for life in a multi cultural society.

Commentary

8. All pupils display very positive attitudes to school. They enjoy coming to school and are seldom away. From the earliest age pupils display an enthusiasm for learning and a desire to become independent. They relish the opportunities for learning and rise well to the challenges that are set. The school's positive approach to inclusion, which ensures that all pupils are offered opportunities to develop independence and ways of caring for others, does much to foster these qualities.
9. Pupils show their love of learning through their very good behaviour in lessons. They listen closely to teachers and each other and show great interest in new topics and ideas. They ask questions to extend their knowledge, as in a Year 6 history lesson when pupils wanted to know which information about ancient Egypt was true and which was information and communication technology. In all lessons pupils move quickly from one task to another and settle very well to independent work. They work for extended periods and show very good concentration, even when they are very young. For example, children in the Reception class showed very good concentration when working on their paintings of a house.
10. The overall attendance at the school is good and is above the national average. The incidence of unauthorised absence is low and is below the national average. There is very little evidence of pupil lateness and the vast majority of pupils come to school and lessons on time.

Attendance in the latest complete reporting year (%)

Authorised absence

Unauthorised absence

School data

4.6

School data

0.1

National data

5.4

National data

0.5

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

Spiritual, moral, social and cultural development

The overall provision for the pupils' personal development, including their spiritual, moral, social and cultural development, **is very good**.

11. The school has developed a climate where pupils can grow, flourish, respect others and be respected. Christian values are nurtured, reflecting the mission statement of the school and the Catholic faith. The carefully planned times for prayer and reflection and implementation of the agreed religious education syllabus are very effective in developing pupils' awareness and understanding of their own and others beliefs. Teachers pay very good attention to the difference in pupils' learning needs, valuing their questions and allowing them to share their thoughts, concerns and questions.
12. There is a strong moral framework with high expectations of behaviour, self discipline and excellent relationships are fostered. All staff set a very good example for pupils through the high quality of their relationships with one another and with the pupils. The school rules are displayed in all classrooms and implemented well. Because teachers take the time to explain the impact of their behaviour on others, younger and older pupils clearly know the difference between right and wrong and behave very well. Children in the reception class are taught to show care and respect for others and how to behave. Although the children are only four years of age and have been in the class for less than a week they are clearly gaining in knowledge and understanding of the difference between right and wrong.
13. Provision for pupils' social development is very good. Pupils are encouraged to relate positively to each other and to be considerate and courteous. Within classrooms pupils work together co-operatively. Older pupils take on responsibilities and tasks such as librarians, prefects and monitors. Participation in concerts for senior citizens and fund raising for charities are strong features of school life. The school is in the process of introducing a school council to enable pupils be given increased opportunity to share their opinions and make decisions. A residential experience provides very good opportunities for the development of confidence, independence and personal skills through a range of challenging and exciting activities.

14. Experiences are very carefully planned to extend pupils' knowledge of other times, as well as their own and other cultures and beliefs. Much of this work takes place during music, art, religious education, history and geography lessons. Through carefully chosen stories, a visiting story-teller widens knowledge of Hindu Islamic and Jewish lifestyles and traditions. There are a wealth of opportunities to participate in local festivals and events and learn about local culture. Increased opportunities to prepare pupils for living in a multicultural society is an area the school plans to develop further.
15. There are very good arrangements to ensure that Reception children settle into school life with ease. There is a broad range of stimulating activities and careful planning to enable children to be challenged to do things for themselves.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	163	0	0
White – any other White background	2	0	0
Mixed – White and Black African	1	0	0
Asian or Asian British – Indian	1	0	0
Chinese	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. (3)

Teaching and learning are **good**. The quality of the curriculum is **good** overall. The quality of care for pupils is **good** and links with parents are **very good**.

Teaching and learning

Main strengths and weaknesses

- Planning and teaching in the Foundation Stage are very good.
- Teaching of English and mathematics in Years 1 and 2 are very good.
- Design and technology and music teaching in Years 3 to 6 are good.
- Teachers' planning for English in the older classes needs improvement.
- Teachers' expectations of pupils' behaviour and effort in lessons is very good.
- Teachers' use of daily assessment of pupils' learning to plan future learning and to set targets for pupils needs improvement.

Commentary

16. The quality of teaching is **good**. There has been an increase in the percentage of very good teaching seen since the previous inspection and there was no unsatisfactory teaching. Some of this improvement is due to changes in staffing, and some to the successful planning for the early learning goals for children in the Reception class.
17. Children in the Foundation Stage (Reception class) benefit from consistently very good teaching, because the teacher has very good knowledge of the curriculum and of how young children learn. She and the nursery nurse carefully assess children's learning throughout the day so that what they plan for the next day matches what the children need to learn next. Children make rapid progress in developing the confidence to express their ideas through talk and because they are encouraged to listen carefully by the teacher they develop very good listening skills too. Children make good progress in number because of the many practical activities which present them with interesting challenges. Good thinking skills are developed by the teacher's interventions with questions such as 'how many?', 'what do we do first?' The teacher and the nursery nurse are skilled at devising first hand experiences which encourage children to explore and investigate the world around them. Through these experiences the children learn to discover for themselves and to ask questions about those things they don't understand. They quickly become confident and independent in their learning as a result of these experiences.

18. Teaching in Years 1 and 2 is very good. A strength in learning in both classes was the teacher's active promotion of independence in the pupils. Because all pupils were expected to think hard during whole class teaching, and answer questions they were posed, they listened well and tried hard to volunteer answers even when not asked directly. Pupils showed a great willingness to please their teachers by moving quickly to begin work when the whole class teaching session was over. They were able to organise themselves quickly and settle to tasks confident about what was expected of them because teachers gave clear instructions and explanations and checked that all pupils understood what was expected. Teachers in these classes showed a good understanding of the different needs of children in their classes. This was clear in the different questions they posed for pupils and in the tasks that were set. Teachers were also seen to be taking the opportunity during lessons to assess pupils' knowledge of basic literacy and numeracy.
19. Teaching in Years 3 to 6 is satisfactory overall, with some very good and one example of excellent teaching seen. Teachers have sound subject knowledge overall and very good knowledge and expertise in certain subjects. They show particular strengths in art, design and technology, history, information and communication technology and music, where pupils' learning is good as a result of the teachers' enthusiasm and thorough planning. Pupils reach standards higher than expected for their age in most of these subjects because teachers plan a very wide range of activities and give pupils the opportunity to work independently at home and at school to develop their interests in different topics.
20. Teaching in English is satisfactory overall. Pupils in Years 1 and 2 learn at a faster rate and overall make better progress in the subject than older pupils. One reason for this difference is that teachers of younger pupils make use of their assessments of pupils' learning in lessons to plan their teaching and the different activities for the next lesson. The other reason for the difference is the quality of teachers' planning for lessons. In Years 1 and 2, the teachers plan lessons following the National Literacy format. This ensures a good balance of knowledge and skills development for pupils and allows teachers to see where pupils' strengths and weaknesses are. In Years 3 to 6 teachers planning does not all follow a weekly plan nor are all strands of the subject regularly taught. While teachers are conscientious in providing support during lessons, because they are not systematically assessing pupils' learning, they are not able to plan sharply to meet the different needs of pupils in their classes.
21. Teaching in mathematics is good in Years 1 and 2 and satisfactory in Years 3 to 6. In Years 1 and 2 teachers understanding of pupils' needs ensures that questions and tasks are pitched at the correct level for different pupils. In some lessons with older pupils the questions asked were generally aimed at higher ability pupils, though written tasks were adjusted to match the needs of different groups of pupils. Teachers' subject knowledge is sound, but planning is not based on the National Numeracy Strategy which allows teachers to plan a topic over a week and ensure that assessment captures strengths and weaknesses in pupils' learning as the week progresses.
22. In the lessons seen teachers made good use of learning support assistants to help pupils with their learning. Learning support assistants are well trained and are able to develop pupils' basic skills well through carefully planned activities that are provided by either teachers or the special needs co-ordinator. They form good relationships and as a result of their support pupils who have special educational needs make good progress against the targets that are set for them. The impact of this is seen on the number of pupils who regularly move on and off the register.
23. Teachers use of daily assessment of pupils' learning varies, from class to class and from subject to subject. Where it is good, there is a clear impact on pupils' progress, as in design and technology and art where pupils quickly acquire skills and apply them well to projects they design. In information and communication technology, the assessment of pupils' work

is well used to monitor pupils' progress and ensure that they work through the carefully planned scheme of work effectively. Teachers use set assessments each term which measure pupils' progress in English and mathematics, so that they are able to ensure that pupils make at least satisfactory progress in the course of a year. The school also uses standardised tests in English and mathematics and the results of these, together with teachers' termly assessments, give a clear picture of how pupils are progressing from year to year, as well as highlighting where pupils may need some intervention to improve their learning. Assessment in science is not so well formulated and teachers use different methods of assessing pupils' learning, which makes it more complicated for the co-ordinator to monitor standards in the subject. The school needs to agree a system for assessing pupils' learning in science, in order to ensure that pupils are progressing at a satisfactory rate.

24. Teachers in all classes have high expectations of pupils. They foster very good relationships through their own example and by patiently explaining to pupils how their thoughtless behaviour can upset others. Teachers are alert to pupils trying to please them and they make very good use of praise and team points to reinforce good behaviour. The result is that the strong relationships create a very secure environment for learning and pupils' behaviour makes a very significant contribution to the quality of their learning.
25. The school's provision for homework is good. The amount of work covered by pupils each year is laudable and the result of a very vigorous attitude to homework by teachers, especially those of older pupils. The opportunities for pupils to work independently on topics are plentiful and they are encouraged to work at home on most areas of the curriculum as they move from Years 3 to 6. The school's very good partnership with parents plays a significant part in developing pupils' ability to work at home.

Summary of teaching observed during the inspection in 29 lessons.

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	7	12	8	0	0	0

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

The curriculum

The school offers a **good** curriculum that is well enhanced by planning which makes links between subjects.

Main strengths and weaknesses

- The overall balance of the curriculum is good.
- Opportunities for sport and music are good.
- The Foundation Stage curriculum is very good.
- Planning in English and mathematics in Years 3 to 6 need to ensure full cover of each subject and be based on the needs of different groups in each class.
- Good opportunities for learning out of normal lessons.

Commentary

26. The curriculum provided for pupils at St. Mary's is well planned to include a good range of activities and to make links between subjects. The school has maintained a broad curriculum in Years 1 to 6 ensuring that all subjects receive sufficient time for pupils to make satisfactory, and sometimes, good progress. Literacy and numeracy, as well as being taught

in English and mathematics lessons, are developed across the curriculum in a range of other subjects. The time provided for design technology and music enables pupils to reach above average standards in these subjects. An above average proportion of the curriculum is devoted to religious education though this subject falls outside the remit of this report. In the Reception class the Foundation Stage curriculum is especially rich, well planned and enables children to make good progress. All the relevant areas of learning are covered and children are provided with continuous opportunities to learn through play supported by experienced and well-informed adults. The foundation curriculum is a strength in the overall provision of the school.

27. The school has adopted much of the national strategies in literacy and numeracy though not all. For instance in literacy, not all teachers plan using the recommended National Literacy format. The result is that some aspects of the English curriculum are not directly taught on a weekly basis so that teachers are not able to track pupils' progress as rigorously as they could. Another weakness is that teachers in Years 3 to 6 do not all use a planning format that ensures they teach key aspects of the subject daily. In numeracy, teachers do not use the planning systems associated with national strategy that have a week's lessons planned together that encourages teachers to constantly refer to past and future teaching, making alterations and building continuously on what pupils have already learned or struggled with. Recent results in national tests have alerted the school to a need to pay more attention to the progress of less able pupils, who are not on the school's register of special needs, in mathematics. The school makes good use of other schemes of work published by the Qualifications and Curriculum Authority (QCA) adapting them and in some cases such as in music, enriching them to provide an effective curriculum overall, that motivates its pupils so that they have very good attitudes to work and school.
28. All pupils at St. Mary's are provided with opportunities to learn and develop irrespective of gender, race or ability. Pupils who have special educational needs are well supported and their progress is monitored closely. The provision of support is managed very well. Records are meticulously maintained, parents are consulted regularly so that the schools resources in this area are used to best effect in enabling pupils to make progress. A strength in the provision is the close links between the school staff, both teachers and support assistants, and the specialist support, bought in from the Local Education Authority. The specialist teacher works with pupils on their individual programmes, adjusts them accordingly and then meets with teachers and support assistants to discuss what needs to be done throughout the rest of the week.
29. Support assistants are very well trained, they prepare very well so that they are able to work with confidence, often independently, supporting pupils and teachers. The school has made appropriate arrangements to provide access for pupils with disabilities.
30. The range of extra curricular activities is good. Pupils are provided with regular opportunities to play sport after school often being taught by specialist coaches, and drawing on local clubs and organisations who provide them. During the inspection whilst older pupils attended the hockey club, younger pupils from Years 1 and 2 attended a football club. Opportunities for pupils to play musical instruments are very good. Whole classes play guitars and many pupils play recorders, and others a range of brass, woodwind and string instruments. The school choir and guitar groups perform regularly in the local community and church. The school is rightly proud of its links in this area and the opportunities it provides for pupils to perform.
31. Arrangements for monitoring planning are inconsistent throughout the school and this is an area for development for senior managers and some subject co-ordinators. Plans in mathematics indicate that the school makes the connection between results in statutory tests and curriculum planning. However it does not always monitor pupils' work carefully enough to enable teachers and managers to see weaknesses and potential problems at an early stage and adjust its teaching and curriculum provision accordingly.

32. The accommodation available at the school is satisfactory overall. It has strengths in that the site is very pleasant and spacious. It has a specific playing field to the rear and another area of grass used very effectively to the front of the school. Hard play areas are sufficient though not generous. The school has a specific area for outside play for children in the reception class, a wild area and school pond that is fenced off appropriately. Inside, the school hall is very small and makes teaching of indoor sessions in physical education difficult. Classrooms are also small, but used well so that they do not feel crowded. There is no information and communication technology suite, but teachers make good use of computers in their classrooms so that information and communication technology is used well across most curriculum areas. Consistency in provision is maintained because of very good leadership and management in the subject. The accommodation is maintained very well to provide a pleasant and welcoming environment for pupils and parents. Resources in all subjects are satisfactory which, given the school's meagre budget, indicates that the resources are acquired wisely and maintained well. There are plentiful reading materials and resources for mathematics, though those for information and communication technology have an impact on reducing the opportunities pupils have for improving their skills.

Care, guidance and support

The procedures for child protection and welfare are **good** as are the procedures for supporting and guiding pupils' through monitoring. The procedures for seeking and acting on pupils' views are **good**.

Main strengths and weaknesses

- Child protection procedures are in place and effective and they are very good in the Foundation Stage. Relevant staff are trained in child protection systems and procedures.
 - School teaching and support staff know their pupils well.
 - Medical records are well maintained and regular fire drills are undertaken and recorded.
 - Very good risk assessments take place in advance of school trips.
33. Child protection systems and procedures are in place and the reporting person is known to all staff in the school. Relevant staff training in child protection matters has also taken place. The school teaching and support staff, well supported by a range of external agencies provides a high degree of welfare support to individual pupils as seen in the good provision for pupils with Special Educational Needs. Pupils' academic performance and personal development is monitored both formally and informally by the school and steps are taken to identify any individual problems with a range of strategies which may include the preparation of Individual Education Plans for some pupils.
34. In the classroom, teachers and support staff know their children well and they are quick to observe any personal difficulties exhibited by pupils and to take appropriate and remedial action. The school operates a very good first aid system for minor accidents and appropriate records are maintained. Regular fire drills are carried out and the school also maintains a record log. A further log is maintained of pupils' medical records including food allergies, which are copied to relevant kitchen staff and to classrooms around the school. The school also carries out occasional health and safety audits of the site and is very proactive when considering possible risks on external trips out of school.
35. Lessons in personal and social education are planned to provide pupils with the opportunity to talk about themselves and to express ideas and suggestions as to how they would wish to see the school evolve. Pupils' personal development is further enhanced through the spirituality evident in whole school assemblies and also through music which is a significant feature of the school.

36. The school acknowledges pupils' achievement through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies to which parents are usually invited. This practice is clearly a much valued and effective area of the school's promotion of pupils' personal development and self-esteem.
37. The high level of child protection and welfare support to pupils at the school, together with the good procedures for promoting pupils personal development and well being, have a positive impact on their learning and they are a significant strength of the school.

Partnership with parents, other schools and the community

Parents' views of the school are very good, as are the school's links with parents. The schools links with the local community including other schools is very good. Most parents feel that the school is very good and that their children are happy.

Main strengths and weaknesses

- The majority of parents hold the school in high esteem.
 - Most parents feel that the school works closely with them.
 - The school uses the community very well to support the curriculum.
 - The school's partnership with other schools is very good.
 - Ensure that all parents are fully consulted with regard to any major issues affecting their children.
38. A significant majority of parents are very supportive of the school and of its aims and objectives. The information provided by the school through the prospectus, the governing body's annual report to parents and via regular newsletters and curricular topic sheets is of a high standard. Annual academic reports to parents are of a good standard although the targets for pupils' further development could be more detailed. There are three parents evenings each year during which parents have the opportunity to discuss their child's progress. The governing body is proactive in making links with parents and recently supplied their own questionnaire to seek parents' views about the school. This assured governors that parents have a high level of satisfaction with the school's provision and raised some issues for future development.
 39. A few parents are frequent visitors to the school both in terms of providing very welcome classroom support and in assisting with external visits and occasional residential trips. All parents have been invited to enter into a home/school agreement, which is designed to promote improved communication between the school, parents and children. Several parents were interviewed during the inspection and all had only positive contributions to make about the work of the school. The Friends of the School Association is very supportive of the school and provides a further effective link between home and the school. Parental attendance at school concerts, celebrations and sports days is excellent.
 40. The school also makes very good use of the local environment to enhance pupils' curricular access. A recent external visit for senior pupils included outward bound activities, walking, map reading and a treasure hunt. The school choir is always in very popular demand in the local community, particularly at times of celebration such as Christmas when they visit the local church and an old people's home. Several year groups have also experienced a 'Victorian Day' in which they dress up in costumes appropriate to the Victorian era.
 41. Very close links are also apparent with several local schools such as St Bede's and Caistor Grammar School. The transitional arrangements with all these school are very good, as are the induction arrangements for children who are just starting school.
 42. The school's links with parents and the community provides a very strong contribution to pupils learning and personal development and it is a major strength of the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall, with very good leadership in some subjects. Financial management is good, and so is the contribution made by the governing body to the strategic development of the school.

Main strengths and weaknesses

- The leadership and management of the Foundation Stage, information and communication technology, design and technology and the provision for special educational needs is very good.
- The leadership and management of music and art are good.
- The headteacher provides good leadership for the pastoral development of the school.
- The headteacher and governors manage a limited budget well.
- The governors have a good knowledge of the school and use this well to help guide the school's priorities for improvement.
- The role of some subject co-ordinators in identifying and sharing good practice in teaching in learning in their subjects.

Commentary

43. The governing body has a good knowledge of the strengths and weaknesses of the school. Governors are aware of the increased challenges the school faces through the implementation of its policy on inclusion. They are well aware that the school's performance compared with similar schools has fallen in recent years as more lower attaining pupils who have special educational needs have been admitted. Governors on the finance committee have a good understanding of how the school's low budget impinges on its provision of resources and building improvement. They work hard to ensure that the school gets best value in the use of its staff and in the purchase of supplies and services. They challenge the school when they perceive a weakness. For example, the improvements in the provision for mathematics in the school is linked in part to governors questioning results in national tests. They ensure that the school has a strong Catholic ethos where every individual is valued and that all statutory requirements are met. The governors work closely with the headteacher, senior management team and staff to provide a clear direction for the development of the school. For example, they were alert to a drop in standards in mathematics and requested that additional support be given to help teachers improve their skills.
44. The headteacher has a clear vision for the development of the school and is committed to raising standards for all pupils. Since the last inspection he has ensured that the school has established procedures to monitor its work and to track the progress of pupils each year. The provision for pupils of higher ability has improved and there are now more of them who reach the higher levels in national tests. The work of the senior management team is satisfactory in steering the work of the school. However, with a clear and timetabled programme for monitoring activities with agreed outcomes, the impact of their work would be greater. The headteacher provides good leadership for the pastoral development of the school. He works closely with teachers and families to ensure that pupils are well cared for and supported, and that they are given good opportunities for personal development.
45. The headteacher has delegated responsibility for subject leadership and management appropriately to teachers. The quality of both leadership and management are good overall among subject leaders. There are some examples of very good leadership, for example in the Foundation Stage, where the co-ordinator has succeeded in establishing very good teamwork with a well shared vision of the high standards she hopes to achieve. The leadership and management of design and technology and information and communication technology are also very good. The co-ordinator makes a significant contribution to raising standards in these subjects through the rigour and quality of her work in monitoring and developing the subjects and in improving staff expertise. Music and art are both well lead and

managed. The management of special educational needs provision is very good. Individual educational plans are well matched to pupils' needs; the organisation of support is efficient and effective and there are very good links with parents and external agencies to support pupils' learning.

46. While all co-ordinators have time allocated away from the classroom to carry out monitoring activities, the scope and impact of these activities is variable. For example not all co-ordinators monitor teaching and learning and so are not able to discover the detail of strengths and weaknesses in this aspect of provision. With a more structured programme with clearly specified outcomes, the school could achieve a more effective way of capturing the good practice that exists so that it could then be shared for the benefit of all pupils. The management of the school's self-evaluation is satisfactory overall, but its impact is reduced because of the variability of practice between co-ordinators. All subject co-ordinators have good subject knowledge and enthusiasm and they share this well with colleagues so that teachers feel secure in the support they are given.
47. The school's priorities for development are based on consultation with subject co-ordinators after they conclude their review of provision in their subjects. The school responds to changes in its performance in national tests with appropriate actions. For example two years ago it began work to raise standards in mathematics and recruited the services of the local education authority numeracy consultant. The impact of this is seen in the increased number of pupils who are reaching above the expected level in the subject.
48. The school's finances are well managed. The headteacher and staff are careful in their purchase of resources and make the best use of these. The school ensures best value practices are followed through monitoring of spending against the outcomes in learning for pupils and by allocating funding appropriately to its priorities for development each year.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)

Balances (£)

Total income

375, 631

Balance from previous year

- 9,124

Total expenditure

390,793

Balance carried forward to the next

15,166

Expenditure per pupil

2,210

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage of learning is **very good** and due to the very good leadership and management of the co-ordinator. The revised curriculum has been successfully implemented. This and the very good quality of teaching allow children to achieve well and reach the standards expected by the time they join Year 1. The induction programme for children is very good and the high quality of care has enabled them to settle very quickly and securely into the routines of school.

The attainment of children on entry to the Reception classes, varies from year to year. The current groups of children are of average attainment overall.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching.
- Opportunities for children to develop independence.

Commentary

49. The children have made very good progress in the short time they have been in school. They are well on course to achieve the early learning goals before the end of the Reception year. They have very good relationships with other children and adults and a growing understanding of the difference between right and wrong. They are eager to try new activities. They play and work together well, share equipment and patiently await their turn. When greeted children respond politely and do as they are told. Only a small number require some adult guidance.
50. The quality of teaching in this area is of a very good quality. High emphasis is placed on the spiritual and moral development of the children. Relationships between adults and children are friendly. Confidence and independence are developed as children are helped to understand the simple rules of the classroom and the daily routines.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The development of speaking and listening.
- Skilled questioning to develop children's thinking skills.

Commentary

51. Children in the present class make very good progress in developing confidence to speak when sharing their news. Most listen intently to each other and enjoy hearing about each other's experiences. Higher attaining children listen attentively for sustained periods, speak clearly and actively participate in discussion about what they have drawn and written in their diary. Higher attaining children attempt to write their own name and underneath the script written by adults, using recognisable letter shapes. Others make marks and drawings on paper in order to express themselves. The vast majority are on course to reach the early learning goals by the end of the year and a significant number will exceed them.

52. Teaching is very good with every opportunity exploited to extend children's listening, speaking reading and writing skills. Carefully prepared activities are used to encourage children to listen communicate their thoughts and feelings, share books, and develop writing skills. Particularly skilful questioning, challenges children to think hard and respond. Care is taken when directing their questions, to ensure that all children, including those with special educational needs are fully involved.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is very good.

Main strengths and weaknesses

- Very good teaching.
- Provision for practical mathematics.

Commentary

53. Children make very good progress in their mathematical development. Most children are on course to achieve the early learning goals in this area by the end of the Foundation Stage. A small number are already working in the early stage of the National Curriculum.
54. Children's standards are good because they are actively involved in the wealth of opportunities provided to use mathematics in practical ways. During discussion about the shape of fruit and vegetables, one child commented that the melon was a sphere shape. This had been introduced in a previous lesson when making shapes with plasticine. The child had retained the information well.
55. This area is very well taught. The range and quantity of work is very good. In all the activities provided, staff intervene to develop children's thinking through appropriate questions such as how many? what do we do first?

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is very good

Main strengths and weaknesses

- Detailed planning for a wide range of activities.
- Very good opportunities for children to understand other cultures and beliefs.

Commentary

56. The majority of children in the present class are on course to achieve the early learning goals and a significant number will exceed them. Children make good progress in this area of learning.
57. Teaching in this area is very good and all children achieve very well. Planning is detailed and shows provision of a broad range of activities that are based on first hand experiences that encourage exploration observation investigation problem solving thinking decision making and excellent discussion. A wide range of exciting and experiences such as walks in the locality, visits to a farm, the theatre cinema and seaside as well as visitors including the police road safety officer nurse and fire service, extend children's knowledge and understanding of the world around them well. The opportunities to taste healthy food, as well as to learn how to look after their teeth increase children's knowledge of their senses and how to keep healthy. There are also carefully planned opportunities for children to be involved in baking and

learning about change and use of the computer. Very good opportunities are provided to bring understanding of other people's culture and beliefs. Teaching supports well children's spiritual development, through celebration of the Christian faith.

PHYSICAL DEVELOPMENT

Commentary

No physical education lesson was observed during the inspection. However records from the previous year show that all children achieved the early learning goals. The present class, are also on course to do so.

CREATIVE DEVELOPMENT

Provision in creative development is excellent.

Main strengths and weaknesses

- Excellent teaching through explanation and demonstration of technique.
- Very good balance of teacher directed and child initiated learning.

Commentary

58. Children are well on course to attain the early learning goals in this area.
59. Most children are able to recognise colours red, blue, green and yellow. They listen intently to instructions for how to use a paint brush, how to keep it clean and how to mix primary colours. The higher attaining children, are able to make a colour that is not in their palette, others need more adult intervention. Children with special educational needs are very well supported to enable them to succeed. Because there is a very good balance of teacher direction and children being given the time to think for themselves and respond to questions their achievement in this lesson is high.
60. Teaching in this area is excellent. There is high expectation of children to make decisions and be responsible for their own work. Skilful questioning encourages children to talk about their painting as it develops. What colour have they chosen for the roof? How can they make brown? Clever demonstration and explanation increases children's knowledge skills and understanding by challenging their thinking and sharpening their observation skills. A wide variety of activities are provided for children to develop their imaginative skills including art, music, and imaginative play.
61. Resources are satisfactory. There is still a shortage of wheeled toys which reduces the opportunities children have for sustained physical activity.

SUBJECTS IN KEY STAGES 1 and 2

Provision in English is **satisfactory** overall and the school has made satisfactory progress since the previous inspection.

Main strengths and weaknesses

- Pupils make good progress, they achieve well and reach above average standards in Years 1 and 2 where teaching is very good.
- Higher ability pupils make good progress in Years 3 to 6 and the number reaching the higher levels in national tests is above average.
- Planning for the curriculum does not ensure that all elements of the subject are progressively taught.
- The use of lesson assessments to provide work that matches the needs of different groups of pupils.

ENGLISH

Commentary

62. The overall provision for English is satisfactory, though the lack of rigorous daily planning has resulted in common tasks being set for the whole class in most lessons, particularly in Years 3 to 6. Teachers have successfully tackled the issue of providing more challenge for higher attaining pupils, with the result that the number of pupils achieving the higher level in national tests in Year 6 has risen in the last two years. However, they have not all developed their evaluation of what pupils learn in lessons well enough to provide tasks at different levels of challenge to meet the learning needs of other different groups. School data shows that higher attaining pupils generally make better progress than others, and that for some average and lower attaining pupils, their progress up to Year 6 was less good than that of higher attaining pupils. The school recognises that this pattern is beginning to emerge. The co-ordinator is aware that sharper planning is needed to ensure that the progress of all pupils is similar and has plans in hand to extend the good quality planning found in Years 1 and 2 to other classes in the school.
63. Standards in speaking are satisfactory overall, and in Years 1 and 2 they are good. Standards in listening are very good. In Years 1 and 2, teachers involve pupils directly in their learning through targeted questions and well-managed discussion. In other classes teachers' talk dominates the lesson and pupils have few opportunities to expand on their ideas or hear the ideas of others. All pupils listen closely and have good recall of what they hear. This makes a very good contribution to their learning. Standards in reading are average. Younger pupils learn to read quickly and many are keen readers, eager to talk about stories they like. As they move through Key Stage 2, pupils' progress in reading slows. The main reason for this is that teachers are not planning reading activities to meet the needs of different groups of pupils during the school day. While nearly all pupils read regularly at home and to an adult in school, they are not progressively taught more complex reading skills such as how to interpret what a writer is saying and how language is used to express different ideas. For many pupils the choice of reading material is limited and there is no expectation that older pupils will keep a diary of what they have read in the form of a brief book review. Given the ability of most pupils and the very good support they receive from home the school could be much more ambitious in its approach to reading.
64. All classes were observed during the inspection and the quality of pupils' written work from last year was also evaluated. In Years 1 and 2 teaching is very good. Lessons are well planned to cover all aspects of literacy, so that pupils are well prepared for writing tasks by the thorough teaching in reading, spelling and grammar before they begin. In Year 1, the teacher was very careful to promote good listening to the sounds of letters to develop pupils' early reading skills and made very good use of team points to motivate pupils to listen very

closely. As pupils worked hard on their writing tasks, the teacher seized the opportunity to assess individual pupil's knowledge of letters and reinforce their earlier learning. In Year 2, the teacher built very effectively on the pupils' above average vocabulary by inviting them to suggest and discuss words to describe objects from her 'Magic Box'. She skilfully included pupils of all abilities in her questions and supported those who needed it to make suggestions by prompting them with further helpful questions. The resulting poems by pupils about their own Magic Box reflected the high quality of learning seen. Pupils of all abilities were rightly delighted with descriptions of what was in their magic box: "The shimmer of a golden brooch", "A pearl, glittering over the moon", "A soft, white, delicate curtain".

65. The teaching in Years 3 to 6 is satisfactory in all lessons. While lesson objectives were clearly stated and shared with pupils, teacher's planning did not contain detail of planning for pupils of different abilities. Teacher's subject knowledge was sound in all lessons and used effectively to instruct pupils through explanation and demonstration, though there was little evidence of an understanding of pupils' previous knowledge or use of it to involve pupils in their learning. In Year 6, pupils read the opening scene of Macbeth with good expression and showed enjoyment of the activity. However, the teacher's questions about the language of the speech were not directed at specific pupils and because of their level of difficulty, only the more able pupils volunteered answers. Similar examples were seen in the other classes where there was no adaptation of the tasks to match the different abilities of pupils. Analysis of pupils' work from the previous year, showed that higher ability and many average ability pupils completed the work set and make satisfactory, and sometimes, good progress. The work of some lower attaining pupils was sometimes not completed, and in those instances progress was at best satisfactory, but never good. In nearly all of the work seen all pupils in these classes tackled the same writing tasks.
66. Since the previous inspection there has been considerable interruption to the leadership and management of the subject due to the ill health and long-term absence of previous co-ordinators. Many of the weaknesses in planning stem from this period when teachers devised their own planning. While the school uses the National Literacy Strategy as the basis for the curriculum, teachers' planning does not follow the format in providing progressive activities in all strands of the subject, nor does it follow the planning format over a five-day period in order to build up skills and knowledge on a specific topic. Because of this way of planning, the current co-ordinator has no way of ensuring, through her monitoring, that pupils are receiving a full entitlement to the curriculum or that what they are taught is planned to meet their specific needs. At present, the co-ordination of the subject is only satisfactory, because of the constraints of the monitoring programme. Given the co-ordinator's own expertise and subject knowledge and her commitment to raising standards, with more detailed planning across the school and more regular assessments of pupils' learning in reading and writing, she would have the impact needed to raise standards further in the subject.

Points for improvement

- Establish a common format for planning based on weekly targets and covering all aspects of literacy, with activities adapted to meet the needs of different groups.
- Agree a method of noting pupils' strengths and weaknesses on weekly planning so that teachers can use this to plan further activities.
- Ensure that reading skills are taught, with clear learning objectives planned and that teachers record pupils' strengths and weaknesses assessed during guided group activities.
- Monitor planning weekly to ensure that the curriculum provides continuity and progression for all pupils as they move through the school.

Language and literacy across the curriculum

Teachers make good use of literacy skills to support pupils' learning in other subjects and to consolidate their skills. In history and geography pupils are expected to research information from books and on computers and as they grow older to use this information to write independently on different topics that interest them. There is little use of reading, writing and presentational skills in science where pupils record mainly on worksheets and this limits their opportunities for managing and organising their observations and reduces their understanding as a result.

MATHEMATICS

Provision in mathematics is **satisfactory** overall and the school has made sound progress on the issues raised at the time of the last inspection though standards have fluctuated.

Main strengths and weaknesses

- Pupils make good progress, achieve well and attain above average standards in Key Stage 1 and the teaching here is consistently good.
- More able pupils make good progress, and the number of pupils attaining higher levels in national tests is above average throughout the school.
- The progress of some less able pupils in Key Stage 2 does not match that of higher attaining pupils.
- Teachers' planning throughout the school is inconsistent and sometimes does not include enough detail of what different groups of pupils will learn or reflect on what they have already learned.

Commentary

67. Though overall provision in mathematics is satisfactory there are elements of inconsistency. At the time of the last inspection there was insufficient challenge being provided for higher attaining pupils, the school has responded successfully and more able pupils currently achieve well. For instance provisional results in Key Stage 1 tests in 2003 show that 42 per cent reached the higher Level 3. In Key Stage 2 the figure reaching the higher Level 5 was 41%, both are likely to be above or well above the national average. However whilst in Key Stage 1 all pupils reached at least the expected level 2, the results for older pupils also include a higher than average proportion of pupils who did not make the expected level 4. This pattern was the same in the results in tests taken in 2002 and suggests that lower attaining pupils do not progress as well in Key Stage 2 as their more able colleagues. The school has taken advice from specialist support agencies and produced an action plan to improve the progress of these pupils. Pupils currently in Year 2 are reaching above average standards. Pupils in Year 6 reach average standards.
68. Information on the progress of pupils who moved through Key Stage 2 between 1998 and 2002 shows that the progress made by all pupils was well below average. However when these figures are adjusted to take account pupils who left the school and those who entered during this period, the overall progress of pupils was average.
69. Mathematics was seen in all classes during the inspection and the teaching in Years 1 and 2 was consistently good. In Year 1 the lesson began with a lively question and answer session with pupils counting up to and back from 20. The teacher skilfully moved into a game of bingo, getting pupils to recognise and write numbers in an activity that was both challenging and fun for all pupils. Finally the learning was well consolidated with practice in books. In Year 2, good questioning allowed pupils to provide numbers that were one above or two below a given number and to find sequences on grid with numbers from 1 to 100. An analysis of pupils' work over the whole of Year 2 supports the view that they make good progress and achieve well, producing a large quantity of work.

70. Overall the teaching in Key Stage 2 is satisfactory, though in two lessons teaching was judged to be good. Where whole class teaching methods were being used, the questions being asked were generally more appropriate to more able pupils, though written work was matched to different ability levels. Planning for the lessons is done on a daily basis and does not make obvious references to past work and does not follow the pattern recommended in the National Numeracy Strategy. Planning advocated in the strategy is normally done for a whole week on the same sheet, so that daily lessons are carefully linked and teachers can use evaluations to adjust planning for subsequent lessons. Whilst current planning sheets are completed carefully they do not always encourage evaluation and links between lessons. There is no evidence of targets being set for individual pupils or groups of pupils to map out and measure their learning over the short term. Teachers mark work regularly and the best examples include encouraging comments and suggestions to help pupils to improve their performance and learn better.
70. In several lessons pupils with special educational needs were well supported by learning assistants who were confident and well informed on how to help pupils and how to use information from specialist support agencies on pupils who have formal statements of need.
71. The development plan for mathematics has been constructed carefully and thoughtfully having identified the need to focus on the progress and achievement of less able pupils. The leadership and management of the subject is satisfactory overall, but more could be done to monitor the quality of teachers' planning throughout the school and the work that pupils produce. Similarly the monitoring of pupils' progress over shorter periods of time and the generation specific learning targets could be useful additions to the existing plan.

Mathematics across the curriculum

Satisfactory use is made of mathematics and numeracy across the curriculum. For instance pupils use tally charts in design technology and employ graphs to display information in science often using computers. There is scope for greater use of mathematics across the curriculum and this could usefully be identified on teachers' planning in other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is a good range of topics covered in the curriculum.
- Tasks are not sufficiently adapted to meet pupils' needs.
- Too little opportunity is provided for pupils to formulate questions and devise their own investigations.

Commentary

72. Pupils currently in Year 2 are attaining standards above what is usually expected. Pupils know that there are many light sources and are able to identify them. They show good knowledge and understanding that the light source is something that makes light. A higher attaining pupil knows that the sun reflects on the moon. Work in the lesson when compared with the analysis of their work when they were in Year 1, demonstrates that some average and lower attaining pupils, including those with special educational needs, make good progress and are achieving well. Their skills and scientific knowledge are beginning to be developed effectively and their understanding of scientific vocabulary is increasing.
73. Inspection findings indicate that for the present cohort of Year 6 pupils standards are in line with the national average. By Year 6 pupils have covered a good range of work, have a growing scientific knowledge and show a structured approach to carrying out investigations.

In a Year 6 lesson, above and average attaining pupils know opaque blocks the light and lower attaining pupils clearly know what is meant by a fair test. Several pupils have difficulty in explaining the results of their experiment.

74. Analysis of pupils' earlier work shows they use scientific terms accurately in their written descriptions and accounts and communicate information effectively using diagrams tables and charts. There is also some good use of information and computer technology to communicate data and search for information, a good example of this being to find out the sunset times for the year. In these areas they achieve well. However, much of the recorded work, for example findings relating to investigations, are very similar in content for the above average, average and lower attaining pupils. There are too few examples of pupils formulating their own questions and devising their own experiments.
75. Teaching is satisfactory overall. Of the two lessons seen, teaching in one was judged to be good and in the other, satisfactory. Teachers have secure subject knowledge. Lessons start promptly with a thorough recap of previous learning. Pupils are made aware of the purpose of the lesson which brings understanding of what pupils are doing and why. Pupils with special educational needs are well supported to enable them to be fully included in the lessons. Skilful questioning is used to check pupils understanding and challenge pupils to share their thoughts. Good encouragement of Year 6 pupils meant they used their mathematical knowledge and skills in their measurements during an investigation.
76. Analysis of work throughout the school shows that too often pupils of different capabilities are completing a similar level of work. Although there is some assessment at the end of units of work in years 1 and 2, there is no whole school approach to assessing and recording pupils' progress in science. This is affecting the quality of planning and teaching and learning particularly in the junior stage.
77. The co-ordinator provides satisfactory leadership. She keeps the staff up to date with new information and developments and ensures resources are available. There have been some good improvements since the last inspection. A new scheme of work assists teachers in planning a more systematic development of pupils' scientific knowledge and skills and more opportunities to record and to draw conclusions. An increased number of pupils are attaining the higher levels and teachers are providing some extension activities. Currently there is insufficient formal monitoring of planning and evaluation of teaching and learning within classes to ensure pupils are making the progress of which they are capable.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision throughout the school is **satisfactory**. Standards are in line with the expectation for age.

Main strengths and weaknesses

- The leadership and management of the subject is very good.
- Assessment is used well to monitor pupils' progress.
- Information and communication technology is used well in a range of other subjects.

Commentary

78. Though the inspection took place very early in the school year the co-ordinator had assembled a detailed portfolio of work completed in all classes during the previous year. This included teachers' assessments and evaluations of pupils' performance. It was a very detailed and impressive record of the work carried out in information and communication technology. Pupils were also keen to demonstrate their knowledge and skills when interviewed by inspectors.

79. Work in information and communication technology is a regular part of pupils' experience and they use information and communication technology in a range of other curriculum areas. In Year 1 pupils produce pictures and write sentences using computers. In Year 2 the work carried out by pupils becomes more sophisticated and they use computers to draw graphs, build simple data bases and then retrieve information from them. They use computers to write about history topics and draw graphs in geography. Pupils can also programme vehicles to move over set distances and in specified directions.
80. Work on databases continues in Years 3 and 4 and then in Year 5 pupils move on to building spreadsheets. Information on imaginary menus for restaurants is entered and then altered to see the effects of price changes on average meal costs and likely profit margins. Though progress overall is satisfactory, pupils make good progress in Year 5 when they are taught by the subject co-ordinator and the classroom has an interactive white board that is used constantly throughout the day. Pupils in Year 5 carry out impressive work on designing control systems for items such as drinks machines containing several groups of instructions and timings.
81. In Year 6 pupils record temperature changes and rainfall, drawing graphs of their results as line graphs and bar charts. Pupils also use computers to recover information from the internet and to communicate using e-mail. Towards the end of Year 6 pupils produce multi media presentations about their hobbies, combining text, images and sounds in imaginative ways.
82. Work in other subjects is frequently successfully enhanced using information and communication technology. For instance, desktop publishing is used to produce newspapers about the death of *Macbeth* in English and the *Egyptian Times* in history. The school has several programs that enable pupils to practise their mathematics and numeracy skills.
83. Two lessons were observed during the inspection in Year 5 and 6 and in both of these the teaching and learning were good. In Year 6 small groups of pupils, accompanied by a well-informed classroom assistant, compared two web sites on Egypt for their presentation, interest and fun content. Pupils were both enthused and highly motivated by the activity. As a result they became very perceptive about the quality of information provided and how important presentation can be, which was very relevant as a prelude to building their own web sites about Ancient Egypt.
84. The leadership of the subject is very good. The co-ordinator has a high level of subject expertise and uses this to train and support staff to tackle more challenging tasks with pupils. She has devised a good assessment and record keeping system and teachers keep good records of pupils' access to computers and the progress they make. The system of record keeping is monitored and overseen by the co-ordinator who promotes the subject very well and strives hard to overcome the shortage of resources. She supports colleagues very effectively.

HUMANITIES

Geography

No lessons were seen in geography. Analysis of work for the previous school year showed standards to be average. There was a good coverage of topics in all classes.

History

Provision in history is **good**. Standards in the subject have improved since the previous inspection and are now above the expectation for age.

Main strengths and weaknesses

- Teaching is good and pupils work hard in the subject.
- There are good opportunities for independent research for older pupils.
- The curriculum is rich and diverse and well enriched by visits and visitors to extend pupils' learning.

Commentary

85. Three lessons were seen, covering both key stages. Analysis of pupils' work from last year provided a detailed picture of the range and quality of work completed. Standards are above the expectation by the end of Year 2 and Year 6. Pupils make good progress in the subject because they are well taught, have lessons in the subject each week and are encouraged to do their own research as homework.
86. Year 2 pupils began work on ordering events in time in preparation for their work on the Vikings. Despite being early in the school year, pupils showed good recall of what they had learned last year and the teacher was able to use this good knowledge of past events and famous people to develop their language about time, so they could use 'in the past', 'long ago' and 'long, long ago', when classifying when things happened. In Year 5, pupils considered reasons for the Roman invasion of Britain and decided what things there were in Britain at the time that would be useful to the Romans. As in Year 2, the quality of pupils' learning was enriched by the fund of background knowledge they were able to draw on from previous learning in the subject. Pupils in Year 6 looked at the kind of evidence they might use in establishing secure information about Ancient Egypt. They made good use of pictures from tomb drawings and pottery to establish some facts and raise some questions they want to pursue.
87. All teaching seen is good. Teachers have good subject knowledge and an enthusiasm for the subject that is infectious. They are able to answer pupils' questions with detail and good example and they make links with other eras in history to draw comparisons. Planning for the subject covers a wide range of topics in good depth. This is possible because teachers have high expectations that pupils will work hard on topics at home and they do. Samples of work from last year showed some very high quality work from high ability pupils on the Norman Conquest and on using historical methods to find out about a famous pop star.
88. Co-ordination of the subject is good. There is a very full portfolio of pupils' work, which shows the range of activities that are possible within topics. From this, teachers can pick up on each other's effective practice. Assessment is simple and effective and follows that recommended by the scheme of work that the school uses.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art

Provision for art is **good**.

Main strengths and weaknesses

- The development of skills as pupils move through the school.
 - Range of pupils' work.
89. By Year 2 and Year 6 standards of work in art and design are above the level usually expected. This is a significant improvement since the last inspection when standards at seven years of age were in line with expectations and at eleven were below.

90. No lessons were observed in the inspection week. Judgements are therefore based on analysis of the abundant amount of work provided. This shows that in Year 1 pupils make good progress in their observational drawing skills and that this is effectively built on in Year 2. Pupils are clearly developing a good range of skills and techniques. They use a variety of materials including paper fabrics and papier-mâché to good effect. They know how to make prints using rollers and paint and have used these skills in an impressive collage. Their leaf prints and fabric prints demonstrate individuality in design and good progress and achievement.
91. A good development of portraiture can be seen as pupils move up through the school. A significant improvement since the previous report is the evaluation of work of other artists, for example, pupils in Years 4 and 5 have studied the style of Seurat and evaluated in detail the famous work 'Lady With A Monkey'. The evaluations and paintings by year 6 pupils in the style of Picasso and Van Gogh, demonstrate very good attention to detail.
92. The co-ordinator has contributed well to the development of art, through helping staff to understand, plan and implement the nationally recommended guidelines. Photographic evidence shows coverage of a good range of work and development of a wide range of skills including lino printing and pottery. Pupils have been encouraged to enter art competitions and have exhibited their work locally. The photographs of pupils with their work clearly demonstrate a sense of pride in their good achievements.

Design and technology

Provision for design technology is good, maintaining the high standards reported at the time of the last inspection.

Main strengths and weaknesses

- Pupils in all classes study a design technology topic each term. This continuity of experience enables pupils to make good progress in developing design and construction skills.
- The subject is very well managed and the coordinator provides very good leadership.

Commentary

93. The school has maintained the above average standards that were recorded at the time of the last inspection. The curriculum is well planned so that each class follow a topic each term that involves design, construction and evaluation of what has been made. For instance, pupils in year 1 make model homes from card, pupils in year 2 design and make different types of sandwiches. Good work continues to be produced throughout key stage 2 classes where the quality of pupils' designs often becomes very good. In year 5 pupils design and make a range of musical instruments. Before starting work pupils evaluate and try out a wide range of musical instruments from many cultures that have been brought into school. Pupils then draw their own designs with careful attention to detail. Finally high quality musical instruments are produced such as drums made from inner tubes. The high quality draftsmanship is continued in year 6 where pupils are set the challenge of producing a marble run that is as slow as possible. There are good links with other subjects when pupils in years 3 and 4 make anglo-saxon houses and pupils in year 6 make model of weapons and catapults. No overall judgement of teaching can be made on the very limited observations of lessons.
94. Evidence of pupils' work is frequently recorded using a digital camera, and portfolios of work are maintained by the subject coordinator. The leadership and management of the subject are very good. The coordinator promotes the subject enthusiastically, manages resources well and monitors pupils' work regularly.

Music

Provision for music is **good**.

Main strengths and weaknesses

- Standards in singing.
- The provision for instrument tuition.
- The opportunities for pupils to perform in school and the community.

Commentary

95. Attainment in music is above that normally found for pupils by the end of Years 2 and 6. The school has a strong musical tradition and pupils throughout the school benefit from a rich and varied curriculum.
96. Pupils Years 1 and 2 sing tunefully. They are taught how to use their voices to make sound affects. They are able to whisper, hum and recite rhyme, first loudly then softly. No instrumental work was observed in this age group. However, video evidence shows that pupils are used to playing instruments and are actively involved in creating and performing music.
97. Singing throughout the school is of a good standard. Younger and older pupils show good control of pitch dynamics and rhythm. Examples of this being a rendition of 'High Low Piccolo' and the gentle singing of 'Bind Me Together Lord', which enhanced the spiritual content of the assembly well. During assembly a small group of older pupils when playing their recorders and guitars demonstrate growing technical skill. They confidently accompany the whole school singing and show justified pride in their performance.
98. Teaching overall is good. The teachers' own expertise in singing and music making, contributes well to learning. Pupils are taught the correct way to produce sound with their voice and how to hold and play instruments. In a guitar lesson, difficult skills are taught in a highly effective way. In all years planning shows that good opportunities are provided for musical appreciation composition and performance. Occasionally, when the lesson is rather too long, a few pupils become restless.
99. Outstanding teaching was seen in a guitar lesson for Years 4 and 5. By the end of the lesson pupils accompany their singing of 'Zum Gali Gali'. This is high achievement considering it is the first lesson for most of them. The teacher challenges them further by introducing two part singing. They hold their chord, strum successfully and maintain their part irrespective of the teacher who sings melodically. This is high achievement for beginners. The careful preparation, energetic teaching of skills, high expectation of pupils to respect each others contributions, together with constant assessment as to whether or not all were holding their chord correctly are just a few of the skills this teacher demonstrated. A lovely touch was when an above average pupil suggested the third verse should be sung softly, because the words were about peace. This reflected the high quality relationships that exist which are having a significant impact on the quality of teaching and learning.
100. The subject is managed effectively. The co-ordinator provides her colleagues with effective support in their teaching. However, more formal monitoring of teaching and learning has not yet been developed. Assessment and recording at present identifies coverage of units of work but is less detailed regarding the tracking of individual pupils knowledge and skills. There is an adequate range of good quality resources. An improvement since the last inspection has been the introduction of a recommended scheme, which has assisted teachers in their planning. Information and communication technology is also beginning to be

used effectively, to improve knowledge of notation. Good opportunities for participation in music festivals and events in the community further develop musicianship.

Physical education

Provision in physical education is **satisfactory** and good progress has been made since the last inspection in providing opportunities for adventurous activities.

Main strengths and weaknesses

- The use of the school site to provide outdoor, adventurous activities.
- The provision of opportunities for sport outside the school day.

Commentary

101. At the time of the last inspection standards in physical education were below average largely because opportunities for adventurous activities were unsatisfactory and arrangements for swimming did not promote progress. The current arrangements for swimming are satisfactory and help most pupils to reach the minimum standard expected nationally. The provision of adventurous activities has been improved a great deal. Staff have been trained and resources acquired, that enable teachers to use the school grounds imaginatively. During the inspection two lessons were observed in which pupils were challenged to complete a short cross-country course as a team. These lessons encouraged pupils to think how to solve problems such as lifting footballs using wooden bats and how to sequence runners to ensure the best result for the team rather than just individuals. In both cases the quality of teaching was very good. Pupils were highly motivated and ran with tremendous determination, often finishing the course totally exhausted.
102. No lessons were seen in Key Stage 1 and no overall judgement can be made on the quality of teaching there. Teaching in Key Stage 2 is very good. The curriculum for physical education is well planned and includes the elements of dance, gymnastics, games, athletics and swimming. Provision outside the school day for sports such as football, netball, hockey and competitive sport is good. During the inspection while older pupils attended a hockey club, younger pupils, some in Key Stage 1, attended an after school football club. In both cases the school took advantage of specialist coaches whose knowledge and experience were good. Older pupils are also allowed to change into football kit play on the school field at lunch times. Surveys of both parents and pupils indicate that the school's provision of after school sport is valued and appreciated.

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	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
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	4
How well the curriculum meets pupils needs	3
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	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	3
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).