

INSPECTION REPORT

ST THOMAS OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Walsall

LEA area: Walsall

Unique reference number: 104236

Headteacher: Mr P J O'Toole

Lead inspector: Mr F Carruthers

Dates of inspection: 7-9 June 2004

Inspection number: 257985

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Primary |
| School category: | Voluntary aided |
| Age range of pupils: | 3 – 11 |
| Gender of pupils: | Mixed |
| Number on roll; | 219 |
| School address: | Dartmouth Avenue Coalpool Walsall |
| Postcode: | WS3 1SP |
| Telephone number: | 01922 720712 |
| Fax number: | 01922 629808 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Fr M Bonaccorsi |
| Date of previous inspection: | 09 November 1998 |

CHARACTERISTICS OF THE SCHOOL

St Thomas of Canterbury Catholic Primary School is an average sized primary school in Walsall with above average levels of social deprivation in the area it serves. There are 219 pupils on roll and more girls than boys. The pupils are predominantly white British with a few from minority ethnic groups, mainly Black Caribbean, Asian or Indian. None of these pupils is at the early stages of learning English as an additional language. The proportion of pupils with special educational needs is above average at 22 per cent. Their needs are mainly specific and moderate learning difficulties. The attainment on entry to Nursery of most children is well below average. Pupil mobility¹ is below the average of primary schools nationally. The school was led by an interim headteacher from the start of the school year. The current headteacher took up post at the start of the term in which the inspection took place.

¹ The proportion of pupils who start at the school at times later than in the Reception year or who leave before the end of Year 6

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------------|----------------|--|
| 21285 | Mr F Carruthers | Lead inspector | English Information and communication technology |
| 9509 | Mr D Haynes | Lay inspector | |
| 22509 | Mrs G Cowmeadow | Team inspector | The Foundation Stage Science Art and design Design and technology Music |
| 34100 | Mrs Z Connolly | Team inspector | Mathematics Geography History Physical education Personal, social and health education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is providing a **satisfactory** education for its pupils. Standards are below average in Year 6 and there has been under-achievement in recent years. Standards and provision are improving in the current school year. The quality of teaching, learning, leadership, management and governance is good. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards are not high enough in English, mathematics, science and information and communication technology in Year 6.
- Significant improvements in pupils' progress during the current school year mean that standards in the Foundation Stage² and Years 1 and 2 are rising well, so that in reading and mathematics they are average and in writing they are above average in Year 2, though pupils' speaking and reading skills have weaknesses.
- Attendance is below the national average, and policy and procedures to improve attendance are unsatisfactory.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Teaching is good across all age groups and is the result of rigorous monitoring and effective action taken during the current school year.
- The school cares well for its pupils and there is generally a high level of attention to matters of welfare, health and safety.
- Links with the church and other schools are very strong and benefit pupils.
- The new headteacher has made a good start and, with the very good support of senior colleagues, is building well on the very effective improvements made by the interim headteacher.

The school's improvement since the last inspection in 1998 has been satisfactory overall. Good improvements have been made in developing provision in information and communication technology and the Foundation Stage as well as the role of subject leader. However, standards in English, mathematics and science in Year 6 have not improved enough. Recent significant improvements in the current school year are leading to higher standards in Year 2. Pupils are now making good progress in all classes. The levels of attendance have not improved significantly enough.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - in the lowest 5%
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is **satisfactory** overall. Pupils are achieving well this year in all classes, the result of school-wide action to lift standards and improve provision. Standards are now average in

² The Foundation Stage in this school refers to the Nursery and Reception classes

Year 2 in reading, mathematics, science and information and communication technology, and above average in writing. Pupils are making good progress. Standards are below average in mathematics, science and information and communication technology and well below average in English in Year 6. There is a backlog of under-achievement which accounts for these low standards. However, pupils' progress is good in current classes because of the concerted action of staff to improve teaching this year. Pupils with special educational needs are making good progress towards targets in their individual education plans.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. The pupils' attitudes and behaviour are very good but levels of attendance are below the national average and procedures to improve attendance are unsatisfactory.

QUALITY OF EDUCATION

The quality of education is **good** but several good features, including teaching, are recent improvements. Teaching and learning are **good** and reflect the strong emphasis during the current school year on promoting good practice and eliminating weaknesses. Teachers have good expectations for what pupils can achieve and pupils respond well, showing the ability to work well independently or with other pupils. The teaching of reading has weaknesses, however. The curriculum is good and enriched with a good range of out-of-school clubs and activities. However, some subjects, such as science, have too little time devoted to them. All aspects of the care, welfare, health and safety of pupils are good and there are strong links with the parish and with associated secondary schools.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**. The interim headteacher in the current school year took immediate steps to halt the decline in standards. Supported by a good governing body and very good senior colleagues, the incoming headteacher has made a good start and everyone has a clear vision of how the school is to develop. The work of the governing body meets statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents display a good measure of support for the school and are particularly pleased with developments during the current school year, which have included a higher profile for them in the life of the school. Pupils enjoy school and find their work interesting and enjoyable. They feel confident and know adults in school will help them.

IMPROVEMENTS NEEDED

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

- Maintain the drive to raise standards in English, especially speaking and reading skills, mathematics, science and information and communication technology.
- Improve the monitoring of attendance and procedures to promote good attendance.

In addition, governors and senior staff should review the curriculum, including time allocations and the progression of pupils' skills, in order to improve continuity of learning and links between subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, and subjects

Pupils' achievement is satisfactory overall. Their progress during the current year, however, has been good and standards are rising in the younger age groups, so that they are average in Year 2. There is a backlog of under-achievement in the junior classes, which is currently being addressed well, but standards are still below average overall in Year 6.

Main strengths and weaknesses

- Standards are not high enough in English, mathematics, science and information and communication technology in Year 6.
- There have been significant improvements in pupils' progress during the current school year and as a result, standards in the Foundation Stage and Years 1 and 2 are rising well.
- The speaking skills of a significant minority of pupils are too low.
- Many pupils in infant and lower junior classes do not have enough knowledge of letter sounds to help them to read unfamiliar words.

Commentary

1. Standards in national tests in Year 2 have been well below average in reading, writing and mathematics since 2000 and only began to show improvement in 2003, when results in reading and mathematics were higher. This is illustrated in the table below.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 15.2 (14.3) | 15.7 (15.8) |
| Writing | 12.5 (12.0) | 14.6 (14.4) |
| Mathematics | 15.5 (13.7) | 16.3 (16.5) |

There were 28 pupils in the year group. Figures in brackets are for the previous year

2. However, during the current school year, thanks to improved teaching and learning as well as more rigorous monitoring to eliminate unsatisfactory teaching, pupils have been making good progress from the Nursery through to Year 2. This is clear from sampling pupils' work over the year as well as observing lessons and talking with pupils. Parents have also commented favourably on a renewed interest their children are showing in lessons and better standards of reading and writing. Children in the Nursery and Reception classes make good progress from low levels of attainment on entry. By the end of the Reception year, however, many are still working towards the goals expected of children at this age in the key areas of communication, language, literacy; mathematical development; and knowledge and understanding of the world. Most achieve the expected goals in their personal development.
3. As a result of concerted action by staff, standards in the current Year 2 are much higher than last year, being average in reading, mathematics, science and information and communication technology and above average in writing. Skills of writing, in particular, are benefiting from excellent class teaching. Currently, standards in reading are being held back because many

average and below average pupils have limited skills of letter and sound recognition when they are faced with reading unfamiliar and difficult words. This is an important aspect for improvement. A significant minority of pupils also have limited speaking skills. They are indistinct and often prefer to answer in single words. This also must be addressed if pupils are to attain higher standards of expressing and explaining their ideas.

- The backlog of under-achievement since the time of the last inspection has affected adversely standards in upper age groups in the school. Standards in tests in Year 6 fell in English and science from 2000 and in mathematics fell until 2003 when they showed a significant rise. This is illustrated in the table below. Though standards in the current Year 6 are still below average in mathematics, science and information and communication technology and well below average in English, pupils have been making good progress during the current school year for the same reasons that progress is improving in the younger age groups. As pupils benefit from improvements in teaching, learning and resources, standards are set to rise in coming years. For instance, standards of writing are showing good improvement as a result of the focus the school has given to this aspect but it will take more than one year for actions taken to result in a higher number of pupils reaching above the expected Level 4 in national tests.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 24.8 (25.4) | 26.8(27.0) |
| Mathematics | 26.3 (23.4) | 26.8 (26.7) |
| Science | 26.5 (26.8) | 28.6 (28.3) |

There were 28 pupils in the year group. Figures in brackets are for the previous year

- In past test results, boys and girls have followed the national trend with boys performing better than girls in mathematics and science and worse in English. Both boys and girls need to achieve better and more consistently if standards are to rise. Pupils with special educational needs achieve well because of the careful attention given to their individual needs. They make good progress in small steps from their varying starting points. The very few pupils from minority ethnic backgrounds achieve as well as all pupils. Individual pupils are among the higher attaining pupils, while others have special educational needs.

Pupils’ attitudes, values and other personal qualities

Punctuality is satisfactory but attendance is below the national average. Pupils’ attitudes to school and behaviour are very good. Overall provision for pupils’ spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Attendance is below the national average.
- Policy and procedures to improve attendance are unsatisfactory.
- Members of staff have high expectations for pupils’ conduct.
- The school promotes very good relationships at all levels.
- The strong promotion of spiritual and moral values supports pupils’ personal development very well.

Commentary

6. Pupils like school and say it is fun. They are interested in their lessons, show good levels of concentration and work hard in response to teachers' high expectation of their work ethic. They take a full and enthusiastic part in activities and readily accept responsibilities for the day-to-day life of the school.
7. Behaviour is very good both in lessons and at playtimes. Relationships between pupils and with adults are very good; pupils play well together in mixed groups and no one is isolated. The school's anti-racist policy is carried out well. Pupils develop respect for each other and there is little incidence of bullying, racism or other forms of harassment in school. Pupils maintain that bullying is rare and if any unpleasant incidents occur, they know what to do and are confident that the staff will deal effectively with the problem. Pupils are developing good levels of self-esteem. They talk confidently with adults and are not afraid to express their views in discussions. The sanction of exclusion is used only after other procedures have been fully explored. The rate of exclusion is falling in the current year.

Exclusions

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 | 152 | 5 | 0 |
| Mixed – White and Black Caribbean | 3 | 0 | 0 |
| Mixed – White and Black African | 2 | 0 | 0 |
| Mixed – White and Asian | 4 | 0 | 0 |
| Mixed – any other mixed background | 3 | 0 | 0 |
| Asian or Asian British – Indian | 2 | 0 | 0 |
| Any other ethnic group | 2 | 0 | 0 |

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

Attendance

8. Attendance is below the national average but is showing an improvement in the current academic year. There is good awareness of the need for better attendance but there is no policy to improve attendance and the administrative systems in place to monitor and control attendance lack focus and rigour.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data: | 7.6 | School data : | 0.5 |
| National data: | 5.4 | National data: | 0.4 |

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

9. Provision for pupils' spiritual and moral development is very good. Pupils have opportunities to reflect on their own feelings and the feelings of others, and they have a very good understanding of right and wrong. Pupils' social development is good and the school supports national and international charities. The school promotes a healthy lifestyle and pupils quickly

learn how to make sensible decisions about their own lives and to be responsible members of the school community. These qualities are reinforced well through personal, social and health education lessons and the wide range of after-school clubs. The faiths and beliefs of others are addressed but aspects of living in a multicultural society are underdeveloped.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. All aspects have good features though several show only recent improvement.

Teaching and learning

Teaching and learning are good and are leading to improved standards of attainment. Procedures to assess how well the pupils are progressing are good.

Main strengths and weaknesses

- Teaching is good across all age groups and is the result of rigorous monitoring and effective action taken during the current school year to raise low standards of attainment.
- Members of staff have good expectations for pupils' behaviour and achievement.
- The teaching of reading skills is not consistent and rigorous enough.
- Procedures to assess pupils' progress are helping pupils to become aware of how they can improve.

Commentary

10. Teaching and learning are good. The best teaching is to be found in Year 2 and there are examples of very good teaching in the Reception class and Years 5 and 6. The proportion of good or better teaching is higher than at the time of the last inspection and the key issue, to review the use of worksheets so that they make a better match with the level of pupils' attainment, has been resolved.

Summary of teaching observed during the inspection in 34 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 2 (6%) | 5 (15%) | 20 (59%) | 7 (20%) | 0 (0%) | 0 (0%) | 0 (0%) |

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

11. It is clear from an analysis of results in national tests over the last few years, however, that teaching and learning have not been as consistently good as the current picture suggests. Teachers appointed at the start of or during the current school year (in Years 1, 2, 3 and 6) are making a good contribution to the overall quality of teaching and learning. The work of the interim headteacher since the start of the school year has been a key to the improvements evident. She began a rigorous programme of monitoring, supported by advisers from *Education Walsall*, which has helped to identify and share best practice and eliminate weaker teaching. As a result, standards of attainment, especially in younger age groups, are beginning to show significant improvement.
12. Key features of the teaching are the teachers' expectations for good behaviour and positive attitudes from the pupils. Pupils are encouraged to do their best and are motivated by praise and rewards to work hard. All aspects of teaching are at least good, including the use of homework, which is marked regularly and valued. The teaching of pupils with special educational needs is good. Teachers and learning assistants work effectively with pupils so that they are able to participate fully in the class and succeed in their learning. Assistants explain instructions clearly and encourage good efforts so that these pupils maintain attention on their tasks. The

teaching of reading to all pupils needs to be improved, however, because it is evident from hearing pupils read aloud that few have acquired the necessary skills to read unfamiliar words with confidence. The school has begun to address inconsistencies by teaching these skills more rigorously using a published scheme.

13. Procedures to assess how well pupils are doing are good. Teachers diligently keep records of progress in the core subjects of English and mathematics and use checklists of National Curriculum level descriptors for other subjects. The procedures in the Foundation Stage are generally good though there is some duplication of assessment systems that is unnecessary. The system for assessing progress in the core subjects is now computerised and the next step is to refine the tracking of pupils' progress so that attainment can be predicted and under-achievement identified. Pupils are themselves beginning to be more aware of what it is they need to do to improve their work and they are familiar with the half-termly targets they are given. The progress made by pupils with special educational needs in literacy and numeracy is regularly assessed and carefully recorded and the information is used effectively to plan the next steps.

The curriculum

The quality of the curriculum is good overall, though the time allocated to some subjects, such as science, is too limited. There is a good range of extra-curricular clubs. The accommodation and resources for learning are good.

Main strengths and weaknesses

- The curriculum co-ordinator provides good leadership, has a satisfactory overview of all subjects and can identify strengths and weaknesses across the curriculum.
- Provision for personal, social and health education is good.
- Provision for pupils with special educational needs is good.
- Extra-curricular activities enhance the curriculum.
- The time allocated for science is insufficient.
- Schemes of work in the foundation subjects³ are not planned well to develop pupils' skills and knowledge progressively.

Commentary

14. The overall quality of the curriculum is good and this represents an improvement since the last inspection when provision for information and communication technology did not meet requirements and there were weaknesses in the curriculum for the Foundation Stage. The curriculum co-ordinator has audited resources and expertise over the past year and has begun to organise training sessions to update teachers' subject knowledge. The recent addition of a specialist teacher to teach music throughout the school has raised the profile of this subject.
15. Provision for pupils with special educational needs is good. The systems for planning the pupils' work and monitoring progress are clear, so there is good practice across the school. Individual education plans set out appropriate targets in literacy and mathematics, and teachers plan work that is effectively related to these so that pupils achieve well. However, work in other subjects is sometimes not appropriately matched to their special educational needs. This

³ Foundation subjects are art and design, design and technology, geography, history, music and physical education

means pupils are not helped to develop skills, knowledge and understanding in small steps in these subjects.

16. Personal, social and health education is carefully planned by the curriculum co-ordinator and is taught in partnership with religious education and collective worship. The sex and relationships programme is thorough and has been drawn up with the agreement of the parents and sponsoring authority. Pupils are taught about the use and misuse of drugs satisfactorily.
17. Provision for learning outside the school day has improved and is now good with a wide range of extra-curricular activities. Because of contributions from the high school and the local football club, the school is able to provide a wide range of sporting activities and these are well attended. The school has encouraged visitors into school to enhance learning. A craft club during the holidays is also very popular.
18. Most pupils in Year 6 transfer to the same high school and strong curricular links particularly for physical education and information and communication technology have been established. Teachers from both schools have an input into these subjects particularly in Year 6. The Year 6 teacher is developing transitional work with the secondary schools to ensure smooth passage between Years 6 and 7.
19. The time given to teaching some subjects of the curriculum is limited, because of the appropriate focus the members of staff have given to improving standards in English and mathematics. This particularly affects science. Because of this, pupils' investigative skills are limited and this has an adverse effect on standards achieved. Planning the progression of pupils' skills in foundation subjects is unsatisfactory. Although there is now an overall plan for each of the subjects, each year group is taught in isolation and topics are repeated without sufficient emphasis being given to how skills are developed step by step.
20. Accommodation and resources are good overall. The classrooms are light and airy and the displays enhance learning. The new classroom for Year 5 has been transformed after a recent fire very well by the hard work of the teacher, classroom assistant, caretaking staff and pupils. The school field is large and well kept. The all-weather pitch has been restored and is used for outdoor activities a lot of the time. The computer suite is due for completion shortly and will enhance information and communication technology provision. The various libraries around school are well stocked with up-to-date, colourful and relevant books. However, there is a need for more non-fiction and little evidence of multicultural material apart from in Year 5. The outdoor area for children in the Nursery and Reception class for physical activity is cramped. The school is aware of this weakness and plans are in place to address the issue.

Care, guidance and support

Provision is good. The school cares well for its pupils and there is generally a high level of attention to matters of welfare, health and safety. Parents are happy with the care and welfare that the school provides for their children.

Main strengths and weaknesses

- A Christian, caring ethos permeates all aspects of school life.
- The members of staff know the children and their families very well.
- There is a high level of personal support.
- Seeking and acting on pupils' views are underdeveloped.

Commentary

21. Child protection procedures are satisfactory and all members of the classroom staff are aware of their responsibilities, although this high level of awareness does not extend to all other adults in school. The levels of playground supervision are good and there is a small amount of play equipment but there is no structured or guided play at breaks and lunchtimes. Year 6 *buddies* have recently been appointed but their role has yet to develop fully.
22. Standards of maintenance and cleanliness are good, and vandalism and graffiti are rare. This instils high values in the pupils who show respect for property and resources. Teachers know their pupils and families very well and provide a very good level of personal support, involving parents and specialist support where necessary. Because members of staff monitor the progress and personal development of pupils well, they are able to provide them with good advice and guidance. Pupils are confident in approaching adults in the school. There is a new and effective reward system that is consistently applied and which encourages good achievement in all aspects of personal and academic development.
23. Induction arrangements for children starting in the Nursery are satisfactory and help to establish a good home-school relationship. There is a good range of opportunities for pupils to take on responsibilities for the day-to-day running of the school. However, the school council is only newly formed and has yet to be fully involved in the development of the school.

Partnership with parents, other schools and the community

There is a good and effective partnership with parents and the community, and very good links with other schools. The views of parents in the parents' questionnaire and at the parents' meeting showed good support for the work of the school.

Main strengths and weaknesses

- Links with the church are very strong.
- Very good links with other schools benefit pupils.
- The views of all parents are not regularly sought.

Commentary

24. Parents' responses to the inspection questionnaire show that they are happy about all that the school has to offer. They particularly value the caring, Christian ethos and the work done by the interim headteacher in the current school year. Parents are welcome in school and those parents that attend relate well to all school staff. However, there is no regular sounding of the views of all parents, particularly those with no strong links with the church. Whilst information for parents is satisfactory, reports do not provide them with a clear statement about what their child needs to learn next. The use of homework and reading diaries is good and is an effective means of communication. There is a newly formed parents' association and parents are becoming more involved in school life. They attend special events, regular parent assemblies and provide support for road safety awareness. There are good procedures in place to deal with the concerns of parents. Communication with parents of pupils with special educational needs has improved during this school year. Parents are well informed and are invited to be involved in reviewing progress and setting targets for each term. Many parents take up this opportunity to support their child's learning.

25. Links with the church are very strong and support the strong Christian ethos of the school. Church members contribute effectively to the life of the school, for example helping in lessons and hearing pupils read, and pupils regularly attend services in the church. The school has very good links with other schools and colleges. Year 4 pupils visit the local secondary school for information and communication technology lessons and training placements are available for Nursery staff. The school maintains very good relationships with local secondary schools and this helps pupils to transfer smoothly.

26. Links with the local community are beneficial and provide good support for sporting activities. The successful *Share Project*, which assists parents to help their children in learning at home, is open to parents from other schools in the area.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance of the school are good.

Main strengths and weaknesses

- The new headteacher has made a good start and is building well on the very effective improvements made by the interim headteacher.
- Very good support from senior colleagues is helping to consolidate the recent, significant improvements evident in standards and provision.
- A very clear vision for improvement is shared by governors and staff.
- Planning for the school's future is very good and the monitoring of its provision is good.

Commentary

27. The headteacher, who took up post at the start of the term in which the inspection took place, has made a good start and has the confidence of governors, staff, parents and pupils. He is building well on the very effective leadership by the interim headteacher who was in place from the start of the school year. The interim headteacher devised a very challenging action plan to address key weaknesses evident in falling standards and implemented it very well. Both headteachers have benefited from strong support by *Education Walsall*, which has taken the form of rigorous monitoring and good quality advice. In addition, they have been very well assisted by senior managers on the staff, some of whom were also new to their posts. Together with a skilful deputy headteacher, they have created a very effective senior management team, which has pupils' achievement at the heart of its plans.
28. Governors are similarly well involved in planning, and have benefited from good quality training, leadership and advice provided by the interim headteacher and *Education Walsall*. They support senior managers well and now have good awareness of the school's shortcomings especially in relation to pupils' achievements but less so in relation to issues of pupils' attendance. The good expertise of the chair of governors and several of his colleagues is helping to effect change and governors are beginning to challenge the senior staff to account for their actions. They follow principles of best value satisfactorily.
29. The strong, Christian ethos of the school has the pupils' welfare at its centre and now has a better focus on expectations for what the pupils can achieve. Staff are very good role models for pupils. Leadership of the curriculum by senior managers is now very good overall and means provision in the Foundation Stage, as well as the core subjects of English, mathematics, science and information and communication technology is improving significantly. Provision for pupils with special educational needs is well led and managed by the co-ordinator. She has significantly improved practice by ensuring that systems are consistent across the school and providing effective support for class teachers and learning assistants. A serious barrier to learning is the significant backlog of under-achievement and this is being addressed through the vision for improvement shared by the whole school.

Financial information

30. School improvement planning is well founded on budgetary considerations. The larger than average carry-forward into 2003 has been used to finance significant developments to the buildings and learning resources in order to raise standards. Good procedures were reported in the most recent financial audit. However, administrative and secretarial costs are above average

for a primary school of this size and there has been no review of cost effectiveness and efficiency to confirm their value for money.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 533,836 |
| Total expenditure | 558,207 |
| Expenditure per pupil | 2,345 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 66,623 |
| Balance carried forward to the next | 42,252 |
| | |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

31. The children in the Nursery and Reception classes are given a good start to their education. When they start in the Nursery, their attainment varies but is generally well below average. Although many children are not on course to achieve the nationally agreed early learning goals by the end of the Reception year, their achievement is good from their low starting points. The quality of the leadership and management of the Foundation Stage has improved significantly since the last inspection and is now very good overall. The co-ordinator leads an effective team of teachers and assistants who create a secure and happy atmosphere in both classes. The Nursery is led by two Nursery nurses, one of whom is training towards teacher status. The curriculum has also improved since the last inspection and now is fully in line with national guidance. Children are offered a good balance of teacher-directed and independent activities across the six areas of learning. However, planning is not fully consistent across the two classes, which means transfer from Nursery to the Reception year is not as smooth as it might be. Very careful assessments help all children, including those with special educational needs, to achieve well because the members of staff know their individual strengths. There is some duplication in assessment recording, which wastes adults' time.
32. It was not possible to judge the standards attained or the quality of teaching and learning in **creative development** because no teaching sessions were observed. Children in both classes have a wide range of opportunities to develop their creative and imaginative skills, including paint, chalk, clay and small world toys. The provision for role-play is particularly good and the independent play observed was well supported by adults in order to extend children's ideas and imagination.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children feel secure and confident because staff consistently encourage and praise their efforts.
- A strong emphasis on social development ensures children develop good relationships and understand what is expected of them.

Commentary

33. Children enter the Nursery class with very limited personal, social and emotional development. They achieve very well and many children in the Reception class will attain most of the early learning goals for this area of learning by the end of the year. Effective routines, such as the use of a toy crab in the Reception class to show whose turn it is to speak, create a calm atmosphere in both classes. Members of staff monitor children carefully so that they participate fully, and sensitive responses to their efforts promote confidence. By the time they reach the Reception class, children show improved confidence, concentration and independence. Teachers and assistants in both classes promote good behaviour and teach the necessary skills about relationships at every opportunity, as when an assistant helped a child to think about the feelings of the girl from whom she had snatched a toy.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Interesting activities are used effectively to develop spoken language skills.
- Good teaching of early reading and writing skills is well matched to individual needs.
- A high proportion of children have difficulty communicating their ideas through talk.

Commentary

34. Many of the youngest children in the Nursery are reluctant to speak or have speech difficulties, which make it hard to understand what they say. These difficulties persist for some children as they move into the Reception class and attainment generally is still below average when children enter Year 1. Teaching is planned carefully to deal with these problems. Attractive and well-resourced role-play areas help children to develop their speaking and listening skills as they play together. Interesting activities are devised for all areas of learning and adults intervene thoughtfully, encouraging children to talk about what they are doing.
35. Children make good progress with early reading and writing skills because teachers monitor their learning carefully and have a good understanding of the next step for each individual. The children in the Nursery begin to enjoy stories and other books and are encouraged to act as readers and writers in their play. In the Reception class, short sessions teaching the early skills of literacy are introduced and gradually extended. Tasks are well linked and matched to children's differing abilities, as when, for instance, some children wrote simple sentences on their postcards whilst others recorded their ideas through drawing and writing their names. Higher attaining children in the Reception class are on course to attain most of the early learning goals for reading and writing but most children will still be working towards these at the end of the school year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Imaginative and well-planned teaching engages children's interest so that they concentrate well.
- New ideas are introduced clearly and carefully consolidated.

Commentary

36. Children enter the Nursery with very limited ideas about number, shapes and measures. They achieve well in both classes and many in the Reception class have reached some of the early learning goals for counting numbers. However, most children are not likely to attain the early learning goals for mathematical development overall before they enter Year 1. Teachers' planning is good and so children in both Nursery and the Reception class develop their mathematical understanding through teacher-directed activities and self-chosen tasks. In the Nursery, children play counting games, sing songs, fill and empty containers and paint and build shapes. The Nursery nurses explain new mathematical ideas such as 'middle sized' very clearly, and reinforce them in a variety of ways, as when setting up a picnic for the three bears.

This means children gain confidence and competence. In the Reception class, mathematics lessons are introduced and gradually extended. The teacher matches the challenge to the stage of development. For example, one group ordered numbers of sandcastles to 15, while another group wrote numerals to ten, using sand and glue. Good links with topic work, for example a bus queue to teach ordinal numbers, make mathematical activities more purposeful.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children use their senses well to investigate objects and materials.
- Members of staff make good use of the local environment to stimulate children's curiosity.

Commentary

37. Children's knowledge and understanding of the world around them are well below average when they start in the Nursery. The children achieve well because staff provide a wide range of activities to broaden their experience, such as powder paint to turn a puddle red after a shower. They plan local visits and invite visitors into school to encourage the children to be curious about their world. Children in the Reception class have visited both the church and the post office recently. During the inspection, children in both classes used their senses of touch and taste appropriately to explore and investigate fruit cocktails and porridge that they made. More than half the children in the Reception class will reach some of the early learning goals in this area of learning by the end of the year. However, attainment in using information and communication technology to support their learning is below average because resources such as programmable toys and appropriate software are limited.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Good teaching makes the best possible use of the outdoor space to help children develop their physical skills.
- Some aspects of the curriculum in this area of learning cannot be covered because resources are not provided.

Commentary

38. A well-planned programme of indoor and outdoor activity helps children to achieve well in both classes, although the attainment is still below average for many children at the end of the Reception year. Nursery children are beginning to find pathways and targets when using riding and throwing equipment outdoors. Good teaching helps children in the Reception class to be more aware of their own space and that of others when running about in the hall. However, the designated Foundation Stage space for physical activity is cramped and this means children are not able to develop the climbing, balancing and scrambling skills necessary to attain all the goals in this area of learning. The school is aware of this weakness and plans are in place to address the issue.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good leadership and management are starting to raise standards well.
- Standards in the current Year 2 are average in reading and above average in writing, because of excellent teaching in this year group.
- Standards of speaking by a significant minority of pupils are too low.
- Pupils' knowledge of letters sounds and the use they make of them to help them read unfamiliar words are limited.
- Standards of writing are improving as a result of a school-wide focus this year.

Commentary

39. Standards in reading are average in the current Year 2. This is an improvement on last year's results in Year 2 and continues the rise evident from a low point in 2001. Standards in writing are above average and this shows a very significant improvement on standards in recent years. Pupils are now achieving very well in writing. Improvements in both subjects are the result of excellent teaching in this class of Year 2 pupils. Standards in Year 1 are improving too and this is the result of improvements in teaching and resourcing for reading as a result of a school-wide focus on raising standards, which began at the start of the school year. Nevertheless, pupils' ability to read unfamiliar words in infant classes is limited, an aspect that the school has become aware of this year and is tackling by teaching letter sounds more rigorously and consistently from the Foundation Stage. Standards of speaking and listening are average overall but a significant minority of pupils have indistinct speech and difficulty articulating their ideas. These are key aspects for improvement.
40. Standards in the current Year 6 are well below average. However, the decline evident in standards since 2001 is being halted as a result of good teaching and the school-wide focus on raising standards of writing. Pupils' low levels of attainment reflect a backlog of under-achievement, evident, for example, in the standards these pupils reached in Year 5. Progress in the current year, as reflected in pupils' work, is good. This level of progress is evident in the current work of all classes in Years 3 to 6 and is the result of the concerted efforts of staff under the leadership of the interim headteacher and the subject leader during the current school year. Overall, pupils' achievement in relation to their capabilities is only satisfactory and this is a key area for improvement. As in infant classes, the speaking skills of a significant minority are too low and reading skills of pupils in Years 3 and 4 are limited. Pupils with special educational needs make good progress towards targets in their individual education plans. Since the time of the last inspection, improvement in this subject has been only satisfactory. It has been good, however, in the current school year. Monitoring of provision, the quality of teaching and levels of resourcing have all improved significantly.
41. Recent developments mean that the quality of teaching and learning currently is good. In lessons seen, teaching was never less than good. One excellent lesson was seen in Year 2 and a very good lesson seen in Year 5.

42. All aspects of teaching and learning are good, including planning, teachers' expectations and management of pupils. Homework is set consistently and makes a good contribution to pupils' learning. It is regularly marked and valued. However, the teaching of reading requires greater rigour so that pupils become confident reading unfamiliar words and do not simply rely on recognising words they already know. Furthermore, speaking skills are not promoted well enough. For example, there are times when the teacher accepts a one-word answer from a pupil when explanations are required. There is no consistent approach to improving speaking by pupils talking to one another in oral work, and teaching through drama is under-developed.

Example of outstanding practice

An English lesson, following the format of the National Literacy Strategy, with a class of Year 2 pupils focusing on report writing. An example of excellent practice.

The class teacher had prepared exceptionally well for this series of lessons! The topic chosen to exemplify the skills of writing a report was very appealing indeed – dinosaurs. The pupils were led to believe they were privileged to be involved in an amazing – and top secret – finding: a dinosaur egg at an archaeological site somewhere in their part of England. They watched and listened, rapt, to a video of an interview with the 'senior archaeologist' on site. They were awestruck when a large parcel, marked *Fragile, With Care*, was delivered to the classroom. Keeping the parcel's instructions in mind, they carefully unwrapped and passed round the egg, describing it as they did so...*enormous, huge, pointy, heavy, oval and mysterious...* Throughout the lesson, the teacher encouraged the pupils to speak clearly and give their ideas in full sentences. She reminded them of earlier learning about writing reports as opposed to narratives or descriptions, and the pupils began to write notes towards their reports on various dinosaurs. They drew on information they had gathered during the previous lesson from books and the Internet. As they worked in pairs on different assignments, which were well pitched to match the different levels of attainment, the pupils used dictionaries and thesauruses to help. Higher attaining pupils were beginning to use terms such as *Amazingly* and *Furthermore* to connect parts of their reports. In the final part of the lesson, the pupils had to explain to a different partner what they had found out and the listener had to retain two points about the dinosaur they were describing. Speaking, listening, reading and writing skills all developed in one exciting lesson. Tonight at the teacher's home – the egg begins to crack open...!

43. Leadership and management of the subject by the subject leader are good. Systems to assess pupils' progress are good, and short-term targets for improvement provide pupils with a good indication of how they are to improve. The tracking of pupils' progress over time requires improvement. Marking of pupils' work is regular and supportive, though the use of marking codes, described in the policy, is inconsistent. Some classes are operating an effective system of *reading buddies* to help pupils to read but this not happening across the whole age range. Levels of resourcing have improved significantly to support both teaching and pupils' reading. Libraries have been effectively upgraded but there is a need for more non-fiction.

Language and literacy across the curriculum

44. Good use is made of other subjects to promote standards of reading and writing, especially religious education and history. Information and communication technology is used well to promote skills. Links between subjects and literacy in teachers' planning, so that, for example, the teaching of persuasive writing makes use of topic work in another subject, are underdeveloped.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- A very strong and capable subject leader has a good overview of the subject.
- Strategies to develop pupils' skills of mental mathematics, particularly in the current school year, are good.

- Teaching is good.
- Standards are hampered throughout the school because of under-achievement in the past and pupils' lack of basic mathematical knowledge.
- The quality of marking is inconsistent.

Commentary

45. Standards are average in Year 2 but below average in Year 6. Pupils' achievement is satisfactory overall. Pupils' progress has been good during the current school year in infant classes and standards in Year 2 show improvement on last year's results. Standards in the current Year 6 are similar to last year's results. It is expected that a few children will reach the higher Level 5 but this will not be enough to ensure that the school is in line with the national average. Skills of mental mathematics have improved significantly in the past year, providing a good foundation for learning in the future. Pupils with special educational needs are well supported in lessons by teachers and the well-briefed support staff. Overall, they make satisfactory progress.
46. The quality of teaching is good. There was an example of very good teaching in Year 2 where the pace of the lesson was sharp, the pupils engaged with the teacher and the classroom assistant for the whole of the lesson and good use was made of practical resources. In Year 6, where the teaching is consistently good, the pupils are encouraged to use appropriate mathematical language and in a lesson focusing on the translation of shape, information and communication technology was used to enhance learning. When learning is good, pupils are challenged and supported well. Marking of pupils' work is inconsistent, however, ranging from very good, where the pupils are involved in their learning and comments are constructive, to instances where work has been acknowledged as completed with no comment at all.
47. The leadership and management of the subject are good. The subject leader is enthusiastic and knowledgeable and knows the strengths and weakness of the provision. Overall, however, improvement since the last inspection has been only satisfactory. Recent developments are making a good impact. The subject leader has strategies to enhance standards throughout the school and is steadily implementing change in order to raise them over time. She has analysed test results and identified where provision is lacking. She is beginning to monitor teaching and has modelled lessons for staff in junior classes. The members of staff receive good quality guidance to improve teaching and learning.

Mathematics across the curriculum

48. The National Numeracy Strategy is being implemented and adapted to the needs of the children. Although some use is made of mathematics in other subjects such as geography, the use and application of mathematics for problem solving across the curriculum is not systematically planned.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils make good progress and achieve well in Years 1 and 2.
- Standards attained in Years 3 to 6 are improving but still below average.
- Probing questions are used skilfully in lessons so that pupils think carefully about their work.
- Insufficient time is allocated to the subject for pupils to achieve as much as they are capable of.

Commentary

49. Standards attained by pupils in Year 2 have improved significantly and the current class is attaining the standards expected for this age group. Pupils are achieving well and have made good progress because teaching has been good. Standards in Years 3 to 6 are also improving, but attainment in Year 6 is still below average because of under-achievement in earlier years. This is partly the result of an imbalance in the teaching time allocated to science while the members of staff have been addressing the important issue of raising standards in literacy and numeracy. The achievement of pupils with special educational needs is satisfactory overall, but occasionally unsatisfactory when they are given work that is not modified to meet their needs.
50. Teaching is at least satisfactory in all year groups and sometimes good. Lessons are planned and prepared thoroughly and teachers make good use of a range of resources. They ask probing questions so that pupils work hard to deepen and explain their thinking. For example, in Year 4, the teacher pushed a lower attaining group to think carefully about why the bulb in their circuit did not light when the connections were good. This led to a range of ideas and good achievement. Most lessons are well structured and include opportunities for pupils to explore, observe and make suggestions, as when pupils in Year 1 went outside to explore the sounds they could hear. Investigations are integrated into the teaching of all aspects of science but sometimes the problems posed do not help pupils to develop an understanding of how to make their tests reliable. Better investigations, as when pupils in Year 4 investigated which shape was best for moving through water, are simple and clear. Pupils are keen to learn about science and especially enjoy practical work. They show interest and confidence because teachers value their ideas. They make good use of their literacy skills in recording their work but insufficient use of numeracy skills and computers.
51. The subject leader has begun to make an impact on teaching through good analysis of data. By watching staff teach, she has identified training needs and planned courses with the support of local secondary school colleagues. Recently introduced procedures for assessing pupils' progress are good. The subject leader is aware of the need for the time allocated to science, particularly in Years 1 to 5, to be reviewed in order to raise standards. Overall, improvement since the previous inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication is **good**.

Main strengths and weaknesses

- Very good leadership and management of the subject are leading to very good improvements in provision.
- Pupils' achievement overall is satisfactory and could be better.
- Very good links with an associated secondary school provide opportunities for pupils to further their expertise.
- Members of staff make very good use of their computer skills to present pupils' work attractively and provide interesting displays.

Commentary

52. Pupils' attainment is average in Year 2 and pupils make good progress. This is the result of teachers planning well to use the class computers to develop pupils' skills of word processing, research, using and recording data, and graphics. Attainment is below average in Year 6. Pupils' skills are better in some elements of the subject, such as word processing, than others,

such as interpreting and recording data. Pupils' achievement in relation to their capability is satisfactory and is the key aspect for improvement. Since the time of the last inspection, standards have improved in Year 2 but have remained the same in Year 6. At the time of this inspection, facilities were in the process of being upgraded with a new classroom for computers about to be opened and interactive whiteboards ordered for a number of classrooms. Plans for subject development are very good.

53. Though no teaching of discrete lessons was observed, the teaching in lessons such as English, mathematics and art and design was good. Teachers have good levels of expertise and make especially good use of computers to label and decorate classroom displays. This promotes high expectations for pupils, who themselves are encouraged to use attractive colours, fonts and borders to set off their own work well. Each pupil keeps a neat folder of work and those in junior classes have a disk to save it on. Good use is made of various websites to help the pupils' learning in subjects such as geography and history.
54. Leadership and management by the subject leader are very good. Appointed to the school at the start of the school year, she has made great strides to develop provision at a time when significant funding has been allocated to the subject for new hardware and software. Monitoring provision, through work sampling and scrutinising teachers' planning, is now very effective in raising the profile of the subject in school. Links with an associated secondary school have helped the pupils in Year 4 to improve specific skills of control technology, and provided technical support for computers throughout the school.

Information and communication technology across the curriculum

55. The subject is used well in several subjects, most notably English, mathematics and art and design. Pupils draft and re-draft work in English and write newspaper articles using an appropriate program. They use a variety of data handling packages and spreadsheets to record work in mathematics. They use various graphics programs to good effect to paint and draw and the Internet to research topics in geography and history. Planning for the use of the subject in science, geography and history is underdeveloped.

HUMANITIES

56. Religious education is inspected separately. During the inspection, **geography** and **history** were only sampled. As a result, no overall judgement on provision and standards is possible. The quality of teaching and learning in both subjects seen was satisfactory overall with evidence of good teaching in Year 2 where the activities were stimulating and fun. In this lesson, the classroom assistant also fully engaged a group of pupils with special educational needs with good challenges. From a scrutiny of pupils' work, it is evident that pupils have studied a variety of historical topics including World War 2, The Vikings, Romans and Greeks and in geography, rivers, mountains and mapping skills. There is an overview of curriculum planning but no build-up of skills over time. Some topics are repeated without due regard to National Curriculum requirements.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

57. During the inspection, **art and design**, **design and technology**, **music** and **physical education** were only sampled. As a result, no overall judgement on provision and standards is possible.

58. Some work seen in **art and design** is of a good standard and teaching in the one lesson observed was very good. Pupils in Year 6 discussed the work of Degas with great interest and worked hard using oil pastels in his style. The pencil sketches of fellow pupils in different positions by pupils in Year 2 show careful observation, and pupils in Year 3 are beginning to use their sketchbooks to collect and develop ideas. Good links with literacy were evident in Year 1, where pupils described how they made their mono-prints. Little evidence was seen of work with textiles or in three dimensions and the amount of work in Year 3 to 6 sketchbooks was small for this time of the school year.
59. Limited evidence of work in **design and technology** was available during the inspection and no lessons were observed. The subject is blocked with art and design and pupils in Years 3 to 6 use their art sketchbooks to plan and evaluate the products they make. This leads to insufficient development of skills specific to design and technology in some year groups. In Year 6, the work designing, planning, making and evaluating fairground rides is of a high standard. In Year 2, vehicles made with moving wheels on axles show satisfactory cutting and joining skills.
60. The curriculum for **music** has improved since the last inspection and now covers the National Curriculum programmes of study satisfactorily. A specialist teacher offers good support for class teachers. Pupils enjoyed the music lessons observed during the inspection because the teaching was well paced and challenging. The standard of singing in assemblies and lessons was generally good. Pupils have good opportunities to learn to play recorders and to take part in musical performances. They listen to and enjoy a range of musical styles as they leave assembly.
61. In **physical education** lessons, pupils were well motivated and active. They warmed up and cooled down carefully and they knew about the need for this. They are able to sustain physical effort during the whole of the lesson. Teachers maintained a good pace to lessons. In those lessons taken by specialists supporting the school, activities were well structured and challenging. There was an example of excellent teaching in Year 2 where pupils practised and acquired skills exceptionally well. Because of the very good contribution of the classroom assistant, the pupils were well behaved and fully engaged throughout. There is insufficient emphasis, however, given to the development of skills in teachers' planning. Specialist teaching by contributors from an associated secondary school and Walsall FC enhance the provision, as do extra-curricular activities that include football, netball, and Gaelic football. The school participates in competitions with other schools and there is a residential Outward Bound course planned for the next group of Year 6 pupils. The majority of pupils are able to swim at least 25 metres in Year 6.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- Leadership of the subject is good.
- Teaching both in discrete lessons and across the curriculum is good.
- The new published scheme of work the school uses enhances teachers' planning well.
- Good links are made with religious education.

Commentary

62. Provision includes sex and relationship education in Year 6 and promotes an awareness of drugs misuse in junior classes. A newly acquired scheme of work is helping teachers to plan the work in personal, social and health education well. Because of the Christian nature of the school, the subject permeates throughout the school. It is topic based and the subject leader links topics to work in religious education and collective worship so that there is a whole-school focus on a particular aspect. In two lessons observed during the inspection, teaching and learning were good and pupils' achievement was satisfactory.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgment</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 4 |
| How inclusive the school is | 3 |
| How the school's effectiveness has changed since its last inspection | 4 |
| Value for money provided by the school | 4 |
| Overall standards achieved | 4 |
| Pupils' achievement | 4 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 5 |
| 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 | 3 |
| How well the curriculum meets pupils needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 3 |
| How well the school seeks and acts on pupils' views | 4 |
| The effectiveness of the school's links with parents | 3 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 2 |
| The leadership and management of the school | 3 |
| The governance of the school | 3 |
| The leadership of the headteacher | 3 |
| The leadership of other key staff | 2 |
| The effectiveness of management | 3 |

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