

INSPECTION REPORT

ST GABRIEL'S CE VA PRIMARY SCHOOL

Blackburn

LEA area: Blackburn and Darwen

Unique reference number: 119501

Headteacher: Mr H Sharples

Lead inspector: Mr Brian Holmes

Dates of inspection: 15th – 17th September 2003

Inspection number: 260302

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	231
School address:	Wilworth Crescent Blackburn
Postcode:	BB1 8QN
Telephone number:	(01254) 249 462
Fax number:	(01254) 249 062
Appropriate authority:	Governing body
Name of chair of governors:	Keith Fitzhenry
Date of previous inspection:	9 th November 1998

CHARACTERISTICS OF THE SCHOOL

St Gabriel's Church of England Voluntary Aided Primary School is an average-sized primary school situated in the residential area of Brownhill on the outskirts of Blackburn. There are 231 pupils at the school, aged four to 11, of which 120 are boys and 111 are girls. Most of the pupils live in private, owner-occupied housing and come from the surrounding area of the school, which is socially advantaged in comparison to the country as a whole. The percentage of pupils who are eligible for free school meals is 1.7 per cent, and is low when compared to other schools. There is also a low level of pupil mobility. Most children receive a pre-school education before entering the Reception class, when their attainment on entry is slightly above average, in their pre-reading and number skills.

The proportion of pupils with special educational needs (SEN) is below the national average. There are 23 pupils on the SEN register, with three having a statement of special educational needs. Eight of the pupils on the SEN register receive school action plus support and have a number of different learning needs, ranging from moderate learning needs to social, emotional and behavioural difficulties, and autism.

The school has a strong, Christian ethos, which is strongly supported by parents. The vast majority of pupils are from a Christian background, and there are very few pupils whose mother tongue is not English, or who are from a different ethnic group. There are very close links with the local parish church, and the school also works very closely within its 'family of schools'.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15215	Brian Holmes	Lead inspector	Science Information and communication technology (ICT) History Geography
19558	Michael Hammond	Lay inspector	
7418	Kath Rollisson	Team inspector	Foundation Stage Mathematics Art and design Design and technology
23319	Vince Leary	Team inspector	English Music Physical education Personal, social and health education Special educational needs English as an additional language

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 8
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9 - 13
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	13 - 18
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18 - 20
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	21 - 37
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS AND COURSES IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	38

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Gabriel's is a **very effective** school, which is highly regarded by both its pupils and their parents, and which provides **very good value for money**. There is high quality leadership within the school, high standards of work, the inclusion of all pupils and teamwork at all levels within a strong Christian ethos. There is a very positive learning environment and a high level of commitment from the staff, governors and parents to maximising pupils' potential. A good quality of teaching and curriculum provision promotes a good quality of learning and enables pupils to achieve well. The one barrier to achievement is the lack of space for practical activities in classrooms.

The school's main **strengths** are:

- The leadership of the headteacher continues to be outstanding, with very good support from the governing body, senior staff and subject co-ordinators.
- Standards of attainment are well above average in English, mathematics and science at both seven and 11. They are also above average in history, geography, art and music at seven and 11 and in information and communication technology (ICT) at seven.
- Pupils achieve well across all phases of the school.
- The quality of teaching is good across the school, with very good features in each phase.
- Pupils' attitudes to learning, their behaviour and values are very good. Their personal development, including their spiritual, moral and social development, is also very good.
- The curriculum is broad and balanced with good levels of inclusion.
- Pupils are very well cared for and there is a strong partnership with parents, St Gabriel's church, the community and partner institutions.

The school's main **weakness** is that:

- Pupils do not know enough about other cultures.

Since the previous inspection, there has been a **good improvement in the school's effectiveness**. No key issues were identified in 1998 and the school responded well to the suggestions made for inclusion in its development. Standards of attainment have been maintained at a high level, and the quality of teaching pupils receive has also continued to improve, with more good or better teaching. Pupils' attendance has improved, as has their behaviour and personal development. The quality of leadership and management from the governing body and senior staff has improved well.

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	A	A	A
mathematics	A	C	A*	A
science	A	D	A	A

Key: A - very high, 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.*

Pupils achieve well throughout the school, both in relation to the performance of pupils in other schools and compared to their own prior learning. In the Reception class, most pupils achieve well and make good progress to exceed the goals children are expected to reach by the end of the year. In Years 1 and 2, pupils continue to make good progress and achieve standards in

reading, writing and mathematics, which are well above the average expected for pupils at the age of seven. Between Years 3 and 6, good progress continues and in the national tests for 11 year olds in 2002 pupils attained standards well above average in English and science, and very high in comparison to the average in mathematics. The work seen during the inspection shows standards to be well above the average in all three subjects. Pupils aged 11 also attain above average standards in several other subject areas – art, music, history and geography.

Pupils’ spiritual, moral and social development is very good, with satisfactory cultural development. The school ethos strongly promotes spiritual development and the development of the individual within a community. Pupils have a very good understanding of their own culture but only a limited understanding of other cultural traditions. **Pupils’ attitudes to learning are very good, as is their behaviour,** both in class and in and around the school. **Pupils’ attendance is very good** and is well above average. There is no unauthorised absence and punctuality to school is very good.

QUALITY OF EDUCATION

The quality of education provided is good, with very good features.

The quality of teaching and learning is good in each phase of the school. Teaching is consistently good, and is very good or better in one out of three lessons. Very good teaching was seen during the inspection in mathematics, with an example of excellent teaching. Good teaching was seen in English and in all other subjects observed. All teachers have very good subject knowledge and develop very good relationships with their pupils. The use of the interactive whiteboard for teaching and learning is a good feature in most classrooms. Teachers manage their pupils extremely well and have high expectations of pupils’ work, which encourages most pupils to work hard and achieve well. They are engaged in their learning and work extremely well co-operatively with other pupils, and on their own when required to do so. Teachers involve all pupils and match work well to the needs of different abilities in each class.

The school provides a **broad and well-balanced curriculum** for its pupils, which includes very good provision for pupils with special educational needs and a good range of activities to support pupils’ achievement outside the main curriculum. The accommodation places some limitations on the development of practical activities, because of a lack of space, and the school has also identified the need to improve its provision for pupils who are gifted and talented. **Pupils are very well cared for** in a supportive, caring environment. **There is also a strong partnership with parents, the community and partner institutions.** Both of these factors encourage pupils to develop individually and as part of the school community and to achieve their best.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is very good overall. The head teacher continues to be outstanding, and is very well supported by the governing body, senior staff and subject co-ordinators. The governing body is very supportive of the school and fulfils its roles in working with the school extremely well. The headteacher has a very clear vision for the school, and a commitment to high standards in all aspects of its work. Senior staff and subject co-ordinators show a high level of commitment and provide very good role models for pupils and other staff.

PARENTS’ AND PUPILS’ VIEWS OF THE SCHOOL

Parents hold the school in high regard. They are particularly pleased with the leadership and management of the school, the way their children are taught and the range of activities on offer. They like the fact that the staff expect hard work from their children and almost all feel comfortable in approaching the school if they have problems to solve. Parents feel that children behave well, make good progress and are encouraged to become mature. **Pupils** also hold the school in high regard. Almost all pupils like being at school and think that their teachers treat them fairly. Most think that

they learn a lot and that the lessons are interesting and fun. Almost all pupils know that there is an adult to go to if they are worried or hurt.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Improve provision to ensure that all pupils have a greater knowledge and understanding of other cultures.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards of work seen are well above average in the core subjects, and better than expected in several other subject areas. All pupils achieve well, including those with special educational needs, and make good progress during their time at the school.

Main strengths and weaknesses

Strengths

- Pupils achieve well throughout the school.
- Standards are well above average in English, mathematics and science through-out the school.
- Standards of attainment are above average in history, geography, art and design and music at the ages of seven and 11, and in ICT at age seven.
- Pupils achieve well in their application of literacy, numeracy and ICT skills across the curriculum.
- Pupils with SEN make good progress throughout the school.

Weaknesses

There are no significant weaknesses, but in order to develop further the very good provision, two areas for development are included:

- The achievement of gifted and talented pupils is satisfactory, but is in need of further development. This has already been identified by the school and is a priority on the school development plan.
- Opportunities to develop writing in subject areas could be more focused on specific literacy objectives.

Commentary

1. Pupils' achieve well throughout the school, both in relation to the performance of pupils in other schools and compared to their own prior learning. In the Reception class, most pupils achieve well and make good progress to exceed the goals children are expected to reach by the end of the year. In Years 1 and 2, pupils continue to make good progress and achieve standards in reading, writing and mathematics, which are well above the average expected for pupils at the age of seven. Between Years 3 and 6, good progress continues and in the national tests for 11 year olds in 2002 pupils attained standards well above average in English and science, and very high in comparison to the average in mathematics. The indications are that these standards have been maintained in the 2003 results of the national tests for pupils at 11. Provisional results show that almost all pupils attained the expected levels in English, mathematics and science, with many pupils achieving higher levels, particularly in reading, mathematics and science.
2. Pupils attain very good standards and achieve well in relation to their own ability because of very good leadership and management, and consistently good teaching with very good features. There is a strong Christian ethos, which contributes towards high standards. Pupils' personal development is very good and, combined with the ethos of the school and the excellent relationships between adults and pupils, a learning environment is created in which pupils feel safe and secure and able to achieve. The pupils' questionnaire reflects this, with almost all pupils responding that they think their teachers are fair and over 90 per cent thinking that teachers listen to their ideas. Good levels of inclusion and the strong teamwork

of the staff also contribute to the environment where good achievement is the norm. The one barrier to pupils' achievement is linked to accommodation and the lack of space for practical activities and specialist activities such as music lessons.

3. On entry to school in the Reception class, children's skills in speaking and listening, numeracy and personal and social adjustment are slightly better than those found nationally. Very good provision in the Reception class quickly leads to children developing confidence and independence to take responsibility for their own actions. Most children are likely to exceed the goals set for them in every area of learning, including physical development, by the time they leave the reception class. In their work on communication, language and literacy, the analysis of work shows that, by the end of the Reception class, higher attaining children write their own stories independently. A few children use full stops and capital letters in their writing. In mathematical development, most children use number names and make correspondingly accurate taps up to 20. A few already recognise simple fractions, as shares of a cake. Very good provision in the other areas of learning ensures that children make good progress and achieve well, for example, designing and making puppets, comparing and contrasting old and new toys, and becoming aware of and beginning to understand the use of the five senses.

4. The work seen during the inspection shows standards to be well above the average in all three core subjects. In English, standards of work seen were well above average in speaking and listening, reading and writing at both seven and 11. In both year groups, pupils speak and listen well for their age, using a varied speaking vocabulary. Teachers create a climate in which pupils are confident to speak because they know that their contributions will be welcomed and appreciated. Most pupils in Years 2 and 6 are good readers and many exceed the expected levels. Pupils read accurately, fluently, and with good understanding. The most able older pupils read at a high level, explaining and justifying their preferences for particular styles and authors. In Years 2 and 6, most pupils write very well. The most able pupils write with impressive energy and fluency. Most pupils present their work very well and have developed a neat, joined script, which they use fluently for all their written work. Pupils' best writing is found in story telling and factual accounts. Pupils' stories are lively and eventful, carefully structured, and effective. They use vocabulary with increasing precision, learn to use punctuation correctly, and draw on a good range of expression.

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

Standards in:	School results	National results
reading	17.2 (17.8)	15.8 (15.7)
writing	16.0 (16.0)	14.4 (14.3)
mathematics	17.2 (17.7)	16.5 (16.2)

There were 34 pupils in the year group. Figures in brackets are for the previous year.

5. In Mathematics, by the end of Year 2 pupils make good progress and achieve highly across a range of mathematical skills. They show a clear understanding of place value in numbers up to and beyond 100, developing a variety of methods for adding and subtracting and recognise that subtraction is the inverse of addition. Using interactive white boards, many pupils solve multiplication problems, whilst some have immediate recall of multiplication facts. By the age of 11 pupils achieve high standards. They add and subtract decimals and many pupils use all four operations to two decimal places. Mental skills are well developed and most pupils have a good recall of multiplication facts. They understand the difference between 'mean' and 'median' scores. They handle data well using computers in addition to lists, tables and charts to sort, classify and organise information.

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

Standards in:	School results	National results
English	29.6 (27.0)	28.8 (27.0)
mathematics	30.1 (26.7)	27.2 (26.6)
science	30.4 (28.3)	28.0 (28.3)

There were 35 pupils in the year group. Figures in brackets are for the previous year.

6. Pupils aged seven and 11 attain well above average standards in science, and above average standards in art and design, music, history and geography, and in ICT by the age of seven. Overall, there has been a good rate of improvement since the previous inspection in improving standards across different subjects of the curriculum. Children in the Foundation Stage achieve well and make good progress from their attainment on entry to the school, and this progress is consolidated in Years 1 and 2 and in Years 3 – 6. Inspection evidence confirms that in most subjects pupils achieve well and make good progress throughout the school. No significant differences were observed in the progress made by boys and girls.
7. Pupils with special educational needs make good progress throughout the school, and their achievement is good. The school is aware of pupils' strengths and weaknesses through its assessment and testing procedures in English and mathematics. Teachers plan appropriate work for pupils with special educational needs, especially in English and mathematics, and make sure they receive the necessary support to successfully complete the activities. A very good proportion of pupils attain higher levels in the national tests at seven and 11, but pupils who are gifted and talented currently achieve satisfactorily in line with their abilities. Further specific provision for these pupils has been identified as an area for development in the current school development plan.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are very good with pupils eager to come to school. Attitudes to learning, other people and behaviour are very good. The spiritual, moral and social development of pupils is very good. Pupils have a very good understanding of their own culture but only a limited understanding of other cultural traditions.

Main strengths and weaknesses

Strengths

- The ethos of the school is made real by all the staff in the way they show how much they value and have high expectations for each pupil.
- Attendance and punctuality are very good.
- Attitudes to learning are very good as a result of very effective teaching.
- Very good attitudes to each other and all the adults in the school demonstrates how much pupils value being part of the school community.
- Very good behaviour which is strongly supported by the fairness in the way pupils are treated by teachers.
- The spiritual, moral and social development of pupils is very good.

Weaknesses

- Pupils' knowledge of cultures other than their own could be improved.

Commentary

8. The whole ethos of the school encourages very good attendance, attitudes, relationships and behaviour. The strong provision for pupils' spiritual, moral and social development creates an environment in which pupils feel that they belong to a community, gives them opportunities to show initiative and take responsibility, and creates a learning environment in which all pupils achieve well. Adults in the school always treat pupils fairly and are seen as very good role models for the pupils in the respect they have for each other and for each pupil.

Authorised absence	
School data	3.9%
National data	5.4%

Unauthorised absence	
School data	0.0%
National data	0.5%

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

9. A characteristic of the school is the confidence with which pupils ask searching questions and are willing to express their opinions. This was amply demonstrated in the School Council where even the youngest pupils joined in the discussion.
10. The children's questionnaire clearly indicates that a very large majority of pupils like being at this school, learn a lot and are trusted to do things on their own. They said that lessons are interesting and that teachers listen to their ideas. Large numbers of pupils are involved in extra-curricular activities which are well supported by teachers and parents.
11. Pupils' behaviour is very good, both in class and around the class. There were no exclusions of pupils, either for a fixed term or permanently, in the previous school year.

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	93.3%	0	0
White – Irish	0.0%	0	0
White – any other White background	0.0%	0	0
Mixed – White and Black Caribbean	0.0%	0	0
Mixed – White and Black African	0.0%	0	0
Mixed – White and Asian	0.0%	0	0
Mixed – any other mixed background	0.0%	0	0
Asian or Asian British – Indian	1.0%	0	0
Asian or Asian British – Pakistani	1.4%	0	0
Asian or Asian British – Bangladeshi	0.0%	0	0
Asian or Asian British – any other Asian background	0.0%	0	0
Black or Black British – Caribbean	0.5%	0	0
Black or Black British – African	0.0%	0	0
Black or Black British – any other Black background	0.0%	0	0
Chinese	1.0%	0	0
Any other ethnic group	1.4%	0	0
No ethnic group recorded	0.0%	0	0

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

12. Pupils know right from wrong and are developing a good sense of spiritual awareness. This can be seen in the displays throughout the school and was witnessed during one assembly in the sensitive way pupils responded to a period of silence and then murmured in appreciation before one song was sung.
13. An area of development, which will extend pupils very good understanding of their own culture, is the need to develop more understanding of other cultural traditions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good, with several very good features. The quality of teaching and learning is good and is enhanced by a broad and balanced curriculum, particularly in the Foundation Stage and the provision for pupils with SEN. Very good levels of care and guidance and a strong partnership with parents strengthen the ethos and climate for learning in which pupils flourish and achieve well.

Teaching and learning

The quality of teaching and learning is good in all areas of the school, with very good features and examples of very good and outstanding practice.

Main strengths and weaknesses

Strengths

- The use of the interactive whiteboard for teaching.
- The relationships between teachers and pupils.
- Teachers subject knowledge and expertise.
- Teachers encouragement and management of pupils.
- Inclusive approaches – needs of all pupils are met and work is well matched to different abilities.

- High expectations of pupils and good planning to meet needs and develop a range of teaching and learning approaches.
- Pupils are engaged in their learning, working well collaboratively and co-operatively.

Weaknesses

There are no significant weaknesses, but in order to develop further the good provision, two areas for development are included:

- More qualitative differentiation for higher attaining pupils in some classes.
- The formalisation of assessment procedures to record pupils' attainment in the Foundation subjects. This is already a priority within the school development plan.

Commentary

14. Teaching is consistently good, and is very good or better in one out of three lessons. It has progressed well since the previous inspection, with almost nine out of ten lessons seen judged to be good or better. Very good teaching was seen during the inspection in mathematics, with an example of excellent teaching. Very good teaching was seen in English and mathematics, and good teaching was seen in all other subjects observed. All teachers have very good subject knowledge and develop very good relationships with their pupils. The use of the interactive whiteboard for teaching and learning is a good feature in most classrooms. Teachers manage their pupils extremely well and have high expectations of pupils' work, which encourages most pupils to work hard and achieve well. They are engaged

in their learning and work extremely well co-operatively with other pupils, and on their own when required to do so. Teachers involve all pupils and match work well to the needs of different abilities in each class, with good provision for the inclusion of all pupils.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	11 (30 %)	20 (54%)	5 (13%)	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.

15. In the Reception class, the quality of teaching is at least good in all the areas of learning and in two lessons observed during the inspection, teaching was very good. This is complemented by the significant contribution of a caring and competent assistant who understands the learning needs of young children. Staff work extremely well as a team, sharing clarity of vision and high expectations. As a result, most children achieve high standards and make good or very good progress in all the areas of learning. Children who have special educational needs also make good progress because the teaching and support they receive is good. Knowledgeable leadership and guidance provided by the previous class teacher, who is now working in the school on a part-time basis, contributes to the impressive start the newly-qualified reception class teacher is making. Planning is comprehensive and provides a range of purposeful and interesting experiences which extend children's learning. Assessment and monitoring procedures are used methodically to check children's progress in working towards the early learning goals and ensures that teaching is focused accurately on the needs of every child in each area of learning. Excellent induction systems and links with parents and nursery institutions prepare children well for entry to school. As a result, they settle in well and make early progress. Resources in the Reception class are generally of good quality and quantity. They are well organised and accessible and help children to develop a sense of responsibility and independence.

16. The teaching of pupils with special educational needs is good. Most teachers have an appropriate understanding of the curriculum needs for pupils who have individual difficulties, especially in English and mathematics. They take care to plan activities which take account of pupils' capabilities. This has an impact on pupils' learning because it means that they are able to make good progress. Learning support assistants are supported through very close planning procedures. Most classes receive good NTA support. The deployment of assistants in classes is good, individual education plans are in place and the targets are more specific, an improvement since the previous inspection. The special needs co-ordinators provides assessment advice and resources where needed. Some pupils know the composition of their individual education plans, and this helps them achieve their targets.

17. In the infant and junior classes, one of the key strengths of teaching observed was the use of the interactive whiteboard, which teachers use very flexibly. For example, in a Year 2 science lesson, it was used to give a graphic illustration of the uses of electricity in the home, while in a Year 5 history lesson, the interactive whiteboard and scanner facilities were well used to give pupils access to another time and place. The use of the interactive whiteboards has a strong impact on pupils' learning with high levels of motivation, stimulation and interest observed as a result of its use. Teachers demonstrate very good levels of subject knowledge, particularly in core subjects, and they use this knowledge well to increase pupils' understanding and their use and application of subject language and terminology, for example, in science where Year 3 pupils use igneous and sedimentary correctly in their work on rocks.

18. Staff have a very clear view of what they expect pupils to learn and by focusing their planning and assessing pupils' progress and understanding. They help to ensure that pupils are provided with activities which build well on their prior level of attainment. Therefore, pupils make good progress. Teachers plan their lessons very thoroughly, and generally match work

well to the different abilities so that they are all challenged at the right level of understanding. The excellent relationships, which teachers and other adults foster contribute positively to the very good learning environment in all classes. Lessons are also managed extremely well, and this explains partly why lessons proceed so smoothly and why pupils respond so positively. For example, in a very good science lesson in Year 2, the positive environment created by excellent relationships and very good classroom management encouraged pupils to become involved in the lesson to devise simple electrical circuits, and this resulted in good levels of achievement for most pupils.

19. Pupils are enthusiastic and totally involved in tasks and this contributes to the good working atmosphere in classrooms. They are engaged in their learning and work well in different settings, on their own and with partners when required to do so. For example, in a very good writing lesson in Year 5, pupils were writing creatively about life on the River Nile. This challenged pupils' thinking to produce extended writing and resulted in some extremely well-planned accounts which gave pupils the opportunity to think independently, be creative, and extend their use of vocabulary. In groups, pupils worked well independently and supported each other. Higher attaining pupils expressed their ideas well and were given the opportunity to extend their thinking.

EXAMPLE OF OUTSTANDING PRACTICE

Example of outstanding practice: Teaching and Learning

A Year 3 mathematics lesson: The focus was addition through 10, using two steps and crossing a multiple of 10 as a middle stage. Pupils used 'show me' boards and a large interactive whiteboard. All pupils, including an SEN pupil, made excellent and outstanding progress, achieving highly. There were a number of reasons for this outcome. The lesson was extremely well planned to build on pupils' prior learning, with work matched to pupils' individual ability levels. The SEN pupil, for example, worked with a support assistant on an individual number program on a concept keyboard.

The teacher used the lesson introduction to check pupils' understanding of terminology, for example, 'calculate', and used the starter activity to ensure that pupils knew what was expected of them. This engaged all pupils and led to high levels of motivation, concentration, stimulation and interest. The teacher modelled the tasks on screen, which pupils subsequently used to make calculations themselves and to find different methods of problem-solving. The resulting levels of accuracy and inventiveness were well above average for pupils at the start of Year 3.

Very good use was made of assessment, initially to establish pupils' prior learning and levels of understanding, and in the lesson to check pupils' work, and to help them improve, with pupils checking their own results. The plenary session incorporated precise re-visiting of areas of uncertainty, and extension and celebrated the very high achievements of all pupils.

The curriculum

The school's curriculum provision is good overall with very good provision in the Foundation Stage and for pupils with SEN.

Main strengths and weaknesses

Strengths

- The school provides its pupils with a balanced and interesting curriculum which prepares pupils successfully for the future stages of education.
- Children in the Foundation Stage are provided with a very good range of learning experiences in all the areas of learning.
- There is equality of access to the curriculum for all pupils.

- The social and educational provision for pupils with special educational needs is very good - improvement since the previous inspection.
- An effective team of teachers with very good liaison between the different age groups.
- There is a good range of activities outside the main curriculum.

Weaknesses

There are no significant weaknesses, but in order to develop further the good provision, an area for development is included:

- Accommodation for Years 1-6 is adequate overall but limited space constrains opportunities for practical activities.

Commentary

20. The breadth and balance of the curriculum are good, maintaining the standards observed at the time of the previous inspection. The curriculum is very good in the Reception class and good in Years 1-6. Children achieve well in the Foundation Stage and by Year 6, standards are high and most pupils achieve well. Because the curriculum is well planned, the teaching is enthusiastic and there is good lesson presentation complemented by the good use of interactive whiteboards. Pupils are motivated and the majority achieve well.
21. Appropriate emphasis is placed on the key areas of literacy, numeracy and ICT and reflects the school's aims to maintain high standards. Statutory requirements are met in all areas. Pupils are matching their capabilities and are achieving well.
22. Teachers provide good opportunities overall to promote literacy, numeracy and ICT through other subjects. For example, they encourage pupils to word process a selection of their poems and recording their observations of pond life. However, writing through other subjects, which develops specific objectives, is underdeveloped.
23. The school strongly promotes educational and social inclusion. It is evident in the way planning gives due recognition to all pupils within the class as, in Years 1-6, well-matched activities meet their needs. Booster sessions provides extra support some pupils need to achieve the next level. Provision for gifted and talented pupils is enhanced through involvement in the school council and extra-curricular activities such as games and music clubs.
24. Provision for extra-curricular activities is good. The school works hard to enrich the curriculum. Visits are made to places linked with curricular topics. An interesting variety of visitors also come to the school. The school is an active participator in local inter-school sporting events and music festivals. A special feature of curriculum provision is the excellent well-organised choir in which over 50 per cent boys and girls are involved. These experiences impact strongly on pupils' personal development and are instrumental in the good achievement in music and improving pupils' games skills.
25. Pupils in Year 6 have an opportunity to participate in a variety of activities, including outdoor pursuits, when they go on a residential visit. Their diaries provide telling evidence of the maturing impact of these experiences.
26. There is a very good match of teachers to meet the demands of the curriculum. The sense of joint purpose that binds all staff is a strength of the school and a key factor in the school's success. There is a good range of resources in all subjects, but accommodation is only adequate. The library itself is relatively small, but teachers compensate for this by having bookshelves and racks in their classrooms. The outside hard play areas have been improved, resulting in an improvement in practical activities and enhancing opportunities for children and pupils to engage in practical activities. A resource, which is used very effectively

by the staff, is the interactive whiteboards. These are a valuable learning tool and significantly enhance the good curriculum provision.

Care, guidance and support

Pupils are very well cared for, and valued, with very clear procedures and systems for their development in place. This is a strength of the school.

Strengths

- The Christian ethos promotes a supportive, positive atmosphere, love and respect.
- Very effective procedures for the protection of pupils which are in line with locally agreed Child Protection arrangements.
- Very effective Health and Safety policy and procedures.
- Caring and devoted staff with good pastoral care by the whole staff team.
- Each pupil has a good and trusting relationship with one or more adults in the school.
- Excellent relationships between pupils and adults in the school.
- Pupils are well-informed, supported, guided and advised.
- Very good and effective induction arrangements with feeder schools and local nurseries.
- A very good and effective school council.

Weaknesses

- **No significant weaknesses were identified by the inspection team.**

Commentary

27. The school with its strong Christian ethos is a very caring community that reflects well its stated aims. The friendliness and courtesy of the staff and pupils is a strong characteristic of the school.
28. Pupils are very well cared for and the procedures for monitoring and supporting each pupil's achievements and personal development are very good.
29. The children's questionnaire clearly indicates that every pupil knows at least one adult who they can go to if they are worried or hurt. The vast majority of pupils like being at this school and said that teachers listen to their ideas. The very effective School Council recently helped decide playground improvements.
30. Induction arrangements with the local nursery are very good and these include home visits. Very good arrangements for the transfer of pupils to secondary schools are also in place. Secondary school staff visit the school and Year 6 pupils spend a day visiting their new school in June.

Partnership with parents, other schools and the community

Parents have very positive views of the school, are supportive, and form a close partnership. St Gabriel's Church recognises the school as an integral part of the church community. There are also very effective links with local nurseries and secondary schools.

Strengths

- Very good partnership with parents which includes a very effective and active 'Friends of St Gabriel's' Parents Association.
- Parents receive relevant information about the school.
- Good levels of information for parents about their children's standards and progress.
- School regularly seeks parents' views.
- Very good home/school relationships supported by an open door policy.

- Very close and effective links with the community, including St Gabriel's Church, other local churches, schools, colleges and sports clubs.
- Very good and effective links with nurseries and secondary schools.

Weaknesses

There are no significant weaknesses, but in order to develop further the good provision, an area for development is included:

- Lack of curricular support programmes for parents.

Commentary

31. The view of parents' and carers' is that this is a very good school where the staff care deeply for their children. There are two parents' meetings each year and an annual report. As a result of consulting with parents, one of the meetings allows interviews of ten minutes each and invites parents to indicate in advance any issues that they may have.
32. Parents appreciate the open door policy of the school and the accessibility and approachability of the staff if they have any concerns or suggestions. They are consulted on issues which have included the behaviour policy, sex and drugs education.
33. Parents are encouraged to play an active part in the school and many act as volunteers in the classroom or on trips, including the residential week. Many are also employed at the school as helpers. The 'Friends of St Gabriel's' raise £6,000 each year of which £4000 was given last year towards the cost of new white boards in the school.
34. There are close links with St Wilfrid's secondary school through the 'Family of schools', particularly for ICT. There are also close and effective links with the community, which includes St Gabriel's Church, other local churches, local businesses, schools and sports clubs. Members of the governing body are representatives of St Gabriel's Church and the local community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is very good overall. The headteacher continues to be outstanding, and is very well supported by the governing body, senior staff and subject coordinators.

Main strengths and weaknesses

Strengths

- The governing body is very supportive of the school and fulfils its roles in working with the school extremely well.
- The headteacher is outstanding in his leadership of the school, with a very clear vision and commitment to high standards in all aspects of the work of the school.
- Senior staff and subject coordinators show a high level of commitment to their work and provide very good role models for pupils and other staff.

Weaknesses

There are no significant weaknesses, but in order to develop further the very good provision, two areas for development are included, both of which are already identified as priorities in the school development plan:

- The use of support staff is in need of development.

- The monitoring of teaching and learning in Foundation subjects.

Commentary

35. The governing body is very supportive of the school and fulfils its roles extremely well, and all statutory duties are met. The resulting stability has had a positive impact in maintaining very good standards of attainment and the quality of teaching and learning since the previous inspection. They are strongly committed to the development and improvement of the school. They have a very accurate picture of the school's strengths and areas for development, built up from different sources of feedback, and also by direct involvement in the daily life of the school. This intimate knowledge of the school and of the community it serves ensures that governors are in a good position to bring their views to bear on the future development of the school. They play a full part in finalising the school development plan, and hold the senior management fully to account for spending decisions through monitoring of the budget and joint discussion and decisions about spending priorities. The chair of governors has a clear view of what the school should do in the future. He clearly recognises the many strengths of the school as well as areas in need of continual development, fulfilling well the role of 'critical friend'.
36. The headteacher has a very clear vision for the direction of the school, and a commitment to high standards in all aspects of its work. This has impacted strongly on the management of the school at all levels, and in maintaining and improving standards of pupil attainment and the quality of teaching and learning. He has been extremely effective in developing a strong sense of team within the school and in creating a culture of constant improvement. With the support of a hard-working, very efficient senior management team and a highly effective governing body, he has created an environment in which all sections of the school community share a common sense of purpose. He has led the development of a learning environment, which is focused on the twin aims of raising standards and developing the personal qualities of the pupils it serves, through a strong Christian ethos and close links with the church. The headteacher successfully ensures that actions take place and that the school fully lives up to its mission statement. He delegates well, particularly to other senior staff, and strongly promotes teachers' professional development, both the performance management framework and through in-service training linked to the priorities identified on the school development plan. He monitors teaching and the quality of pupils' learning and knows what is going on in the classroom and the playground, taking into account the views of all concerned with the school, including the pupils. The school development plan is concise, but well structured and focused on relevant priorities aimed at improving the school further. Improvement is focused on the classroom, including the further development of the role of support staff, constantly seeking to improve the quality of provision for pupils.
37. Senior staff and subject co-ordinators show a high level of commitment and provide very good role models for pupils and other staff, creating the strong ethos and learning environment in which all pupils achieve well. The senior management team, which is made up of the deputy headteacher and other experienced staff, contribute very effectively to school development. The deputy headteacher is quietly effective in supporting other colleagues and pupils. Subject co-ordinators fulfil their duties well. Whilst the monitoring of teaching in the classroom has been focused on the key areas of literacy and numeracy, all co-ordinators nevertheless analyse planning and look carefully at the results of teaching and the quality of pupils' learning by checking pupils' work. This information is used to produce a yearly action plan, which successfully directs their work for the next year, and leads to the constant improvement of standards of provision and pupil achievement. A planned programme to monitor teaching and learning in other subjects is due to begin later in the autumn term. There is a SEN team who manage and organise the provision for pupils with special educational needs to a high standard. The school is developing the use of classroom teaching assistants to support SEN pupils, an improvement since the previous inspection. SEN pupils are involved in their annual reviews, and this impacts positively on them meeting their targets.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	511,828
Total expenditure	528,666
Expenditure per pupil	2,231

Balances (£)	
Balance from previous year	52,414
Balance carried forward to the next	35,576

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

At the beginning of the inspection, children in the Reception class had been in school on a half-time basis for two weeks only, attending either the morning or afternoon session. On entry to school, their skills in speaking and listening, numeracy and personal and social adjustment are slightly better than those found nationally. This is confirmed by initial assessments carried out with these young children. The very good provision found in most areas of learning at the last inspection has been maintained and built upon. Children's physical skills were judged as average at the last inspection with inadequate resources, particularly for outdoor play. These have improved and children achieve good physical skills as a result of careful planning for the use of a wide range of large and small play equipment. Now most children are likely to exceed the goals set for them in every area of learning, including physical development, by the time they leave the Reception class.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Strengths

- Children's positive attitudes to experiences.
- Children's relationships with adults and each other.
- Children's sustained concentration.
- Children's behaviour in groups and adjusting to the needs of others.
- The development of children's independence and confidence.

Weaknesses

There are no significant weaknesses, but in order to develop further the very good provision, an area for development is included:

- On rare occasions, children working in unsupervised groups do not always make sufficient progress.

Commentary

38 The very good provision for this area of learning means that children who have been in the Reception class for only two weeks part-time are already settling extremely well to routines and making good progress in developing personal, social and emotional skills. The calm, welcoming atmosphere, which presents children with a wide range of interesting and purposeful experiences and the very good interaction between staff and children, positively affect the attitudes to learning that they develop. The teacher's skill in introducing a dinosaur glove puppet who made 'mistakes' when choosing the correct initial sound, was a source of considerable amusement, engaged the children fully and extended their concentration. The many stimulating experiences on offer to children and good classroom management ensure that behaviour and attitudes are usually very good. Careful guidance and good modelling by staff ensure that children learn how to respect and acknowledge the needs of others. Because of the good provision and organisation of resources, most of which are easily accessible, children are developing confidence and independence in taking responsibility for their own actions. They get out their own equipment and quickly become absorbed in tasks. On occasions when children are working in unsupervised groups, staff need to be aware that children are always purposefully occupied in tasks that extend learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Strengths

- Children's speaking and listening skills.
- The development of early phonic and reading skills.
- The development of early writing skills.

Weaknesses

There are no significant weaknesses, but in order to develop further the very good provision, an area for development is included:

- The use of more class-made books by children and staff to aid reading and writing development.

Commentary

39 The very good provision for this area of learning ensures that children are developing a very wide range of communication, language and literacy skills from the time they enter school. Very good opportunities and experiences are provided for children to develop above average speaking and listening skills. Children are encouraged to extend their use of language. Interesting activities, which provoke the need for new vocabulary, ensure that children listen carefully during group discussion and are ready to respond and ask questions, sometimes in sentences. During a class session, about the colour of eyes and hair, children wanted to know the shade of their own hair and enjoyed sharing their discovery with others. Teachers arrange for children to develop an awareness of phonics in interesting and enjoyable ways. Arising from such an activity, several children could hear and say the initial letter sounds in words. They recognised the letter 'c' in a task where they had to choose from a tray of objects. They were able to discriminate between a 'clock', a 'cup', a 'camera' and a 'ball'. Because staff share stories and picture books with children, they learn to listen to, enjoy and join in with stories and rhymes. This develops a love of books and the exciting possibilities of learning to read. They enjoy turning the pages of picture books in the class library area and some children are able to recognise a few key words. In the classroom cafe, children had written menus. By the end of the Reception class, higher attaining children write their own stories independently using phonetically plausible words, for example, in the story of 'The Little Red Hen'. A few children use full stops and capital letters in their writing. Early reading and writing skills develop well because of the very good provision. To extend this even further, more opportunities for class-made books would improve letter/word recognition and independent writing skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Strengths

- Children counting accurately to 20.
- Children's use of mathematical vocabulary.
- Teachers have high expectations and set challenging tasks.
- The match of work to children's abilities.
- Children's estimation and measuring skills.

Weakness

There are no significant weaknesses, but in order to develop further the very good provision, an area for development is included:

- An occasional over-reliance on workbook activities later in the reception year.

Commentary

40 The very good provision, which incorporates a wide range of mathematical experiences, enables children to develop very good mathematical skills, understanding and knowledge. Most children use number names and make correspondingly accurate taps up to 20. In an activity to produce a picture graph, children who have just entered school were able to use vocabulary such as 'more' and 'most'. By the end of the Reception class, the high expectation of staff and suitable challenge ensure that children achieve highly in work that is well matched to their abilities and prepares them very well for the introduction to the National Curriculum. Sometimes using workbooks, they begin to estimate and guess the number of candles on a cake. Some children recognise simple fractions such as a $\frac{1}{2}$ or $\frac{1}{4}$ of a cake. They make their own little books about weight and shape, measure common objects, such as a pencil or a book, using paper clips, and can differentiate between pictures of full and empty containers, using appropriate mathematical language. This good range of work would be further enhanced if more opportunities were provided to supplement workbook completion with even more practical activity later in the reception class.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL AND CREATIVE DEVELOPMENT

Provision in knowledge and understanding of the world, physical development and creative development is **very good**.

Strengths

- Children's computer skills.
- Children's investigation skills.
- Children's use of creative materials and tools developing a range of skills.
- Children's control, co-ordination and imagination in physical activity.

Weakness

There are no significant weaknesses, but in order to develop further the very good provision, an area for development is included:

- On rare occasions, children working in unsupervised groups do not always make sufficient progress.

Commentary

41 The provision in the above areas of learning is very good across a wide range of purposeful, interesting and appropriate activities. As a result, children develop enthusiasm and enjoyment, as well as achieving highly, as they experience learning in these important areas. Children become familiar with the computer and learn to use the mouse and keyboard as they explore different programs designed to foster early learning skills. They explore living things to develop investigation skills. A visit to a butterfly house stimulated a topic on mini-beasts. In follow-up exploration and examination of insects, children developed intense curiosity as they looked for similarities and differences. They acquire different sets of skills and knowledge as they design and make puppets, compare and contrast old and new toys,

become aware of and begin to understand the use of the five senses, and work with various paints, paper, fabrics and tools. A 'recycling centre' provides materials for junk modelling and an awareness of conservation. As they become adept at manipulating different tools and equipment safely, and with increasing control, they produce attractive paintings, drawings and collage pictures, which decorate the classroom and celebrate children's achievements. Children make musical instruments and learn to tap out rhythms to accompany rhymes and songs. Physical development is fostered well and there have been improvements in this area of learning since the last inspection as a result of improved resources. There is now a good supply of large and small equipment for outdoor play with increased opportunities for children to develop physical skills as they display increasing control, co-ordination, confidence and imagination during physical activity.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Strengths

- High quality of leadership and high expectations that all staff share.
- Planning gives clear guidance on how progress is to be built from year to year.
- Assessment arrangements are detailed, accurate and secure.
- Teaching is very good throughout the school.
- Teachers share a clear, well-founded understanding of strengths and areas for improvement in the subject and in the attainments of individual pupils.
- Teaching and support staff work to agreed targets – an improvement since the previous inspection.

Weaknesses

There are no significant weaknesses, but in order to develop further the very good provision, an area for development is included:

- The development pupils' writing skills in Years 3–6 through exploring specific opportunities in other subjects. The school has already identified this as an area for development.

Commentary

- 42 Standards in English are well above average by the end of Years 2 and 6, because of very good teaching and high quality leadership. The high standards observed in the previous inspection have been sustained over time. In the 2002 national tests, pupils aged seven and 11 achieved standards well above average compared to all schools and pupils in similar schools. Pupils aged 11 achieved well when judged against their prior learning. A high proportion of pupils achieved the higher Levels 3 and 5 in both reading and writing at seven and again at 11. The indications are that these very good standards will be maintained in the results of the 2003 national tests at both seven and 11. Very good standards were also confirmed by the analysis of the work of these pupils during the inspection. The provision for lower attaining pupils and pupils with special educational needs is very good. A very high proportion of pupils of all abilities achieve their expected potential and some exceed the targets set for them. Higher ability pupils achieve well because teachers set tasks that engage their interest and challenge them at the right level.
- 43 The indications are that the attainment of the present Year 6 pupils is in line with the national standard. A smaller number of pupils are achieving better than the national standard. This does not represent a decline in standards for the school, as attainment of the current Year 6

pupils on entry to the school was below average and the class contains a significant number of lower attaining pupils. Inspection findings are that standards are being maintained. Teachers' expectations are high; many pupils are being appropriately challenged. They achieve well in all elements of their English work. As a result, pupils use language well to communicate their thoughts and feelings.

- 44 At the ages of both seven and 11, pupils' speaking and listening skills are well above average. In both year groups, pupils speak and listen well for their age. Teachers carefully build pupils' speaking and writing vocabularies and plan opportunities for them to use new and interesting terminology. This enables pupils to use a varied speaking vocabulary. Teachers create a climate in which pupils are confident to speak because they know that their contributions will be welcomed and appreciated. During the inspection, several pupils of widely differing ability acted out a Shakespearean verse for the class. It was greeted with unanimous interest and appreciation and the pupils' sense of achievement was visibly enhanced.
- 45 Most pupils in Years 2 and 6 are good readers and many exceed the expected levels. Pupils read accurately, fluently, and with good understanding. Almost all pupils speak enthusiastically about books and enjoy reading. The most able older pupils read at a high level, explaining and justifying their preferences for particular styles and authors. This reflects very good teaching, especially teachers' firing pupils' imagination and interest whilst developing good technical ability. They share with the pupils texts that appeal to their differing interests. In a Year 2 lesson, the teacher involved the pupils in a lively and absorbing interrogation of Michael Rosen's story 'We are going on a Bear Hunt'. His own love and knowledge of literature beamed through and created a reading experience of high quality. These pupils' reading strategies and love of literature were improved and all pupils achieved well.
- 46 In Years 2 and 6, most pupils write very well. The most able pupils write with impressive energy and fluency. Most pupils present their work very well and have developed a neat, joined script, which they use fluently for all their written work. Pupils' best writing is found in story telling and factual accounts. Pupils' stories are lively and eventful, carefully structured, and effective. They use vocabulary with increasing precision, learn to use punctuation correctly, and draw on a good range of expression. Many junior pupils write very productively, combining quantity with sustained quality. For instance, pupils in Year 6 produced striking examples of poetry writing when they wrote an anthology of poems in different styles.
- 47 The quality of teaching is very good overall and, as a result, pupils make very good gains in learning and achieve well. The quality of teaching has been improved by making more effective use of the support staff. They work collaboratively with the teachers to agreed targets so that pupils of all abilities learn securely and progress rapidly. Teachers have very good subject knowledge and implement the National Literacy Strategy effectively. They plan sound opportunities for pupils to use ICT in English, for example, when presenting final drafts of their writing for display. Much of the teaching is characterised by a motivational style that challenges all pupils and produces a very brisk pace.
- 48 Leadership and management of the subject are very good. A key factor in the effectiveness of provision is the high quality of tracking and target setting. Teachers identify and check on pupils' attainments in speaking and listening, reading and writing very carefully in all classes. They use assessment information to plan work that pupils of all abilities learn securely and progress rapidly. By sharing and discussing their targets with pupils, teachers involve pupils in their own learning, which increases pupils' understanding of what is expected of them.

Language and literacy across the curriculum

Provision for language and literacy across the curriculum is good overall. However, teachers in the junior classes could make more specific use of the opportunities in the literacy strategy to reinforce and develop pupils' writing skills through other subjects, especially in history and geography. During the inspection, several examples were seen of literacy being developed through other subjects, both in lessons and through the analysis of work. For example, pupils in Year 5 produced good quality examples of historical writing when they wrote about their response to an imaginary journey down the River Nile in Ancient Egyptian times. In science, ICT and geography pupils' learning was enhanced by the use and application of subject terminology. Teachers explore opportunities to use extended writing, and different types of writing, in other subjects but the focus of the writing is not always sufficiently subject specific. For example, Year 6 diaries on a visit to Keswick do not sufficiently develop pupils' knowledge of place or develop their diary writing.

MATHEMATICS

Provision in mathematics is **very good**.

Strengths

- There is a very good quality of teaching and learning.
- Pupils' understanding of place value.
- Pupils' ability to use computation across the four rules of number.
- Pupils' understanding and use of decimals.
- Use of the interactive white board to improve standards.
- Teacher expectations are high and work is challenging for pupils of different abilities.
- Very good use is made of assessment to share targets with pupils and plan for future learning.

Weaknesses

There are no significant weaknesses, but in order to develop further the very good provision, an area for development is included:

- Occasional over-reliance on workbooks which restricts the achievements of some pupils in aspects of practical, complex problem solving, particularly those of very high ability in both infant and junior classes.

Commentary

49 Standards of work in mathematics are well above average. The high standards in mathematics seen at the last inspection have been maintained and are consistently well above average. The 2002 national test results for pupils, at seven and 11, show that pupils achieved high standards in mathematics compared to all schools and with pupils in similar schools. Pupils in Year 6 achieved well against their prior learning. The proportion of pupils who achieved the higher than expected levels (3 and 5) was above average for pupils at seven and very high for pupils at 11. The indications are that these standards have been maintained in the 2003 results, with a high proportion of pupils achieving higher than expected levels both at seven and 11. The current Year 6 contains a larger number of lower attaining pupils and this has led to slightly lower targets being set compared with those in previous years.

50 By the end of Year 2 pupils make good progress and achieve highly across a range of mathematical skills. Pupils show a clear understanding of place value in numbers up to and beyond 100. They develop a variety of methods for adding and subtracting and recognise that subtraction is the inverse of addition. Using interactive white boards, many pupils solve multiplication problems, whilst some have immediate recall of multiplication facts. At the same time, many pupils improve their computer skills as they confidently operate large and small screens. Pupils enjoy organising their work and checking results. They interpret

symbols and diagrams, compare and order weights and give change. Many pupils are developing a good understanding of time and know how to calculate the effect of a half-hour delay on the time of arrival. Pupils with SEN make good progress because of careful and precise planning and very good classroom support, which ensure that teaching is well matched to their learning needs.

- 51 By the age of 11 pupils achieve high standards. They add and subtract decimals and many pupils use all four operations to two decimal places. Mental skills are well developed and most pupils have a good recall of multiplication facts. They understand the difference between 'mean' and 'median' scores. They handle data well using computers, in addition to lists, tables and charts, to sort, classify and organise information. Because pupils have clear targets, work is focused and challenging and matched to pupils' individual needs. In a Year 6 class, pupils ordered stock, applying different methods to solve problems and checking their answers using a calculator. Self-checking and marking of some aspects of pupils' own work has improved since the last inspection. In Year 3, pupils count through 10, and have immediate recall of many number calculations to 100. Teachers' expectations are high and challenging work ensures that higher attaining pupils make very good progress. The standards achieved by average and lower ability pupils are often better than might be expected because of very good teaching. Similarly pupils with SEN achieve well in relation to their ability because the support they receive consolidates and builds upon prior attainment.
- 52 The quality of teaching in mathematics is very good overall and in one lesson in the junior classes, teaching was outstanding. Planning is very thorough with clear and precise objectives. All teachers have a secure knowledge and enthusiasm for the subject. The clear explanations they provide help pupils to understand mathematics and have a positive effect on their response to learning and on their behaviour. Innovative methods, such as the use of interactive whiteboards in most classrooms, enable imaginative and exciting work to take place. This inspires and stimulates pupils to participate enthusiastically and to achieve well. Assessment is made easy and the incentive for pupils to view and build on their previous best work helps their progress. Teachers mark pupils' work carefully and make sure they know how to improve and are working to the set targets.
- 53 Leadership and management of the subject are good. An enthusiastic co-ordinator monitors plans and pupils' work is consistently monitored. Booster classes have been effective in raising the achievements of pupils of different abilities. Developments for raising the attainment of pupils who are gifted or talented are planned for this term. Although work books are generally used effectively to support and extend pupils' progress, occasionally an over-reliance on commercially produced texts restricts the achievements of some pupils in aspects of practical, complex problem solving, particularly those of very high ability. Resources for mathematics are good overall across a wide range of topics.

Mathematics across the curriculum

Pupils are encouraged to appreciate and understand the value of mathematics across all aspects of learning. Mathematical skills and understanding are fostered in many subjects. In a history lesson in Year 2, pupils used time lines to calculate the ages of old toys. Numerical operations were used to investigate census information in a study about the lives of handloom weavers in Year 6. Art and design, science and design and technology lessons incorporate measuring of different kinds. In physical education, pupils explore the terms horizontal and vertical in their movements.

SCIENCE

Provision in science is **very good**.

Strengths

- Standards of attainment are well above average at both seven and 11.

- Pupils make good progress over time and achieve well.
- Good balance of different scientific elements in the curriculum.
- Teachers have very good subject knowledge, which is used and applied well to enhance learning.
- A good range of teaching and learning strategies are used to engage pupils in their learning.
- The area is well led and managed by the subject co-ordinator.

Weaknesses

There are no significant weaknesses, but in order to develop further the good provision, an area for development is included:

- There are sound links with numeracy, but more use could be made of graphs and charts to record the results of pupils' scientific investigations.

Commentary

54. Standards of attainment in science are well above average, and have been maintained at a high level since the previous inspection, which represents good progress. The 2002 national tests for pupils at 11 showed that pupils attained standards well above average compared to all schools and to pupils in similar schools, with 66 per cent of pupils achieving the higher level (Level 5). All pupils made good progress against their prior learning. The indications are that this pattern has been continued by the 2003 results, with 80 per cent of pupils achieving the higher level (Level 5). In the 2002 teacher assessments for pupils aged seven, almost all pupils reached the expected level (Level 2), with 46 per cent achieving the higher level (Level 3). These standards were well above average compared to all schools, and above average compared to pupils in similar schools. The 2003 results indicate a similar picture, with good achievement by all pupils, including those with SEN. The analysis of pupils' work and lesson observations, for the current Year 2 and Year 6 pupils, shows that the pattern of high standards is set to continue in Year 2. Standards in Year 6 are more in line with national averages because the Year 6 class contains a larger proportion of lower attaining pupils than in other classes.
55. Pupils in Year 2 make very good use of scientific terms, for example, sedimentary and igneous, and apply them correctly in their work on rocks. They classify and sort living things into plants and animals, and make simple electrical circuits, explaining accurately how they work. They show a good understanding of the need for switches in circuits, and how they work. Good progress continues in the junior classes, with pupils in Year 3 using the correct scientific names for the parts of the body. By Year 6, standards are well above the average expected. Work analysis shows that most pupils achieve higher than expected levels. They know what the main organs of a plant are, using the correct terminology, and understand their functions. They form hypotheses based on their scientific knowledge, which they test and form conclusions from, for example, in an experiment to separate salt from water.
56. Pupils are taught well and this enhances their progress. Good curriculum planning ensures that pupils receive a balanced curriculum of investigative science linked to the essential knowledge and understanding, matched well to their different abilities. Teachers have very good subject knowledge, which they use well to ensure that pupils are consistently challenged at the right level. This is evident in the use of terminology and scientific language. Excellent relationships with pupils and very good management of time and resources ensure that pupils are stimulated and motivated to achieve well. Pupils' interest is added to by very effective use of the interactive whiteboard, particularly in Year 2 and Year 3, to demonstrate ideas to pupils, for example, the uses of electricity in the home. Teachers, therefore, engage pupils in their own learning with a combination of whole class, individual and small group activities of a practical nature. When pupils work on their own and in small groups, they do so extremely well with high levels of co-operation and collaboration.

- 57 Teachers make good use of links with literacy and ICT to enhance learning in science and sound links with numeracy. In Year 6, a good range of different types of writing are used to develop knowledge and understanding. For example, pupils produced information leaflets in work on drugs and alcohol. They also produced a piece of report writing on lung dissection. In ICT, pupils use the interactive white board to find information for themselves, and some use is made of data handling programs in Year 2 to record the results of investigations and surveys. Links with numeracy could be improved by giving pupils more opportunities to use graphs and charts to record the results of their investigations.
- 58 The subject is well led and managed. The subject co-ordinator has a very clear vision of the development of the subject, which is focused on developing high standards and achievement through a balanced approach to the curriculum and this engages and involves pupils. Effective monitoring of teaching and learning, and of pupils' standards, ensures that relevant subject development priorities are identified and acted upon.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Strengths

- Standards of attainment are above average for pupils at the age of seven.
- All pupils make good progress throughout the school.
- Secure subject knowledge and use of the interactive whiteboard.
- Very good use of resources, both by teachers and pupils.
- Very good leadership and management of the area.
- Good links with partner institutions.
- Very good use of ICT to support teaching and learning in other subjects areas.

Weaknesses

There are no significant weaknesses, but in order to develop further the good provision, an area for development is included:

- The development of resources for work on control and monitoring in the junior classes.

Commentary

- 59 Pupils' standards of attainment in ICT are above average at seven and in line with the average at 11. All pupils, including those with SEN, make good progress in developing their ICT skills and capabilities and there is an underlying trend of rising standards. This represents good progress since the previous inspection, when pupils' progress and provision for ICT were judged to be satisfactory throughout the school.
- 60 Pupils in Year 2 have taken digital photographs of 'My favourite place', imported them into the computer, with help, and then typed their own text to accompany the photograph. Analysis of work from the previous Year 2 class shows that most pupils develop good levels of skill and capability. They undertook a science investigation into 'My favourite fruits' and produced pictographs and bar charts to show their results. Pupils independently typed up their stories and imported their own images into the text. They used the internet to carry out their own research and undertook an e-mail link to a school in the Falkland Islands.
- 61 It was not possible to see Year 6 being taught ICT during the inspection, but analysis of work from the previous Year 6 class shows that standards of attainment are in line with what is expected. They undertook to produce party invitations and Christmas posters in their desk

top publishing work, and created presentations with a sense of purpose about a visit to Westholme. They entered data into spreadsheets, using simple formulae to make calculations, and produced pie charts and graphs to show their results. The area to improve pupils' attainment in Year 6 is their work on control and monitoring, where the school currently lacks the necessary resources to fulfil this aspect of work.

- 62 The pupils are well taught in ICT. The lack of an ICT suite means that the curriculum is carefully organised, and all classes have a taught session where teachers focus on a specific objective and short-focused task to develop ICT capability. In these sessions, teachers demonstrate secure subject knowledge and make good use of the interactive white board to demonstrate what is required. In a good lesson in Year 4, the teacher made good use of 'mistakes' to make pupils aware of what was involved in successfully completing the task. An 'ICT corner' with specific instructions on how to complete the objective to make a repeating pattern in the Paint program then enabled pupils to work through the task in pairs. Pupils are engaged by these demonstrations and work well in pairs to complete the tasks. Teachers make very good use of the resources at their disposal, including a web cam, which is used to make links between the Year 2 and Year 3 classes. Assessment in ICT is satisfactory. Pupils' progress is assessed through teachers' short-term planning, although procedures to formalise the recording of pupils' attainment are not yet formalised, and are a priority on the school development plan.
- 63 Since the previous inspection, there has been a good improvement in provision. All teachers have gone through the professional development programme to improve their subject knowledge and confidence in using ICT. This has had a positive impact on the quality of teaching and curriculum planning and provision. Interactive white boards have been acquired in all classrooms from Year 2 to Year 6 and are now an integral part of teaching and learning in those classes. Laptop computers supplement the computers in each classroom and this has enabled the school to develop a ratio of computers to pupils (1:10) broadly in line with the national average. Both of these factors have contributed positively to improvements in pupils' progress and achievement.
- 64 The area is very well led by the subject co-ordinator, who has a clear vision for the direction of the subject. He has led by example in the use of the interactive white board and has provided a very good role model, and support, for other members of staff. Positive support from the Parents and Friends Association has contributed to the development of resources. The school has also benefited from developing its ICT links with partner institutions, particularly St. Wilfrid's Technology College. These links take the form of technical support from the high school technician and classroom input throughout the school from a member of the high school teaching staff, who worked with Year 3 and Year 4 during the inspection.

Information and communication technology across the curriculum

The use of ICT across the curriculum is very good, as teachers plan opportunities for pupils to use ICT in the everyday learning in a range of curriculum areas. The lack of an ICT suite means that the computers are all in the classrooms and teachers use this to their advantage to give pupils frequent opportunities to practise their skills and capability. During the inspection, the use of ICT was seen in several curriculum areas as well as examples of work from previous years. For example, in Year 2, two pupils independently typed a story straight onto the computer; in Year 6, two pupils worked from the interactive white board in geography to record sunrise/sunset straight onto a spreadsheet; and Year 6 pupils used the internet to research their topic on World War One in history. The acquisition of interactive white boards in all classes from Year 2 to Year 6 means that teachers make strong links between ICT and other curriculum areas in their teaching of subjects. This was evident during the inspection, particularly in Years 2, 3 and 5 in a number of subject areas – science, geography, history and art and design. In Year 2, for example, very good use was made of Lego Dacta to control the switching on and off of traffic lights.

HUMANITIES

GEOGRAPHY

Provision in geography is **good**.

Strengths

- Pupils' attainment, and their achievement, is good overall.
- There is a balanced approach to the curriculum, with good links to numeracy and ICT.
- There is effective leadership with a clear view of the development of the subject.

Weaknesses

There are no significant weaknesses, but in order to develop further the good provision, two areas for development are included:

- Provide pupils with more specific opportunities, linked to literacy objectives, to develop their writing skills through geography.
- Develop a more investigative approach to the study of places.

Commentary

- 65 Pupils achieve standards which are above the level expected at seven and 11. They achieve well and make good progress across the school, including pupils with special educational needs. This is similar to the position identified at the last inspection, and sound progress has been made in improving the quality of provision to maintain this situation. Pupils achieve well because of good teaching and a balanced approach to the planning of the curriculum, which enhances their experiences through good links with numeracy and ICT in particular.
- 66 Pupils in the infant classes attain standards which are above average. In Year 2, they use and apply geographical terms accurately in their topic on landscapes, and show a good understanding of processes, for example, the water cycle. Higher attaining pupils show very good understanding in their work on the Stump Cross Caverns, and use stalagmites and stalactites accurately. All pupils, including those with special educational needs, make good progress, which continues in the junior classes. In Year 4, for example, most pupils show a good understanding of how they can use a questionnaire to find out about other people's use of leisure time. Good progress continues and pupils in Year 6 attain above average standards. They use six figure grid references accurately and apply terminology, for example, tundra, monsoons, in the correct context. They show a sound understanding of place, although this aspect of their achievement could be improved by more use of investigation to find out about places and what they are like.
- 67 The quality of teaching and learning observed in lessons and through the analysis of work, is good overall. Teachers plan a balanced approach to the study of the curriculum to develop pupils' geographical skills and understanding of processes and place. The study of places could be more focused on investigating geographical questions. Good links are planned with numeracy, using grid references and bar charts to show the results of work on transport in Year 2. Good use is also made of ICT. Teachers use the interactive white board well to demonstrate tasks and also to look at places using the internet. Pupils use ICT well to research places, for example, Baffin Island, and to take digital photographs of places they visit. Sound links are planned with literacy, but they could be improved by linking opportunities for writing more specifically to literacy objectives. Pupil activities are well presented and teachers manage pupils well, using good questioning techniques to check progress and develop ideas. Work is effectively matched to the needs of pupils of different abilities. Pupils respond well to the teacher's input and work well both independently and in pairs and small groups.

- 68 The subject co-ordinator provides effective leadership and has a clear view of the development of the subject. Monitoring of teaching and learning is planned to take place, as is the recording of pupils' attainment against the National Curriculum level descriptions. Standards of attainment are currently monitored through work sampling of whole school themes and teachers' planning.

HISTORY

Provision in history is **good**.

Strengths

- Pupils' attainment, and their achievement, is above average.
- A good range of teaching and learning strategies are used to extend learning and enhance achievement.
- Good links are made with numeracy and ICT.
- There is effective leadership with a clear view of the development of the subject.

Weaknesses

There are no significant weaknesses, but in order to develop further the good provision, an area for development is included:

- Provide pupils with more specific opportunities, linked to literacy objectives, to develop their writing skills through history.

Commentary

- 69 Pupils achieve standards above the level expected at seven and 11. They achieve well and make good progress, including pupils with SEN. This is similar to the last inspection, and sound progress has been made in improving the quality of provision since. Pupils achieve well because of good teaching and a good range of experiences using a variety of approaches.
- 70 At seven, pupils' standards of attainment are above average. Most pupils understand clearly the differences between now and then, comparing holidays in the past with the present. They are challenged to explain why their favourite bear is 'old' or 'new'. In written work, most pupils both answer and ask questions from historical sources, with higher attaining pupils doing so in greater depth and using more facts to illustrate their answers.
- 71 Good progress continues in the junior classes as pupils develop a detailed knowledge and understanding of their topics, for example, the Ancient Egyptians in Year 5. Pupils use their knowledge to explain why the River Nile was important to the Egyptians. At 11, pupils' standards of attainment are above average. Analysis of work shows that most pupils have a good knowledge and understanding of the Victorians, World War One and Britain since 1930. They demonstrate understanding of why World War One began and show understanding of features of life in the 1930s and 1940s, for example, evacuation. They use a range of historical source material to link their ideas together.
- 72 The quality of teaching and learning is good. Teachers make good use of original historical material and of events in the local area in planning a broad and balanced curriculum, for example, Year 6 learn about local handloom weavers in their work on the Victorians. This stimulates pupils' interest and motivates them to work hard to achieve well. Teachers have secure subject knowledge and challenge pupils to think for themselves through key questions and analysis of historical material, for example, photographs and census information. They

- use ICT well, through the interactive white boards, to demonstrate tasks and to impart knowledge through the use of web sites and other material.
- 73 In planning a range of teaching and learning approaches, teachers make good use of links with numeracy and ICT and sound links with literacy. Year 6 pupils use bar charts to analyse census information in their Victorians work and use their sequencing skills regularly to place historical events in order. Good use is made of ICT in a number of classes for historical research, and to draft work, for example, World War One recruitment posters. Year Two pupils have used simulation programs to recreate historical situations. Literacy is used for notemaking and to develop speaking and listening but opportunities are missed to develop extended writing in history. An example was seen in Year 5, when pupils wrote creatively about Ancient Egypt, but the use of specific objectives to develop extended writing is not used as extensively as it might be.
- 74 The subject is effectively led, with a clear view of subject development. The monitoring of teaching and learning is planned, as is a consistent procedure for recording pupils' attainment. These are planned developments and priorities on the school, and subject, development plan.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Provision in art and design is **good**.

Strengths

- The high quality and range of work in portfolios and sketch books.
- The use of artists whose style can be followed by pupils in their work.
- Use of the interactive whiteboard for improving skills in art and design.

Weaknesses

There are no significant weaknesses, but in order to develop further the good provision, an area for development is included:

- Greater challenge for the few pupils who are gifted and talented artists, who could achieve even better results.
- 75 Pupils' attainment in art and design is above average at seven and 11. This arises from good provision and teaching across a wide range of experiences. Standards have been maintained since the last inspection and now there are some very good features in pupils' work. The school has identified art and design as an area of focus for the inspection. Classroom displays, pupils' sketch books and a comprehensive portfolio of pupils' work over time includes some examples of very high achievement.
- 76 Pupils in the infant classes achieve good standards over time. Good planning and teaching ensure that pupils explore ideas, collecting visual and other information, to help them to develop their work. Pupils in Year 1 are provided with a wide range of materials to produce work of colour and imagination. They produced bright and attractive collages of 'gingerbread' houses and 'town and country' pictures in a topic on 'Where we live'. Effective teaching methods ensure that pupils enjoy copying the styles of artists such as Hundertvasser. They use oil pastels to reproduce the exuberant lines and shapes they find in his paintings. By Year 2, they design and make images and artefacts for different purposes, including puppets for a 'Teddy Bears' Picnic' incorporating effective textile dyeing skills. They are taught to weave fabrics and threads and design their own bookmarks. Van Gogh's black and white

sketches are used for close observation and pupils develop good drawing skills using pencil and charcoal.

- 77 In the junior classes, the good work in art and design continues as good teaching enables pupils to extend their knowledge and understanding of materials and processes using a range of materials and fabrics. Sketchbooks are used to provide further opportunities for the practice of skills and techniques and are particularly effective in helping pupils to produce successful designs and plans as they refine and polish their work. The works of Fauve have been a focus of study in Years 4 and 5. Pupils study the style of the artist and replicate his use of colour, texture and pattern in their own work. By Year 6 pupils have made good progress in art and design. They design posters relating to 'third world' fair trade issues, comparing the life of children in different parts of the world with their own. Teachers encourage pupils to explore eastern art. They use the style of African and Egyptian artists to produce very striking pictures using colour wash and silhouette techniques. Such work arises in all classes because teachers have a good knowledge and understanding of the subject, high expectations and clear learning objectives. SEN pupils make good progress, as do pupils who are higher attaining, because work is well matched to their abilities. However, there are a few pupils who are gifted and talented artists, who could achieve even better results with even greater challenge. Teachers have identified this as an area for development.
- 78 Leadership and management of the subject are making a strong contribution to the good standards of art and design across the school. Sketchbooks and portfolios provide an opportunity for teachers to monitor pupils' work and check for progress in their learning. Resources are used well, particularly the interactive white board, which was seen in Year 2 and Year 5 during the inspection. The subject is used well across the curriculum, and art and design makes a significant contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

Work in design and technology was sampled during the inspection. A judgement about provision, standards of attainment, achievement and teaching based on limited evidence indicates that pupils achieve satisfactorily at present with plans in place for improvement.

Commentary

- 79 A small amount of pupils' work in design and technology was available for sampling together with some photographic evidence. A discussion was held with the subject co-ordinator. The limited evidence suggests that the subject is well led and managed by an enthusiastic co-ordinator who monitors plans for the subject and has introduced a new planning system to improve the focus for teaching and learning. Topic packs with examples of completed work and suggestions for development have been produced and the co-ordinator has provided demonstration lessons for staff. His leadership is having a positive impact on standards and is helping to bring about improvements in provision since the last inspection. A portfolio of pupils' work includes some with good features. Pupils in the infant classes designed and made a good working model of a wheeled buggy, evaluating its fitness for purpose. In the junior classes, torches, desk tidiers were designed and made using a variety of appropriate materials. Pupils in Year 4 made a useful money container, which would hold both coins and credit cards and was designed to fit in a pocket. Year 6 pupils designed their own model bedrooms. Evaluations of step by step plans and labelled sketches included careful considerations of purposes and constraints.

MUSIC

Provision in music is **good**.

Strengths

- Planning is thorough, relevant and interesting.
- Good resources are used effectively.
- Good teaching provides valuable opportunities for pupils to develop basic skills of performing.
- There are many opportunities to sing, particularly in assemblies and in the choir, where they are led and trained by a competent musician.

Weaknesses

There are no significant weaknesses, but in order to develop further the good provision, two areas for development for included:

- More opportunities for pupils' involvement in creating and developing their own music ideas.
- The development of more formal assessment procedures and the use of ICT within music.

Commentary

- 80 By the end of Years 2 and 6, standards in music are above average and pupils demonstrate good achievement. Achievement in the performing elements, particularly in singing, is a strength, and has been sustained over time since the previous inspection.
- 81 By the age of seven, pupils listen attentively to music in assembly. Their singing is tuneful, rhythmic and enthusiastic and they understand well how to vary their voices from loud to soft. In the assemblies observed, the children demonstrated good listening and singing skills of hymns and songs from different cultures, which contributes positively to their cultural development.
- 82 By the age of 11, most pupils' skills in listening, appraising and performing music are above average. In singing, they achieve well. Most pupils sing in tune, hold their part when singing 'rounds' and show great sensitivity to the mood of the music. Many pupils identify and classify many instruments being played in an orchestral arrangement and are familiar with the works of several composers.
- 83 Pupils benefit from specialist teaching. A significant minority of pupils in the junior classes receive instrumental tuition and many play in the school's orchestra. Singing is given a high priority in the school. The expertise and high quality teaching skills of both the music specialist and the co-ordinator has a strong influence on the pupils' attitude to music. This results in a significant number of boys and girls participating in the choir. Their attainment is good with some pupils demonstrating very good skills. Some sight read formal notations skillfully and confidently play instruments. The choir perform well, with pupils working successfully as a group. These skills developed in the extra activities, have a positive impact on their performances in class lessons. For example, choir members in the Year 4 class influenced standards achieved in their music lesson. They demonstrated good rhythmic skills when performing a Welsh lullaby, improving the overall standard of the singing.
- 84 The quality of teaching and learning is good, an improvement since the previous inspection. Teachers' expectations are high and good subject knowledge enhances pupils' attainment, achievement and very good attitudes. For example, in a Year 4 lesson, all pupils were challenged to develop their skills in performing a repeated musical pattern to a steady pulse when listening to the Welsh lullaby 'Suo-gan'. They remained focused and performed on a range of percussion instruments with awareness of others and maintained a steady beat. Other strengths included the good management of the pupils' behaviour and positive relationships. The teacher evaluated skillfully what the pupils could do and ensured that they improved on earlier performances.

85 The subject is well led. The curriculum is planned appropriately, with clear objectives for each year group and an emphasis on progressively developing the pupils' skills. Resources are good and have improved. There is a close partnership between the co-ordinator, other staff and the specialist teachers, based on a strong belief and practice in music-making for all pupils. All these factors impact positively on improving standards in the pupils' performing skills. There are good opportunities for pupils to participate in church services and music festivals, making a positive contribution to their local community. Musicians with skills in different types of music make a positive contribution to the pupils' cultural awareness by performing with the pupils. This subject has a valued place in the school's curriculum and makes a very good contribution to the pupils' wider learning experiences and personal development.

PHYSICAL EDUCATION

Work in physical education was sampled during the inspection. There was insufficient evidence to make a judgement about provision, standards of attainment, achievement and teaching in all aspects of the subject, and for pupils at the age of seven. In those aspects of the subject which were sampled, games and extra-curricular activities, provision is good.

Strengths

- Teachers have good subject knowledge.
- Planning is thorough and develops pupils' skills systematically.
- Resources are well used by the teachers.
- The school provides a good range of extra-curricular activities that further develop pupils' skills.

Weaknesses

There are no significant weaknesses, but in order to develop further the good provision, an area for development is included:

- Pupils do not always evaluate their own and the performances of others with sufficient rigour to see what works well and what could be improved.

Commentary

86 The achievement of all pupils, including those with SEN, is good across the school. By the end of Year 6, pupils' attainment levels are above average in games. A significant number of higher attaining pupils in Years 5-6 achieve above expected standards in football. Records show that standards in swimming are good and are better than those found in most schools and pupils achieve well in this aspect of physical education.

87 Most pupils in Year 2 use space well in a dance lesson, keeping out of each other's way and moving safely around the hall at different speeds. Some display good imagination in their patterns of movement. They use body shapes and move in different styles to portray a character. They match their actions to the beat and mood of the music. They are beginning to appreciate what factors help to improve a performance. By the end of Year 6, pupils build on these skills and gain new ones. The skills of spatial awareness and different ways of travelling and turning developed in gymnastics are effectively used in games. In their games lesson, attainment in receiving and sending a ball achieved by the majority was good. Many pupils made rapid progress and achieve well in football skills.

88 The quality of teaching is good. Lessons are planned carefully with a well-balanced sequence of activities, and include opportunities to warm up and cool down. Teachers give clear instructions so that pupils know what is expected of them. Praise is used well to reinforce good effort and practice. In consequence, there is a supportive and encouraging working

atmosphere that helps to develop pupils' confidence, and enjoyment of the subject. Most pupils work well on their own and collaborate very well in pairs or group activities. Their behaviour and attitudes are very good. The better teaching is characterised by very good subject knowledge, good management of pupils, demonstrations of correct techniques and checking that all the pupils understand what they have to do, as observed during the inspection in a Year 6 games lesson on football. Lessons are well organised and the management of pupils and equipment is very good.

- 89 Leadership and management of the subject are very good. The subject co-ordinator has a very good understanding of what needs to be developed, with planned opportunities to monitor the quality of teaching and learning in the subject. Significant improvements have been made in provision since the previous inspection: a suitable scheme of work has been introduced, the playgrounds upgraded and training for all the staff in games skills. There is a good range of extra-curricular activities and opportunities for pupils to work with sports coaches. There are good sporting links with local schools and pupils participate in a range of inter-school competitions. This broad and balanced range of activities results in pupils of all ages improving their physical education skills.

PERSONAL, HEALTH, SOCIAL AND CITIZENSHIP EDUCATION (PHSCE)

Work in personal, health, social and citizenship education was sampled during the inspection. There was insufficient evidence to make a judgement about standards of attainment, achievement and teaching.

Commentary

- 90 The provision for personal development and citizenship is good. It is implicit in everything that the school does and underpinned by recently-introduced, very good quality policy and a scheme of work. There are planned special times when the class sit together and discuss issues such as friendship and their personal qualities. For instance, in a high quality lesson, taught by the PHSCE co-ordinator, the pupils in Year 5 took part in a well-structured lesson based on agreed ground rules. The lesson achieved its purpose very effectively of improving relationships, developing a sense of individual identity and provided opportunities for practising speaking and listening skills.
- 91 A school council is in place with representatives from Years 1 – 6. This has proved to be a very good vehicle for empowering pupils to influence changes in school procedures and developing their sense of citizenship. For example, a school council meeting was observed during the inspection. The pupils managed and organised the meeting to a high standard, with no adults present demonstrating impressive social skills.
- 92 This aspect of the curriculum is well led by the deputy headteacher. She has led staff in-service training to develop teachers' understanding of the subject. Although at a developmental stage, the school's action plan for PHSCE outlines a programme that will support and encourage progress in all areas of the curriculum. All statutory requirements are met.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	2
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	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
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	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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