

INSPECTION REPORT

ST BERNADETTE'S RC PRIMARY SCHOOL

Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 118041

Headteacher: Mr P McNicholas

Lead inspector: Mr S Lake

Dates of inspection: 23rd – 26th February 2004

Inspection number: 260699

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	282
School address:	Anne's Crescent Ashby Scunthorpe
Postcode:	DN16 2LW
Telephone number:	01724 842382
Fax number:	01724 281089
Appropriate authority:	Governing body
Name of chair of governors:	Mr A Strong
Date of previous inspection:	5 th October 1998

CHARACTERISTICS OF THE SCHOOL

This is a larger than average Roman Catholic primary school on the outskirts of Scunthorpe. There are 282 pupils on roll, which is slightly fewer than at the last inspection. This includes a nursery with 24 places. The percentage of pupils entitled to free school meals is broadly average although the school serves an area with significant pockets of deprivation. There are 36 pupils on the register of special educational needs. This is below average. Difficulties are varied, three pupils have specific learning difficulties, 13 have moderate learning difficulties, two have severe learning difficulties, including one in nursery, and two pupils have social and emotional and behavioural difficulties. Five pupils have statements of special educational need. This is above average and higher than at the time of the last inspection. Mobility is average but pupils who move into the school in Key Stage 2 tend to have lower attainment than those who have come through the school since age five. The school received an achievement award in 2001 and a healthy School award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22191	Stephen Lake	Lead inspector	Mathematics Information and communication technology Physical education
11392	Terry Heppenstall	Lay inspector	
18393	Joy Donovan	Team inspector	Foundation Stage Science Art and design Design and technology Music
11849	Mary Dornan	Team inspector	English History Geography

The inspection contractor was:

Parkman Ltd in association with *PkR*
 35 Trewartha Park
 Weston-super-Mare
 North Somerset
 BS23 2RT

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PART A: SUMMARY OF THE REPORT

This is an **effective** school that provides a good standard of education. The quality of teaching is good and good quality curriculum is in place. The quality of leadership and management is good and the school is governed well. It provides good value for money.

The school's main strengths and weaknesses are:

- Parents and pupils hold the school in the highest possible regard and links with parents and the community are very good.
- Standards in English and mathematics are well above average at age eleven and pupils are achieving well overall.
- Standards in reading, writing and science are above average at age seven and pupils have good speaking and listening skills.
- The headteacher and deputy headteacher provide good leadership and management.
- Subject co-ordinators do not monitor the quality of teaching and learning effectively enough.
- The school management plan, although comprehensive and covering all areas needing improvement, is not organised clearly enough in order of importance.
- Pupils have very good behaviour and attitudes to school as a result of the very good provision for their spiritual, moral, social and cultural development.
- A good quality curriculum is in place and this supports pupils' learning well.
- Teaching is good overall but the quality of teaching in the Foundation Stage is unsatisfactory.
- The care, support and guidance for pupils are good.

Improvement since the last inspection is **satisfactory**. Standards of attainment have improved at age eleven but are lower at age seven. The key issues of the previous report have all been dealt with satisfactorily. Curriculum planning is much better, the content of lessons is consistent for pupils from the same age group and information to parents on what is being taught is much better. The school's capacity to improve is satisfactory.

STANDARDS ACHIEVED

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

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

The results for 2003 above show that although standards were good or very good when compared to all schools, they were satisfactory in English and mathematics and below average in science when compared with schools that had similar attainment at age seven.

Attainment on entry to school is broadly average with some variation from year to year. Achievement in the Foundation Stage is broadly average and on entry to Year 1 standards are average overall but below average in mathematical development. By the age of seven, attainment is above average in reading, writing and science, and average in mathematics. Overall, pupils in Key Stage 1 are achieving satisfactorily. By the age of eleven, attainment is well above average in English and mathematics and above average in science. Pupils are achieving well in Key Stage 2 apart from science where achievement is satisfactory. As a result, achievement overall is **good**. It was only possible to sample other subjects of the curriculum but examples of good and very good quality work were seen in art and design and technology. Pupils with special educational needs are achieving well in relation to their prior attainment. Gifted and talented pupils are identified and supported well to enable them to make appropriate progress.

Pupils behave **very well** and have **very good** attitudes to work as a result of the very good provision for spiritual, moral, social and cultural development.

QUALITY OF EDUCATION

The quality of education is **good** overall and pupils learn well. The quality of teaching is **good** although the quality of teaching in the Foundation Stage is unsatisfactory. No teaching better than satisfactory was observed in this part of the school and many lessons, although broadly satisfactory, were not focused enough and did not challenge children. At Key Stage 2 a lot of very good teaching was observed with the oldest pupils and as a result, these pupils learn very well. The quality of the curriculum is good and the provision for pupils with special educational needs is good. The provision for the care and support of pupils is good and the links with parents, other schools and the wider community are very good.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good** overall but with some areas for improvement. The headteacher provides good leadership and together with the deputy headteacher manages the school well. The leadership of other key staff is satisfactory overall. The leadership and management of special educational needs are good. Subject managers are not sufficiently involved in monitoring the quality of teaching and learning and this limits their knowledge of how to improve standards. This is a particular problem in the Foundation Stage. The governing body is very committed to the school and provides good governance. The school management plan identifies suitable areas for improvement but these are not sufficiently clearly put in order of importance. This limits the ability of the governors to ensure systematic improvement. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Discussion with parents and pupils and the results of the questionnaires show that both groups have extremely high regard for the school. No-one has any significant criticism of the school.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching in the Foundation Stage.
- Provide more opportunities for subject co-ordinators to monitor the quality of teaching and learning.
- Ensure that the school management plan is more consistent and suitably put in order of importance with more specific success criteria.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

By the time pupils leave the school at age eleven, attainment overall is **well above average** and pupils achieve **well** overall. In the Foundation Stage achievement is unsatisfactory in some areas. Achievement is good in Years 1 to 5 and very good in Year 6.

Main strengths and weaknesses

- Achievement in literacy and numeracy skills is unsatisfactory in the Foundation Stage.
- Standards are higher at age eleven than at the time of the last inspection but lower at age seven.
- Pupils achieve very well in English and well in mathematics and science
- Pupils with special educational needs achieve well.

Commentary

1. Children enter the nursery with attainment similar to that expected by children nationally and make steady progress. They transfer to the reception class with attainment still in line with national expectations and, by the end of the reception year the majority achieve the Early Learning Goals for pupils as they enter Key Stage 1. However, not enough children currently in the reception class are on target to achieve the expected levels in reading, writing and number skills. Achievement is satisfactory in most areas of learning, with the exception of literacy and numeracy basic skills where progress is unsatisfactory and holds down overall achievement
2. The 2003 national assessments show that attainment at age seven was above average overall. This is seen in the table below.

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

Standards in:	School results	National results
reading	16.9 (17.2)	15.7 (15.8)
writing	15.2 (15.8)	14.6 (14.4)
mathematics	16.5 (16.8)	16.3 (16.5)

There were 38 pupils in the year group. Figures in brackets are for the previous year.

3. In comparison to schools that have a similar number of pupils with free school meals in 2003, pupils' attainment in reading is well above average, attainment in writing is above average and attainment in mathematics is average.
4. Standards at age seven fell sharply in 2001 due in the main to differences in the attainment on entry of that group of pupils. Although, they have risen again they are still below those of the last inspection. The major reason for this is that standards in mathematics have not risen again as fast as other subjects. The quality of teaching and learning in mathematics has not been monitored rigorously enough in Key Stage 1 and this is a key factor in the slow improvement in standards. The trend in improvement in standards at age seven is below the national trend.
5. Inspection evidence shows that standards at age seven are currently above average in reading, writing and science and average in mathematics. Standards in information and communication technology (ICT) are satisfactory. This represents a drop in standards since the last inspection. The table below summarises the changes since the last inspection and the overall judgements.

Subject	Judgement in previous report	2003 national assessments	Inspection judgements for current cohort	Comment
Reading	Above average with good progress showing good achievement. Average points score was 16.3. This was 0.8 above the national figure.	Above average. Average points score 16.9. This is 1.2 points above the national figure. A clear improvement.	Above average with good achievement.	Standards are slightly higher than at the time of the last inspection. National standards have also risen and the school score has risen slightly more than the national score.
Writing	Above average. Average points score was 15.3 which was well above the national figure by 1.4 points.	Above average. Average points score is 15.2. This is above the national figure but not as much as at the last inspection. This is 0.6 above the national figure representing a fall.	Pupils attain above average standards, and achievement is good.	Attainment rose until 2001, when it fell sharply. Compared to national figures standards have fallen a little. Standards have risen a little this year as a result of the well-targeted support for writing.
Mathematics	Average. Average points score was 16.6 compared to a national score of 15.4.	Average. Average points score is 16.5 compared to a national score of 16.3. In comparison to national scores attainment has fallen.	Pupils attain average standards, but the work of too few is above average. Achievement is satisfactory.	Standards of attainment have declined significantly since the last inspection. In particular, the proportion of pupils whose attainment is above average declined sharply in 2003, and very few pupils were observed whose work was above average during the inspection.
Science	No national score but judged to be average.	N/A	Most pupils attain above average standards and achieve satisfactorily. Investigation skills are not as good as pupils' knowledge and understanding.	Standards have improved since the last inspection.
Information and communication technology	No national score but judged to be average.	N/A	Average but pupils' typing and keyboard skills are not good enough.	Standards are maintained.

6. By the time pupils leave the school at age eleven standards of attainment are high. This can be seen in the table below.

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

Standards in:	School results	National results
English	28.6 (26.1)	26.8 (27)
Mathematics	28.9 (27.3)	26.8 (26.7)
Science	29.5 (28.4)	28.6 (28.3)

There were 51 pupils in the year group. Figures in brackets are for the previous year.

7. The results of the 2003 national assessments show that standards noted at the last inspection for pupils aged eleven are above average. However, when the results at age eleven are compared with schools that attained similar scores at age seven then attainment overall at age eleven is average in English and mathematics and below average in science. Overall attainment at age eleven was average when compared to similar schools. The improvement in standards at age eleven is broadly in line with the national trend.
8. Inspection evidence shows that standards at age eleven are better than at the time of the last inspection. Standards currently are well above average in English and mathematics and above average in science. Standards in information and communication technology (ICT) are satisfactory. When pupils' attainment at age seven is considered then achievement is good in English and mathematics and satisfactory in science. The table below summarises the changes since the last inspection and the overall judgements on attainment and achievement.

Subjects	National assessments at the time of the last report (where applicable) and report comments	2003 national assessments	Achievement	Attainment and achievement of current cohort together with comments
English	Average points score was 26.8. Pupils were highly skilled in speaking and listening, had well developed reading skills.	Average points score was 28.6.	Pupils achieve very well.	The attainment of the current cohort is well above average. Pupils' attainment compared to similar schools is at least above average and a particular strength is the quality of the presentation of work across all subjects.
Mathematics	Average points score was 27.4.	Average points score was 28.9.	Pupils achieve very well.	The current cohort entered the school with below average standards. Attainment now is above average and rising.

Science	Average points score was 28.4.	Average points score was 29.5.	Most pupils achieve well.	Attainment is currently above average. Investigation skills are not as good as pupils' knowledge and understanding.
ICT	N/A but deemed average in the report.	N/A	Pupils achieve satisfactorily.	Changes in the requirements for ICT mean that, although standards are maintained, improvement since the last inspection is quite significant.

9. Pupils with special educational needs achieve well in relation to the targets set for them. Pupils who are gifted and talented are identified and make similar progress to other pupils.
10. It was only possible to sample work in other subjects of the curriculum but some examples of very good work were seen in art and some examples of good work were seen in design and technology.

Pupils' attitudes, values and other personal qualities

The development of the pupils' attitudes, values and personal qualities is **very good** overall. The pupils like school very much and they respond very well to the opportunities for them to develop personally and academically. Attendance is **satisfactory**. The provision for the pupils' spiritual, moral, social and cultural development is **very good**.

Main strengths and weaknesses

- The pupils like school very much and their behaviour and their attitudes to work are very good as a result of the very good provision for the pupils' spiritual, moral, social and cultural development.
- The pupils like their teachers and relationships are very good.
- The pupils have very caring attitudes and their personal development is very good.
- The pupils have only limited awareness of life in a multi-cultural society.
- Formal procedures to monitor registers are not rigorous enough.

Commentary

11. The pupils are very enthusiastic when they talk about the school. They like it very much and they feel that they make good progress in their work. Their attitudes in lessons are very good and they can still work well when the teaching is not of a high quality. These attitudes contribute to good progress.
12. Behaviour is very good in lessons and around the school, even though some pupils can be challenging. The pupils are satisfied with the standards of behaviour and they are happy that the staff deal with any incidents quickly and effectively. No oppressive behaviour was observed during the inspection. In the year prior to the inspection no exclusions were reported.
13. The standard of behaviour is connected with the way the school provides for the moral development of the pupils, which is very good. Very good behaviour is expected and the school operates in an atmosphere of trust and respect. The staff are good role models and the pupils are taught about issues of right and wrong. The pupils' moral development makes a good contribution to their overall personal development.

14. The provisions for spiritual development are also very good. There are frequent opportunities for prayer and reflection and there is considerable interest in the fine and performing arts. These also contribute to good provisions for cultural development. However, although pupils are aware of multi-cultural issues, for example, there is an important school display on life in India, they are not very clear about life in multi-cultural Britain.
15. The provisions for social development are good. The school engages in many activities such as sport and theatrical productions that requires co-operation. There are also residential outings for pupils in Year 5 and Year 6.
16. The pupils like their teachers and relationships in school are very good. They are sensitive and caring, for example, various charities are given good support. They respond well to a range of opportunities provided by the school for them to take responsibility. For example, they have very high expectations for the recently established school council. They believe that the school shows trust by offering responsibility. Overall, the school helps the pupils to mature well.
17. Attendance is satisfactory. However, only very informal procedures are in place to monitor registers. This could result in delays in identifying pupils with attendance problems.

Attendance in the latest complete reporting year 2002-2003(%)

Authorised absence		Unauthorised absence	
School data	5.6%	School data	0.2%
National data	5.4%	National data	0.4%

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided is **good** overall. In the Foundation Stage it is satisfactory but with some key areas to develop.

Teaching and learning

The quality of teaching and learning is **good** overall. It is unsatisfactory in the Foundation Stage but very good in Year 6. Pupils learn well overall. In Year 6, they learn very well. In the Foundation Stage, children learn satisfactorily in most areas of learning but learning in literacy skills and mathematics is unsatisfactory.

Main strengths and weaknesses

- The teaching in Year 6 is consistently very good and pupils learn very well in this year group.
- Teaching in the Foundation Stage is unsatisfactory and this limits learning.
- Most teachers manage behaviour very well.
- Homework is used well to support learning.
- Assessment procedures are good in Key Stages 1 and 2.

Commentary

18. During the inspection, the quality of teaching observed was good overall but this included three lessons that were unsatisfactory and one that was very poor. Although the unsatisfactory and poor lessons amount to 12 per cent of lessons observed, this only represented four lessons and is not a serious weakness of the school. Examination of pupils' work showed that teaching is consistently good in most classes apart from the Foundation Stage. The table below shows the distribution of lessons observed. It should be noted that the very poor lesson was due to a one off issue with health and safety and was not representative of teaching overall.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (27%)	8 (25%)	12 (36 %)	3 (9%)	0	1 (3%)

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.

19. The quality of teaching in Year 6 is consistently very good. This ensures very good learning by pupils and is one of the key factors in the high attainment noted at age eleven. As a result of the large amount of very good teaching in Year 6, almost three lessons out of four observed in Key Stage 2 were good or better despite two lessons that were unsatisfactory or very poor. At Key Stage 1 around four lessons in ten are good or better and none was unsatisfactory. However, the best teaching was observed in English and science. Less good teaching was observed in mathematics and this is a factor in the lower standards in mathematics as pupils are not learning as well in this subject.
20. The quality of teaching in the Foundation Stage is a weakness that limits learning especially in mathematical development and the development of the key literacy skills of reading and writing. In other aspects of children's development teaching is satisfactory. The key factor in the Foundation Stage is that no teaching that was better than satisfactory and some was unsatisfactory. This is mainly because the expectations of staff are not high enough. Children are not challenged enough and assessment is not used effectively enough to plan work matched to the needs of all children.
21. Teaching across the school has some common strengths that support learning well.
 - Most teachers manage behaviour very well. This supports pupils' moral development and the resulting good behaviour provides a good learning environment in which pupils can achieve.
 - In the best lessons, teachers have high expectations of what pupils can achieve.
 - Many teachers have very good questioning skills and use these effectively to develop pupils' learning.
 - Most teachers use the classroom support assistants effectively to support individuals and small groups of pupils. This enables these pupils to be included in the lesson and learn effectively.
 - Many teachers use homework effectively to support learning. Examination of pupils' books showed that many pupils receive a good challenge in the homework that extends their learning.
22. In many of the otherwise satisfactory lessons and in most of the unsatisfactory lessons other common elements were observed. In particular, the behaviour management in some lessons is unsatisfactory. Some teachers do not follow the school policy well enough and the inconsistency results in some unsatisfactory behaviour that slows learning for a significant number of pupils in those lessons. In some lessons, the pace is a little slow and this limits learning especially in the introductory part of mathematics lessons.
23. Pupils with special educational needs receive good support. When withdrawn from the classroom, they receive very good teaching and learn very well. In the classrooms, the classroom support assistants provide good support and work effectively with teachers to meet the needs of these pupils and ensure they learn well.
24. Assessment procedures are detailed. Good quality records are kept of pupils' achievement. This information is used effectively to place pupils into sets for mathematics teaching. This is making a very good contribution to the learning. However, in Year 2, the size of the year group means that this setting is more difficult and pupils are taught in a larger group with the support of a teaching assistant. Although satisfactory, this does slow learning a little in this group.

The curriculum

The curriculum is **good**, catering well for the interest of pupils and is enriched by a wide range of good quality extra-curricular activities. The accommodation is good and the caretaker and her team's dedication ensure the school is always looking its best.

Main strengths and weaknesses

- The change of the lunch hour times has helped to enhance the curriculum and further stimulate pupils' learning at Key Stage 2.
- The provision for pupils with special educational needs is good.
- Participation in the arts, music and sport for pupils enriches their learning.

Commentary

25. Since the last inspection, the school has ensured that a rolling timetable enables all pupils to receive their full entitlement to the curriculum. Thorough planning involves all teaching staff and covers all aspects of the National Curriculum. The school works hard to provide a rich and stimulating curriculum that fulfils statutory requirements and beyond, as demonstrated in the Year 5's visit to Robin Hood's Bay.
26. Literacy, numeracy, science and information and communication technology (ICT) are suitably emphasised across the curriculum and literacy is linked well with other subjects such as geography and history. There is scope to make more use of improving ICT skills across the curriculum, particularly at Key Stage 1.
27. The school has made good use of adapting the timetable so that pupils' learning is made the most of. This is seen in the way the morning session for Key Stage 2 pupils has been considered and changed so that pupils receive the correct time allocations for all subjects and pupils' learning is therefore enhanced.
28. Provision for pupils with special educational needs is good. Pupils are well supported in the classroom and when individual pupils are withdrawn to work with the visiting special educational needs teacher, teaching and learning is very good. Detailed records and assessments are kept on pupils with special educational needs and teachers meet their needs well with an appropriate and structured curriculum. Good quality targets are clearly identified on individual education plans for pupils with specific learning difficulties and are evaluated termly by staff.
29. The Sports Co-ordination Programme has provided funding for supported playground sessions for pupils in reception, Year 1 and Year 2. This was particularly focused on the younger pupils as the rich extra-curricular programme is mostly targeted for Key Stage 2 pupils. Both boys and girls are encouraged to take part in High 5 netball and football team games. Both games have school teams who were successful during the previous year.

Care, guidance and support

The provision for the pupils' care, welfare and health and safety is **good** overall. They also receive good support from the staff. There are satisfactory procedures to obtain the views of pupils but they are in an early stage of development.

Main strengths and weaknesses

- The school is a caring organisation.
- The pupils are very confident to turn to staff with problems.
- The pupils receive good levels of support.
- Some attendance recording procedures are unsatisfactory.
- Lunchtime supervision arrangements are good.

- There is no formal monitoring of personal development.

Commentary

30. The school successfully uses a close partnership between staff, parents and pupils to create a strong family atmosphere. This involves a very caring ethos which helps the pupils enjoy school and feel secure. The pupils are respected and their achievements are recognised and rewarded.
31. The pupils believe that the staff are very perceptive about their problems. They like their teachers and they are happy to turn to them with any difficulties. The lunchtime supervisory staff are also held in high regard in this respect.
32. The staff know the pupils well and they provide good support. However, personal development is not formally monitored or recorded. Rather, it relies on the teachers' personal knowledge of the pupils. Therefore, this information is not readily available to other members of staff.
33. The school is safe and secure and lunchtime supervision arrangements are good. However, there are some unsatisfactory practices regarding attendance recording. During the inspection, instances were observed when registers were not marked at the beginning of the session and also when assumptions were made about who was present. Furthermore, it is not clear that parents are fully aware of the school's procedures when pupils are absent without a known cause.

Partnership with parents, other schools and the community

The school has **very good** links with parents, with other schools and with the community.

Main strengths and weaknesses

- Parents regard the school very highly and they support it well.
- The school promotes good links with the parents.
- Parents support the learning of their children well.
- There are good links with the community and other local schools, especially the receiving secondary school
- The home/school record book is a good tool for communicating with parents.

Commentary

34. The school is very successful in promoting strong links with parents. For example, it operates an open door policy and parents feel very welcome. A good range of newsletters keeps parents well-informed and the school supports some well-attended courses designed mainly to help parents help their children. Parents' views are obtained about sensitive issues such as the sex education policy.
35. Parents respond well to the school's efforts to involve them. For example, there is sufficient interest in the school to require elections for parent governor vacancies. They regularly help in classrooms and there is an active and successful friends association. School events are well supported. About 80 adults were present at a Mass held during the inspection. Furthermore, a range of discussions and survey results provide very clear evidence of complete parental satisfaction with all aspects of the school. The close partnership between school and parents helps pupils understand the importance of education.
36. There is a good level of support by parents for their children's learning at home. This support is enhanced by a recently introduced, innovative booklet, called the home/school record. It provides very useful information about the curriculum and other issues and allows homework to

be closely monitored. Support for learning at home makes an important contribution to the pupils' progress.

37. The school has very strong links with the community, particularly with the Church and Diocese. For example, pupils represent the school at all relevant Diocesan events. This helps to promote the sense of family. Links also enhance the curriculum. These include participation in drama festivals, visits to local places of interest and involvement with the local football team, Scunthorpe United, which provides numeracy and literacy days.
38. Pupils in Year 6 transfer to St Bede's Roman Catholic Secondary School. Links with this school are very good and include an induction programme that is due to begin in Year 5 and follow on into Year 6. The pastoral support team from the secondary school visit St Bernadette's on a regular basis and many pupils recognise and know the teachers before transferring into Year 7. Junior sport coaches from St Bede's School are involved with pupils in Year 5 and 6 for the sports festival.
39. There are close, well organised relationships between all North Lincolnshire schools and this provides some good benefits for the pupils at St Bernadette's. These include, for example, summer activities, booster classes and programmes for talented children. The procedures for transferring pupils start in Year 5 and the pupils who will transfer later this year are very happy with the arrangements.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The headteacher provides good leadership. The governing body is effective and governs the school **well**.

Main strengths and weaknesses

- The headteacher is an effective leader and together with the deputy headteacher manages the school well.
- Subject co-ordinators are not involved enough in monitoring the quality of teaching and learning.
- The school management plan is not consistent and is not set out well enough in order of priority.
- The commitment of the governing body is very good and they provide good governance.
- The monitoring by the governing body is not organised to deal with the most important issues first.

Commentary

40. The headteacher has a clear educational vision. This has been a key factor in driving forward the many building improvements intended to benefit pupils by improving the learning environment. Leadership overall is good. He has created effective teams with the support of the deputy headteacher and has a good understanding of the strengths and weaknesses of the school. The headteacher and deputy headteacher have a close working relationship and form an effective team that leads and manages the school well. They are well respected by staff and parents.
41. Most subject co-ordinators have a good understanding of the key elements of their role and provide good support and advice to colleagues. They monitor planning and check on the results of assessments well. However, co-ordinators and members of the senior management team are not involved enough in the monitoring of teaching and learning. As a result, they are not able to identify the impact of any decisions made such as the change to a scheme of work or setting pupils into groups. This is a key factor in the comparatively lower standards in mathematics seen in Key Stage 1. In the Foundation Stage, the impact of insufficient monitoring is the unsatisfactory teaching observed. Discussion with many subject co-ordinators shows that they have not received enough training in how to monitor teaching and learning and this is limiting their ability to improve in this area.

42. The governing body contains many new members, some of whom are just learning their role. All are eager to support the school and show a very high level of commitment to the school. Budgets are planned and managed well. The effect of the budget reduction imposed on all schools by the local education authority (LEA) last year was particularly severe in this school as considerable sums had been spent on the new Foundation Stage. Some of the funds that the governors were expecting from the LEA to support the building work have not been received. Governors coped well with this and set about managing the deficit that resulted. Although the school remains in deficit, this is now relatively small and clear plans are in place to deal with the matter. Taking the overall costs of the school into account the school gives good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	601,325	Balance from previous year	2,597
Total expenditure	615,095	Balance carried forward to the next	-13,770
Expenditure per pupil	2102,22		

43. The governors have a good understanding of the strengths and weaknesses of the school. They have a good range of strategies to monitor the work of the school and all governors are frequent visitors. However, individual governors have different views on what the most important priorities for the school are. In most areas governors are conscious of best value principles but have not applied these to the new Foundation Stage as this has not been identified as a priority.
44. The school management plan identifies all areas for improvement, including all of those identified in this report. It is a comprehensive document that is guiding school improvement satisfactorily. However, there are some significant areas for improvement in the plan.
- The plan lacks a consistent style. Sections are presented in different ways that often reflect the style of the subject manager.
 - Subject managers do not have enough information of teaching and learning to set priorities in these areas for their subject.
 - Success criteria are too general and do not enable governors or staff to see what the impact of actions will be on learning.
 - There is no order of priority for the different sections of the plan. This is a key factor limiting the ability of the governors to set a priority for their monitoring.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision is **satisfactory** but with some significant areas for improvement.

45. The Foundation Stage has expanded to include nursery provision from September 2003. Very good quality facilities are in place but the cut back in the budget for this financial year means that the school does not have enough funds to implement fully the governors' plans for this area of the school. Children in the nursery are taught by two NNEB qualified nursery nurses and children in reception year are taught by a qualified teacher.
46. Currently, there are some areas of overall strength but also some overall areas for concern. Strengths of the Foundation Stage include:
- The school has worked hard to provide very good accommodation, including a secure outdoor play area.
 - Staff ensure that the environment is attractive and enhanced by displays of children's work and interesting collections.
 - There are good induction procedures in the nursery class that include a home visit and a useful home/school booklet.
 - Very good relationships have been established with parents.
47. The quality of teaching is a weakness. A small amount of unsatisfactory teaching was observed but this was not balanced against any good teaching. No teaching better than satisfactory was seen in the unit and in all the lessons consistent weaknesses were
- a lack of focus to clearly identify what would be learned
 - a lack of challenge
 - and in many lessons unsatisfactory recording of what children have learnt.
- These factors affect children's learning in many areas. Consequently children do not achieve as well as they could and teaching overall is unsatisfactory.
48. The day-to-day management of the foundation unit is satisfactory overall. Staff co-operate well with each other in the use of the space but have now identified the need to plan together in order to provide a cohesive curriculum for the children. However, there is insufficient monitoring of teaching and learning in the unit and consequently the weaknesses have not been identified. The co-ordinator is very committed to developing the unit but she does not have a sufficient understanding of what needs to be done. The school has already identified this and sought the advice of the local education authority.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children co-operate well with adults and each other.
- Staff provide many opportunities for children to share and work together.
- The Christian ethos is apparent in the day to day life of the school and staff provide good role models.
- There are too few opportunities for pupils to plan their own work and select their own resources.
- Children do not always take care of resources and staff often tidy up after them.
- Many of the activities on offer provide insufficient structure and focus.

Commentary

49. Children enter the nursery with the expected level of social skills and quickly learn to take turns and share equipment. Throughout the unit, they behave well and any disputes are quickly resolved. Staff demonstrate good relationships and explain carefully to the children how they are expected to behave. Prayers and the ethos provided ensure that children begin to understand that their faith influences how they behave.
50. Staff offer a good range of activities for children to choose from. However, tasks are rarely well-focussed and have no clear purpose and, as a result, children tend to flit from activity to activity with little sustained play. They leave resources as they move to the next task and thus do not take responsibility for the care and tidiness of the area. There are few opportunities for children to plan what they would like to do, select resources and carry out the task to completion. As children move through the unit, there is not enough systematic development of their independence. Expectations for reception children are not high enough and they are not yet independent in identifying the need for an apron, or putting it on, for example. Dressing and undressing for physical education still take a long time.
51. The quality of teaching in both classes is satisfactory in this area of learning and staff put an appropriately high emphasis on developing personal and social skills. However, the current organisation does not provide sufficient opportunities for pupils to develop independence skills, particularly in the reception class.

COMMUNICATION, LANGUAGE AND LITERACY

Provision overall is **satisfactory**. Provision for communication and language development is good. Provision for the development of literacy is unsatisfactory.

Main strengths and weaknesses

- Standards in communication and spoken language are good and all staff give an appropriate focus to developing these skills.
- Children do not make the expected progress in the development of reading and writing skills.
- There is too little focus on developing the key skills for reading and writing.
- Planning does not identify specific learning objectives for each session.

Commentary

52. Children enter the nursery with average levels of communication and language skills and staff give a good focus to continuing this development. All staff and helpers talk to the children well as they work, asking questions and extending learning. There are lots of opportunities for children to develop their speaking and listening skills through role play, stories and games.
53. There is no planned progression for teaching the skills of reading and writing. In the nursery, children sometimes write their first name but correct formation is not taught systematically. In the reception class, children sometimes copy underneath the teacher's writing. However, opportunities for them to practise their independent writing skills are left too late and not supported by the teacher showing the whole class or a group what to do. The teaching of the sounds letters represent is not sufficiently structured or rapid enough to ensure that children reach the expected levels by the end of the reception year. Too much emphasis is placed on the learning of sight vocabulary, out of context, and the reading scheme selected does not support the development of reading for meaning. Staff do not identify what they want children to learn in each session and, as a result, activities are not always appropriate. There is no planned progression for acquiring the necessary knowledge and skills. The teaching of literacy skills is unsatisfactory.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **unsatisfactory**. Although many children achieve the expected levels, they do not make the progress of which they are capable, especially in number skills.

Main strengths and weaknesses

- The number activities provided in the reception class are not sufficiently targeted to the abilities of individual pupils.
- The tasks undertaken in mathematics sessions do not always support learning effectively.

Commentary

54. Children enter school with the expected level of mathematical knowledge and make unsatisfactory progress throughout the unit. Children sing number rhymes satisfactorily and are offered a range of activities to count and order numbers. Staff offer activities in which children can work with 2D and 3D shapes and compare the length and weight of many different things. However, in some cases not enough attention is given to the purpose of these activities and individual needs are not recorded in enough detail. This limits the ability of the staff to plan work that extends children's knowledge and understanding systematically. This is a key factor limiting the challenge offered to children.
55. Most children in the reception class can name a range of 2D shapes and are using basic mathematical language such as long and shorter confidently. They are making steady progress in these aspects of mathematics where work is targeted to individual needs and abilities. However, this is not always the case and children do not systematically build on their skills in number. The tasks provided do not always stimulate the children and they wander off to embark on other activities. Tasks often concentrate on colouring, cutting and sticking rather than mathematical skills and learning in this area is not made the most of. Teaching of mathematical development is satisfactory in the nursery and unsatisfactory in the reception class.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for the development of knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Staff plan a sound range of opportunities for children to explore all aspects of this area of learning through play.
- When an adult works with the children they provide effective support through discussion.
- Activities do not always have a clear focus and children often wander off without any adult input.
- Staff do not have a clear idea of what they want children to learn in each session.

Commentary

56. Children achieve the expected level in this area of learning. Throughout the unit, staff plan a suitable range of activities to enable children to explore early scientific and historical concepts, to think about where they live, to use computers and to build using a range of materials and construction kits. However, in the Reception class, the age and type of the computer limits what can be learnt and children do not use the computer suite enough. In the nursery class, children enjoyed trying pancakes on Shrove Tuesday and pretending to be woodworkers in the workshop. All the adults working with the children encourage the development of language and understanding by asking questions and expanding on what the children say. The reception children investigated satisfactorily a set of toys that could be pushed, pulled and manipulated in different ways. On a sunny day, they went outside to draw round shadows with a student

helper. The children enjoyed these interesting activities but they did not learn as much as they could have done because either there was no adult to extend and question their ideas or the teacher had not made clear what the children should learn from the activity.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Staff plan a good range of activities to enable children to use tools and manipulate materials.
- The outdoor play area enables children to have daily access to physical play.
- Staff planning does not identify clearly what skills individual children need to develop.
- Access to activities is through child selection and there is no system for recording what children have done.

Commentary

57. By the end of the reception year, children will meet the expectations in physical development. They use pencils, paint brushes, glue spreaders and scissors with increasing skill and can manipulate construction kits deftly. They move confidently and are aware of their own space and that of others. The outdoor space provides good opportunities for all children to use large wheeled toys and climb over and through equipment. They understand that they should wash before eating and after the toilet.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Children's work is valued and attractively displayed.
- Planning does not clearly identify what will be learned and as a result, tasks are not always sufficiently challenging.

Commentary

58. Most children achieve the national expectations in this area of learning. Staff plan an appropriate range of activities to ensure that children experience music, role play, art and craft. The music table is always popular and children enjoy experimenting with sound. In whole class lessons, children show that they can recall simple melodies and lyrics and sing together. Children have access at all times to paint, glue and malleable materials, for example play dough. The puppet theatre and role play area enable children to act out their ideas. Staff display art and craft work attractively and children are proud of their work. However, much of this work is unfocused and staff do not sufficiently identify how the activities will build children's skills in art and music. As a result, activities in the reception class are not sufficiently challenging to produce high quality work.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **good**. Pupils achieve well at Key Stage 1 and very well at Key Stage 2. The quality of teaching is mostly good and sometimes very good.

Main strengths and weaknesses

- Very good standards are achieved in speaking and listening, reading and writing and pupils achieve very well by the time they leave the school at age eleven.
- Teaching and learning are good.
- There are good opportunities created for writing in other subjects.
- Provision for pupils with special educational needs is good and pupils achieve well.
- The impact of leadership and management of the subject is restricted by a lack of opportunity to monitor provision.

Commentary

59. Standards in the 2003 national assessments are well above average for pupils aged eleven and above average for pupils aged seven. At age seven, the standards of the last report are maintained but at age eleven, standards have improved. Standards currently are above average at age seven and well above average at age eleven. Pupils are achieving very well overall.
60. Speaking and listening skills are developed well. A clear focus is put on the importance of these skills. Teachers successfully promote learning through effective questioning and through providing opportunities to contribute in lessons. This is also seen in more formal settings such as the school assembly and in participation in the celebration of the Mass on Ash Wednesday. Listening skills are actively taught, for instance in a Year 3 lesson where pupils were investigating 'story openings' all pupils were expected to listen to the teacher who did not speak until all were focused on her. Teachers listen to pupils well and thus good habits are demonstrated. By Year 6, pupils are confident and articulate and all are careful listeners.
61. Reading is well taught. Year 2 pupils heard to read were confident, accurate and also fluent and expressive. Pupils have good basic skills and are able to build words through their knowledge of phonics (the link between sounds and letters) and by breaking words down into syllables. Year 6 pupils all read fluently and expressively. They are able to use their good spoken language skills to discuss character and plot and to make predictions as to how a book will develop. Most have good skills to use when selecting new books. The school library is relatively new and librarians are clear as to how to find a book. Pupils have good skills in identifying what they wish to know, forming questions to answer and finding books to assist them in this task.
62. Attainment in writing is above average. Basic writing skills are developed well in Year 2 and all pupils are proud of what they achieve. In Years 3 to 6, pupils are effectively taught how to write in different ways for different purposes.
63. Teaching in English is good overall and sometimes very good. Most teachers are well prepared. They have good subject knowledge, high expectations of pupils and work at an appropriate pace so that pupils are motivated and learning is made the most of. This was demonstrated in a Year 6 lesson where pupils were introduced to writing in a persuasive manner and asked to consider the advantages and disadvantages of children's television. Pupils were able to discuss this in pairs and able to feedback their suggestions in an articulate and confident manner. They can engage with the text and quickly identify powerful adjectives that enhance and improve their writing.

64. Pupils with special educational needs achieve well across the school. This is partly due to the good care and attention given to pupils from the learning support assistants who work with groups of pupils, building trust, confidence and motivation to work. Work is carefully planned for these pupils. Support staff and teachers work well together to the pupils' benefit.
65. Pupils' written work is collected in a sample book clearly showing developments in standards every year. Work is marked regularly. However, marking is not used effectively enough in most classes to show pupils their next step in learning.
66. Leadership and management of the subject are satisfactory overall. The co-ordinator has successfully ensured that approaches identified in the National Primary Strategy are fully discussed and familiar to all teachers. Careful purchasing has ensured resources are satisfactory. Better leadership of the subject is restricted, as little provision has been made for the co-ordinator to monitor teaching and learning.

Language and literacy across the curriculum

67. Pupils make good use of their language and literacy skills in other areas of the curriculum, particularly geography, science and design and technology. Older pupils use their research skills well to find information. Subject technical vocabulary is carefully introduced. In a Year 5/6 class, a very good lesson where the effects of fear on the body were considered and discussed made a very good contribution to pupil's spiritual development. Pupils' scientific knowledge was highlighted in this lesson and pupils are encouraged and able to use extended vocabulary when writing accounts of investigations.

MATHEMATICS

Provision in mathematics is **good**. It is better at Key Stage 2 than at Key Stage 1.

Main strengths and weaknesses

- Standards are well above average at age eleven and pupils are achieving well.
- The quality of teaching is good overall.
- Good use is made of assessment information to organise teaching groups in Key Stage 2 and Year 1.
- The subject co-ordinator does not monitor teaching and learning enough.

Commentary

68. The results of the 2003 national assessments are average at age seven and well above average at age eleven. This represents a drop in standards at age seven since the last inspection and an improvement at age eleven. Inspection evidence shows that standards currently average at age seven and well above average at age eleven. Pupils are achieving satisfactorily at age seven. Achievement at age eleven is good. Although standards are well above average, records show that this cohort attained above average standards at age seven.
69. The quality of teaching is good overall but this is not consistent across the school. Overall, the teaching at Key Stage 2 is better than the teaching at Key Stage 1. This is a key factor affecting learning and hence attainment. The use of assessment information to place pupils into ability groups is proving effective in raising standards. Pupils with special educational needs receive good support to enable them to achieve well. At Key Stage 2, pupils from different year groups are placed in ability groups and learn well. This is particularly effective in ensuring that more able pupils are challenged and extended in their learning. At Key Stage 1, the numbers on roll in each year group make this more difficult. Although Year 1 pupils are organised into sets, the pupils in Year 2 are taught in one large class with a classroom support assistant. While teaching is at least satisfactory at Key Stage 1 and often good, the larger group in Year 2 makes it more difficult for the teacher to ensure that each pupil is learning as effectively as possible.

70. Leadership and management are satisfactory. The co-ordinator checks on planning regularly and ensures that text books support the scheme of work. However, he does not monitor teaching and learning and so is unaware of the difficulties faced by the Year 2 pupils when compared with other year groups. This limits the co-ordinator's ability to identify ways of improving attainment at Key Stage 1.
71. Good use is made of homework to support learning. In the oldest classes, a good quality homework policy ensures that all pupils receive appropriate homework that either re-inforces what they have learnt or extends their learning. This is a key factor in the very high standards achieved at age eleven.

Mathematics across the curriculum

72. Satisfactory use is made of mathematics to support learning in other subjects. For example, in science, pupils use their mathematical skills well to produce tables of results and accompanying graphs. Some of this work is done during ICT lessons. This not only enables pupils to use their ICT skills but also shows them how ICT can be used to support learning in mathematics. In design and technology, pupils use their mathematical skills well when measuring.

SCIENCE

Provision in science is **good** overall but there are too few opportunities for developing independent investigative skills in Key Stage 2.

Main strengths and weaknesses

- Standards of attainment are above average at age eleven and pupils achieve satisfactorily.
- The quality of teaching and learning is good overall and some very good teaching was seen in both key stages.
- There are too few opportunities for pupils in Key Stage 2 to work independently in experimental and investigative science.
- The subject co-ordinator provides a good role model for teaching and has a clear view of what needs to be done to develop the subject.
- The subject co-ordinator has yet to develop her monitoring role to include teaching and learning.

Commentary

73. Provision in science is good and is well supported by a two year rolling programme that ensures good coverage of the required programmes of study. As a result, most pupils achieve above average standards in the national tests by the age of eleven. Compared to their attainment on entry to the school, pupils are achieving well. Improvement since the last inspection is satisfactory. Pupils with special educational needs are supported well and achieve well as a result.
74. The quality of teaching and learning is good and there are good opportunities for pupils in Key Stage 1 to participate in practical activities in investigative science. In the best lessons, staff have high expectations and use skilful questioning to draw and build on their pupils' prior knowledge to achieve the intended learning outcomes, many achieving beyond the national expectation. Teaching in Key Stage 2 effectively extends pupils' knowledge and provides them with an understanding of the skills needed to carry out investigations. However, too often pupils' experiences are limited to watching demonstrations of experiments and copying out the results. Consequently more able pupils do not develop sufficient independence to achieve the higher levels of attainment.
75. The subject is well-led by an enthusiastic and knowledgeable co-ordinator. She manages the subject well and her teaching of science provides a good model for colleagues. The co-ordinator has a clear view of the strengths and weaknesses in the subject but as yet has not

been able to monitor the quality of teaching and learning in the school to provide her with an overview of how successful the lessons are and identify how they can be further improved. Assessment procedures are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- A good quality ICT suite supports learning satisfactorily.
- Pupils do not have good enough keyboard skills when they enter Key Stage 2.
- The Foundation Stage does not have enough access to good quality resources.

Commentary

76. Standards of attainment are in line with national expectations at age seven and age eleven. This maintains the standards noted at the last inspection. Pupils achieve satisfactorily at both key stages.
77. Since the time of the last inspection, a new ICT suite has been installed. Suitable training has been given to teachers and most are now confident using the suite and the associated interactive white board. Teaching is satisfactory and enables sound learning to take place. Pupils are achieving satisfactorily as a result. Pupils with special educational needs receive good support and achieve well.
78. Pupils experience a satisfactory curriculum that covers all aspects of the National Curriculum programmes of study. Pupils use computers for a variety of tasks. They send and receive email and use the Internet to find information. By the age of seven, pupils use the mouse confidently and use drop-down menus to open and close programs or to save and print their work. However, progress is inconsistent. Although pupils in Key Stage 1 have a satisfactory experience, they do not spend enough time learning keyboard skills. Inspection evidence shows that many pupils in Year 3 are not confident using the keyboard. Many use just one finger and have not been taught the correct way to obtain capital letters. The unsatisfactory keyboard skills slow down progress in other aspects of ICT as pupils take so long to enter data. This was observed in several lessons at Key Stage 2.
79. A contributory factor to the slow progress in gaining keyboard skills in Key Stage 1 is that pupils in the Foundation Stage do not use the ICT suite enough. The use of ICT at Foundation Stage is further affected by the fact that a different computer system is in use in the reception class. This class uses an old Apple Mac computer that does not have a sufficiently large range of programs available. This limits achievement and means that pupils entering Year 1 do not have as much knowledge of computers as might be expected.
80. Management of ICT is satisfactory. The co-ordinator has a good understanding of the strengths and weaknesses in the subject but has yet to ensure that all teachers are using the new computer suite to its maximum potential. In particular, the access to good quality resources for the reception class is an area for development. Assessment procedures are satisfactory.

Information and communication technology across the curriculum

81. ICT is used satisfactorily in most areas of the curriculum to support learning. For example, pupils use computers to display the results of science experiments or data from surveys. They use multimedia presentations to share what they have learnt in history and geography and develop language skills through the use of email.

HUMANITIES

82. The school's topic cycle meant that history was not taught during the inspection week and only one geography lesson was observed. Comments are based on this lesson, on an examination of previous work and on discussion with pupils, teachers and subject managers. A Diocesan inspector inspected religious education under Section 23 of the 1996 Education Act.
83. Evidence from pupils' work, displays, resources and talking with pupils and subject co-ordinators shows that **geography** is covered satisfactorily. Pupils' work shows good links between literacy lessons and geography lessons, for example, where pupils are required to understand and compare the difference between a school in Chembakoli, India and their own school. Classroom displays support learning in many classes.
84. Teachers use the local environment well for reinforcing learning through visits to places of interest. ICT is used appropriately to support learning. For example, a Year 6 pupil was able to describe what she had learnt about rivers through the use of a PowerPoint presentation in which she discussed the river Thames and what city it ran through.
85. Insufficient information was available to comment on **history**, but examination of planning and discussion with pupils confirmed that this is taught appropriately.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

86. It was only possible to observe certain elements of art, music, design and technology and physical education. As a result, it is not possible to give reliable overall judgements in these subjects.
87. Very little **art** teaching was seen during the inspection. However, an analysis of teachers' planning, the art work on display, sketch books and books for other subjects suggests that teaching is good. The standard of art work seen is above that expected of pupils nationally. Pupils make good progress in acquiring art skills as they move through the school and are offered a good range of activities in two and three dimensional art. They learn a good range of techniques and use paint, pastels and pencils with developing effect. Art is used effectively to support other subjects. The art co-ordinator has a good overview of the subject from looking at pupils' work but has not yet monitored teaching and learning. He has developed some useful assessment strategies that, when adopted by the whole school, are intended to ensure that pupils' work and progress is well-monitored
88. It was only possible to observe one lesson of **design and technology** during the inspection but a judgement can be made based on an analysis of pupils' work and teachers' plans. There is a good policy and a scheme of work for design and technology. These ensure that all pupils are taught the appropriate curriculum and develop the necessary skills to make a range of items using wood, paper, card, waste materials and food. They produce useful plans to help them make their designs and older pupils evaluate their work reflectively. Standards of attainment are in line with national expectations but the evidence suggests that pupils should be given more opportunities to work independently and select the materials and techniques they use. The co-ordinator has developed assessments for use throughout the school but these have not yet been introduced.
89. In **music**, a specialist part-time teacher undertakes almost all teaching. This enables timetabling to be managed well by the school, ensuring that pupils do not consistently miss other elements of the curriculum in order to attend instrument lessons. When singing in assemblies and class pupils sustain the melody well and phrase the songs appropriately. There are good opportunities for music outside the required curriculum and pupils are able to learn to play a range of instruments and take part in the choir. The subject is led well by a skilled and knowledgeable co-ordinator.

90. **Physical education** is well planned to ensure that pupils experience a wide range of sports and activities. These include tennis and golf. Visiting specialists support teaching well and provide a wide range of extra-curricular activities for Key Stage 1 and Key Stage 2. School records show that standards in swimming meet national expectations. Teams represent the school in inter-school matches and this strengthens the links with other schools.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal social and health education

91. It is not possible to make explicit comments of teaching and standards in this area as much of this work is done through other subjects. Although not inspected for the report, it was noted that religious education makes a strong contribution to this area of the curriculum. The provision for pupils' spiritual, moral, social and cultural development makes a good contribution through the clear behaviour rules and through the high expectations of teachers. Sex and relationships education is not taught as a separate subject and this is in line with the governors' wishes.

92. The school council is quite new and is developing its role satisfactorily, enabling pupils to make a contribution to the life of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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