

INSPECTION REPORT

St Vincent's RC Primary School

London, W1

LEA area: Westminster

Unique reference number: 101143

Acting Headteacher: Miss Marina Coleman

Lead inspector: David Wynford-Jones

Dates of inspection: 6-9 October 2003

Inspection number: 260955

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	225
School address:	St Vincent Street Marylebone London
Postcode:	W1U 4DF
Telephone number:	020 7641 6110
Fax number:	020 7641 6116
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Joe Hegarty
Date of previous inspection:	2 – 5 November 1998

CHARACTERISTICS OF THE SCHOOL

St Vincent's Roman Catholic Voluntary Aided Primary School is a popular and oversubscribed school. The school places a strong emphasis on developing the caring ethos and values associated with a church school. The school received the DfES "School Achievement Award" for the standards pupils achieved in 2002. The size of the school is similar to the average primary school. Approximately 226 pupils aged 3-11 attend the school. There are roughly equal numbers of boys and girls. The number has remained consistent for the last five years. About two-thirds of the pupils live within the Borough of Westminster, the remainder travel from the surrounding boroughs. The level of pupil mobility is reasonably high, 23 per cent of the pupils left or joined the school in the last twelve months. The percentage of pupils eligible for free school meals has declined significantly over the last five years and is low in comparison to the national figure. Although there is a broad range of pupils' level of attainment on entry, overall it is above that found locally and nationally. About two-thirds of the pupils are from minority ethnic backgrounds. A third of the pupils speak English as an additional language. Twenty-eight different languages are spoken in the school. Thirty-seven pupils are on the school's register for special educational needs. There are ten pupils with statements of special educational needs. The percentage of pupils on the special educational needs register and the number of pupils with statements is above the national average. Attendance is below that found nationally. The school operates on a difficult site with minimal outdoor facilities. The playground for most of the pupils is on the flat roof at the top of a four storey building. The deputy headteacher is currently acting headteacher. The role of deputy headteacher is being undertaken on a temporary basis by two senior members of staff. The senior management team had been in post for four weeks at the time of the inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23138	David Wynford-Jones	Lead inspector	English; information and communication technology; physical education; special educational needs.
9275	Candy Kalms	Lay inspector	
23805	Margaret Lygoe	Team inspector	Mathematics; science; design and technology; English as an additional language.
22147	Anne Holland	Team inspector	Foundation stage; art and design; geography; history; music.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Vincent's is a **good** school that provides **good** value for money. The standards attained at the end of Year 6 are above national expectations in English and science. In mathematics they are well above expectations. Pupils make good progress during their time at the school. Their achievement is good. Teaching and learning are good. The leadership, management and governance of the school are satisfactory.

The school's main strengths and weaknesses are:

- The inclusive nature of the school successfully promotes pupils' personal development and racial harmony.
- The consistency of the good quality teaching ensures that pupils make good progress in many subjects.
- The support given to pupils with special educational needs and pupils who speak English as an additional language enables them to make very good progress and they and all other pupils achieve good standards in English, mathematics and science by the end of Year 6.
- The very good provision for music throughout the school enables pupils to achieve well.
- The curriculum is enhanced by a good range of extra-curricular activities and very good links with the local community.
- The planning and organisation of the curriculum for the reception children does not reflect the requirements of the Foundation Stage curriculum.
- Standards at the end of Year 2 in science are too low.
- Formal health and safety procedures are not in place.
- Attendance and punctuality are unsatisfactory.

The school has made satisfactory progress since the last inspection. Standards by Year 6 have continued to rise on a year by year basis. Good progress has been made in improving provision and the use of information and communication technology (ICT) across the curriculum. Arrangements for promoting pupils' personal, health and social development are good. There are still weaknesses in the governors' annual report to parents and in the prospectus, as not all statutory requirements have been met. Attendance levels have not improved enough and procedures for improving attendance are not sufficiently rigorous.

STANDARDS ACHIEVED

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

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

An A* indicates standards were in the top five per cent of schools. The provisional results for the 2003 tests show similar standards in mathematics and science with an improvement in English. The results in the end of Year 6 national tests have improved steadily over the last four years.

Achievement is **good**. Overall, pupils make good progress during their time in school. Attainment on entry to school is above the national average. By the end of the reception class most children achieve or exceed the goals they are expected to reach. Attainment at the end of Year 2 is in line with the national average in reading and in writing, below average in science, and above average in

mathematics. Their achievement at this stage is satisfactory overall. By the end of Year 6, standards are above average in English and science, well above average in mathematics and music. Their achievement is good. Attainment is above average in history and geography. It is average in physical education and ICT. It was not possible to make judgements on standards or achievement in art and design or design and technology. Religious education is the subject of a separate inspection. Pupils' personal development is good, as is their spiritual, moral and social development. Their cultural development is very good. Pupils' behaviour and their attitudes towards school are good. Attendance and punctuality are unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. The quality of teaching and pupils' learning is good. Good teaching was observed in all classes. The teachers and support staff are committed to providing the pupils with a good education. They plan their work in detail to ensure it matches the needs of the pupils. Effective use is made of the support staff who contribute significantly to pupils' learning. The curriculum is satisfactory. There are some weaknesses in the Foundation Stage curriculum in the Reception Year. In Years 1 to 6, the curriculum is satisfactory with the exception of science in Years 1 and 2 where it is unsatisfactory. There is a caring ethos but the formal procedures for child protection and health and safety are unsatisfactory. The school has established good links with parents and other schools. Its links with the community are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school by the acting headteacher, acting deputies and the senior staff are **satisfactory**. Governance is sound. The acting headteacher and senior management team had been in post for four weeks at the time of the inspection and have begun to identify areas for development within the school. Day-to-day management of the school is sound. The governing body is very supportive of the school. The governors are proud of the school's achievements and are committed to securing additional accommodation to enable the curriculum to be taught more effectively. However, the governing body is not sufficiently rigorous in ensuring that all statutory requirements are met and that good administration procedures are in place; for example, on attendance, child protection and health and safety.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school. They appreciate the high standards the school achieves; that their children like school and are making good progress. A few expressed concerns that there was some bullying but this was not substantiated by inspection evidence. The pupils also have positive views of their school and speak highly about their teachers and feel they are making progress in their learning. Their behaviour and attitude to school are good.

IMPROVEMENTS NEEDED

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

- Provide a more appropriate structure to the curriculum in the Reception class.
- Raise standards in science by the end of Year 2.
- Improve child protection and health and safety procedures.
- Reduce absence, and improve punctuality.

and, to meet statutory requirements:

- Ensure full compliance with statutory regulations for the governors' annual report to parents and the prospectus.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **good** overall. In the Foundation Stage and in Years 1 and 2 children's achievement is satisfactory; in Years 3 to 6 it is good. Standards achieved within the school are above average. There is no significant difference in the achievement by any group of pupils. In the Foundation Stage the vast majority of children are on track to meet or exceed the Early Learning Goals, the levels expected of children when they enter Year 1. In Year 2, standards in reading and writing are average in mathematics they are above average, but in science they are below average. Standards in information and communication technology (ICT) are average. Standards in Year 6 are above average in English and science and well above average in mathematics.

Main strengths and weaknesses

- By the end of Year 6, standards are well above average in mathematics and above average in English and science.
- Standards in mathematics in Year 2 are above those expected nationally.
- Achievement in music is very good.
- Pupils with special educational needs and those for whom English is an additional language make very good progress, their achievement is very good.
- Standards in science in Year 2 are too low.

Commentary

1. Attainment on entry to the Nursery is just above average. By the end of the Reception year, most children make satisfactory progress and attain or exceed the expected standards of the Early Learning Goals.¹ Their achievement is satisfactory
2. In Years 1 and 2, pupils make satisfactory progress in their reading, just satisfactory progress in their writing, satisfactory progress in their mathematics work and in their knowledge and use of ICT. Progress in science is unsatisfactory. Overall, their achievement is satisfactory
3. In Years 3 to 6, pupils make good progress in English, mathematics and science. Progress in ICT is satisfactory. Their achievement is good.
4. Pupils with special educational needs and pupils for whom English is an additional language make very good progress. The good teaching and the good additional support in the classroom means that these pupils achieve very well. They have the confidence to take part in all classroom activities and work in small groups. Effective use is made of specific targets in pupils' individual education plans to help them develop strategies to tackle their learning needs. The achievement of gifted and talented pupils is satisfactory. There are no significant differences between boys and girls or other groups of pupils at any age.
5. The results of the Year 2 national tests in 2002 were in line with the national average in reading and writing and above average in mathematics. When compared to similar schools, the results were in line with the average in reading, below average in writing and well above average in mathematics. The teachers assessed the standards in science as below those found nationally and in similar schools.

¹ The Early Learning Goals are a set of skills, knowledge and understanding that children are expected to attain by the end of their reception year in six areas of learning: personal, social and emotional development, communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

6. The results of the Year 6 national tests in 2002 were above the national average in English, well above average in mathematics and in the top five per cent of schools for science. Overall, the school performed well above all schools nationally. When compared to similar schools, the results were well above average in English and mathematics. In science, the results were in the top five per cent. Overall, the school performed well above similar schools.

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

Standards in:	School results	National results
English	28.4 (28.0)	27.0 (27.0)
mathematics	28.6 (28.2)	26.7(26.6)
Science	31.6 (28.4)	28.4(28.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year

7. Early indications from the 2003 tests indicate that, as a result of the good teaching and the effective support that the pupils receive, the proportion of pupils in Year 6 attaining the expected level has increased for the fourth year running.
8. Standards in the current Year 6 are above average. Given the good quality of teaching, the high level of support, the strategies adopted by the school and the good pupil attitude, there is every likelihood that the pupils will reach the same high standards that the school has achieved over the last few years.
9. Attainment in music is well above national expectations. In history and geography it is above average and in ICT and physical education it is in line with expectations. It was not possible to make a judgement on standards in design and technology or art and design.
10. The most significant factors in the pupils achieving the high standards are the consistent good quality teaching; the good contributions of the teaching assistants; the emphasis placed on supporting pupils with special educational needs and those with English as an additional language; good pupil attitudes towards their work and the contribution of regular homework.

Pupils’ attitudes, values and other personal qualities

11. Overall, pupils’ attitudes, values and personal qualities are good. Attendance and punctuality are unsatisfactory. The provision for their personal development, including their moral, spiritual and social development is good and leads to positive attitudes to school and generally good behaviour. Provision for cultural development is very good.

Main strengths and weaknesses

- Pupils’ behaviour is good and they have good attitudes to their work.
- Relationships are good and the school is a harmonious community where pupils get on well together.
- Pupils participate very enthusiastically in a range of musical activities.
- Attendance has not improved. A significant number of pupils are brought to school late by their parents.
- Procedures to monitor and improve attendance are not rigorous enough.

Commentary

12. Most pupils like school. They want to learn and they try hard in lessons. The many bi-lingual pupils have good attitudes to school and to learning. At times, the level of interest and

enthusiasm is outstanding. This was seen during the choir and orchestra sessions where behaviour was exemplary. Pupils with special educational needs generally enjoy their lessons and they respond well to the teachers and support staff. A few pupils, predominately boys, sometimes present challenging behaviour. Staff work hard to include these pupils and some of these are attending a friendship group, run through the Excellence in Cities initiative, in order to help them manage their relationships.

13. Behaviour in lessons and around the school is good because the members of staff expect good behaviour and have a consistent approach. Pupils understand the purpose of rules. Movement around the difficult building is calm and sensible, and members of staff spend considerable time reinforcing the need for controlled movement on the stairs. Last year there were seven exclusions, involving five pupils. Some of these exclusions resulted from pupils disregarding the very stringent rules about "sliding" on the stairs. In discussions with inspectors pupils referred to occasional bullying, but they felt that staff dealt with it successfully. Pupils have a good understanding of right and wrong and they show respect for people and property. Members of staff help them to understand what is acceptable behaviour by explaining the expectations clearly.
14. Provision for social development is good. In lessons, pupils work together in pairs or small groups and generally share equipment and ideas sensibly. Pupils gain an increasing sense of responsibility and maturity as they move through the school. By Year 6, all pupils contribute to the community by undertaking various "monitor" duties. Pupils also have good opportunities to work as part of a team in various sporting and musical activities. There is currently no school council, although the school plans to start one this term. The school actively promotes racial harmony and pupils show interest in and respect for one another's traditions and beliefs.
15. The school's provision for spiritual development is good and promoted well through the curriculum. The school is a place where pupils can flourish, respect others and be respected. Pupils' efforts are acknowledged, praised and displays of work celebrate achievement. Teachers take advantage of moments to explore the spiritual dimension in lessons such as music, art and design and geography. Opportunities are sometimes lost during assemblies to focus on the spiritual element.
16. The provision for pupils' cultural development is very good. Music and art play a highly prominent role in the school. The choir and orchestra offer pupils a rich experience and the fulfilment which comes from performing well within a group. The school makes the most of being in central London and pupils regularly visit museums, art galleries and concerts. Multi-faith issues are introduced in religious education lessons and a variety of cultures are celebrated through displays and posters. Parents are becoming increasingly involved in sharing their traditions and cultures in assemblies.
17. Attendance is unsatisfactory. The absences result from pupils staying at home through illness, the movement of pupils in and out of school during the school year and holidays taken during term time. The level of attendance has improved slightly this term, but is still below the national average mainly because a significant number of pupils were still on holiday when school began. The incidence of recorded unauthorised absence is low. A contributory factor to this is the incorrect recording of pupils who take holidays for more than ten days. The school is trying to raise parental awareness of the importance of regular attendance and punctuality. It has begun to monitor attendance but the procedures are not rigorous or systematic enough to improve attendance. The school has started to identify pupils with low levels of attendance but has not yet developed suitable strategies to improve their attendance. Punctuality is unsatisfactory. A number of pupils are brought to school late by their parents. However, the school is working hard to improve punctuality. Parents of pupils who are frequently late are being regularly notified and this is beginning to have some impact.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.9
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.5

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group

No of pupils on roll
34
6
52
2
2
5
14
1
13
5
8
5
6
22

Number of fixed period exclusions	Number of permanent exclusions
2	0
1	0
3	0
1	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum is satisfactory. The quality of teaching and pupils' learning is good.

Teaching and learning

The quality of teaching and pupils' learning is **good**. The teachers' use of assessment is **good**.

Main strengths and weaknesses

- Good teaching was observed in all classes and pupils make good progress. Pupil achievement by the end of Year 6 is good.
- Teachers and support staff are committed to providing the pupils with a good education. They plan their work in detail to ensure it matches the needs of the pupils.
- Support staff are used effectively to support pupils' learning. The individual education plans (IEPs) are detailed and appropriate. This ensures pupils with EAL and SEN make very good progress and their achievement is very good.

- The contribution of specialist teachers in music ensures pupils achieve well above average standards in this subject.
- Teachers make good use of their assessment of pupils' work to plan future work and to set individual targets for the pupils. The detailed marking of pupils' work in the core subjects in Years 3 to 6 and the setting of individual targets, ensure pupils know what they have to do to improve their performance.
- The good re-enforcement of writing skills across the curriculum, particularly in Years 5 and 6, results in above average standards in English.
- The regular and very good use of homework consolidates and extends pupils' learning well.
- The quality of teaching in the Reception class is good but the structure of the timetable is inappropriate to meet the needs of Foundation Stage children to ensure they make good all-round progress.
- There is an overdependence on worksheets in Years 1 and 2; this hinders the pupils' progress in developing their writing skills and their ability to be creative.
- Some teachers' subject knowledge in physical education is not secure. They do not teach and re-enforce basic skills as part of the lesson. This slows pupils' progress. In some cases, it could lead to them injuring themselves.

Commentary

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	5 (11%)	23(52%)	12(27%)	2(5%)	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.

18. The quality of teaching is good. Good teaching was observed in all classes. Most of the satisfactory lessons contained good features. There have been significant changes in the staffing of the school since the last inspection. The regular monitoring of teaching by the acting headteacher and members of the senior management team, together with the teachers' and the support assistants' commitment to provide a good education for the pupils, has ensured that the quality of teaching seen at the last inspection has been sustained. This has ensured that the standards at the end of Year 6 have continued to improve on a year by year basis and the school achieves well above average standards in mathematics and above average standards in English and science.
19. Teachers have good relationships with the children in their class and are very caring and supportive of them. Hence, pupils feel secure in school, are eager to please their teachers and work hard. The good pace in most lessons ensures that no time is wasted. The activities offered to pupils are interesting, challenging and often exciting and pupils are enthusiastic in their learning. There is an assumption that pupils will always behave well and consequently they live up to these high expectations. There is an atmosphere of calm and industry throughout the school. Teachers are committed to equality of opportunity for the pupils and all pupils' successes are celebrated.
20. Teachers work very well with the support staff and make very good use of their skills. The assistants have a clear understanding of their role and make a considerable input to pupils' learning. They have been well trained by the school and have been actively encouraged to extend their expertise by attending courses. They work closely with teachers and are highly respected and appreciated for the additional support they offer to both teachers and pupils.
21. The good quality teaching, the good use of assessment of pupils' work and the effective deployment of the support staff ensure that pupils' learning is good.

The curriculum

The curriculum is **satisfactory** overall. There are some weaknesses in the Foundation Stage curriculum in the Reception Year. In Years 1 to 6, it is satisfactory with the exception of science in Years 1 and 2 where it is unsatisfactory.

Main strengths and weaknesses

- Provision for mathematics is good and as a result, pupils achieve well above average standards by the end of Year 6.
- Provision for music throughout the school is very good.
- Extra-curricular provision enhances the curriculum effectively.
- Good delivery and use of ICT across the curriculum helps raise standards in many subjects.
- Very good provision for pupils with special educational needs and English as an additional language ensures they make good and often very good progress. Their achievement is very good.
- The planning and organisation of the curriculum for the Reception children does not reflect the requirements of the Foundation Stage curriculum.
- The programme for the teaching of science in Years 1 and 2 leads to below average standards.
- Accommodation for the teaching of physical education is unsatisfactory.

Commentary

22. The curriculum for the children in the Nursery class is planned with the aid of the national guidance for this age group. All areas of learning are given appropriate emphasis and activities are planned for the outdoor area, which is not readily accessible and has to be used at playtimes by other classes. The curriculum for children in the Reception class lacks balance. There is too much emphasis on formal work based on National Curriculum requirements. This leaves little time for children to participate in structured, imaginative play and inhibits their opportunities to instigate their own learning.
23. The curriculum for pupils in Years 1 to 6 is broadly satisfactory with the exception of the science curriculum in Years 1 and 2. All the required subjects are taught but the science curriculum in Years 1 and 2 is unsatisfactory because it is not organised to allow pupils to experience the full range of the subject at sufficient depth. The current approach to teaching the subject through a series of themes does not enable senior management to ensure that enough time is allocated for sufficient depth of study and that all attainment targets are met. There is an over-dependence on the use of worksheets, which do not allow pupils to develop their own methods of recording. The school's strategy for teaching literacy and mathematics is good. This is reflected in the high standards the pupils achieve. The quality of provision for personal, social and health education, including sex education and drugs education is now good. This represents significant improvement since the last inspection when this provision was found to be unsatisfactory. Provision for citizenship is satisfactory but remains under-developed; the school is aware of this and has plans to establish a school council in this academic year.
24. Provision for pupils with special educational needs and those with English as an additional language is very good. The individual education plans are good. The clear and realistic targets are shared with pupils. The school's approach is inclusive and members of staff are strongly committed to including all pupils in the life of the school.

25. There is a wide range of clubs and out of school activities that are well attended by pupils from across the whole age range. The curriculum is enriched by visits to places of interest and visitors. A strong feature of these activities are the opportunities the pupils have to pursue musical tuition in a variety of instruments and the links the school has with Wigmore Hall, Handel House and the English National Opera. Year 6 pupils are offered a three day residential visit to an outdoor education centre. The range of activities supports and enhances pupils' learning well and contributes to the above average standards achieved within the school. By taking part in many of the activities the pupils become more confident and this helps them to achieve well.
26. The school has a good number of qualified teachers to meet the needs of all pupils and cover the full requirements of the National Curriculum. Teachers and pupils are very well supported by a number of suitably trained and very effective support staff. They make valuable contributions to the work of the school. Induction arrangements for teachers and support staff are satisfactory.
27. The accommodation is unsatisfactory. The building is on four floors with a playground on the roof. The playground on the ground floor has to be used by the Nursery and Reception classes as their outdoor area and by another class at playtime. The teaching of physical education is restricted by the limited space available. The staff show a high level of commitment to the delivery of the physical education curriculum, they take part in many events outside of school and, when the weather is appropriate, take pupils to local green spaces for outdoor activities. This causes problems with allocating time to cover the rest of the curriculum. The buildings and the playgrounds are well maintained.
28. The range and quality of resources to support teachers in their work are generally satisfactory in all subjects. The school has invested significantly, and to good effect, in improving ICT resources.

Care, guidance and support

There is a caring ethos and a supportive approach within the school but formal procedures to support pupils' welfare and health and safety are unsatisfactory.

Main strengths and weaknesses

- The learning mentor provides good support for pupils' needs, especially for targeted pupils.
- Transfer arrangements to secondary schools are good.
- Child protection arrangements are not in place.
- Health and safety procedures have not been established.

Commentary

29. The school offers its pupils a caring ethos where day to day support is apparent but the formal procedures for child protection and ensuring pupils' welfare have not been established.
30. The school has not developed clear child protection procedures. The policy has not been updated for some time. The acting headteacher has not received any formal training to raise her awareness, and staff have not received training to ensure they are aware of procedures to follow in the event of any concerns. The school has no up-to-date health and safety policy. Regular checks of the site and premises or clear recording any issues and action are not carried out. Procedures for day-to-day first aid and care for pupils who are unwell are not fully in place. Only the more serious incidents and accidents are recorded and parents are only informally notified in the event of a head injury. The building is not assessable for pupils who do not have full mobility, but the provision for pupils with hearing difficulties is very good.

31. The school provides good support and guidance for its pupils. Despite the high staff turnover, class teachers are aware of individual needs and difficulties. They use this knowledge informally to monitor their personal development, discussing any concerns with the acting headteacher. Where necessary, pupils are referred to the learning mentor who provides valuable support, helping them build their self-esteem and confidence. Members of staff use assessment information to target support and guidance to ensure that all pupils achieve as much as they might. The majority of pupils feel they have access to adults who will listen to them about any concerns they may have. Good support is given to new arrivals. This helps them settle quickly into school routines and includes appointing a pupil as a class friend.
32. Pupils' involvement in the school's work and development is satisfactory. They contribute to their class rules. The acting headteacher is in the early stages of setting up a school council, but currently pupils are not able to put forward their ideas on how to improve school facilities. Pupils are involved in assessing their own work and evaluating their own achievement.
33. The school ensures that pupils make a smooth transfer to the next stage of their education. They are confident about their move to secondary school because in addition to the exchange of records and information and familiarisation visits by pupils, the school offers guidance on interview techniques.
34. Pupils who completed the questionnaire expressed mainly positive views about the school. In discussions with inspectors, they reinforced these positive views.

Partnership with parents, other schools and the community

The school has established good links with parents and other schools. Its links with the community are very good.

Main strengths and weaknesses

- The Parents Association raises a lot of money for the school. This enhances the provision and contributes towards the standards pupils achieve.
- A wide variety of links have been established with the local community to very good effect.
- Governors' annual reports to parents and prospectus do not include all the required information.
- Written reports on pupils' progress do not always deal with all subjects.

Commentary

35. A significant number of parents attended the parents meeting and, as with those who responded to the questionnaire, they were generally supportive of the school and what it offers their children. Very few parents made negative responses.
36. The school's links with parents are good. An active Parents Association has raised considerable funds that have helped to improve the information and communication technology resources. Very few parents help in school on a regular basis. One former parent makes an especially valuable contribution to music by regularly leading singing practice. Complaints are dealt with in an appropriate manner but the school does not consult with parents as part of managing improvements. Many parents give good support to their children's learning. They help them at home, ensure they complete their homework and listen to them read. The school does not routinely translate documents into the main community languages or provide interpreters for parents whose first language is not English. However, it has encouraged a number of informal arrangements.
37. The amount of information parents receive is good. It encourages them to become involved in their children's learning. Regular curriculum events focus on learning priorities in the school

improvement plan as, for example, the recent workshop on physical education. Each term parents receive detailed information about the work their children are doing in lessons and how to support learning at home. A newsletter each half term informs parents about what is happening in school. The prospectus contains information about school routines but, as with the annual governors' report to parents, it does not include all the required information. Parents' evenings each term offers them good opportunities to meet teachers to discuss targets and their children's progress. In addition, they also have the opportunity to meet staff on any Thursday after school. Annual written reports are satisfactory. They indicate areas for improvement but do not provide clear information on strengths and weaknesses and not all report on geography.

38. Good links have been established with other educational institutions. Curriculum links with secondary schools include music, physical education and drama and each year the school hosts an annual choir festival for other local primary schools. The school is actively involved in supporting trainee teachers.
39. The school has established very good links with the local community. One local company sponsors the newsletter another sends staff to hear pupils read, and local shops provide goods for raffles and auctions. Visitors and visits to places of interest enhance the curriculum and make a positive contribution to the pupils' learning. Good use is made of local sports facilities and local arts organisations. Pupils have also benefited greatly from performing with the English National Opera.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school by the acting headteacher, acting deputies and the senior staff are satisfactory. Governance is sound. It is important to note that at the time of the inspection, the acting headteacher and the acting deputies had been in post for four weeks.

Main strengths and weaknesses

- The commitment of the governing body to secure further accommodation to enable the curriculum to be taught more effectively.
- A dedication by all members of staff to ensure that the pupils receive a good education. Pupils with special educational needs and those for whom English is an additional language receive very good targeted support and make very good progress.
- The inclusive nature of the school which promotes racial harmony very well. All adults are good role models for the pupils and have contributed significantly to the caring ethos evident in all the school's work.
- The leadership and management by the mathematics co-ordinator, the EAL teacher and the Special Educational Needs co-ordinator (SENCO) contribute considerably to the standards the school achieves.
- Some statutory requirements in the governors' annual report to parents and in the prospectus have not been met. There are shortcomings in some formal procedures. For example attendance, child protection and health and safety.
- The reluctance of the senior management team and some governors to acknowledge that there are areas for development within the school.
- The topic approach to the teaching of the curriculum and the results of the end of Year 2 national tests in writing and science have not been analysed with sufficient rigour to identify strategies to ensure higher standards are achieved by the pupils.

Commentary

40. The governing body is very supportive of the school and are very rightly proud of the high standards the pupils achieve by the end of Year 6. They are committed to ensuring the very

good ethos of the school is maintained and that the accommodation is enhanced to provide better facilities to promote pupils' learning. For example, negotiations are in hand to acquire part of the adjoining convent for additional teaching space. Governors, in response to suggestions from the previous headteacher, have allocated finances well in order to enhance pupils' education by employing a considerable number of support staff. This was a good decision and has contributed significantly to the high standards achieved within the school.

41. However, the governing body is not sufficiently rigorous in ensuring that all statutory requirements are met and that good administration procedures are in place. Many governors until this autumn term had not been made aware of the contents of the DfES's annual school's performance and analysis document and had not been able to use this information to celebrate with the school its successes or to challenge the school where standards are not high enough; for example, at the end of Year 2. Although the governing body approve the school development plan they are not sufficiently involved in drawing up the plan or checking its implementation and outcomes.
42. The acting headteacher and senior staff provide sound leadership for the school. The acting headteacher has started to identify areas for development and take some actions for instigating changes within the school. Her vision for the development of the school has not been shared widely and is still being developed. However, there is a commitment to succeed and to achieve high standards. The school development plan is satisfactory overall, but lacks rigour in some respects. There are few links to quantifiable targets and financial allocations for many activities are not identified. This makes the plan difficult to evaluate and to ensure that the school is providing value for money. Staff morale has been retained and all staff work together as an effective team. All members of staff are committed to inclusion, the promotion of equality and providing for the needs of individual pupils. This has contributed to the very good progress pupils with SEN and EAL make and the good standards the school achieves.
43. The management of the school by the acting headteacher and senior staff is sound. The school has a good range of self evaluation strategies in place but the outcomes are not analysed with sufficient openness to enable the best use to be made of them. The school tracks the pupils' performance well and uses the information appropriately to set individual and collective targets. The analysis is undertaken manually and data for some groups of pupils is not available. ICT is not used effectively to enable the data to be interrogated. However, the acting headteacher is planning to develop the use of ICT for assessment purposes. There are sound plans in place to continue performance management and extend the process to involve all support staff. Sound links are made between performance management and the professional development of staff. The induction for new members of staff is satisfactory overall. The support offered to the newly appointed SENCO is good. This has enabled her to settle quickly and gain a good overview of the school and the pupils' needs. The school has good links with initial teacher training agencies. The management of recruitment, retention and the deployment and workload of staff is good. The deployment of staff and the generous staffing levels enhance pupils' learning well. The financial management of the school is sound. The issues identified in the last auditor's report have been dealt with appropriately. The principles of best value are being implemented satisfactorily. However, the co-ordinators do not hold a delegated budget. Delegated budgets would enable the co-ordinators to compile a financial plan for the strategic development of their subjects. Although the cost per pupil is high, the school provides good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	832,373	Balance from previous year	-222

Total expenditure	832,568
Expenditure per pupil	3,543

Balance carried forward to the next	-217
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OTHER SPECIFIED FEATURE

What is the effectiveness of the provision for and standards achieved by pupils with English as an additional language?

Provision is **good**. Pupils make very good progress, their achievement is very good.

Main strengths and weaknesses

- Assessment procedures are very good.
- Pupils new to the school are given good support.
- Teaching methods ensure that pupils are fully included in all lessons.

Commentary

44. A considerable number of pupils joining the school are at the early stages of English acquisition. Many of these pupils enter the school during the school year. There are very well established procedures for the assessment of these pupils' language skills. Their progress is monitored regularly through detailed individual assessments. The co-ordinator quickly identifies pupils whose progress is slower than expected, and these pupils are targeted for additional support.
45. The Ethnic Minority Achievement Grant has been targeted well to provide support where needed. Management of this aspect of the school's work is very good. The co-ordinator works very effectively to maintain the assessment programme and she provides good focused teaching support in two classes.
46. The teaching of pupils with English as an additional language consists of in-class support, focusing on language skills as well as the subject specific content of the lesson. All members of staff take responsibility for developing the English language skills of pupils. There is a good range of opportunities for developing speaking and listening in many lessons. Teachers' planning identifies key vocabulary for each session, and they are careful to ensure that these words are explained and used. The quality of support given by teaching assistants is very good. Many of the support staff are bi-lingual themselves and they provide very good role models for pupils. Class teachers use resources effectively to ensure that pupils understand the focus of the lesson.
47. The overall progress of pupils is very good and their achievement is very good. Pupils are given work which matches their ability and which builds on their previous knowledge.
48. The learning mentor plays a significant role in helping less confident pupils "find their feet". She also provides very good support for those with specific difficulties. The school is now working to improve links with parents of bi-lingual learners.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory** overall. Teaching is good in both classes. Children meet the Early Learning Goals by the end of their reception year. Children's achievement is satisfactory. There are some weaknesses in the organisation of the curriculum. Improvement since the last inspection is satisfactory.

Main strengths and weaknesses

- The quality of assessment is good and teachers know their children well.
- Provision for children with English as an additional language is good. This enables them to take an active part in all lessons. Their achievement is good.
- The contribution made by support staff is good and promotes children's learning well.
- The structure of the timetable and the organisation of the curriculum in the Reception class is balanced in favour of the National Curriculum programmes of study rather than following the recommended curriculum for the Foundation Stage. This prevents children from having sufficient time for choosing their own activities.
- The accommodation is unsatisfactory and the outdoor area requires further development to enable children to develop their physical and creative skills.

Commentary

49. The accommodation for children in the Foundation Stage is unsatisfactory. However, with the exception of the outdoor area, the school is making the best use of the available accommodation. The nursery class is housed on the ground floor and the Reception class is on the first floor. Neither class has direct access to the safe and very secure outdoor area. Staff satisfactorily timetable access to the area for groups of children throughout the day and activities are planned to link with the indoor curriculum. Playground space is very limited, as a result the area is used at playtimes by other classes.
50. Admission arrangements are very effective and ensure that the children settle quickly and easily. Parents are made to feel welcome and their contributions are valued. Staff are sensitive to the needs of young children. Children enter the Nursery with levels of attainment slightly above those expected for children of this age. By the time they enter Year 1, most children attain the standards expected nationally in the six areas of learning. Staff make very detailed assessments which are used to good effect in both the nursery and the Reception classes. Children have targets which are shared with parents. Good use is made of the expertise of support staff to assess children's learning. Children with English as an additional language are identified early and given good additional support. Their achievement is good.
51. The approach to the structure and organisation of the curriculum is satisfactory overall, but there are weaknesses in the Reception class. Traditionally within the school, the Reception class has been seen as the start of the main school. As a result, the teaching approach, the timetabling of lessons and content of the reception class curriculum are planned in line with National Curriculum programmes of study. These are then adapted to incorporate the Early Learning Goals. This results in some lessons being overlong, for example the literacy lesson. In addition, some of the content of the National Curriculum is being taught at too early a stage, for example in science. There is limited use of the small amount of large outdoor play equipment and there too few planned opportunities for children to initiate their own learning.
52. There is a newly appointed co-ordinator for the Foundation Stage; at the time of the inspection, she had been in post for six days. She recognises the need to incorporate the Reception class fully into the Foundation Stage and to plan in line with the recommended curriculum for

children of this age. She has already improved provision in the outdoor area and is aware of the need to continue this development but has no budget. Within the Nursery class there are adequate resources. In the Reception class there is no provision for sand and water play and facilities for creative activities and painting are very limited. This impedes children's overall development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- All staff have a good understanding of the need to develop social skills.
- All children are making good progress in this area of learning.
- Sessions directed by the teacher are too long.

Commentary

53. Teaching is good. Children make good progress and achieve well in their social development. Well established routines are established in the Nursery and these are built on in the Reception class. Staff have high expectations and make sure the children know what behaviour is expected. Children respond well to this. They settle in well, enjoy learning, behave well and work hard.
54. In the reception class children sit and concentrate for very long periods. There is, however, an inappropriate balance between activities planned by the teacher and times when the children can choose. This limits opportunities for children to develop as independent learners.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good** in the Nursery and **satisfactory** in the Reception class.

Main strengths and weaknesses

- In both classes, the emphasis placed on developing children's speaking and listening skills enables them to talk to each other when they are working and listen closely to their teachers.
- Planning for literacy in the reception class is not matched to the needs of young children. Sessions are too long.

Commentary

55. Teaching in the Nursery is good and, as a result, children make good progress. A significant number of children have English as an additional language. The emphasis placed by staff on developing the children's speaking and listening skills results in good progress. All staff are particularly good at questioning the children, and more importantly, listening carefully to their answers. This enhances their learning. Children identify their name cards when they arrive in the morning and a significant number can identify the letters in their names and some higher attaining children can already write their own name. Children are given opportunities to choose a book and to 'read' it quietly.
56. In the reception class, staff build on this learning. Speaking and listening skills are good. Bilingual children are well supported. Planning for literacy in the reception class is based on the National Literacy Strategy. The quality of teaching is good and lessons are well prepared. However, the formality of the structure is inappropriate for such young children and the sessions are overlong. Formal English lessons are always at least one hour long and

sometimes longer. Children are making good progress, they are able to identify letters, they recognise the sounds that start their own names and they know what a rhyme is. In one lesson observed, a verse written by the higher attaining children was shared with the rest of the class. However, there are too few opportunities for children to choose things that they want to explore and investigate for themselves, for example, how to write and make marks on paper. Children do not use the role-play area sufficiently to consolidate, develop and to extend their speaking and listening skills.

57. Some higher attaining children in the Reception class are already reading simple texts. This is a good achievement at this early stage in the school year. Parents in both classes are encouraged to come in and choose books for their children to take home and read with them. Many children have difficulty forming their letters but they know where to start on the page.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children's achievement is satisfactory.
- There are insufficient opportunities for children to initiate their own learning.

Commentary

58. Although no mathematical activities were observed in the Nursery, planning indicates that appropriate activities are planned throughout the week.
59. In the Reception class, teaching is good. Most children can already identify numbers one to ten, they know how to order them and they understand what a number line is used for. Teacher-directed practical activities are used to support learning, for example, children sang 'The Wheels on the Bus' and then enacted getting on the bus one at a time. They understand 'more than' and 'less than' and they know the importance of zero.
60. Lessons are planned formally around the National Numeracy Strategy; they are adapted to suit the age and ability of the children but there are few opportunities for informal mathematical activities or for children to find out things for themselves. Group activities are well planned but they are very adult controlled. As a result, children do not explore numbers and patterns for themselves. An examination of children's work reveals there is an over-dependency on worksheets to support learning. There are few opportunities to play in sand and water, for example, filling containers and pouring water into others as there are no sand or water trays in the classroom. As a result, there are limited opportunities to find out how to estimate quantities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **satisfactory**. It was not possible to make a judgement on children's achievement as there was no direct evidence.

Main strengths and weaknesses

- Children learn about the world around them in spite of a curriculum that does not enable them to explore things for themselves.
- Curriculum plans do not address the requirements of the Foundation Stage guidance in the Reception class.

Commentary

61. ICT skills are well taught. Boys and girls have positive attitudes and display equally good skills.
62. An examination of teacher's planning and children's work shows that in the Reception class there is an over-dependency and use of worksheets to record children's learning. The work covers growth, food, energy and water. The coverage is based on the National Curriculum programmes of study rather than the recommended curriculum for the Foundation Stage. This is particularly apparent when examining Reception year work where, for example, the forming of an electrical circuit is directly related to the science curriculum for pupils in Years 1 and 2. This and other concepts are not routinely re-visited in Years 1 and 2 and, as a result, the children do not achieve the same high standards as they do in English and mathematics in the end of Year 2 national tests

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**. Children's achievement is satisfactory.

Main strengths and weaknesses

- There are limitations imposed by the design of the building.
- The outdoor area is underdeveloped.

Commentary

63. Children's achievement in both classes is satisfactory. The children are satisfactorily developing an understanding of moving in a larger space and handle small apparatus such as beanbags and soft balls with growing confidence. However, their development is hindered by the constraints of the building, the under-use of the outdoor area and the lack of large play equipment. There are limited opportunities to use the large wheeled apparatus. There are no outdoor climbing frames or playground markings and only a limited range of large wheeled vehicles. Children cannot test themselves on climbing apparatus and large play equipment, or learn to take turns and share equipment in an outdoor environment.
64. The teachers are very aware of the inadequacies of the situation and when possible provide opportunities for children to use the area. Physical activities directly associated with the theme of the lesson are properly planned. However, as the outdoor area is not directly accessible to either class, children cannot move between their classrooms and the outdoor areas as part of the normal course of their learning. These constraints restrict opportunities to develop climbing, running and jumping skills.
65. An appropriate amount of time is identified on the class timetables to promote children's physical development through dedicated physical education lessons. Whenever possible good use is made of the playground on the flat roof and the school hall.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory** in the Nursery class but **unsatisfactory** in the Reception class. Children's achievements are **satisfactory** overall.

Main strengths and weaknesses

- Planning in the reception class is not sufficiently linked to national guidance for the Foundation Stage curriculum.

Commentary

66. Staff develop children's creativity and skills through a range of topics. Displays are of a good standard and indicate that staff value the children's work. In the Nursery, a small group of children were observed drawing, cutting sensibly with scissors and painting. Support staff ensured that the children used tools carefully.
67. In the Reception class, no children were involved in creative activities such as painting, drawing or making models. Teachers' planning indicates the opportunities for children to develop their creative skills are very limited. There is an emphasis on covering the National Curriculum design and technology programme of study rather than planning activities that enable children to develop creative skills and have some choice over the activities they undertake. Sufficient and appropriate opportunities such as painting, cutting, sticking and collage work are not being provided.
68. Music teaching provided by a specialist is very good. Children enjoy well-chosen musical activities and join in enthusiastically. They are already familiar with instruments and they join in action songs with vigour. Their achievements are good.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards at the end of Year 6 are above those found nationally and well above average when compared to similar schools. Pupils' achievement is good. They make good progress in Years 3-6.
- Pupils' speaking and listening skills are developed well throughout the school.
- Pupils with special educational needs and those who speak English as an additional language make very good progress and their achievement is very good.
- Teachers plan their work thoroughly and teach well.
- The additional support from the support staff, the learning support mentor and the English as an additional language teacher resulting in pupils achieving well.
- The development of writing across the curriculum, particularly in Years 5 and 6 is good.
- The detailed analysis of the end of year tests in Years 3, 4, 5 and 6 by the co-ordinator enables teachers to set clear targets for individual pupils who then achieve well by the end of Year 6.
- The overdependence on worksheets in Years 1 and 2 hinders the pupils' progress in developing their writing skills.

Commentary

69. Achievement at the end of Year 2 is satisfactory, at the end of Year 6 it is good. Teachers work very hard to provide opportunities to develop pupils' speaking and listening skills so that the pupils can consolidate and extend their knowledge and use subject specific vocabulary well. Teachers model language effectively and insist that pupils answer in sentences. This ensures that all pupils make good progress and achieve high standards. Very good support is provided for pupils with special educational needs and those who speak English as an additional language. As a result, pupils throughout the school are articulate and confident speakers and are achieving their potential.
70. Pupils' attainment in reading at the end of Year 2 is broadly in line with the national average. They make good progress during the next four years so that by the time they leave the school in Year 6, their attainment is above the national average. The development of reading skills is an important and effective feature within the school. There is a rolling programme to ensure that younger pupils are paired with older pupils for weekly paired reading sessions. This is effective in developing pupils' reading skills, their self esteem and confidence. It also contributes to their personal and social development. Support staff make a good contribution in all English lessons and facilitate the development of reading when working with small groups.
71. Writing skills are developing satisfactorily in Years 1 and 2. The standards achieved in the end of key stage tests by pupils in Year 2 are in line with those found nationally but lower than those when compared to similar schools. Work scrutiny in the current Year 2, suggests that pupils are on track to achieve higher standards at the end of this year. However, the opportunities to develop pupils' creative and extended writing skills in Years 1 and 2 are restricted by the over-use of worksheets in English lessons and in most other subjects. Pupils in Years 3 to 6 are developing their writing skills well and by Year 6, attain standards above those found nationally. A particular strength in Years 5 and 6 is the development of writing through other subjects.
72. Pupils with special educational needs and those with English as an additional language are very well supported in English lessons. The tasks offered to them are appropriate and they make very good progress. They interact well with adults, particularly the teacher of English as

an additional language, and most are confident when responding to questions. Provision for gifted and talented pupils is satisfactory.

73. Teaching in English is good. Teachers have a secure knowledge of how to teach reading and writing and promote pupils' speaking and listening skills well. Lesson plans are detailed and effective use is made of learning support assistants to meet the needs of the pupils. ICT is being used effectively to promote pupils' skills in speaking, listening, reading and writing throughout the school.
74. The management of the subject is sound. The co-ordinator has a good understanding of standards in Years 3 to 6, although her knowledge of standards in Years 1 and 2 and the Foundation Stage is less well developed as the curriculum and outcomes have not been analysed with the same degree of rigour. The National Literacy Strategy is being implemented well throughout the age range. The resources for the teaching of English are satisfactory. The co-ordinator does not have a delegated budget. A delegated budget would enable the co-ordinator to compile a financial plan for the strategic development of the subject. There has been satisfactory improvement of provision since the last inspection.

Language and literacy across the curriculum

75. Language and literacy are developed well across the curriculum and particularly so in Years 5 and 6. Teachers use all lessons as an opportunity to improve pupils' skills in reading, writing and speaking and listening. Good use is made of reference books to support the topic work undertaken in the various class.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Teaching is good overall. Pupils achieve well and by the end of Year 6 standards are well above the national average.
- Pupils gain a good knowledge of mental and written methods.
- Assessment is thorough and detailed.
- Management of the subject is very good.

Commentary

76. Pupils achieve well in mathematics. Pupils who are learning English as an additional language are supported well and their achievement is good. In Years 3 to 6, pupils are taught with their class group for some lessons and in smaller groups organised according to ability for other aspects of the subject. This system is working effectively. Those pupils who are capable of moving on quite quickly are taught as one group, while there is closely focused support for those who need additional explanation and practice. Pupils with special educational needs make good progress because of the good quality focused support they receive from teachers and teaching assistants.
77. Strategies for teaching numeracy are good. By the end of Year 2, the pupils use a variety of methods to solve problems. Higher attainers work confidently and are given challenging and interesting work. There is good support for those who need extra help. By the end of Year 6 standards are high. Work is usually neat and accurate and pupils have good written and mental number skills.
78. Mathematics lessons are carefully planned and the overall quality of teaching is good. Teachers have high expectations and a good grasp of the subject. Methods and strategies are

clearly explained, and the teachers offer good visual and practical examples to illustrate their teaching. Such examples help all pupils understand what they are expected to learn, but particularly benefit the many bi-lingual learners. Specific vocabulary is identified in planning and pupils are encouraged to use this when they explain their answers. Pupils gain confidence because teachers give them time to answer and respect their efforts even if their answer is wrong. Teachers who have interactive whiteboards use these very effectively, and pupils concentrated very well in the classes with this facility.

79. Assessment procedures are very good at all levels of the subject. During lessons the teachers question pupils skilfully to check their understanding. Misunderstandings are quickly identified and tackled promptly. Teachers mark pupils' work thoroughly. Homework is set regularly and provides very good practice and reinforcement. The co-ordinators analyse the results of annual tests and assessments thoroughly, and identify any weaker aspects of the subject. Individual progress is monitored, targets are set and pupils who are not making the expected progress are identified and targeted for additional help.
80. The leadership and the management of the subject are very good. The co-ordinators have identified problem-solving as an area for development this year, and aspects of problem-solving are already being included in all lessons. Progress since the last inspection has been good and standards have continued to rise.

Mathematics across the curriculum

81. Pupils have satisfactory opportunities to use their skills in other subjects such as science and geography.

SCIENCE

Provision for science is **satisfactory** overall, but there are weaknesses in curriculum planning for Years 1 and 2.

Main strengths and weaknesses

- Lessons often include practical activities.
- Factual knowledge is thoroughly taught in Years 3 to 6.
- Pupils' work is thoroughly marked.
- The scheme of work for pupils in Years 1 and 2 does not cover all aspects of the expected programme in enough depth.

Commentary

82. Very little direct science teaching was observed during the inspection. Judgements are mainly based on a detailed scrutiny of pupils' work. Pupils' folders clearly show that, wherever possible, lessons include practical activities. Science is taught alongside history and geography within a "topic" framework. While the expected programme of study is generally adequately covered during Years 3 to 6, this is not the case for Years 1 and 2. In particular the aspect related to "Life processes and living things" is not taught in enough depth. Very little work is planned during Year 2 in this aspect. Too much reliance is placed on work covered during the Foundation Stage, and the curriculum has not been revised in line with the latest guidance.
83. Standards in the national tests at the end of Year 2 are below the national average and some pupils do not achieve as well as they should. Work in pupils' folders consists largely of worksheets and there is little indication of tasks being varied to cater for different abilities. Those aspects of science which are covered during Year 2 are taught carefully but overall standards are unsatisfactory. In an English lesson linked with science the pupils showed a

satisfactory recall of specific subject vocabulary. Most knew how to make a simple circuit. Bilingual pupils benefited from additional support during this lesson, and made good progress.

84. Standards in science at the end of Year 6 are above those expected and pupils achieve well in some aspects of the subject. Pupils have a good scientific vocabulary. In the national tests, pupils achieve very high standards, particularly in the knowledge of scientific facts. The coordinators have analysed the test papers thoroughly and have identified the need to develop pupils' investigative skills. In the one full science lesson observed, pupils' practical skills were noticeably less advanced than their knowledge of materials. As in Years 1 and 2 the teachers in Years 3 to 6 depend heavily on a variety of worksheets. Pupils write competent descriptions of their practical work, and present their results in tables and graphs. Work is neat and well written and factual knowledge is taught very competently. Teachers mark pupils' work thoroughly and constructively. Pupils have too little opportunity, however, to learn to record their work independently. Even Year 6 pupils complete structured worksheets when recording their experiments. Pupils' completed work is kept in loose-leaf "topic" folders mixed with work from other subjects. This practice means that neither teachers nor pupils can quickly refer back to previous work.
85. Subject leadership and management is now satisfactory with a commitment to improvement. Progress since the last inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- The school has good quality ICT equipment, which is used well to promote and consolidate pupils' learning.
- The teachers make good use of computers linked to interactive whiteboards. This enables all pupils to follow instructions or view the images clearly.
- ICT is being used effectively to support pupils' learning in many subjects.
- Teachers are confident in the use of ICT and as a result pupils are developing their skills well.

Commentary

86. Good progress has been made since the last inspection in developing ICT provision and its use across the school. Information and communication technology resources have improved significantly. The ICT suite has been established and up to date equipment installed in several classes. There is a good range of software to support pupils' learning. The school has sound plans to continue to develop provision within the school.
87. Standards throughout the school are in line with national expectations. Pupils in Years 3 to 6 are much more confident in the use of ICT and use it appropriately to develop and support their learning in other subjects. This is an improvement on the previous inspection. Pupils with special educational needs and those for whom English is an additional language are supported well. Higher attaining pupils are challenged in the lunch time computer club. As a result all pupils achieve a satisfactory level of attainment. Their achievement is sound.
88. The quality of teaching of ICT is good. The teachers are confident in the use of ICT. They plan their lessons well and encourage pupils to think for themselves particularly when creating a series of instructions for robots. Pupils respond well to the challenges and can articulate clearly the actions they are taking and provide appropriate reasons for their decisions. Occasionally, when the equipment fails or the tasks are not sufficiently challenging; pupils become restless and the behaviour of a few deteriorates significantly.

89. The two co-ordinators are working well to support staff and raise standards. There are sound plans in place to develop provision. The co-ordinators do not have a delegated budget. A delegated budget would enable the co-ordinators to compile a financial plan for the strategic development of the subject.

Information and communication technology across the curriculum

90. Information and communication technology is used well to support pupils' learning in other subjects for example in English, mathematics, history and geography. Teachers are becoming more adept at linking the activities in the ICT suite with work in other subjects and in the use of data projectors to facilitate whole class teaching for example in the literacy lessons. As a result pupils are developing their ICT skills well and are more involved in their own learning, particularly when they have to use the internet or access information held on compact discs for their work in history and geography.

HUMANITIES

Religious education was inspected by the diocesan team and is reported separately.

History and Geography

Provision in history and geography **is good**.

Main strengths and weaknesses

- The use of English and art and design to support learning in the subject is good.

Commentary

91. Provision for history and geography was not a focus of this inspection. The previous inspection made no judgement on standards but stated that progress in both subjects in both key stages was good. Inspection evidence shows that current provision for history and geography is good. Pupils make good progress and their achievement is good. In geography, the school makes particularly good use of the range of countries the children come from to enhance learning in the subject. The local environment is used well to support learning throughout the age range; pupils visit museums and local parks. There is a residential trip in Year 6 which offers good opportunities for pupils to extend their practical geographical skills. In both subjects there are some very good examples of extensive written work for a variety of purposes, and of pupils pursuing their own lines of research, particularly in Years 5 and 6.
92. One lesson was observed in history. Work scrutiny indicates appropriate coverage and good progress, particularly in Years 3 to 6. Four lessons were observed in geography, one each in Years 1, 3, 4 and 6. In the Year 1 lesson, the teaching was good. The teacher based the lesson on '*Rosie's Walk*', it was supported by excellent props. Lower attaining pupils were encouraged to act out the story covering the route. In the other three lessons observed, teaching was satisfactory in two and good in one. In a good lesson in Year 6, pupils were comparing the traffic survey they had undertaken while on their school trip to Sayers Croft with a survey they had undertaken locally. The teacher maintained a brisk pace and challenged the pupils to think about their findings by the use of focused questions. There were good cross-curricular links with mathematics.
93. The subject co-ordinator is new to the school and has had no opportunity yet to influence the development of either subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Displays are of a good standard.

Commentary

94. There was insufficient evidence to form judgements about teaching, learning or achievement. However, from an examination of work around the school, standards are above those expected nationally throughout the age range. No firm judgements were made about the subject at the time of the last inspection, progress was judged to be satisfactory in both key stages. Progress throughout the school is now good. This represents improvement since the last inspection. There are adequate resources for teaching in the subject.
95. In Year 6, part of an art and design lesson was observed. It was well planned. Pupils are aware of the great landscape painters such as Constable, Turner and Gainsborough. They use the correct vocabulary when discussing these works, for example, 'texture' and 'tone'. Across the school, there is evidence that pupils use different materials and learn to experiment with colour, patterns and textures.
96. Art and design are used very well to support learning in other areas of the curriculum. For example, there is a good range of artwork connected with the trip Year 6 pupils made to Sayers Croft early in the autumn term. There are some particularly good reproductions of autumn leaves, drawings of villages and detailed map work. Lower down the school, pupils have produced books on the Tudors and the Ancient Egyptians, all of which have art work of a good standard illustrating aspects of their studies.
97. The school has drawn up its own scheme of work which ensures coverage of the curriculum and the development of knowledge skills and understanding in the subject. The subject co-ordinator is newly appointed.

Design and technology

98. No design and technology lessons were observed and it was not possible to make judgements on standards or teaching in the subject. The co-ordinators are in the process of revising the scheme of work.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- The quality of music teaching the pupils receive is very good. It is excellent in some lessons.
- The extra-curricular opportunities are very good and contributes to the well above average standards pupils achieve.
- The achievement of the pupils is very good.

Commentary

99. The school employs music specialists to teach the subject. Standards in music are well above those expected nationally of pupils at the ages of seven and eleven. The previous inspection reported that the quality of teaching was inconsistent throughout the school and progress varied from unsatisfactory to satisfactory. On the basis of the current evidence, the school has made very good progress in this subject.
100. Teaching is very good and two excellent lessons were observed. As a result, pupils of all ages and abilities are making very good progress and their achievement is very good. There is a dedicated music room. Music permeates the school. It is used in lessons to provide a calm background and it is used to support assemblies. Pupils are eager to participate, they enjoy singing and their singing in unison is of a very high standard. They are confident enough to sing solo.
101. In a very good lesson observed in a Year 2 class, the pupils knew how sounds can be combined and used expressively, they can identify instruments and know which will make the most appropriate sound for the music they are composing.
102. In a very good lesson in a Year 6 class, pupils demonstrate that they have made very good progress in the subject. They are able to improvise melodic, rhythmic phrases as part of a group performance and they are able to compare and evaluate each other's work respectfully.
103. In all the lessons seen, teachers had very high expectations of behaviour and performance, the pace of the lessons was brisk and no time was wasted.
104. A combined singing session for Years 5 and 6 was led by a former parent who is a musician; she gives her services voluntarily. This was an exceptional singing session, it moved seamlessly from each musical offering to the next and the learning was palpable. Every pupil remained fully involved; many volunteered to sing solo and the singing was outstanding.
105. The school has an orchestra, and an excellent practice session for the orchestra was also observed. This particular group have only been together for three weeks. The standard was extremely high. Pupils have the confidence to perform improvisations as solos and to act as conductor. They show great respect to each other and real commitment to music. They clearly practise at home on a regular basis and are keen to succeed. The quality of teaching they receive is excellent, the teacher transmits her own enthusiasm to the pupils. In addition, there are many opportunities for pupils to participate in music lessons; peripatetic teachers visit the school to teach the piano, the violin, the flute and the recorder. Children from the Nursery are learning the piano. The school gives musical performances and acts as host for other local schools to train for an annual choir festival in the local church. The subject makes a very good contribution to the pupils' spiritual and cultural development. Music is a real strength of the school. The subject is managed most effectively by a part-time music specialist.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The enthusiasm of the senior physical education co-ordinator extends pupils' opportunities for physical education by ensuring that good use is made of local facilities in order to support the curriculum and out of school activities.
- Staff show good commitment to teach physical education in a difficult site and to ensure that the pupils develop their physical skills.

- The provision is improved by the involvement of external specialists to teach aspects of the physical education curriculum such as dance and horse riding.
- Some teachers do not teach the basic skills sufficiently well. As a result pupils do not make sufficient progress in some lessons.

Commentary

106. All aspects of the physical education curriculum are taught satisfactorily. Good use is made of the restricted school accommodation, local parks, swimming pool, schools and residential activity centres to ensure the pupils receive their curriculum entitlement. The teachers do well to teach physical education within the constraints of the building, to ensure coverage of the programme of study and for the pupils to attain the standards they achieve.
107. The attainment of most pupils throughout the school is in line with national expectations. The advantageous staffing level enables all pupils to be taught in small groups and as a result, pupils of all abilities including those with English as an additional language and special educational needs make satisfactory progress in developing their physical skills. Pupil achievement is satisfactory.
108. The quality of teaching is satisfactory. Teachers have attended in-service courses and are developing their skills in teaching the subject. Some teachers teach the subject well and pupils make good progress in these lessons. However, in contrast, where a teacher's subject knowledge is less secure, basic skills, for example, how to catch or throw a ball or how to hold a racket or hockey stick, are not taught. Demonstration followed by practice is not used effectively in some lessons. Pupils do not make sufficient progress in these lessons,
109. Teachers use lessons to develop good cross curricular links, such as in science where the pupils' learn the effects of exercise on their bodies, in English as a stimulus for writing poetry and pieces of extended writing and in ICT when pictures are taken with the digital camera are used to enhance word processed work.
110. The co-ordination of physical education is good. There are two co-ordinators. The senior co-ordinator has a strong commitment to raise standards and the profile of physical education within the school. In addition to the in-service course for teachers, a recent information evening provided parents with a good opportunity to find out about and experience the physical education curriculum in the primary school. The co-ordinators do not have a delegated budget. A delegated budget would enable the co-ordinators to compile a financial plan for the strategic development of the subject.
111. There has been good improvement in provision since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' social and health education and citizenship is **good**.

Main strengths and weaknesses

- Pupils work together well in pairs and small groups.
- Pupils show an increasing sense of responsibility and maturity as they move through the school and are keen to undertake responsibilities and be part of a team.
- Pupils are keen to take part in circle time and show respect for each other's contributions.
- Pupils' knowledge of the importance of exercise and its effect on the body is re-enforced well during physical education lessons.
- There are no formal structures to enable pupils to express their ideas for the development of the school.

Commentary

112. The quality of provision for personal, social and health education, including sex education and drugs education is now good. The school actively promotes racial harmony and pupils show interest in and respect for one another's traditions and beliefs. Provision for citizenship is satisfactory but remains under-developed, the school is aware of this and has plans to establish a school council in this academic year. Overall, this represents significant improvement since the last inspection when this provision was unsatisfactory.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

