

# INSPECTION REPORT

**Our Lady of the Rosary RC Primary School**

Staines

LEA area: Surrey

Unique reference number: 125215

Headteacher: John Mescall

Lead inspector: Glynn Storer

Dates of inspection: 6<sup>th</sup> to 9<sup>th</sup> December 2004

Inspection number: 267453

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Roman Catholic Voluntary Aided  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 249

School address: Park Avenue  
Staines  
Middlesex  
Postcode: TW18 2EF

Telephone number: 01784 453539  
Fax number: 01784 449485

Appropriate authority: Governing body  
Name of chair of governors: Mr Peter O'Brien

Date of previous inspection: 17<sup>th</sup> May 1999

## CHARACTERISTICS OF THE SCHOOL

Our Lady of the Rosary Roman Catholic voluntary aided primary school is in a residential area close to the centre of Staines. Most pupils come from the Catholic community in the immediate vicinity of the school, although some pupils come from further afield. With 249 pupils on the school roll, this school is similar in size to the average primary school. During the last school year, the proportion of pupils (just over three per cent) known to be eligible for free school meals was below the national average. The social and educational circumstances of the school are quite favourable and children's attainment on entry to the school is about average for their age. There are 31 pupils on the register of special educational needs and four who need support from trained assistants<sup>1</sup>. The overall number of pupils who have special educational needs is below average for a school of this size. There are also 11 pupils for whom English is not their first language. This is a higher number than in most primary schools. The school benefits from a stable and supportive school community. The annual turnover of pupils is quite low. In the Year 6 class of 2003/4, 12 per cent of pupils had joined the class since the 1997/8 intake. This is less than half of the proportion in schools nationally, although in some year groups mobility is considerably greater. In recent years, many pupils have achieved high standards and, as a result, the school received an Achievement Award in 2001. It also gained the Investor in People award in 2004.

---

<sup>1</sup> Four pupils are currently subject to a Statement of Special Educational Need that requires this additional level of provision.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19830	Glynn Storer	Lead inspector	English as an additional language Mathematics Information and communication technology Physical education Citizenship
14214	Gillian Smith	Lay inspector	
20646	Margaret Palmer	Team inspector	Foundation Stage Science Art and design Design and technology Music
20893	David Curtis	Team inspector	Special educational needs English Geography History

The inspection contractor was:

Altecq Inspections Limited  
102 Bath Road  
Cheltenham  
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet *'Complaining about Ofsted Inspections'*, which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>28</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Our Lady of the Rosary RC Primary is a very good school.** By the time they leave the school, pupils' attainments exceed the nationally expected standards for 11-year-olds in many subjects because teaching is good or very good in a high proportion of lessons. The headteacher provides very good leadership. Together with staff and governors, he is striving for excellence in many aspects of the work of the school. The school provides very good value for money.

#### The school's main strengths and weaknesses are:

- Pupils of all abilities make very good progress during their time in the school.
- The curriculum is extremely rich and stimulating. It inspires pupils with a strong desire to learn.
- The school promotes pupils' personal development very successfully.
- The lack of a dedicated outdoor area for children in the reception class restricts facilities for physical development and for learning in the outdoors.
- The headteacher provides very purposeful leadership. He ensures high standards in many aspects of the school's work and inspires in staff a strong commitment to school improvement.
- The school has a very successful partnership with parents and with the local community.
- The school does not have procedures for including pupils' views when planning for improvement.

The rate of improvement since its last inspection has been very good. Standards are higher than they were at the time of the last inspection because teaching and learning are more effective. There are regular examples of good and very good teaching. An excellent range of educational visits, visitors and special events improves the quality of pupils' learning. The school has successfully addressed all of the issues raised by the previous inspection. The quality of school self-evaluation and of the governing body's planning for improvement are now very effective. Senior staff make better use of the data they have to identify areas of relative weakness and governors and subject leaders are more involved in the process. Standards of care are also higher than they were. The governing body conducts thorough risk assessments on all aspects of the work of the school and has strengthened arrangements for the supervision of pupils.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A*	A	A	C
Mathematics	A*	B	A	B
Science	B	C	A	B

*Key: A\* - Top 5% nationally; 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*

**Overall, pupils achieve very well.** When children enter the school, most perform at an average level for their age. However, they make good progress in reception and almost all achieve the early learning goals<sup>2</sup>. Indeed, by the end of the reception year, a considerable

<sup>2</sup> Early learning goals are the standards that children are expected to reach by the end of their reception year.

number of children are above average in terms of their personal, social and emotional development and in some aspects of their communication and mathematical skills.

In the national tests for seven year olds in 2004, results in reading, writing and science were above the national average and, in mathematics, they were average. However, these results were lower than the results in 2003 and in reading, mathematics and science were lower than results in similar schools. This apparent dip in standards does not indicate a decline in pupils' learning or achievement because most attained the expected level for their age<sup>3</sup>. Moreover, one in four had identified special educational needs and there was a lower proportion than normal with the potential for reaching the above average Level 3. In relation to their attainment on entry and to the difficulties that some pupils faced, all pupils in the Year 2 class of 2004 achieved well and made good progress. Inspection evidence indicates that pupils currently in Year 2 are also making good progress and are on course to attain above average standards in reading, writing, mathematics and science.

In the national tests for 11-year-olds in 2004, results in English, mathematics and science were well above the national average and above the average for similar schools. Inspection evidence indicates that pupils currently in Year 6 are on course to attain similarly high standards in all core subjects<sup>4</sup> by the end of the school year. This represents very good progress and achievement from the average standards that they attained in 2001. By the time pupils leave the school, standards are also set to exceed national expectations in history, art and design, design and technology and information and communication technology (ICT). Pupils with special educational needs achieve well in Years 1 and 2 and very well in Years 3 to 6. Pupils from different backgrounds make similar progress and boys and girls do equally well.

**Pupils achieve very good standards in relation to their spiritual, moral, social and cultural development.** They are sensitive to the needs of others and contribute very well to the school as a community. They are very keen to learn and rise to the challenge to do their best. Provision for moral development is very effective. Topics that provide rich experiences for pupils promote cultural awareness very effectively and prepare them very well for life in a multi-ethnic society.

## **QUALITY OF EDUCATION**

**The school provides a very good quality of education.** Teaching and learning are **good overall**. Much teaching is stimulating and very successfully engages pupils' interest. All teachers insist on good standards of behaviour and ensure that all pupils are included and have the chance to succeed. The school enriches its curriculum with an excellent range of educational visits, visitors and special events that bring learning to life and motivate pupils. Standards of care are very good and the very effective partnership that the school builds with most parents means that pupils are happy in school and rapidly develop confidence and self-esteem.

## **LEADERSHIP AND MANAGEMENT**

**The quality of leadership and management is very good.** The headteacher leads and manages the school very well. He successfully promotes a strong sense of purpose and very good levels of teamwork amongst staff. He receives good support from senior staff and

---

<sup>3</sup> The nationally expected standard for pupils at the end of Year 2 is National Curriculum Level 2. Pupils who achieve Level 3 in Year 2 are exceeding national expectations. At the end of Year 6, the expected level is national Curriculum Level 4. Pupils who achieve Level 5 are exceeding national expectations.

<sup>4</sup> The core subjects are English, mathematics and science.

governors, whose contribution has improved because their levels of involvement have increased. The headteacher is very rigorous in his monitoring of standards and quality, and governors use the outcomes of monitoring very effectively to evaluate the work of the school and to plan for school improvement.

### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents and pupils are very well satisfied with the school. Parents think that Our Lady of the Rosary is a very good school and give generous support, both at school and in the home. In response to the parents' questionnaire, they expressed strong approval for almost every aspect of the school's work. A few parents felt that they did not receive enough information about their children's progress, but inspectors found no evidence to support these concerns. Pupils are most happy that there are adults to turn to if they are hurt or worried.

### **IMPROVEMENTS NEEDED**

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

- improve resources and facilities for children in reception by establishing a dedicated outdoor play area and equipping it with resources that promote active learning and physical development;
- introduce procedures for sampling and taking account of pupils' views when planning for school improvement.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Pupils of all ages and abilities achieve **well**. Children in the Foundation Stage<sup>5</sup> make good progress. By the end of Year 2, standards in reading, writing, mathematics and science are **above average**. By the end of Year 6, standards in core subjects are **well above average**. Pupils **exceed the expected standards** for their age in several other subjects.

#### Main strengths and weaknesses

- By the end of the Foundation Stage, almost all children attain the early learning goals and many exceed them.
- By the end of Years 2 and 6 almost all pupils attain or exceed nationally expected standards in core subjects.
- Pupils in Year 6 are on course to improve considerably on the standards they achieved at the end of Year 2.
- Pupils of all abilities and those from different backgrounds do equally well.

#### Commentary

##### Key Stage 1

##### Standards in national tests at the end of Year 2 – average point scores<sup>6</sup> in 2004

Standards in:	School results	National results
reading	16.5 (17.9)	15.8 (15.7)
writing	15.7 (15.5)	14.6 (14.6)
mathematics	16.5 (18.9)	16.2 (16.3)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

##### Key Stage 2

##### Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.7 (28.5)	26.9 (26.8)
mathematics	29.1 (27.6)	27.0 (26.8)
science	30.4 (28.7)	28.6 (28.6)

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

1. When children enter the reception class, most have levels of knowledge, understanding and skills that are average for their age. They make good progress and

---

<sup>5</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class year. It is a distinct stage, preparing children for later schooling, and is based on six areas of learning. These mainly refer to communication, language and literacy, mathematical development and personal and social development, but also include knowledge and understanding of the world and physical and creative development.

<sup>6</sup> Average point scores are a statistical method for comparing a school's performance in a single core subject or in all core subjects with the performance of all schools or of similar schools. The school's scores are derived from the levels that pupils in Years 2 and 6 achieve in the annual National Curriculum tests.

most attain the standards that they are expected to reach by the end of their reception year. Their progress is particularly good in personal and social development and in some aspects of their communication and mathematical skills. Many children are on course to exceed the expected standards in these areas of learning.

2. Pupils continue to make good progress in Years 1 and 2. Last year, standards in reading, writing and science were above average and they were average in mathematics. Nevertheless, with the exception of writing, pupils' average test scores in 2004 were lower than in 2003 and in reading, mathematics and science they were lower than those gained by pupils in similar schools. However, this apparent drop in standards does not indicate a decline in the quality of pupils' learning or achievement. Almost all attained the expected level for their age and between a quarter and a third attained the above average Level 3 in most core subjects. These are significant achievements, given that one in four pupils in that year group had special educational needs and there were fewer than normal with the potential for the above average achievement. In relation to their attainment on entry and to the difficulties that some pupils faced, all pupils in the Year 2 class of 2004 achieved well. Inspection evidence indicates that pupils currently in Year 2 are also making good progress and are on course to attain above average standards in reading, writing, mathematics and science.
3. Pupils in Years 3 to 6 make very good progress. In 2004, pupils' results in English, mathematics and science were well above the national average and above the average for similar schools. Taken together, the results in 2004 were considerably higher than those in 2003. Inspection evidence indicates that pupils currently in Year 6 are on course to attain similarly high standards in all core subjects by the end of the school year. This represents very good progress and achievement from the average standards that they attained at the end of Year 2 in 2001. By the time pupils leave the school, standards are also set to exceed national expectations in history, art and design, design and technology and information and communication technology.
4. Pupils of all abilities do equally well. Teachers set work that really makes pupils think and moves their learning on. This is particularly evident in Years 4 to 6 where challenging tasks enable many pupils to exceed the standards expected for their age. Pupils with special educational needs achieve well in Years 1 and 2 and very well in Years 3 to 6. Most pupils who speak English as an additional language achieve the expected standard for their age, despite the difficulties that they face. Pupils from different backgrounds make similar progress and boys and girls do equally well.

### **Pupils' attitudes, values and other personal qualities**

Most pupils have **very good attitudes** to school and **behave very well**.

### **Main strengths and weaknesses**

- Children in the reception class settle to school routines and grow in confidence.
- Pupils have very good attitudes.
- Pupils' behaviour in lessons and around the school is very good.
- Relationships at all levels are very good.
- The school curriculum promotes spiritual, moral, social and cultural development very effectively.

## Commentary

5. When children first come to the school, staff create a welcoming atmosphere and do a particularly good job in establishing routines and expectations. Consequently, children feel secure in the reception class. They settle and soon begin to adopt helpful patterns of behaviour. The reception class teacher and her nursery nurses work consistently to promote children's self-esteem, confidence and independence. Consequently, most are happy, respond well to adults and work and play co-operatively. Many display very good levels of attentiveness and a readiness to work that is above that normally found in children of this age.
6. The pupils' questionnaire returns indicated that most pupils like their school because, although they have to work hard, teachers and classroom assistants help them when they are stuck. They also think that lessons are interesting and fun. Inspection evidence supports these views. A very important contributory factor to pupils' very positive attitudes is the very good range of sporting, cultural and other activities and events that the school provides in order to bring pupils' learning to life. These very positive attitudes improve pupils' learning and progress.
7. Pupils behave very well because teachers and supervisory staff insist on high standards of behaviour. They use rewards and sanctions consistently and take the time to explain why a particular action is unkind or wrong. Consequently, most pupils understand the consequences of their actions. The playground is a lively, yet harmonious place. Pupils play happily in groups that are mixed in terms of age and gender. Pupils are very kind and considerate. For example, older pupils look after and play with younger pupils, particularly if they are alone or upset. Pupils from different backgrounds confirm that they do not suffer abuse or harassment at school. Pupils respect the school site. There is very little litter and no evidence of damage caused by pupils. There have been no exclusions during the last school year.
8. Relationships are very good. Conversations are characterised by mutual respect because pupils respond really well to the very good example set by staff. They listen carefully to what others have to say and respond thoughtfully. Pupils get along well with one another and so collaborate easily in joint activities. For example, pupils in Year 5 were keen to help each other by sharing tips that enabled friends to overcome complex ICT problems. This level of co-operation and mutual support improves pupils' learning considerably. Pupils also relate very well to their teachers and to other adults in school. The survey of pupils confirms that most strongly believe that staff treat them fairly and that there is an adult to go to if they are worried or hurt.
9. The school promotes pupils' personal development very successfully. Pupils achieve very good standards in relation to their spiritual, moral, social and cultural development. Because the school has a strongly Christian character, prayer and reflection are part of pupils' everyday experience. Staff are consistent in their approach to the promotion of spirituality. Consequently, pupils are reflective and sensitive to others' feelings and to things of beauty. Very clear moral values underpin all aspects of the life and work of the school and all staff are conscientious in promoting them. Therefore, pupils respect one another, follow agreed codes of conduct and act on a clear understanding of what is right and wrong. Current teaching also prepares pupils very well to be useful members of the community. They have lessons in personal, social, health education and citizenship every week and other subjects such as geography, history, science and religious education make a

good contribution to this area of pupils' work. Pupils are very involved with local and international charitable efforts and in the life of the church. Topics that give pupils in-depth insights into civilisations, literature and the arts promote cultural awareness very effectively. Similarly, topics concerning the everyday lives of people in other lands or the values and beliefs of people from other ethnic traditions prepare them very well for life in a multi-ethnic society. This is a very strong aspect of the school's work.

10. Pupils' attendance is good. Rates of both authorised and unauthorised absence are below those in schools nationally. Parents and carers ensure that most children attend regularly and arrive punctually at school, although some absence results from holidays taken during term time. Nevertheless, attendance has remained above, and in some years well above, average in every year since the last inspection.

#### Attendance in the latest complete reporting year

Authorised absence (%)		Unauthorised absence (%)	
School data:	4.4	School data:	0.2
National data:	5.1	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

### Teaching and learning

The quality of teaching and learning is **good**.

#### Main strengths and weaknesses

- Teaching in the Foundation Stage and in Years 1, 2 and 3 is consistently good.
- Very good teaching in Years 4, 5 and 6 promotes pupils' very good achievement.
- Very good relationships underpin pupils' very positive response in lessons and eagerness to learn.
- Teachers very successfully interest, encourage and engage pupils.
- Assessment is good and staff use the information gained effectively to support pupils' learning.
- Teaching assistants very effectively support pupils' learning.

#### Commentary

##### Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	12 (35%)	17 (50%)	4 (12%)	0 (0%)	0 (0%)	0 (0%)

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

11. The school has maintained the good standards of teaching and learning reported by the last inspection and there has been an improvement in the proportion of very good teaching. Almost nine out of ten lessons seen during the inspection were good, very good or excellent. A high proportion of lessons in Years 4, 5 and 6 were very good. There was no unsatisfactory teaching.

12. The teacher and nursery nurses in the reception class promote the children's personal, social and emotional development very effectively. Consequently, children are keen to be actively involved in learning activities and achieve well. This good start provides a secure foundation for the enthusiasm for school, application and good behaviour displayed throughout the school.
13. Teachers base their lively and confident approach in lessons on good subject knowledge. They plan and structure their lessons carefully and share their aims with pupils so that tasks are purposeful. For example, in an excellent ICT lesson, the teacher demonstrated high level of expertise and enthusiasm in engaging his pupils so that they very successfully produced PowerPoint presentations about their visit to London. Pupils of all ages have very good attitudes to learning. Teachers manage pupils effectively, insist on good standards of behaviour and establish classroom routines that successfully promote independent and collaborative learning. Teachers consistently encourage and praise pupils' efforts. This very successfully motivates pupils and enhances their self-esteem. They concentrate on their work when they are not directly supervised and co-operate sensibly when they work in small groups. Older pupils often undertake investigative and problem-solving activities that consolidate and extend their understanding and skills, notably in mathematics, science, ICT, history and design and technology. This is an important feature in the very good teaching, learning and progress that takes place in Years 4 to 6.
14. The reception class teacher assesses children's skills thoroughly and creates a range of records. Staff use this information well to identify individual children's development and learning needs and when planning targeted activities for individuals and groups. The school conducts the annual statutory and optional National Curriculum tests and supplements these with additional assessments, chiefly in English and mathematics. There are also recently introduced procedures for assessment in all other subjects. Staff keep careful records and the school uses this information effectively to track pupils' progress and to target additional support to meet the needs of specific groups of pupils. Assessment and recording procedures for pupils with special educational needs are very effective, enabling pupils to make good progress towards the targets on their individual education plans. All teachers use brisk question and answer sessions at the beginning of lessons to introduce a new topic and revise previous learning. Teachers in Years 4, 5 and 6 are particularly skilled in extending pupils' thinking and checking their understanding by questioning them in the course of lessons. Teachers mark work regularly and thoroughly so that pupils are aware of the quality of what they have done. Teachers set targets for pupils in English and mathematics and check their progress towards them. This is a recent initiative, which already promotes older pupils' understanding of how they can improve in English.
15. Teachers carefully plan how teaching assistants can support pupils in lessons. Therefore, they very effectively reinforce the work of teachers and contribute significantly to pupils' learning. Support staff successfully ensure that pupils with special educational needs receive the support that they need to overcome their difficulties, take an active part in lessons and make progress alongside others in the class.

## The curriculum

The curriculum is **very good**. Curriculum enrichment is **excellent**. Accommodation and resources are **good**.

## Main strengths and weaknesses

- Pupils benefit from a rich and stimulating curriculum.
- There is no dedicated outdoor play area for children in the reception class.

- Pupils' learning is enhanced considerably by an impressive range of visits, visitors and after-school clubs.
- The provision for pupils with special educational needs is good.
- Teachers celebrate pupils' work through high-quality displays.

## Commentary

16. The school provides its pupils with the full requirements of the National Curriculum. There are significant strengths in the quality of cross-curricular planning which make learning exciting and meaningful. An outstanding feature is the planning for pupils to use and apply their literacy skills across all subjects and this has a significant impact on the quality of pupils' reading and writing. Whilst the curriculum in the Foundation Stage is good overall, the lack of a secure outdoor play area means that children's learning in physical development is limited. The result is that achievement in this area of learning is satisfactory whilst it is good in the other five areas.
17. The school plans high-quality educational visits to support pupils' learning, especially in geography and history topics. Visits to museums and residential centres are planned carefully to support and enrich teaching. During the inspection, pupils in Year 5 visited the Imperial War Museum and 'The Blitz'. These experiences make a significant contribution to deepening pupils' understanding of life in Britain since 1930. Over the school year, the school provides a significant number of extra-curricular activities in the arts, music and sport. These clubs are well attended and valued by pupils. Parents at the pre-inspection meeting expressed the view that the provision of clubs was a significant strength of the school.
18. The curriculum includes all pupils and gives them the opportunity to succeed and make progress. Provision for pupils with special educational needs is good and contributes significantly to their very good achievement. The school complies fully with the requirements of the Code of Practice. Individual education plans are of good quality and contain clear and specific targets. Parents and pupils contribute to these. Pupils with special educational needs and those for whom English is not their first language benefit from the support of the special educational needs co-ordinator, an additional teacher for special educational needs and high-quality teaching assistants.
19. A significant factor in the high standards achieved is the good and spacious accommodation in the school, together with the good quality of resources available to teachers in all subjects. The recent introduction of interactive whiteboards is having a positive impact on the quality of teaching and learning. Throughout the school, teachers provide interesting displays of books and artefacts to stimulate pupils' interest. In addition, high-quality displays of pupils' work, especially their writing, show that teachers value and celebrate pupils' work. The library is good and the computerised lending system is run and managed successfully by library monitors from Year 6.

## Care, guidance and support

Provision for pupils' care, welfare, health and safety is **very good**. The school provides **satisfactory** support, advice and guidance and procedures for seeking and acting upon pupils' views are **satisfactory**.

## **Main strengths and weaknesses**

- Very good and trusting relationships underpin the school's very effective arrangements for the care and welfare of pupils.
- There is no dedicated outdoor area for children in the reception class.
- Well-planned induction arrangements help children to settle in quickly and to make good progress from the moment they arrive.
- There are no formal procedures for obtaining pupils' views and for incorporating their suggestions when planning for improvement.

## **Commentary**

20. The strengths in care, support and guidance noted in the last report have been maintained and developed further. The standard of care provided is now well above average. Child protection procedures are thorough and well-trained members of staff ensure that the needs of pupils with medical conditions are met in full. Warm relationships ensure that teachers spot any emerging difficulties and deal with them promptly. Consequently, pupils say that they really like their teachers and are confident they would feel able to ask them for help or advice, should the need arise. Governors take specialist advice on all aspects of health and safety, and risk assessment procedures are now very good. The school grounds are safely enclosed. However, children in the reception class cannot have unrestricted access to the outdoors because the school does not provide a secure outdoor play area for them. Staff plan specific times for outdoor activities and are especially vigilant to ensure that these children do not stray from their particular area of the playground. Nevertheless, the lack of secure facilities restricts opportunities for promoting children's physical development and other aspects of the outdoor curriculum.
21. Induction arrangements are good. Many of the children transfer to the reception class from the adjacent Our Lady of the Rosary pre-school group. The children already know each other and there is regular informal, two-way contact which helps pre-school children to get to know the teaching and support staff. During the summer term, prospective parents attend an information evening at which they meet classroom staff, the headteacher and governors. Parents also receive a very informative booklet that gives very clear guidance about how they can support their children's learning at home. These arrangements work well. Children settle quickly and worries and upsets seldom get in the way of children's learning.
22. The school is interested in pupils' views and very good working relationships encourage pupils to be open and frank. The pre-inspection questionnaire shows that nine out of ten pupils are pleased with teachers' willingness to listen to their ideas. Moreover, the fact that the building of a quiet area of garden in the corner of the school field came as a result of a pupil's suggestion shows that, potentially, pupils have a great deal to offer. However, the school is not making the most of this potential because there are no systematic procedures for obtaining the views of the majority or for taking these into account when planning for the future.

## **Partnership with parents, other schools and the community**

Links with parents and the community are **very good**. Links with other schools are **satisfactory**.

### **Main strengths and weaknesses**

- Parents provide very good support for their children's learning at home and school.
- Parents are very well informed about school life and the progress that their children make.
- Strong links with the community enrich the curriculum and promote pupils' personal development very well.
- The school actively seeks parents' views and responds to their concerns very promptly.

### **Commentary**

23. Links between the school and parents are close and mutually supportive. Parents hold the school in high regard and are very keen to support their children's education. They ensure that their children attend regularly and that they arrive promptly at the start of the school day. Links with parents of pupils with special educational needs are also very close and their attendance at annual review meetings is outstanding. Parents provide generous practical and financial assistance and the various activities organised by the school association are very well supported. Volunteers act as class representatives, organise rotas for activities such as hearing the pupils read, and accompany them when they go swimming.
24. The school keeps parents very well informed and this helps them to make a strong contribution to their children's education. Each week, parents receive a detailed newsletter and these contain plenty of useful information about many aspects of school life such as diary dates, trips and visitors. Exceptionally informative year booklets also detail the work pupils will be undertaking and explain aspects of school life such as the behaviour management and reward schemes. There are two formal opportunities each year when parents can speak to their child's teacher and attendance at these meetings is excellent. During the autumn term, many of the parents of reception children attend an information evening. They receive very clear guidance on how to support their child's reading at home.
25. Links with the local community are very close. A wide range of visitors contributes to school life and pupils visit local places of interest. The school serves the local Catholic community and it receives very good support from the diocese. Links with the parish are strong and pupils play an active role in church services and the many activities organised by the 'Churches Together' group. The priest is closely involved with the liturgical life of the school and is often present during Holy Days, Advent and Lent. For example, during the inspection, he said a Mass that celebrated the school's saint and numerous parents also received his blessing. There are satisfactory arrangements to facilitate pupils transfer to secondary school at the end of Year 6.
26. The school is interested in parents' views and encourages them to be open and frank if they have any suggestions or concerns. Parents appreciate this welcoming approach. Analysis of the pre-inspection questionnaire shows that there is very little about the school that they would like to change. Each year, the school circulates a questionnaire asking parents for their views on specific activities such as reading and,



whenever possible, their views are acted upon. Parents are exceptionally pleased with the way the school incorporates their views into plans for the future.

## LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is **very good**. Governance is **good**. The leadership of other key staff is **good**. The effectiveness of management is **very good**.

### Main strengths and weaknesses

- School self-evaluation is particularly good.
- Monitoring of teaching and learning is good.
- The provision of in-service training for teachers is very effective.
- The management of special educational needs is good.
- Financial management is very good.

### Commentary

27. The very good leadership of the headteacher has a significant impact on the high standards achieved and the very good quality of education for pupils. The headteacher has a very passionate commitment to continuous improvement and will not allow any complacency about standards to creep into the school. His ability to recruit high-quality teaching and support staff is a strength which impacts positively on teaching and learning. School self-evaluation is excellent, with the school working in close partnership with the local education authority to monitor and evaluate its work. The annual 'Management Day' in July is a very effective tool in the self-evaluation process. During this day, staff and governors evaluate the previous year's work, including thorough analysis of pupils' test results. From this evaluation, targets are set for the next year for all members of staff with curriculum and leadership responsibilities. This process means that governors have a much stronger understanding of the school's strengths and weaknesses than they did at the time of the previous inspection.
28. The school monitors teaching and learning and their impact on standards very well. Subject managers have time to monitor teachers' planning and to analyse pupils' work. In English, mathematics and science, managers monitor teaching and learning in lessons. The results of monitoring are used successfully to support teachers and to set targets for whole school and subject improvement. An example of this is the current emphasis on improving writing, especially for the more-able pupils.
29. The headteacher actively encourages teachers to take part in in-service training. Each member of staff has three days per year set aside for this purpose and supply cover is funded to support this training. Teachers and pupils benefit from teachers keeping up to date with subject knowledge, current initiatives and thinking for their subjects. A strength of in-service training is that individual teachers report back to their colleagues on the professional outcomes of each training day.
30. The leadership and management of special educational needs are good and have a positive impact on pupils' good achievement. The special educational needs co-ordinator has a teaching role in which she provides very good support for pupils in

lessons and in group work. She effectively manages provision, including links with colleagues, teaching assistants, parents and outside agencies.

31. Financial management in the school is very good. Together with the headteacher, governors manage the budget effectively and ensure that resources are matched carefully to support teaching and learning. The principles of best value are used very well when spending decisions are being made.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	584,807
Total expenditure	578,766
Expenditure per pupil	2,372

Balances (£)	
Balance from previous year	-9,038
Balance carried forward to the next	6,041

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is **good**.

Children's attainment on entry to the reception class is average. Children make good progress in the Foundation Stage because teaching is consistently good and the children are actively involved in a good range of stimulating teacher-led and child-initiated activities that successfully extend their learning. This is an improvement since the last inspection. The class teacher and nursery nurses carefully assess what individuals know, understand and can do. The teacher effectively uses this information to identify and plan the next steps in children's learning and development. As a result, almost all are on course to attain or exceed the early learning goals for children of their age. The teachers and teaching assistants work very well together to promote children's achievement. There are also very constructive links with parents, who make a very worthwhile contribution to children's learning at home. The co-ordinator provides good leadership and effective management. She consistently supports and encourages the class teacher.

#### **Personal, social and emotional development**

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

#### **Main strengths and weaknesses**

- The teacher and nursery nurses ensure that children settle securely into school life.
- Staff value each child's efforts and very effectively boost their self-esteem.
- Children's attentiveness and readiness to work exceed the standards expected for their age.

#### **Commentary**

32. The school makes good arrangements for introducing children to school life. Parents receive an informative booklet, meet the class teacher and headteacher, and children visit the reception classroom before they start school. These arrangements successfully promote a smooth transition into school. The teacher and nursery nurses ensure that the reception class is calm and welcoming and that classroom systems are firmly established. They sensitively meet the needs of those children with special educational needs and those who have English as an additional language. As a result, all boys and girls grow in assurance in their approach to activities and daily routines.
33. On entry, a small proportion of children are reluctant to join in group activities or undertake tasks without direct adult direction and support. The quality of teaching is very good and the children rapidly gain confidence and become well-motivated learners. The teacher plans topics such as *Ourselves* that extend the children's self-knowledge and awareness of others. Arrangements such as having a *Star of the Day* very successfully boost children's enjoyment and promote their achievement. Staff give lots of individual praise and encouragement so that the children are eager to do their best and show pride in what they achieve.
34. The teacher and nursery nurses consistently reinforce the classroom standards and the children make very good progress in learning what staff expect of them in school. They respond promptly to instructions, are careful with books and equipment and are

beginning to clear away after activities efficiently. They behave sensibly in the classroom and outdoors.

35. The teacher ensures that all children are involved in a good range of carefully planned and prepared activities. Arrangements in the classroom and in the outdoor area very successfully boost children's independence. There are opportunities in the course of each day for children to make decisions, select activities for themselves and put their names on the appropriate part of *Task Board*. The children are very keen to participate. They settle quickly to tasks and concentrate hard for short periods, when working with an adult or independently. Children co-operate well with the staff and with each other and almost all are on course to exceed the early learning goals for children of their age.

### **Communication, language and literacy**

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

#### **Main strengths and weaknesses**

- Children regularly engage in activities that successfully promote their communication skills.
- Children make good progress in learning letter sounds and developing early reading skills.
- The teacher carefully plans worthwhile opportunities for children to improve their writing skills.

#### **Commentary**

36. Children achieve well because the quality of teaching in this area of learning is good. The teacher carefully plans regular opportunities for children to talk purposefully to adults and each other, as when they share their news. In the course of formal and informal activities, the teacher and support staff ask consistently well-directed questions which successfully promote the children's concentration and extend their speaking and listening skills. As a result, children make good progress in developing these skills and are on course to reach the standards expected for their age.
37. The teacher implements a programme of lively, early reading activities that successfully stimulate children's interest and awareness that books are fun. They make good progress in associating letters and sounds and recognising familiar words. From their earliest days in school, the children regularly take home books and letter sound activities to share with their parents and carers. This very effectively boosts their confidence and achievement so that the children develop good early reading skills. Many are on course to attain above average standards by the end of their reception year.
38. Signs and displays around the reception classroom boost children's interest and awareness that writing conveys meaning. Children regularly practise writing patterns and letter formation. They try hard and make good progress in controlling their mark-making movements and forming letters. Almost all children write their own name independently and many write simple words, phrases or sentences with adult support. Almost all are on course to attain the early learning goals in writing and about one third are on course to exceed them.

### **Mathematical development**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The teacher plans a good range of stimulating activities that successfully promote children's skills in counting, recognising and calculating numbers.

### **Commentary**

39. The quality of teaching is good and, as a result, children achieve well in this area of learning. The teacher is clear about what she wants the children to learn, planning is thorough and sessions are purposeful. Children develop a secure sense of number through regular counting, ordering and sequencing routines. The teacher plans a good balance of sorting, matching and counting games, practical tasks and computer activities to encourage children to practise these skills. They regularly join in lively number rhymes and songs which successfully reinforce their learning.
40. The class teacher and nursery nurses have high expectations of children's application and, in the course of activities, they consistently check and build on individual children's mathematical language. Consequently, children make good progress in learning the names of colours and shapes and in understanding concepts such as 'longer' and 'shorter'. Almost all are expected to achieve the early learning goals in mathematical development and many children are on course to achieve calculation skills above those expected for their age.

### **Knowledge and understanding of the world**

Provision in this area of learning is **good**.

### **Main strengths and weaknesses**

- Children acquire a secure knowledge and understanding of the world through well-planned practical activities and topics.
- A stimulating programme of visitors and visits successfully engages children's interest and promotes learning.

### **Commentary**

41. The quality of teaching is good and children are on course to attain the early learning goals by the end of the reception year. They discover the properties of a wide range of materials, including sand and dough, by handling and working with them. The teacher is committed to extending the children's knowledge of their own and others' cultures and children's achievement is good. For example, in the course of a recent topic about India, children had opportunities to hear about aspects of life in India from a visitor and become familiar with traditional Indian clothes. Other visitors, including a dentist, local fire fighters and police officers, the caretaker and the school nurse, bring to life children's learning about *People Who Help Us*. The children have frequent opportunities to gain competence with computers and ICT resources. They use a range of simple computer programs in their classroom and have opportunities to use equipment, such as a tape recorder, in the course of their activities.

### **Physical development**

42. It was not possible to make an overall judgement about provision or children's achievement in this area of learning. Within the reception classrooms, there is a good range of equipment such as jigsaws, construction materials and simple tools to promote children's manipulative skills. The teacher and nursery nurses consistently encourage children to be independent, for example putting on and taking off their coats and changing their shoes for physical education sessions. In the one lesson seen, children enjoyed responding to music and displayed a satisfactory awareness of space as they travelled safely around the hall without bumping into each other. They demonstrated expected levels of co-ordination as they strode, jumped and

stopped when instructed to do so. However, children do not have ready access to a secure outdoor area. This limits their access to climbing and balancing equipment and opportunities for vigorous play that enables children to learn by working on a more active scale than is possible indoors.

### **Creative development**

43. There was insufficient evidence to make overall judgements about provision, children's achievement or the standards that they attain. The teacher plans carefully to ensure that the children have opportunities to engage in a motivating range of creative activities. It is evident that children have frequent opportunities to paint, chalk and use an imaginative range of materials to create collages. Well thought out role-play areas, such as the current *Stable* and *Santa's Grotto*, successfully stimulate children's involvement, promote their use of imaginative language and encourage collaboration. Children have regular opportunities to explore sounds and use percussion instruments. They join other classes for hymn practice and join in enthusiastically with action songs which often reinforce alphabet learning and counting skills.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **very good**.

#### **Main strengths and weaknesses**

- Teaching of key skills is very good.
- Pupils are enthusiastic and motivated learners.
- Pupils enjoy reading and writing.
- Teachers celebrate pupils' work through high-quality displays.

#### **Commentary**

44. Results of the national tests in 2004 for pupils in Year 2 were above average in reading and writing. Results were not as high as the previous year because of a higher proportion of pupils with special educational needs. Standards in the current Year 2 are above average and continue the year-on-year trend of above average standards in reading and writing. The achievement of all pupils is good, including those pupils with special educational needs and those who have English as an additional language.
45. Results of the national tests in 2004 for pupils in Year 6 were well above the national average and continue the year-on-year trend of high standards being achieved. Standards in the current Year 6 are well above average, with significant strengths in pupils' use and application of key skills in other subjects. The achievement of all pupils is very good, including those pupils with special educational needs and those who have English as an additional language.
46. Pupils' skills in speaking and listening are very good. They listen attentively in lessons and are enthusiastic in wanting to answer questions. In paired work, an impressive feature is their willingness to respect and value the opinion of each other. Pupils are

confident in front of an audience, including speaking in assemblies. They willingly enter into conversation with adults.

47. Pupils love reading. They are confident and fluent and, by Year 6, read with very good expression. Pupils enjoy reading fiction and are knowledgeable about the plot and characters in stories. They express preferences for favourite authors and books. During the inspection, pupils in Year 6 showed good skills and great motivation when reading extracts from 'Macbeth'. Library skills are strong and used to good effect, especially when carrying out historical research.
48. Pupils show tremendous enthusiasm for writing. Key skills of spelling, punctuation and grammar are good and these are used and applied successfully in all written work. Pupils have an impressive range of imaginative vocabulary, which is reflected in exciting stories and poems. Standards of handwriting and presentation are of a very high standard. Pupils write successfully for a wide range of audiences and different purposes. Examples of writing in history are most impressive. Pupils use and apply their word-processing and desk-top publishing skills imaginatively as a means of presenting their work, including homework.
49. Teaching and learning are very good and make a significant contribution to the high standards achieved. Teaching of key skills in reading and writing is very good and there is a significant strength in teachers' expectations that pupils should use and apply these skills in all work. Teachers' subject knowledge is strong and they are very good role models in promoting a love of reading and writing. As a result, pupils are enthusiastic learners and work exceptionally hard in lessons. They take great care and pride in their individual work. In paired work, they show a high level of co-operation and the willingness to discuss and share ideas.
50. Leadership and management are very good and have a significant impact on the high standards achieved. The subject manager is enthusiastic and has very good expertise in the subject. Her recent initiative to introduce individual writing targets is having a positive impact on the school's aim to increase the proportion of pupils achieving the higher Level 3 in Year 2 and Level 5 in Year 6 in national tests. Pupils appreciate these targets because it helps them understand what they need to do in order to improve. Resources are very good, including the library which was identified at the previous inspection as an area needing improvement. There has been very good improvement since the previous inspection.

### **Language and literacy across the curriculum**

This is very good. Pupils use their reading skills especially well when researching for information, particularly in geography and history. Key writing skills are applied successfully in writing reports of scientific investigations and in evaluations of design and technology products.

### **MATHEMATICS**

Provision in mathematics is **very good**.



## Main strengths and weaknesses

- Pupils achieve very well and standards are well above average by the end of Year 6.
- Teachers promote the skills of numeracy very effectively.
- Teachers set challenging tasks that promote good progress for pupils of all abilities.
- The use of individual targets is not fully effective.
- Subject leadership is good.

## Commentary

51. In the 2004 national tests for seven year olds, all pupils attained or exceeded the nationally expected standard at the end of Year 2 and almost a third of all pupils attained the above average Level 3. The school's overall results were in line with the national average but below the average for similar schools, and had dipped below those of 2003. Despite this apparent decline, pupils in the Year 2 class of 2004 had, in fact, achieved well. In that class, over a quarter of all pupils had special educational needs and initial assessments indicated that few had the potential for the higher levels of attainment. Taken in context, the 2004 results represent good progress and achievement. Inspection evidence from the work of pupils currently at the beginning of Year 2 suggests that standards are above average and are set to rise again this year. In the tests for pupils in Year 6 in 2004, results in mathematics were well above the national average and above the average for similar schools. This was because most pupils attained the expected standard for their age and almost half attained the above average Level 5. Inspection evidence shows that pupils now in Year 6 are on course for similarly high standards by the end of the school year.
52. Teaching and learning are good. Pupils learn well because teachers prepare lessons thoroughly. They have high expectations of what pupils can achieve and set tasks at challenging levels. Pupils respond eagerly because they are stimulated and really want to do well. Teachers make careful assessments and use the information to match tasks closely to the different levels of ability within the class and to build securely on what pupils have learned before. Teachers set mathematics targets for individual pupils and use them satisfactorily to motivate pupils or to promote their understanding of their own learning. However, reviews are relatively infrequent so these arrangements are not fully effective. Teachers and teaching assistants build pupils' confidence and self-esteem because they are consistently encouraging and sensitive to individual pupils' concerns. Consequently, boys and girls do equally well. Pupils with special educational needs receive good levels of support and encouragement. They are fully involved in all lessons and achieve well, as do mathematically gifted pupils who receive work that makes sure they reach their full potential.
53. The mathematics curriculum is good. It emphasises the development of number skills, which are helping to improve pupils' mathematical understanding. Mental agility work forms a lively part in most lessons. It improves pupils' confidence and the speed and accuracy of their thinking. In Year 6, for example, pupils had to use their knowledge of the seven times table and their understanding of decimal numbers in order to solve complex sequencing problems involving numbers from 0.7 to 700. Not only were pupils able to accomplish this task, but they thoroughly enjoyed it. This was numeracy teaching and learning of a high order. This aspect of pupils' learning is particularly effective because teachers use a very good range of practical and investigative activities that really make pupils think. They also give pupils regular

opportunities to explain their mathematical thinking and the strategies that they use and, in doing so, strengthen their understanding and their capacity to use number effectively.

54. Provision for mathematics has improved because subject leadership and management are effective. Monitoring, evaluation and planning for improvement are all more rigorous than they were at the time of the last inspection. The tracking of pupils' progress, the analysis of pupils' performance in tests and the observation of teaching and learning all inform the school's on-going cycles of curriculum development and in-service training for teachers. These initiatives result in a consistent approach to the teaching of mathematics and to the provision of worthwhile, first-hand mathematical experiences that promote good learning for all pupils.

### **Mathematics across the curriculum**

55. Teachers make satisfactory use of mathematics to reinforce and extend pupils' learning within other subjects, although cross-curricular links that foster numeracy are less well developed than those promoting literacy. Discussions with pupils indicate that there are worthwhile links in ICT, geography, history and science. For example, pupils use a screen turtle to reinforce their knowledge of turns and angles using ICT. They draw up time lines to develop their sense of chronology in history and interpret weather graphs and charts in geography. Pupils use their data handling skills to present the results of their investigations in science.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve very well and reach standards that are well above expectations.
- Very good teaching is based on teachers' secure subject knowledge and understanding.
- Very well planned investigative projects improve the quality of pupils' learning.
- Effective links with other subjects strengthen pupils' learning.

### **Commentary**

56. The 2004 teacher assessments for seven year olds show that standards in science were very high when compared with both the national average and with similar schools. Inspection findings indicate that these standards are being maintained, with all Year 2 pupils on course to attain or exceed the expected level. Results in the 2004 national tests for 11-year-olds, although not formally confirmed at the time of the inspection, show that boys' and girls' standards were well above average and above similar schools. In relation to their results at the age of seven, pupils achieved well. Inspection findings indicate that pupils in Year 6 are again on track to achieve very well and so maintain the high standards reported by the previous inspection.
57. Teaching and learning are good in Years 1, 2 and 3. In Years 4, 5 and 6, teaching is very good and pupils' learning is very effectively promoted. Throughout the school, teachers ensure that pupils have frequent opportunities to learn through first-hand, practical experiences. Thorough planning of worthwhile links with other subjects supports and extends pupils' scientific understanding and promotes their basic skills. Notably, pupils have frequent opportunities to extend their literacy skills as they express their ideas and explain their predictions and findings in scientific terms, both

orally and in writing. Similarly, pupils strengthen their data handling skills as they use a wide range of charts and graphs to display the results of their experiments. Teachers are clear about what they want to achieve in the course of lessons so they are well prepared and organised. Tasks are challenging, particularly in Years 4, 5 and 6, and teachers' questions are thought provoking. Very good teamwork between teachers and teaching assistants ensures that all pupils get the attention that they need to enable them to participate fully. This level of support is a key factor in the progress of lower attaining pupils and those with special educational needs. Teachers use assessment information well, both to ensure that practical activities are pitched at levels that challenge able pupils' understanding and promote their skills and also to identify pupils who need additional support. However, teachers do not routinely modify tasks to meet the needs of pupils with different capabilities.

58. The subject is very well led and managed. The very experienced co-ordinator is committed to raising standards in the subject and is keen to encourage the use of interactive resources and innovative approaches to boost pupils' involvement and learning. Arrangements such as Year 1's visit to the Look Out Centre, Year 4's science-focused residential trip and Year 6's Science Club and involvement in the Natural History Museum's 'wood louse project' very successfully engage pupils' interest and promote their learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- By the time that pupils leave the school, standards in ICT are above those normally expected of 11 year olds.
- Thorough staff training has improved the overall quality of teaching and learning.
- Pupils have very good attitudes to ICT and levels of confidence and independence are high.
- Curriculum leadership is very effective.
- The use of ICT across the curriculum is developing well.

### **Commentary**

59. Pupils of all abilities are achieving well. By the end of Year 2, most pupils attain the nationally expected standard in ICT. By the end of Year 6, standards are above those normally expected of 11-year-olds. By the time they leave the school, pupils have good ICT skills. They use computers and other devices efficiently, both in ICT lessons and as tools to aid their learning in other subjects. As one Year 6 pupil put it, "It's like having another pencil in your box". Much of pupils' work in ICT comes through other subjects. Tasks are relevant and pupils' response draws on their enthusiasm for the topic in hand. They put energy, thought and effort into what they are doing. This quality of response, along with the demanding tasks that teachers set, results in a very positive climate for learning in which pupils of all abilities make good progress. In this challenging environment, pupils with special educational needs receive effective support so that they also succeed and make good progress alongside others in the class.

60. Teaching is good. Teachers have successfully undertaken a wide range of training and received regular advice and support from the subject leader. Consequently, they are competent and self-assured when teaching ICT. Teachers' explanations are clear and accurate and they demonstrate new skills and techniques well. They make good use of projection equipment and interactive whiteboards to engage pupils' interest and involve them in the lesson. Once pupils are at work, teachers have the necessary skills to 'trouble-shoot' effectively, ensuring that little time is lost and that the pace of learning is brisk.
61. Teachers successfully establish in pupils very good patterns of behaviour and very sensible approaches to work. Pupils share equipment co-operatively and collaborate very well, giving each other constructive help and advice. In the Year 5 lesson on making a presentation, pupils' keenness to be actively involved and their confidence in solving problems independently improved their learning considerably.
62. Teaching and learning are improving rapidly because subject leadership and management are very effective and the curriculum for ICT is good. Pupils learn well because the school has greatly improved its resources and facilities for teaching ICT during recent years and, in doing so, has dealt very effectively with weaknesses identified by the last inspection. The school now has the necessary programs and equipment to teach the ICT curriculum thoroughly. Furthermore, pupils have regular access to computers and there are planned opportunities to use a good range of ICT equipment, including programmable toys, sound recording equipment and a digital camera. The subject leader has been tireless in his work. He has planned very thoroughly for these developments to the curriculum. He has rewritten the scheme of work so that it provides improved guidance for staff and has introduced procedures for assessing and recording pupils' attainments. He has begun to monitor teaching and learning in order to check that all elements of the ICT curriculum are taught and to ensure that staff make good use of ICT across the curriculum as a whole. This very well conceived programme of curriculum development has considerable potential but has not yet been in place long enough to raise standards further.

### **Information and communication technology across the curriculum**

63. Pupils' use of ICT across the curriculum is good, but this aspect of the work is set to improve as teachers become more familiar with the revised curriculum. However, links with literacy are very good. Pupils already use ICT to present written work, to communicate with others by e-mail or through quite complex presentations, and to enter and edit text. Other applications of ICT include:
- programming the floor 'robot' or the screen 'turtle' to reinforce directions, turns and data handling in mathematics;
  - producing graphs and charts in science and mathematics using information-handling programs;
  - using the Internet as a source of information for history and geography lessons;
  - creating classroom simulations, such as the 'blitz sound effects' activity;
  - using creative tools to make pictures and patterns;
  - using devices such as listening centres and digital cameras.

## **HUMANITIES**

## History

Provision in history is **very good**.

### Main strengths and weaknesses

- Pupils' understanding of sources of historical evidence is very good.
- Pupils use their literacy skills exceptionally well.
- Teachers make effective use of educational visits and imaginative use of historical artefacts to support pupils' learning.

### Commentary

64. By the end of Year 2, standards exceed expectations for seven year olds and pupils' achievement is good. By Year 6, standards are well above expectations for 11 year olds and pupils' achievement is very good. The achievement of pupils with special educational needs is good. The previous inspection made no judgement on standards.
65. By Year 2, pupils have a good understanding of the sense of time through studying old and new toys and visiting Gunnersbury Museum. By Year 6, pupils have developed a very good understanding of how to use sources of evidence in historical research. Throughout the school, pupils make very good use of their literacy skills to support their learning. Speaking and listening skills are used effectively in Year 5 when pupils debate what they consider to be the ten most important facts from each decade since 1930. Reading skills are used successfully when using books or the Internet to research key facts. Pupils write at length and show good application of spelling, grammar and punctuation as well as good historical understanding. Writing on Ancient Greece in Year 4 is of a very high standard. Pupils use word processing and desktop publishing skills to good effect.
66. Teaching and learning are very good and have a significant impact on the high standards achieved. Teachers make history come alive through well-planned educational visits and exciting and stimulating displays of historical artefacts. Teachers' subject knowledge is good and results in the infectious enthusiasm of pupils for the subject. Pupils work hard in lessons and show impressive levels of concentration. Paired work, especially discussion, is of a very high standard. Teachers value and celebrate pupils' work, as reflected in high-quality displays in classrooms and around the school.
67. Leadership and management are good and contribute well to the high standards achieved. The subject manager has developed good procedures for assessing pupils' progress and is successful in monitoring teachers' planning and pupils' learning. Resources are very good and are used effectively to stimulate learning.

## Geography

68. Insufficient lessons were observed in order for a secure judgement to be made on provision in the subject. By Year 2, pupils have a good understanding of the immediate locality and show good skills in matching features shown on photographs to their map location. Pupils' knowledge and understanding of the wider world is developed successfully through following the adventures of 'Barnaby Bear'. By Year 6,

pupils have a good understanding of rivers and the water cycle. Through the study of St Lucia they have a good understanding of contrasting localities. Pupils use and apply their literacy, numeracy and ICT skills successfully in the subject. Teachers use resources imaginatively, including educational visits to support pupils' learning.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Inspectors observed three lessons covering art and design, design and technology, music and physical education. Inspectors also looked at pupils' completed work, talked to pupils about aspects of their work and attended assemblies. However, there is insufficient evidence to make overall judgements about provision and the quality of teaching and learning in all these subjects, or about standards in music and physical education.

### **Main strengths and weaknesses**

- Standards in art and design and design and technology are above average.
- Pupils' work in art and design and design and technology effectively supports their learning in other subjects.
- Standards in pupils' singing are good.
- Visiting specialists and a very good range of special events effectively promote pupils' learning.

### **Commentary**

69. In **art and design**, pupils produce a good range of two- and three-dimensional work including observational drawing, painting, collage, weaving and clay work. Their projects incorporate the use of various media, including pastels, charcoal, watercolour and metallic paints. Pupils have effective opportunities to learn about and produce work in the style of artists such as Claude Monet, Guiseppe Arcimboldo and Wassily Kandinsky. By the time they leave the school, the standard of their work is above that normally expected for their age. Teachers carefully plan art and design activities that make a very worthwhile contribution to pupils' knowledge and understanding of other cultures and link effectively with work in other subjects. For example, pupils learn about African art in Year 2 and aboriginal art in Year 4. Projects also reinforce and extend work linked to history projects, including Ancient Greece in Year 4 and Tudor England in Year 6.
70. Pupils are very keen to talk about their well-executed **design and technology** projects. As well as food technology topics in Years 1 and 3, these include Year 2's fabric finger puppets and hand puppets with papier-mâché heads, Year 3's clay tiles in the style of Roman mosaic, Year 5's 'character' chairs and Year 6's Tudor houses. The standard of pupils' work in many of these projects is above average.
71. In **music**, pupils have regular, carefully prepared opportunities to sing in assembly and hymn practice. They have a wide repertoire of songs and hymns, which they sing very expressively and tunefully. These arrangements make a significant contribution to pupils' spiritual development. They learn about composers and listen to their music as they enter and leave assembly, and have opportunities to compose music as part of class music sessions. During the year, pupils take part in a range of musical activities including musical concerts and Christmas performances. School choirs participate in music festivals and older pupils have opportunities for instrumental tuition from visiting

specialist teachers. These activities very successfully motivate pupils and extend the skills of those involved.

72. All elements of the National Curriculum for **physical education** receive regular attention. In the lesson observed, pupils made good progress in developing their games skills because the visiting teacher had very good subject knowledge. As a result, his teaching was clear and authoritative and his very good repertoire of activities kept the pupils interested, active and involved throughout the lesson.
73. The subject co-ordinators are effective in maintaining resources at a good level and organising events, such as the *Children's Art Exhibition* and *Christmas Making Day*, in which every pupil participates and workshops with visiting musicians. These activities very effectively boost pupils' involvement and support learning.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

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

### **Main strengths and weaknesses**

- Pupils throughout the school achieve very good standards in many aspects of their personal development.
- Personal, social, health education and citizenship are rooted in the school's key aims and contribute to their achievement.
- There are no formal arrangements for seeking and acting upon pupils' views.
- The subject leader ensures that this subject has a high profile throughout school.

### **Commentary**

74. Standards in personal, social, health education and citizenship are good. Pupils have regular, planned opportunities to develop self-awareness and confidence by discussing a range of issues, including those they face as part of everyday life. Consequently, pupils of all ages develop very good attitudes to their life and work at school. They understand what it means to be part of a community and most make a very positive contribution by following its rules, setting an example to others or caring for those who need help.
75. The aims of the school commit staff to ensuring that pupils develop into well-rounded individuals and to making them feel valued. The recent addition of personal, social, health education and citizenship to the formal curriculum has strengthened this aspect of the school's work because they provide teachers with a clear framework and add to the consistency of their approach. There is not enough evidence to evaluate the overall quality of teaching in personal, social, health education and citizenship. However, planning indicates that teachers make good links with other subjects, such as physical education, science and religious education, to ensure that pupils develop a healthy lifestyle and learn to respect the feelings of others and the differences between people. In the lessons that were seen, teaching and learning were effective. The activities that teachers presented had a beneficial impact on pupils' behaviour and response because topics were relevant and meaningful.
76. The only weakness in current arrangements is that the school does not have any formal arrangements for seeking and acting upon pupils' views. By not having school and class councils or any other forum for pupils to present their own and others' views, the school is

missing opportunities to give pupils a voice in the decisions that affect them and to serve the school community by acting on behalf of others.

77. The co-ordinator for personal, social, health education and citizenship gives a good lead to other staff. Her enthusiastic approach ensures that the subject has a high profile throughout the school. She is providing staff with a well-balanced programme of study that covers universal themes such as the uniqueness and value of each individual as well as aspects that are of specific importance to this school and its community. As well as providing good guidance for teachers' planning, she has begun to improve resources. Consequently, standards in personal, social, health education and citizenship, and the arrangements for this area of pupils' learning, are better than they were when the school was last inspected.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### Inspection judgement

### Grade

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

<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2

<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
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	4

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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