

INSPECTION REPORT

OUR LADY'S CATHOLIC PRIMARY SCHOOL

Alcester

LEA area: Warwickshire

Unique reference number: 125704

Headteacher: Mrs. S. Collins

Lead inspector: Mrs. V. Davies

Dates of inspection: 16th –19th May 2005

Inspection number: 267458

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4-11
Gender of pupils: boys and girls
Number on roll: 107

School address: St Faith's Road

Postcode: Alcester
Warwickshire
B49 6AG

Telephone number: 01789 762555

Fax number: 01789 762336

Appropriate authority: Governing body

Name of chair of Mr. C. Ryde
governors:

Date of previous 19/05/03
inspection:

CHARACTERISTICS OF THE SCHOOL

This is a small voluntary aided Catholic primary school which principally serves the town of Alcester. There are 107 boys and girls between the ages of 4 and 11 on roll. Almost all are of white British heritage. Pupils come from a broad range of socio-economic backgrounds and free school meals eligibility is below the national average. The proportion of pupils with special educational needs is similar to the national average. Attainment on entry to the reception class is variable but broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20350	Vivien Davies	Lead inspector	English; Information and communication technology; Art and design; Design and technology; Music; Personal, social and health education and citizenship; Foundation Stage
14083	Andrew Anderson	Lay inspector	
18645	Bamber Loizou	Team inspector	Mathematics; Science; Physical education; Special educational needs; History; Geography

The inspection contractor was :

Inspire Educational Ltd

The Coach House
132 Whitaker Road
Derby

DE23 6AP

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective and much improved school with a very good ethos. Pupils achieve well, are happy and develop confidence, maturity and independence. Leadership and management are good. The headteacher, senior management team and governing body have effectively raised standards and improved the quality of education in a very short time. Parents and pupils like the school very much. Standards of attainment are above expected levels in all areas of the curriculum inspected. Teaching and learning are good. The school offers good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science have risen and they are now above average throughout the school
- In every class pupils achieve well and pupils with special needs and the more able pupils are also doing well.
- Teaching is now consistently good across all classes in the school; teachers have very good subject knowledge so lessons are interesting and pupils achieve well.
- The headteacher and the school team, including the governors, have worked very hard to ensure a speedy improvement since the last inspection report.
- Assessments systems are well used to check pupils' progress and set future learning targets.
- Pupils enjoy school life very much; they are very well behaved, hardworking and show care and concern for others.
- Parents hold the school in high regard and support their children very well.
- Strategic planning though concise and appropriate is not sharp enough and does not make enough use of assessment information to enable governors to monitor outcomes easily.

The school has made a good and rapid improvement since the last inspection when it was judged to have serious weaknesses. Standards in English and mathematics and science are higher than before. The other weaknesses identified previously - the quality of teaching in year 3 and 4, monitoring of teaching, use of assessment and the leadership and management of the school- are now strengths.

STANDARDS ACHIEVED

Overall, pupils' achievements are good throughout the school. They reach above average standards in the core subjects of English, mathematics and science because of good teaching and a rich curriculum. In the reception class children are on track to reach the goals set in national guidance and many will exceed them.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	C	A	C
mathematics	E	C	B	D
science	E	C	C	E

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.

Year 6 pupils achieved very well in last year's national tests in English and well in mathematics. Compared to pupils in similar schools they achieved as expected in English but below expectations in mathematics. In part this is due to factors which caused concern

during the last inspection and impacted on this year group. Inspection evidence suggests that standards in the present Year 6 are above average in English, mathematics and science. It also indicates that pupils of all abilities including the able and those with special needs are doing well. An increased number of pupils are set to achieve the higher levels. By the end of Year 6 pupils are also doing well and reaching above average standards in all other subjects reported on.

Test results in Year 2 for 2004 have caused concern. Results for writing and mathematics were well below national expectations. The school expected this result as the cohort was weak and judged well below average on entry. Teachers targeted pupils carefully but the measures are only just beginning to impact as these pupils reach the end of Year 3. The school has worked hard to improve the situation. This year the school's results are likely to be significantly improved with reading, writing and mathematics above national levels. Inspection evidence confirmed this view and shows that pupils of all abilities including the able and those with special needs are doing well.

Pupils really enjoy school and there are very good levels of attendance and punctuality. They develop very mature attitudes by the time they leave. They think about important issues and care about other people. Pupils are willing to take responsibility and contribute to the school's development through the School Council and regular discussion time in their classrooms. Spiritual development is very good and there are times set aside during the day for reflection and prayer. **Overall, spiritual, moral, social and cultural development is very good.**

QUALITY OF EDUCATION

Overall, the quality of education provided by the school is good and its care for pupils is very good. **Teaching is good.** Teachers are knowledgeable about the subjects taught. They present lessons in an interesting way and make the most of opportunities to apply learning in different contexts across the curriculum. Assessment is thorough and well evaluated. It is used well to set targets for groups and individuals. Younger pupils are consistently well taught. Classroom assistants offer very good support, particularly to younger pupils and those with special needs

The school offers its pupils a rich and interesting curriculum. School based work is enriched well by local visits. Pupils with special educational needs are offered good provision. There are very good links with the local pre-school providers. Partnerships with parents are very good. They are kept very well informed and make very good use of opportunities to talk to teachers informally and during parents' evenings. Links with the community, particularly the church, are strong.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher with the senior management team has worked well to improve standards and teaching across the school. She is committed to promoting a strong ethos based on Christian values. She communicates well and has established a concise and appropriate plan for future school improvement which at present is not sharply focussed enough on precise targets for improvement. She and the teaching team work very hard to create a rich curriculum so that pupils enjoy learning, apply their skills purposefully and develop well as people. The governing body knows the school well and is efficiently run. However it does not have a strong enough involvement in strategic planning and access to suitable data to monitor effectively. The co-ordinators manage their subjects very well and establish appropriate priorities for developing and enriching their subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents think very well of the school and recognise the good quality of the opportunities it offers. Pupils enjoy school and their friendships. They value the teachers and feel very well cared for. Communication is good.

IMPROVEMENTS NEEDED

- Strengthen the strategic management of the school by making targets in the school improvement plan more specific and measurable and by providing governors with concise overview information about current performance so they can monitor more effectively.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievements are good. Standards are above average overall in the core and foundation subjects. Children in the Foundation Stage achieve well.

Main strengths and weaknesses

- Since the last inspection standards in English, mathematics and science have risen and are now above average throughout the school.
- Standards in writing and mathematics in Year 2 in 2004 were well below national expectations, this year they are above.
- Pupils with special educational needs and more able pupils achieve well throughout the school.
- By Year 6 standards in the foundation subjects are above average in all the subjects reported on

Commentary

1. Children in the Foundation Stage are comfortably achieving nationally agreed targets. They are acquiring a good range of basic reading and writing and mathematical skills, and make confident and appropriate contributions to class discussions. These children like school very much and have settled well into the school routine. They concentrate very well and are well behaved.
2. Test results in Year 2 for 2004 have caused concern. Results for writing and mathematics were well below national expectations. The school expected this result as the cohort was weak and judged well below average on entry. Teachers targeted pupils carefully but the measures are only just beginning to impact as these pupils reach the end of Year 3. This year, the school's preliminary assessments show that across all reported subjects, attainment is above average and the numbers of pupils achieving the higher levels has increased significantly in all the subjects. Inspection evidence confirms that above average standards are now achieved and that pupils of all abilities, including the most able and those with special needs, are achieving well.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	15.6 (16.3)	15.8 (15.7)
writing	12.8 (14.7)	14.6 (14.6)
mathematics	13.8 (16.9)	16.2 (16.3)

There were 13 pupils in the year group. Figures in brackets are for the previous year. Year group sizes are fairly small, typically about 16 pupils, so data should be viewed with some caution. The school is denominational and has a wide catchment so attainment on entry is also variable.

3. In Year 6 tests in 2004 pupils reached well above average levels in English, above average levels in mathematics and average levels in science. The more able pupils did

well, particularly in mathematics. These results compared to prior attainment at seven are as expected in English but below expectations in mathematics. This can be related to the uneven teaching in the junior classes which led to the unsatisfactory judgements in the 2003 inspection report.

- School data suggests that this year's results are broadly above average with mathematics likely to be better. Inspection evidence confirms this view and shows that pupils of all abilities are achieving well in both junior classes. Pupils with special needs make good progress because they have clear targets and are given good support by well trained classroom assistants. There is good use of support groups so a small group of boys were given extra English support in the upper school with very successful outcomes. Writing, including presentation, is strong and improving because pupils record most of their work in other subjects independently. Standards in all other subjects are above average. The curriculum for older pupils is rich and the pupils' well developed skills in English, mathematics and information and communication technology are applied purposefully.

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

Standards in:	School results	National results
English	28.7 (27.4)	26.9 (26.8)
mathematics	28.0 (26.6)	27.0 (26.8)
science	28.7 (29.1)	28.6 (28.6)

There were 18 pupils in the year group. Figures in brackets are for the previous year

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils have very positive attitudes. Behaviour is very good. Provision for pupils' spiritual, moral, social and cultural development is very good. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils are very interested in school life and enjoy the range of activities provided.
- Pupils have very good relationships with each other and show care and concern for others.
- Pupils are very confident and have high self-esteem.
- Pupils are hardworking and very willing to be enterprising and take responsibility.
- The school deals very effectively with all forms of harassment.

Commentary

- The table below shows the attendance figures for the school. The attendance rate at the school is well above the national median. The school has very good procedures for promoting very good attendance. Most parents ensure the attendance of their children.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.1	School data:	0.0
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.

6. The vast majority of pupils are very happy to come to school and are eager to learn. They are attentive, co-operative and collaborate very well with each other. Children have very good relationships with each other, and boys and girls work and play together in a very happy atmosphere. Any unpleasant behaviour is quickly dealt with. Pupils are very polite and respectful to adults, and they are very welcoming to visitors.
7. The school sets high expectations for pupils' conduct and the pupils respond very well. Children consistently behave very well in lessons, apart from some occasional over excited chatter, and when moving around the school. Most parents agree that their children like school and that the pupils behave well. Where pupils are offered opportunities to take on responsibility for their own learning, for example, working in groups with computers, they respond in a very mature and responsible manner. There have been no exclusions in recent years.
8. The school's very good provision for spiritual, moral and social development and good provision for cultural development contributes strongly to pupils' confidence, self esteem and maturity. They are becoming good citizens as a result. The School Council makes a good but recent contribution to this process. Pupil-elected members are working through a training pack with the headteacher. Pupils are given very good opportunities to reflect on issues and express their opinions. In the Year 5/6 class pupils are very concerned about environmental issues connected to the rain forest topic. Pupils' confidence and maturity are evident in their relations with visitors, and in their enthusiasm for being given a wide range of responsibilities. These duties are undertaken with great pride and responsibility. Achievement, success and effort are celebrated through rewards, displays and assemblies. Understanding of a diverse range of cultures is promoted well, with pupils receiving a wide variety of experiences, ranging from Chinese dancers to a visit to the Rolls Royce factory. The local education authority's multi-cultural service offers good support. An appreciation of art, music and dance is strongly encouraged. The provision of a residential visit for older pupils further enhances pupils' maturity and independence.
9. Pupils gain a very good awareness and understanding of their own faith through assemblies and lessons. They are encouraged to understand human feeling and emotions and how their own feelings and actions can affect others. They learn to appreciate broader and less tangible concepts such as beauty, love and helpfulness to others. The school day begins and ends with prayer and reflection. Each class has a small devotional area and a candle is lit when appropriate. Pupils have a very strong sense of belonging to a wider family outside their own home or their school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall the quality of education is good.

Teaching and learning

Teaching is good overall and pupils enjoy their learning. Assessment is good.

Main strengths and weaknesses

- Teaching is consistently good across all classes in the school.
- Teachers are very knowledgeable about the curriculum, plan interesting lessons and they have a very positive attitude to their pupils, so pupils look forward to their lessons and like their teachers.
- Assessment systems are well used to set targets and check progress. Outcomes are monitored and strengths and weaknesses acted upon.

- Good classroom assistants work well with teachers to give pupils with learning difficulties good support so pupils with special educational needs do well.

Commentary

10. Teaching is now a strong feature of this school and the quality has improved considerably since the last inspection. Two out of the three main school classes are taught by teachers who job share. Team work, by classroom staff, is a strong feature of this school's recovery from the serious weakness judgement made in 2003. Subject knowledge is strong because subject co-ordinators provide clear guidance and give good support, so teachers are well prepared. In consequence, teachers can explain ideas clearly because they understand the subject matter. Lessons are interesting and often practical, so pupils enjoy their lessons. Teachers understand the importance of thorough teaching of the basic skills. They include many opportunities for pupils to hear new basic subject vocabulary and focus well on explaining difficult vocabulary.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (20%)	18 (72%)	2 (8%)	0 (0%)	0 (0%)	0(0%)

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

11. Teaching in this school is good and is the main reason why pupils achieve well and have such a positive attitude to their learning. Teachers' expectations of pupils' behaviour are generally high. They insist on pupils' full attention as they teach, though in a very few lessons work-related chatter is allowed to go on for too long and slows the pace. They expect hard work from their pupils. As a result pupils behave well and concentrate on their work. In many lessons, particularly English and mathematics, teachers and good classroom assistants provide good additional support for pupils who find learning difficult. There is regular homework.
12. In the Foundation Stage teaching is good and lively so the children make a good start to school, enjoy their learning and achieve well. The teaching of basic skills is well planned and organised and results in the good achievement in learning to read, write and in number work. The classroom assistant effectively supports individual and group activities and makes a significant contribution to helping the children to behave well and concentrate on the carefully planned and challenging learning tasks. The adults help the children to feel secure, gain confidence and communicate well with others.
13. Accurate assessment systems are very well established in the school in most subjects and teachers use the information well to monitor progress and to identify areas in which pupils need extra help. This is often linked to the good use of national support programmes. Target setting is well used to set expectations and pupils can talk about their progress towards meeting these targets. Pupils are encouraged to assess their progress against the learning objectives when appropriate in lessons. Marking is carried out regularly. Teachers often write encouraging remarks and point out possible improvements.

The curriculum

The school provides a good curriculum for pupils of all levels of ability. It is broad, balanced and meets statutory requirements. There is a good enrichment programme. Accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- The school's approach to personal, social, health and citizenship education is having a very positive effect on pupils' personal development.
- The curriculum provision for pupils who have special educational needs is good.
- Given the size of the school the range of enrichment opportunities is good.
- Some curriculum facilities and resources have improved well since the last inspection but indoor facilities for physical education are unsatisfactory.

Commentary

14. The curriculum for pupils from Year 1 to 6 and for reception aged children in the Foundation Stage is planned well with sufficient time allocated to each subject and area of learning. The pupils' skills in literacy and numeracy are effectively developed through their work in other subjects. Computers are used well to support and enhance pupils' learning in other subjects. Consequently, information and communication technology is incorporated well in lessons.
15. The school's programme for personal, social and health education is very good. It is timetabled and integrated with subjects such as science and religious education and teachers also make very good use of opportunities to promote pupils' understanding of sex, relationships and drugs education, personal values, health and fitness through other subjects such as food technology, physical education and science.
16. The curriculum provision for pupils who have special educational needs is good. These pupils are provided with tasks which are carefully matched to their prior attainment. Teaching assistants provide effective and well-planned support and are helpful and sensitive to the individual's circumstances. The pupils' individual education plans are regularly reviewed and updated so that targets can be agreed to help each pupil move progressively onto the next stage of learning.
17. This is a small school with relatively few staff. Given these circumstances the range of extra-curricular activities provided is good. Girls and boys can join sports teams and clubs and learn how to improve their games skills in netball, football, athletics, swimming, rounders and tag rugby. Pupils who enjoy music can learn to play an instrument and a very good range is offered to pupils that includes drum lessons and opportunities to play the clarinet, flute and guitar. The school makes good use of educational visits and specialist visitors to extend pupils' learning in the topics they are studying.
18. Accommodation has improved since the previous inspection but the hall is too small for whole class indoor physical education lessons. As a result, pupils often spend as much as half their lesson sitting and watching. The headteacher and staff are committed to improvement in the facilities for learning and there are plans in place to address this. The school has a well-stocked library with facilities for independent research and attractive and safe outdoor areas for younger Reception aged children and other pupils.

Care, guidance and support

Pupils' care, welfare, health and safety are very good. Provision for support, advice and guidance based on monitoring is good. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- The school's arrangements for ensuring health and safety are very good.
- Relationships between children and adults are very good.
- The school has very good induction arrangements for pupils.

Commentary

19. The school provides very effective care for its children. All members of staff are very approachable, caring and committed to the children in their charge. Supervision at breaks and lunchtimes is alert and vigilant. All staff consistently demonstrate a very good knowledge of the school's pastoral and welfare procedures. Arrangements for first aid and dealing with minor injuries are very good.
20. Every child has a very good and trusting relationship with one or more adult in the school. Teachers listen to pupils and value their opinions and ideas. The School Council, although a relatively recent innovation, offers pupils good opportunities to have input into the day-to-day running of the school. This is valued by the pupils. Most pupils agree that teachers listen to them and value their opinions.
21. The school's child protection procedures are securely in place and fully understood by all members of staff. The governing body and headteacher take their health and safety responsibilities very seriously. All the required checks and inspections, including comprehensive risk assessments, are regularly carried out and properly recorded.
22. Teaching assistants provide very good support to teachers and pupils. Children with special educational needs are supported very well across the school. This has a positive impact on the standards they achieve. Teachers maintain comprehensive assessment and tracking records on groups and individual children. These are used well to direct support effectively and improve the quality of children's work.
23. Parents are very happy with the school's induction arrangements, including the visits made to their homes by members of staff. They feel this helps their children to settle into school life quickly and very well.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Most parents hold the school in very high regard.
- The school provides parents with very good information.
- The majority of parents support their children's learning well.
- Educational links with other schools are very good.

Commentary

24. Links with parents are very good overall. The majority of parents are pleased with most aspects of the school and hold the school in very high regard. The headteacher and her staff are available, approachable and very welcoming to parents. Most parents support their children's education at home and in the school well. There is good support for home reading and homework. Parents help in classrooms, accompany children on trips and assist around the school, for example, a parent runs the very well-used breakfast club. The parent support group is well supported and has raised considerable funds for the school.
25. The provision of information about all aspects of school life is very good. The school prospectus is attractive and informative. The governors hold an annual meeting with parents and publish a detailed annual report. The parents receive very good day-to-day information in the way of comprehensive newsletters and regular letters about specific events and activities. Parents are given an informative annual progress report that clearly states the progress their children are making and sets targets for future improvement. They are offered the opportunity to attend appropriate consultation evenings each year. Parents value the very good information, based on assessment and target setting, which teachers share. The school listens to parents' comments and complaints, and acts upon them accordingly.
26. The school uses the community well. Pupils are taken on a wide range of trips, including a residential experience for the older children that enrich the curriculum and support their personal development. There are very strong links with the local church. There are very good links with other schools; for example, governors take part in joint training sessions. There are very good opportunities for children to participate in sporting competitions against other schools. The very good relationships with the main receiving secondary school, and the good mechanisms for the transfer of pupils, ensure children have a very smooth transition to the next stage of their education.

LEADERSHIP AND MANAGEMENT

Leadership and management are good and the quality has improved since the last inspection. The headteacher leads well and has worked very hard with her team to ensure speedy improvement since the last report. The governors offer good service to the school and the curriculum managers are contributing effectively to raising standards.

Main strengths and weaknesses

- The senior management team and the governing body have worked hard and have quickly improved the school's performance.
- The headteacher is clear-sighted and she communicates well with the school's partners including the local education authority and other local headteachers who have supported the school well.
- Subject co-ordinators, in this small school, are an effective team and do good quality monitoring which is formally carried out and is accompanied by informative professional feedback.
- Strategic planning by the school is not sharp enough and does not make enough use of assessment information to enable governors to monitor the effectiveness of outcomes.

- The administration of the school, including its financial management, is good.

Commentary

27. The headteacher plays a key role in creating a sense of purpose within the school community. She has helped the school to achieve a rapid improvement in the standards achieved and the quality of education it offers since the last inspection. The school's strength lies in its partnership with all those involved in its day-to-day life, its commitment to inclusion and the hard work put into school improvement. The school has a very strong shared ethos based on Christian values. The co-ordinators are working well together and are making an increasing contribution to the quality of education. The local education authority has provided the school with good support over the past few years and has aided the school well.
28. The school's strategic plan is concise and has appropriate targets. However it is not focused sharply on outcomes, particularly measurable ones, that the governors can monitor. The school does monitor individual performance data very well and acts well on the information so pupils are given appropriate support and challenge. However the information is not summarised so that, say, governors have a clear overview of progress and can review patterns and trends.
29. The school has achieved staff stability over the past two years. Subject leaders are working closely together to develop a strong, lively curriculum and links between curriculum areas are developing well. Monitoring arrangements are working well and co-ordinators make good use of classroom observations, sampling pupils' work and analysing assessment information to improve standards in their subjects. Special educational needs and early years provision is well managed and there is good governor involvement.
30. The governing body is well involved in the work of the school. Governors are very involved in the drive for improvement. They are hard working and give the school good support. They have good links with the subject co-ordinators. The school community is close and governors make a strong contribution to the very good relationships between all of its members. However governors do not at present have a strong enough involvement in strategic planning and their access to overviews of assessment information to inform their monitoring is limited.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	*292 683
Total expenditure	261 109
Expenditure per pupil	2440

Balances (£)	
Balance from previous year	21 282
Balance carried forward to the next	31 574

**includes end of year funding of £15,000 from LEA and the balance from the previous year.*

31. Prudent financial planning and secure management and monitoring of budgets help the school to meet its targets for development and educational priorities. There is a building project in progress. The school has done well to recover from a deficit budget situation. Decisions on spending and allocation of resources are made with a good appreciation for the principles of best value. The school's administrative officer provides good support. The weaknesses identified in the last report, associated with unsatisfactory leadership, have been decisively remedied. Leadership and management have improved well since the last inspection.

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 enter the reception class as part time pupils at the beginning of the autumn term; after a short settling in time they attend full time. Their attainment is broadly average on entry. It does vary from year to year and the present Year 3 were well below average on entry according to the local education authority's figures. Many children attend a variety of local pre-school facilities before starting school. The school enjoys good links with these settings and practitioners meet regularly. The teacher visits each child at home so there is a good understanding of the child's individual needs prior to starting school. The children enjoy a rich curriculum with good opportunities for language development. By the time they enter Year 1, the children's attainment is at least in line with the expected goals in all areas of learning. Provision has improved since the last inspection and is now good across all areas of learning, including physical development.

Teaching is always good so children learn well. The two practitioners have a very good understanding of the best way to motivate children and also to teach the curriculum. The teaching is thorough and very well-structured questions extend the more able children and enable the less able, including those children with special educational needs, to achieve well. Children achieve well because their individual needs are very carefully assessed and their progress well monitored. Planning is thorough for children of all abilities. Staff have worked hard to create a bright, exciting working environment within the recently built accommodation. There are plans to create an outdoor classroom. Staff work closely with parents to ensure that children are happy. Parents are supportive. The setting is well led by an experienced, knowledgeable and enthusiastic practitioner.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well; they enjoy learning because of good teaching that focuses constantly on personal development and helps them to achieve the expected goals by the time they reach Year 1.
- Adults and older children provide very good role models, and partnership with parents is very strong, which contributes to children's high levels of confidence.
- Children's behaviour is good.

Commentary

32. Children are confident and willing to try all the activities on offer. They concentrate well so work long enough on activities to make progress. They are kind and very caring towards each other. Boys and girls from a variety of backgrounds play well together. Teaching is good. There is a clear focus on personal development. Teachers help children to behave, and deal kindly but firmly with any small incidents including disputes. Children are taught to take turns and share. Good manners are encouraged. In their setting they co-operate well and follow simple class rules. In religious education

lessons children are given the opportunity to reflect. In one session the teacher selected some quiet music and lit a candle. The children, after some exciting role play as silly sheep, were able to reflect very well on the messages behind the Good Shepherd parable. Children are able to change for physical education and teachers help them to acquire tidy habits.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good, so children are keen to acquire early reading and writing skills.
- The curriculum is rich and exciting so children achieve well, enjoy their work and want to talk about it.
- Very good use is made of the children's own experiences as a starting point for reading and writing.

Commentary

33. Children are in line to achieve the expected levels before they join Year 1. A fair proportion will do better. Children are well taught and there is a good emphasis on developing speaking and listening skills during all activities. There is good emphasis on helping children to speak clearly and confidently and listen carefully. Teachers use common experiences well to promote reading and writing. During a recent walk to a local cafe teachers took photographs of key moments and these formed the basis of a class story. All the children helped the teacher write the story. They contributed very well to the spelling of words by making good use of their phonic knowledge. They thoroughly enjoyed reading back earlier pages. Regular fun filled sessions are devoted to saying and listening to letter sounds including those at the end of words. Story telling is a very important and much relished part of the routine and children enjoy looking at books independently. Some are starting to read and are given appropriate support. Parents support their children at home well.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children are encouraged to use mathematical language correctly whenever the opportunity arises, so their thinking in the subject is well developed.
- Teaching of basic numeracy skills is thorough and practically based, so children grasp counting and ordering in a meaningful context.

Commentary

34. Children enjoy mathematics and are achieving well. Children are in line to achieve the expected goals before they join Year 1 and some of the group will do better. The children can count confidently in tens and are delighted when they can count forwards and backwards in fives. They are successful at this because the teacher helps them to look closely at the numbers and their patterns. Teaching is good because it is

purposeful, interesting and meets the needs of children of different ability and maturity levels. Teachers use interesting approaches, including a chair bus to make problem solving practical and fun. Children are eager to learn and are confident with the counting sequence to twenty and beyond. Throughout the day, children have opportunities to apply mathematics. They rolled objects in the playground and measured the length of the roll by counting their strides.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Topical events and the local environment are used very well to extend children's knowledge and interest.
- Enthusiastic, imaginative teaching fosters children's curiosity and so they achieve well.

Commentary

35. In the reception class learning is clearly focused on deepening the children's understanding of the way things move and grow, the properties of materials and the children's place in both the physical environment and their family and communities. Through role-play, the children understand aspects of adult life, commerce and the home. Children care for plants and animals. There is very good awareness of the season. They have a small garden where, at the moment, they grow pansies. Most children have a secure understanding that things happened before they were born and can describe events in the past. Teachers make very good use of town walks which include many old buildings. In lessons children explore the properties of different materials; they observe, for example the way differently shaped objects respond to pushing, pulling and rolling. Information and communication technology (ICT) skills are developed well. Children are acquiring good mouse control and understand how to perform a range of tasks including drawing objects used in their science experiments. There are regular opportunities to cook and these are well linked to mathematics.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The children enjoy good opportunities to play outside, though there is no free access from the classroom.
- Well-planned teaching helps children to develop the skill of using tools safely and independently.
- The teachers make good use of the hall to provide appropriate physical education lessons so that the children learn new skills and make progress.

Commentary

36. Teaching and learning are good; children achieve well and most will achieve the early learning goals before they enter Year 1. There are supervised opportunities to use the

outside space for a variety of imaginative activities, with good access to wheeled vehicles. Children do not have free access to the large outdoor space but there are plans in place to build an outside classroom soon. In a good lesson in the hall, children showed a good awareness of space as they moved around the hall. They used the school's apparatus purposefully and with confidence. The teacher paid very good attention to the development of appropriate vocabulary. The staff make good links between physical development and the children's health and well being. The wide range of practical opportunities including cutting, sticking, using malleable materials and playing with large apparatus, stimulates the children and enables them to make good progress in improving their manipulative skills, coordination and balance. The children are taught to use instruments and proper tools safely and properly. In turn, these skills contribute much to the children's success in early writing and creative work.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are given very good opportunities for role play in the imaginative and well-prepared play area.
- Teaching is good and the well planned activities are exciting, fun and often well linked to a story or topic.

Commentary

37. Children concentrate well and make good use of the art and craft opportunities available when they use a range of carefully chosen materials. These activities form an exciting part of the day and are well linked to stories and other topics. Paints are available and children have rich choices. Art and topic activities are imaginatively linked so children use their experience of the class walk and the cafe when fabric painting and flower making. Many children make use of the role-play café, either co-operatively or alone. Teachers make good use of drama including the use of puppets to bring phonic sessions alive. There is a good range of musical instruments available and children enjoy the many opportunities they have to sing. They added extra enjoyment to their mathematical problem solving, for example, by singing extracts from 'The Wheels on the Bus'.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above national expectations in Year 2 and in Year 6; pupils of all abilities, throughout the school, achieve well and are confident
- Language skills are very purposefully used across a wide range of subjects and to support pupils' personal development
- The subject is well managed and all teachers are confident and have a very good knowledge of the subject and the way pupils learn

Commentary

38. Standards in Year 2 are above average. This year most pupils in Year 2 have achieved the expected Level 2 in English with an increased number achieving the higher levels. This is a good improvement as results in writing in 2004, for a weak cohort, were well below national expectations and in 2003 in line with them. Inspection evidence shows that pupils of all abilities are now achieving well and have made good progress because they are thoroughly taught; work is well planned, securely based on previous assessments and group support is good. Their teachers set a good pace in lessons and have high expectations.
39. Standards in Year 6 are above average and vary from year to year partly because of small cohort size. In 2004 they were well above national expectations. They were as expected when compared with previous performance and good compared with similar schools. This year, inspection evidence shows that standards are at least above average. Pupils of all abilities are suitably challenged and do well. Written work is neat and mature in style. Work related to the world war two project and the 'Goodnight Mr. Tom' story was particularly effective. It showed a very good empathy expressed through carefully chosen and rich vocabulary. Pupils are good, thoughtful readers and show good understanding of text. They make good use of opportunities to discuss text and analyse character from many of points of view. Throughout the school speaking and listening skills are well developed. In all subjects teachers encourage discussion often through focused tasks with a partner so pupils use taught vocabulary well. Teachers listen carefully to pupils' responses and contribute to clarifying their answers, using carefully modelled paraphrasing.
40. Teaching and learning are good. Teachers have good subject knowledge and skilfully lead discussions about carefully chosen text, so making a strong contribution to pupils' spiritual, moral, social and cultural development. The basic skills of reading and writing are well taught, so younger pupils, including slower readers, have good phonic skills and make good use of context to help them when they are stuck. Handwriting is given good attention throughout the school, though teachers' insistence on good consistent presentation varies from class to class. Lessons are often exciting. Older pupils were delighted to start an extended fantasy story which will take several weeks. Work is well matched so that pupils of different abilities are suitably challenged. Good support from teachers and teaching assistants helps all pupils to achieve well.

41. Assessment is thorough and is well used to set targets. It is also well used to inform parents who were impressed by the quality of information given during parent teacher meetings. Marking in response to individual pieces of work and the current learning objective is well done. However it does not always link into the next piece of work.
42. The subject is well led and managed. The co-ordinator has worked very hard and successfully to raise standards and subject confidence since the last inspection. The co-ordinator has made good use of data from assessments to produce a well focussed and manageable action plan with clear priorities. Resources are good. Since the last inspection standards have risen; improvement has been good.

Language and literacy across the curriculum

43. The application of English across the curriculum is a strong feature. Pupils, in most subjects of the curriculum, use English purposefully. In many subjects, including science and the humanities, the quality of pupils' written work is good and it is independently produced. Presentation and handwriting are generally good. The teachers pay good attention to teaching correct terminology and provide good opportunities for pupils to use it.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The pupils achieve well because teachers make lessons practical and engaging.
- Teaching assistants make a significant contribution to the teaching and ensure that pupils with special educational needs are able to play a full part in lessons.
- Assessments are used well to keep a close check on how the pupils are progressing.
- Teachers' marking relates to the pupils' individual targets but it does not always inform the pupils of the next stages of their learning.

Commentary

44. School results for Year 2 in 2004 were well below average. The cohort entered school, according to the local authority information, with well below average attainment. Teachers had targeted these pupils, but improvement has been slow and is only beginning to impact as they reach the end of Year 3. Standards in the present Year 2 are above average because the cohort is stronger and teaching is even more focused. The good use made of assessment information from the Reception and Year 1 to plan lessons to meet pupils' needs is having a very positive effect.
45. This year, Year 6 pupils are achieving well and are set to match the above average standards reached in 2004 tests. These national tests results were higher than in previous years and reflect the good improvements in the quality of the education provided since the previous inspection. However despite the favourable national comparison, compared to prior attainment at seven pupils results were lower than expected. This is largely attributable to factors, including unsatisfactory teaching, associated with the serious weaknesses judgement made during the last inspection which slowed the pupils progress. Pupils throughout the school achieve well because assessment information is well used to match work to pupils' abilities.

46. The quality of teaching and learning is good because there is a consistent approach and all members of staff aim to make lessons exciting and practical. They are successful in ensuring that all pupils are actively engaged from the very start. Lesson openings are brisk, often relate to work from previous lessons, and set the tone for the rest of the lesson. For example, lessons often start with the pupils recalling number facts quickly such as multiplication tables and number sequences. In all classes, teachers ensure that tasks and activities are well chosen and match the needs and abilities of the pupils. In the Year 5 and 6 lessons observed, very good progress was made investigating number sequences and patterns involving square numbers. Teaching assistants are well deployed and play a significant role in helping the pupils with special educational needs to make good progress towards their learning targets. All staff are skilled at questioning to probe, prompt and guide the pupils, and summing up sessions are used effectively to summarise the learning so far and address any misunderstandings. Teachers' marking is diligent and systematic and links very well to the school's assessment and target setting process. This in turn enables the pupils to self-correct or address any shortcomings in their learning. However, it is not always clear in the marking how the pupils can improve their work further to reach the next level.
47. The pupils have very positive attitudes to mathematics. They persevere when they have difficulty and work well together in pairs and groups. Every opportunity is given to encourage the pupils to explain how they have arrived at an answer. For example, the pupils that have moderate learning difficulties are supported by other pupils in their group, as when Year 1 and 2 pupils were encouraged by the teaching assistant to answer questions related to coinage and addition facts. The teaching assistants play a prominent role in ensuring that pupils contribute to the discussions and understand what they have to do.
48. Mathematics is well led and managed. The subject is overseen effectively by a knowledgeable and enthusiastic teacher, who keeps a close check on the progress made by the pupils and on the teaching and learning. Target setting and assessment are used effectively and this enables teachers to evaluate how the pupils are doing. Test results, including the national assessments, are analysed thoroughly to identify patterns of strength or weakness. Since the last inspection standards have risen; improvement has been good.

Mathematics across the curriculum

49. There are good opportunities for the pupils to use mathematics in other subjects. In science, the pupils measure the height of flowers and compare their own measurements with those of other pupils. Music lessons provide the opportunity for the pupils to count beats and develop mathematical language by comparing the length of notes. The pupils create tallies, charts and matrices when conducting and recording the results of surveys. Patterns are investigated in art and design, for example by exploring repeating patterns in buildings. There are good opportunities to develop mathematics in information and communication technology, including creating two-dimensional shapes using an art package and consolidating the pupils' knowledge of their names and properties. Their understanding of angles and directional language is developed when giving instructions to control a programmable robot on the computer screen.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average and pupils of all abilities achieve well.
- The teaching is good and teachers provide good opportunities for pupils to develop their investigative and experimental skills.
- There are good systems for monitoring pupils' progress.
- The subject is well led and managed, resulting in good improvements since the last inspection.

Commentary

50. The 2004 national test results in Year 6 were average. Inspection evidence shows that standards in the current Year 6 are above average and confirms that standards have risen in recent years. Teacher assessments for Year 2 show that pupils' attainment in 2004 was well below average because the pupils in that year group started school in the reception year with well below average attainment. However, evidence from the work seen shows that standards are currently above those expected in Year 2. Pupils achieve well in science across the school with very good teaching seen in Years 5 and 6, where the pupils identified and described a balanced diet using their knowledge of different food groups.
51. Year 1 and 2 pupils made good progress investigating the effect that different materials have when insulating containers and in Years 3 and 4, the pupils improved their knowledge of how plants grow when checking the progress of their plants and vegetables in the class 'Greenhouse'. Teachers provide good opportunities for the pupils to ask questions, tests ideas and learn through trial and error. For example, Year 3 and 4 pupils were encouraged by the teacher to formulate questions that could be tested after devising an investigation to see how temperature affects the growth of plants.
52. Throughout the school the identification and support provided for more able pupils is particularly effective as this is helping to sustain a pattern of rising standards, especially in Year 6 where the work provided is challenging and practical. Good teaching throughout the school has contributed to a good rise in standards which are currently above average. Assessments of the pupils' progress are used to plan each lesson so that learning builds on previous work.
53. The quality of teaching and learning is good overall. Teachers plan very well and the work done across the school is well matched to the different abilities of pupils. High attainers, as well as those with special educational needs, achieve well. As a result of the good emphasis placed on pupils' learning through practical and first hand experiences, the pupils' skills of investigation and experimentation are very secure. There are good links to other areas of the curriculum, such as when Years 5 and 6 investigated river systems and used the computer to research information about the water cycle, evaporation and condensation. Investigative skills are taught hand in hand with the necessary scientific knowledge, so that pupils learn how to question the facts they are given and to draw their own conclusions. From an early age, pupils learn how to use their knowledge to make sensible predictions and older higher attaining pupils make well founded hypotheses based on the information they already have. Pupils use scientific vocabulary well to explain their ideas clearly and accurately and have a secure knowledge and understanding across all elements of the well structured science curriculum. There is a great deal of work carried out in science and it is well presented, reflecting the pupils' pride and motivation in their work.
54. There is good leadership and management of the subject. A thorough system of monitoring teaching and learning has been carried out and this reflects the impact of the leadership on the school since the last inspection. Experimental and practical science are key strengths. This is a good improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Pupils are confident users of the computers and select appropriate tools for their purpose.
- Skills are very purposefully used across a wide range of subjects.
- The subject is well managed and a skills audit has focussed training so teachers are confident.

Commentary

55. Standards in Year 2 are average. Younger pupils use word processing programs and improve, save and print their work. They understand the purpose of a database because they use it in a realistic context. Standards in Year 6 are above average. Pupils are confident users of the computer and are able to use the full range of programs commonly used by their age group. They can use word processing to refine and edit, graphics packages, spreadsheets to display and calculate data and have access to control packages through very good links with the secondary school. They have good access to the Internet for research purposes. They are confident editors of digital photographs and look forward to using the computer to aid their musical composition for a silent movie. Pupils throughout the school, including those with special educational needs, achieve well and have very good levels of independence.
56. Teaching is good. Teachers are confident. They teach the basic skills clearly and encourage independence very well. The subject is planned very well so that skills are developed in a suitable context across the subjects of the curriculum. Teachers are assessing pupils' capabilities well within lessons and make good use of national guidance for this purpose. Teachers have limited access to classroom teaching technology at present, but what they have they use well.
57. The subject is well managed. The co-ordinator has conducted a thorough audit so she knows which aspects need further support. Resources for the subject are satisfactory. There are computers in all classrooms as well as in the library. The school will install two interactive whiteboards next term. Provision has improved since the last inspection and the use and application of the subject has improved.

Information and communication technology across the curriculum

58. Opportunities for pupils to use ICT to support their learning in other subjects are developing very well. They use the research capability of the Internet to further their knowledge when studying subjects like history and geography. In mathematics, data handling capabilities are gradually developing. Word processing skills are well developed and most pupils are confident when using the computer for graphics work. The school makes very good use of digital photographs in many areas of its work. This includes design and technology and art.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Pupils achieve well because the teaching and learning are good and the curriculum is well planned.

Commentary

59. Given the pupils' attainment on entry, pupils of all abilities make good progress and achieve well during their time at the school. Lessons seen show that standards are above average in Year 6. No lessons were seen in Years 1 and 2 but evidence from pupils' workbooks and displays of previous work confirm that standards are also above average in Year 2.
60. The teaching is good overall because teachers demonstrate a good understanding of the subject and make lessons practical and enjoyable for the pupils. The pupils with special educational needs are fully included and involved in lessons because of the effective support they receive from teaching assistants. Lessons are thoroughly planned and purposeful and teachers are adept questioners so that pupils have to think carefully about what they are learning. Year 3 and 4 pupils investigated the flags, capital cities and river systems of the main European countries. They enjoyed the variety of tasks set as some groups used computers to find information on the Internet and others used atlases to identify key facts about river systems across Europe. Throughout the lesson the large majority of pupils could recall important facts about European countries and could identify capital cities. Older pupils in Year 5 and 6 extend their knowledge and understanding when researching the features of river systems in South America. The lesson was made even more interesting when the pupils investigated the effects of rainfall on rivers using soil, stones, water and sand to simulate different types of river bed.
61. Teachers give pupils many opportunities to present their geography work using a wide range of written forms and through interesting illustrations, as when the work is linked to art and design and when Year 5 and 6 researched the variation in climates across the South American sub-continent.
62. The co-ordinator provides good leadership. She gives a strong lead in ensuring that the curriculum is lively and that pupils, as in history, are involved in evaluating their own learning. She has a clear view of what needs to be done to improve provision still further and includes this vision in written plans for the future. There have been good improvements since the last inspection.

HISTORY

63. No lessons were observed in **history** so there is no overall judgement on the quality of the provision. The pupils' previous work shows that the pupils make good progress and standards are above average. Good use is made of local studies; for example, when pupils are taken into the local area to carry out surveys and to observe different types of houses and shops. Years 1 and 2 pupils have been involved in role-play activities depicting Victorian schoolchildren and very good use is made of artefacts to help the

pupils understand differences and similarities when comparing familiar current objects with their equivalents from the past. By Year 6, pupils can recall key facts and events about World War 2. They remember these by producing and simulating the front page of newspapers announcing war had been declared. Pupils combined their artistic, writing and historical knowledge effectively to complete this work. A key strength of the school's curriculum is the range of topics and projects that are planned for the pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. There were no lessons seen in design and technology; only one outdoor games lesson was seen in physical education. Hence no provision judgements can be made. However, work on display and curriculum plans show that co-ordination of these subjects is good; secure programmes follow national guidance.
65. Discussions with staff and pupils and sampling of planning and pupils' work show a positive attitude to **design and technology** and imaginative coverage of the curriculum, which includes work on the design, making and evaluation of dragons' heads in Year 2, Christmas stockings and chairs in Year 3 and shelters in Year 6. All these projects were linked to other aspects of the curriculum. In particular the Year 6 work was very firmly linked to their World War 2 project. It included taking digital photographs of natural targets and of researching wartime shelters.
66. In **physical education**, evidence shows detailed planning and good attention to the progression of skills in all aspects of the subject. Subject knowledge is good and teachers have high expectations of pupils. For example, in the physical education lesson seen, Year 3 and 4 pupils worked together and co-operated well when improving their accuracy throwing a small ball at a target. The pupils were asked to evaluate how their performance might improve and perhaps more attention to the detail of particular throwing skills could have helped to improve their performance better. The school's hall is too small for a whole class of pupils to participate in a physical education lesson. Plans are in place to address this. Every year group goes swimming and there is an extensive range of extra-curricular activities, including competitive sports and team games, which contribute very well to the physical and personal development of the pupils.

Art and design

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

Main strengths and weaknesses

- The subject is well led by a knowledgeable and enthusiastic co-ordinator.
- Pupils are helped to acquire a broad range of techniques and work with a rich choice of good quality materials; they achieve well and by Year 6 standards are above average.
- The work of famous artists and the pupils' own work are well used to extend pupils' imaginations and raise their aspirations so work is rich and thoughtful.
- Pupils produce good quality work which they can talk about using appropriate technical and abstract language.

Commentary

67. Standards are in line with national expectations in Year 2. Younger pupils work well and produce confident work showing good use of colour, good drawing skills and confidence in using a variety of media. Standards for Year 6 pupils are above average. Pupils use sketchbooks and preliminary drawings well to clarify their thinking and record observations and experimental ideas. In Year 3 pupils are using collage very effectively to create sunflowers after the style of Van Gogh. In Year 6 pupils are creating images of rain forests. They are bold in their approach and are able to make decisive preliminary sketches. They use previous learning well and apply techniques used in previous charcoal drawing exercises to enhance their drawings. They have a good range of drawing media available but most opt for pastels because of flexibility. They make very good use of sketchbook drawings of trees, of digital photographs and of images downloaded from the internet. They are good at evaluating their own and others work constructively. In all the groups there is a high level of discussion and very good use of appropriate vocabulary. Throughout the school, pupils of all abilities achieve well.
68. Teaching is good overall. It is good in Years 3 to 6. No lessons were seen in Years 1 and 2 but the quality of the work indicates that teaching there is confident and knowledgeable. Teachers try hard to make sure that pupils enjoy sessions. Teaching is challenging and pupils are expected to reflect on their ideas and make reasoned responses to questions. Teachers offer good preliminary teaching, which includes reference to established artists. This is well timed and of good pace. They make very good use of pupils' observations and provide very good resources for pupils to use. During independent and group work teachers interact very purposefully with pupils to challenge and extend thinking and to develop key techniques which are appropriate to their needs so pupils achieve very well.
69. The subject is well managed and plays an important role in developing pupils' spirituality throughout the school. The high quality of displays and artefacts chosen to enhance teaching in other subjects including collective worship contributes strongly to building aesthetic values. The subject has improved since the last inspection.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- There are good opportunities to learn musical instruments and participate in musical activities including orchestra and choir outside lessons.
- The school's scheme of work is supportive and helps teachers develop an imaginative approach to the subject.

Commentary

70. By the time pupils reach Year 6 standards are above national expectations and pupils are achieving well. In the Year 2 class seen, pupils were grappling with pitch. They were helped by their teacher to listen carefully and then to 'place' the notes using simple hand movements. The teacher then introduced some simple notation which, after some struggle they began to confidently relate to the sounds heard. In Year 6 pupils were able to watch a silent film and note the 'hit' moments in preparation for composing a score. They had access to a simple planner and worked well as a group to record the

sequence. They made a good start with simple percussion. As this is part of a longer project they plan to include recordings of their own instruments, electronic music and voice sounds.

71. Teaching overall is good. The activities selected were fun and offered a good level of challenge to the pupils. Teachers were well prepared and confident. In consequence, pupils worked hard to do their best.
72. The subject is well led by an enthusiastic and knowledgeable co-ordinator. The numbers of pupils playing musical instruments is about one third of the school. There are very good extra curricular opportunities including choir and orchestra. Pupils work well with other schools and particularly the local Catholic High School. There are concerts each year. The school uses national guidance supplemented by a recently acquired commercial scheme to teach the subject and this has boosted staff confidence. The good achievements have been maintained since the previous inspection, and teachers' confidence throughout the school has risen.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

73. No lessons were observed in **personal, social and health education** and therefore a judgement on the quality of provision cannot be made. However, from a scrutiny of pupils' work and displays, discussions with teachers and pupils, plus parental feedback, it appears that the school's approach to this area is having a very positive impact on pupils' personal development.
74. The school places a high priority on this aspect of the pupils' development and attention is paid to it in most of the school's activities, whether lining up in the play ground or sharing opinions politely in lessons. Citizenship is intrinsically linked with the religious education programme and the Christian ethos of the school. The newly formed school's council helps pupils to see citizenship in action. The school places a high priority on children valuing themselves, nurturing confidence and encouraging an awareness of the need to act responsibly.
75. The pupils pray regularly together as a class, a school and with members of the wider parish. They are encouraged to reflect on their actions and to consider the impact of their personal wants and needs in a much wider context.
76. The provision meets statutory requirements for education about sex and relationships. The science scheme of work includes raising awareness of healthy living, the dangers of smoking and the need for exercise. A range of extra-curricular sporting activities, accessed by a good percentage of pupils, extends the awareness of, and participation in, healthy exercise. Pupils and adults in the school value all members of the community and welcome new pupils with warmth and support. Residential visits help the pupils to understand how different rules apply when they live as well as work together. They are encouraged to voice their opinions about a wide range of issues particularly during religious education lessons. Paired or small group discussions are a good strategy used by teachers to encourage pupils to listen to the views of others. Pupils take pride in their school and feel valued as individuals.

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

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