

INSPECTION REPORT

ST CLEMENT'S CATHOLIC PRIMARY SCHOOL

West Ewell, Epsom

LEA area: Surrey

Unique reference number: 125220

Headteacher: Mrs H Taylor

Lead inspector: Dr J Coop

Dates of inspection: 18th - 21st April 2005

Inspection number: 267763

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 206

School address: Fennells Mead
Chessington Road
Ewell
Epsom
Surrey

Postcode: KT17 1TX

Telephone number: 020 839 38789

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Appropriate authority: Governing Body

Name of chair of
governors: Mr K Mallett

Date of previous
inspection: 26/4/1999

CHARACTERISTICS OF THE SCHOOL

This average sized Catholic primary school is situated in West Ewell, near Epsom. There are 206 pupils on roll between the ages of four and eleven. Pupils come from a wide range of backgrounds and the proportion of pupils eligible for free school meals is below average. This is not a true reflection of the socio-economic circumstances of the school, which is average. The majority of the pupils are of White ethnicity and one per cent speaks English as an additional language, which is below average. No pupils are at the early stages of speaking English. Eleven per cent of pupils have been identified as having learning difficulties, which is below the national average and no pupils have a statement of special educational needs. The attainment of children when they start in the school is average overall, but this varies from year to year. The headteacher joined the school in January 2005. The school was awarded an Artsmark and Investor in People award in 2004. In 2003 it received a Basic Skills Quality Mark and was granted Healthy School status in the same year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
31862	Dr J Coop	Lead inspector	Foundation Stage curriculum Special educational needs Geography Design and technology Personal, social and health education and citizenship
9880	Mr A Comer	Lay inspector	
4099	Mr R Braithwaite	Team inspector	English Information and communication technology History Physical education
27568	Mrs M Davidson	Team inspector	Mathematics Science Art and design Music

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. Good leadership and management, coupled with good teaching, ensure that pupils achieve well. Very good attitudes to learning are nurtured within a strong Christian community and supportive family atmosphere. The school provides good value for money.

The school's main strengths and weaknesses are:

- The new headteacher provides considerate and purposeful leadership and is well supported by staff and governors, but the role of subject leaders is not fully developed.
- Standards are above average in English and science by the end of Year 6 and well above average in mathematics.
- Standards in information and communication technology (ICT) are below average.
- Opportunities for pupils to use and apply their literacy, mathematical and ICT skills in other subjects are not fully developed.
- Assessment procedures are not developed in subjects other than English, mathematics and science.
- Very good relationships, attitudes, behaviour and personal development are nurtured within a very strong Christian community in which all pupils are highly valued.
- The school cares for its pupils very well and provides very good pastoral support and guidance.
- The school has established good links with parents and the community and provides a good range of additional activities, which add greatly to pupils' enjoyment and the quality of education.

The school has made good improvement since the last inspection. All issues identified in the last report have been addressed. More-able pupils are now challenged and improvements to the Foundation Stage ensure that children get a good start to their education. Pupils are making better progress because the quality of teaching has improved. However, although ICT resources have improved greatly, standards have not kept up with an improving national picture.

STANDARDS ACHIEVED

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

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 6

Pupils of all abilities and backgrounds achieve **well** overall. Children in the reception class make good progress overall, so that by the time they start in Year 1, most are likely to exceed the standards expected in their personal and social development, communication, language, literacy and mathematical development. They are on course to meet expectations in other areas of learning. In the 2004 national tests at the end of Year 2, standards were well above average in writing and mathematics. Standards were very high and in the top five per cent of all schools nationally in reading. Inspection findings show that current standards are above average in reading, writing and mathematics. Pupils have

made good progress from a lower starting point. In the 2004 national tests at the end of Year 6, standards were below average in English and well above average in mathematics and science. Pupils' attainment in English was disappointing and well below that of similar schools. Evidence shows that as a result of a determined effort by the school, standards in English have picked up this year and are now above average. Standards in mathematics and science are above average. This is a slight fall from the previous year in these subjects, but is due mainly to the different spread of abilities in each year group. Pupils have made good progress in relation to their attainment in Year 2. Standards in ICT are below average. Pupils make satisfactory progress in lessons, but do not have sufficient opportunities to consolidate and extend their skills. Standards in all other subjects inspected in detail are average, with strengths in some aspects of art and design and physical education.

Pupils' personal qualities, including their spiritual, social, moral and cultural development, are **very good**. Pupils have very good attitudes to learning, behave very well and are very caring of each other. Pupils really enjoy school. They arrive in good time in the morning and attendance is good.

QUALITY OF EDUCATION

The quality of education is **good**. The quality of teaching and learning is **good** overall with some very good teaching and learning in the upper part of the school, where teachers have very high expectations. Relationships are very good. Pupils like their teachers and teaching assistants and try very hard to do their best as a result. Assessment procedures are satisfactory in English, mathematics and science. Individual learning targets in mathematics and English successfully help pupils recognise what they need to do to improve. Assessment procedures are not fully established in other subjects so as to ensure that pupils' subject skills are progressively developed.

The curriculum is satisfactory and is enriched effectively by an interesting range of additional activities. Opportunities for pupils to use and apply their key skills in other subjects are not fully established, so as to make learning more meaningful and relevant. The care of pupils is very good and the school guides and supports them well. Partnerships with parents, the community and other schools are good and these make a successful contribution to the life of the school. The school is rightly concerned about pupils' safety at the beginning and the end of the day because of inconsiderate parking by some parents and local residents. It is in negotiations to improve this situation.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The leadership of the new headteacher is good. She has a clear vision and a quiet determination that the school will continue to improve. There is a good team spirit. The management of the school is satisfactory. The headteacher has made a good start in identifying strengths and development needs, which have already led to improvements, but subject leaders' monitoring does not yet have sufficient impact on developing teaching and learning in their subjects. Governance is good. The governing body shares the headteacher's vision, and is supportive and influential. Governors fulfil all their statutory duties well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the caring family atmosphere and Christian values the school instils. They appreciate the way the new headteacher has quickly established warm relationships with them. Pupils share their parents' positive views and know their opinions count.

IMPROVEMENTS NEEDED

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

- Raise standards in ICT.
- Develop the role of subject leaders so they can have more influence on developing teaching and learning in their subjects.
- Develop assessment procedures in subjects other than English, mathematics and science to ensure that pupils' skills are consistently and progressively developed in all subjects.
- Provide more planned opportunities for pupils to use and apply their literacy, numeracy and ICT skills in other subjects, to help raise standards further.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **good** overall. Standards are well above average in mathematics and are above average in English and science at the end of Year 6. Pupils with special educational needs achieve well overall.

Main strengths and weaknesses

- Children in the reception class are making good progress and achieve well overall.
- Pupils achieve well in English, mathematics and science. Standards in speaking and listening are well above average and standards in writing are improving.
- Pupils' achievements in ICT are below average.
- There is potential for standards achieved in some subjects to be higher by the end of Year 6, but they are inhibited by current planning arrangements and subject skills are not always progressively developed.

Commentary

1. Inspection evidence shows that the attainment of children who start in the reception class fluctuates considerably each year depending on the proportion of more-able or less-able children. This makes any comparison of standards in different years unreliable. At the time of the inspection, younger children had only been attending for a few weeks full time. Evidence shows that the children currently in the class have started with average skills. Recent improvements to the quality of the Foundation Stage curriculum ensure that the children are provided with a good range of practical and relevant learning experiences, so that the children currently in the class make good progress and achieve well overall. They are in line to exceed the expected standards in their personal, social and emotional development and in their communication, language, literacy and mathematical development. Despite recent improvements, progress in the other areas of learning is satisfactory, and children are in line to meet expected standards by the time they start in Year 1.

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

Standards in:	School results	National results
reading	18.3 (17.5)	15.8 (15.7)
writing	16.8 (16.0)	14.6 (14.6)
mathematics	18.0 (17.3)	16.2 (16.3)

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

2. In the 2004 national tests at the end of Year 2, from a good starting point, results were very high in reading and in the top five per cent of all schools. Results were well above average in writing and mathematics. Standards were well above those of schools with similar socio-economic circumstances. Taking the past three years together, the overall performance of pupils has been well above the national average. Over the past five years, standards have been rising faster than the national trend.

3. Inspection evidence shows that standards in the current Year 2 are above average in reading, writing, mathematics and science. Although all pupils are attaining expected standards in all of these subjects, which is well above the national average, overall standards are not as high this year, because there are fewer, more-able pupils in the class who are attaining the higher Level 3. This influences overall standards attained. Evidence shows that, from a lower starting point, pupils have made good progress and are achieving well.

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

Standards in:	School results	National results
English	26.6 (28.4)	26.9 (26.8)
mathematics	28.7 (27.6)	27.0 (26.8)
science	30.2 (29.5)	28.6 (28.6)

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

4. In the 2004 national tests at the end of Year 6, results were well above the national average in mathematics and science. Compared to their prior attainment, pupils made good progress in these subjects. Over the past three years, standards in these subjects have been above the national average. Evidence shows that current standards in mathematics are well above the national average where all groups of pupils have made good progress in relation to their attainment in the 2001 national tests. Overall standards in science are above the national average and pupils have made good progress. Although pupils have good subject knowledge, they lack confidence to use and apply this knowledge when undertaking investigations and this prevents standards from being even higher.
5. Results in the 2004 national tests in English were disappointing. Standards were below the national average and well below schools that attained similar standards in the Year 2 national tests. The school did not meet the targets it set. Evidence indicates that this was because the school did not provide 'fast track sessions', as it did with mathematics and science. Although performance over the past three years has been close to the national average, taking the past five years together, standards in English have not kept up with the national trend. The school has worked hard to address this issue. Evidence shows that these efforts have borne fruit and the school has turned the corner. Evidence shows that standards are higher this year and are above the national average. Standards in speaking and listening are well above the national average. This represents good progress in relation to the standards attained by these pupils in the Year 2 tests. Although the test results indicate that the girls performed less well than boys in English, no evidence was noted during the inspection of any difference in performance. All groups of pupils achieve equally as well, including those with special educational needs.
6. Standards in ICT are below average at the end of Year 2 and Year 6, where pupils' level of achievement is unsatisfactory. Pupils make satisfactory progress in lessons, but despite a considerable investment in resources, current planning arrangements do not allow for pupils to have sufficient time to consolidate and extend their skills. Consequently, pupils in Year 6 have gaps in their learning. Standards in all other subjects inspected in detail are average, with strengths in observational drawing in art and design and swimming in physical education.

7. Inspection evidence shows that there is the potential for standards to be even higher in writing and some non-core subjects, such as history and geography. Work seen shows that pupils do not use and apply what they have learned when writing in other subjects and opportunities for pupils to use and apply their other key skills in meaningful situations are restricted by current curriculum planning. In addition, not all teachers consistently ensure that tasks are well matched to the pupils' abilities in some non-core subjects, so as to progressively extend their subject skills and provide the highest level of challenge. These two factors put a limit on the overall standards pupils achieve in subjects such as design and technology, history and geography. The headteacher is already addressing this weakness.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is **good**. Pupils' attitudes to school are **very good**. Their behaviour in class and around school is **very good**. Pupils' spiritual, moral, social and cultural development is **very good**.

Main strengths and weaknesses

- Pupils establish very good relationships with all members of the school community.
- Pupils are interested in all that they do and take a full part in school life.
- Pupils are very conscious of the correct way to behave in school.
- Pupils have great respect for each other and the community in which they work.
- The school council is beginning to make decisions which affect school life.

Commentary

8. The very high quality of relationships established between all pupils and teachers is a strength of the school. It reflects and reinforces the values and beliefs of the Christian community from which pupils come. All members of the school community are valued highly and pupils are nurtured and blossom into articulate and well-rounded young people. Pupils like school. They think it is "brilliant", "excellent", "helpful" and friendly"! As a result, they join in with all activities energetically and with great enthusiasm. In the classroom, pupils work hard and respond very well to the high expectations of good behaviour set by class teachers. After-school clubs are very well supported and the range of experiences appreciated by all who attend. Pupils are courteous and polite to adults and each other. They know that they will be listened to and their responses valued, so they are very attentive and do not interrupt each other. As a result, their group work is happy, co-operative and productive and contributes well to the quality of their learning in many subjects. Pupils strive hard to be good team members and value awards that they receive for good work, effort or behaviour.
9. The quiet and peaceful atmosphere around school, in assemblies and lessons encourages very good social and moral development. Younger pupils know that everyone should be included in their games and activities even if they are 'different'. Well-chosen stories capture younger pupils' interest and illustrate these moral lessons well. Older pupils become assured and are confident and responsible around school, providing very good models of behaviour for the younger members of the community. Pupils have good opportunities to exercise responsibility. The recent success of the school council is part of this. Actions of the newly-appointed headteacher have ensured that this group is able to take decisions which are beginning to have an impact upon school life, such as the decision to adapt the summer uniform. Pupils' spiritual development is good and many opportunities for pupils to reflect quietly in assemblies enhance this well. Occasionally, lessons are too directed and then pupils

do not have as many opportunities to reflect or make choices about their own learning. Improvements have been made since the last inspection to the quality of cultural development, which is now good. Well-planned aspects of the curriculum give pupils greater understanding of diversity in society, so that pupils have developed a mature appreciation of their own cultural traditions and those of others.

Attendance

Attendance in the latest complete reporting year 2003/2004 (95.6%)

Authorised absence		Unauthorised absence	
School data:	4.4	School data:	0.0
National data:	5.1	National data:	0.4

10. Attendance has been maintained at a level above the national average since the last inspection. Unauthorised absence is rare. Pupils arrive punctually at school and lessons begin on time. The school has good procedures in place to monitor and follow up on pupil absence and punctuality. There have been no exclusions during the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching is **good** overall. A **satisfactory** curriculum is enriched by a **good** range of additional activities. The care of pupils is **very good**. There are **good** links with parents, the community and other schools.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4 (13%)	16 (50%)	12 (37%)	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.

Teaching and learning

The quality of teaching and learning is **good** overall. Assessment procedures are **satisfactory** overall.

Main strengths and weaknesses

- Staff in the reception class make activities interesting and meaningful.
- Teachers have high expectations of behaviour and very good relationships provide a firm basis for learning.
- Teachers' subject knowledge is good in most subjects and many interesting activities are planned, but too much emphasis on commercial exercises in some subjects puts a limit on learning.
- Teachers involve pupils well in evaluating their learning during lessons and individual targets support learning well, but marking does not always show pupils how they can improve.
- Assessment procedures are unsatisfactory in subjects other than English, mathematics and science.

Commentary

11. The quality of teaching and learning is good and has improved since the last inspection, so that pupils are now making better progress overall. The quality of teaching is often very good in the oldest classes where teachers have very high expectations. As a result, pupils are making rapid progress in these classes. The quality of teaching and learning in the reception class has improved. Children in the reception class delight in trying out new experiences, because staff are now planning activities that are practical, interesting and meaningful to the children. This, coupled with a warm sensitive approach, ensures that the children are willing learners and eager to try new things. As a result, they make good progress, achieve well and are quickly improving their skills.
12. Throughout the school, very good relationships, coupled with very high expectations of behaviour and plenty of praise and encouragement, ensure that all pupils respect their teachers and strive to do their best. Pupils with special educational needs are valued members of the school community and are well supported in lessons, so that they make the same progress as their friends. This atmosphere of mutual respect creates a positive learning environment and provides a firm platform for learning. Pupils make good progress overall, because basic skills are taught well in most subjects, demonstrating the teachers' good subject knowledge. Teaching assistants are also supportive of learning and work well with specific groups, but are not always used to the best advantage by all teachers in all parts of the lesson.
13. The quality of teaching and learning in English, mathematics and science is good because teachers are more confident when teaching these subjects. Where teaching is satisfactory, rather than good or better, such as in some non-core subjects, teachers are not as confident and although pupils enjoy the imaginative practical tasks that are planned and can explain their ideas well, there is too much emphasis on commercially-produced written exercises. In subjects such as history and geography, these sheets do not challenge pupils to record their ideas in a variety of ways. In addition, pupils are not provided with sufficient opportunities to use their numeracy and ICT skills to support their learning more meaningfully in the non-core subjects. Teaching in ICT is satisfactory, but time is not well managed. These features impact on the progress that pupils make and overall standards attained in these subjects.
14. Teachers use questioning well throughout lessons to probe and challenge pupils' thinking and to check on their knowledge and understanding. The overall purpose of lessons is made clear so pupils understand what they are expected to learn. Activities that the pupils are expected to complete are clearly explained so little time is lost and lesson ends are used well to encourage pupils to think about what they have learned and what they might need to do to improve next time. In addition, individual learning targets are used well in English and mathematics to involve pupils in a partnership with their teachers. All these features ensure that pupils are becoming increasingly skilled at reviewing their own progress. However, while in most classes marking is extremely helpful and supportive of learning, such as in literacy in Year 2, this is not consistent. In a few instances, marking is cursory and opportunities to reinforce pupils' knowledge of their learning or progress towards their individual targets are not fully or effectively exploited.
15. Assessment is satisfactory in English, mathematics and science. Teachers use a good data bank of information of pupils' progress and strengths and weaknesses in learning

to adapt their day-to-day planning. However, assessment is unsatisfactory in the other subjects because there are few procedures to record the progress of individual pupils. Consequently, there is little continuity in the transfer of information about pupils' progress and skill development as they move through the school. As a result, planning in other subjects currently focuses on developing topic knowledge rather than the progressive development of subject skills. The headteacher has quickly recognised this weakness and taken personal responsibility to develop this area, but it is too soon to have had an impact on teaching and learning in these subjects.

The curriculum

The curriculum is **satisfactory** overall. Opportunities for enriching pupils' learning outside the formal curriculum are **good**. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- Subjects are not linked effectively so that key subject skills can be used in different subjects.
- The time allocated to ICT is not sufficient to support learning effectively.
- There is a very good range of clubs and organisations which support pupils' learning outside the school day.
- Special curriculum days and weeks extend pupils' experiences well.

Commentary

16. Overall, the school provides a broad curriculum that meets statutory requirements. The curriculum for the Foundation Stage is satisfactory, but improving rapidly. Considerable work has been carried out recently and is being successful in providing well thought out activities which enable young children to learn well. Continuing development is planned and a positive programme of improvement is in place. The curriculum for Years 1 to 6 is satisfactory overall. It is securely based on the National Curriculum, with appropriate teaching of sex education and issues of race equality. Pupils do not have enough time to develop their skills in ICT effectively. The organisation of the timetable and the size of the ICT suite mean that only limited opportunities are available for pupils to learn new skills. Since the use of ICT in other subjects is not fully developed, further opportunities to extend and consolidate skills are missed.
17. Planning for the curriculum is satisfactory. The newly-appointed headteacher has correctly identified the need to consider and modify current practices to ensure that teachers plan precisely what will be taught to each group in the class. At present, teachers do not always maximise opportunities to link subjects together to make learning more relevant for pupils. As a result, skills learned in one area are not always developed elsewhere. Pupils' good writing skills are not always used to record information in subjects like history, geography and science. Similarly, good mathematical skills are not used effectively to illustrate results and findings in science and geography in most classes.
18. The provision for pupils with special educational needs is satisfactory. Recent improvements have ensured that pupils' individual education targets are more specific and reviewed regularly, but this is too recent to have improved the overall quality of the provision. Teaching assistants ensure that the pupils are well supported in lessons or in individual sessions. However, it is not always clear by what criteria pupils' needs are identified and why they need additional support. The school is inclusive and all pupils have equal access to all that the school offers. The skills of gifted and talented pupils are nurtured and encouraged well.
19. The curriculum is enriched effectively. There is a very good range of clubs and activities provided for pupils after the school day, ranging from modern foreign languages to arts and sport. Pupils enjoy these and they are very well supported throughout the year. Great

emphasis is placed upon residential educational visits and older pupils benefit greatly from these, through both the enrichment of subject knowledge and the extension of physical education pursuits which cannot be provided at school. Visitors to school and excursions to local places of interest support the history, art and geography curriculum well and pupils have good opportunities to join with other schools to make music. Many of these experiences are linked to themed events like 'India Day' and 'Book Week'. These are successful and support learning well.

20. Overall, the accommodation adequately meets the needs of the curriculum. However, since the library and the ICT suite share the same space, neither can be used to its optimum capacity and this impacts on learning. The playground is small for a school of this size and the teaching of games can be restricted, which can also restrict learning in this aspect of physical education, but use of the school's swimming pool and opportunities to use other facilities balance this out. Resources are also adequate for the needs of the curriculum overall, but are somewhat limited for teaching both science and art and design and this can impede the progress in lessons as pupils have to share equipment and wait their turn.

Care, guidance and support

The school ensures that pupils are **very well** cared for. The support, advice and guidance that pupils receive about their achievements and their personal development are **good**. The school involves pupils in its work and development **very well**.

Main strengths and weaknesses

- The pastoral care that the school provides is very good.
- There is a potential risk to pupils' safety by inconsiderate parking, but the school is doing all it can to resolve this situation.
- Pupils have very trusting relationships with adults.
- Pupils are fully involved in the life of the school and their views are highly valued.
- Academic advice and support could be further developed.

Commentary

21. Policies and procedures for child protection and for promoting the pastoral care and general welfare of pupils are very good and have been improved significantly since the last inspection. However, the school is concerned about the potential risks to pupils at the beginning and end of the school day from local traffic and parking. The evidence gathered during the inspection supports those concerns. The school is working hard to address this situation, but requires the support of parents and local residents.
22. Pupils are provided with very good pastoral advice. All staff know pupils and their families well and cater for their needs very effectively. All pupils have very trusting relationships with one or more adults in the school. As a result, pupils find it very easy to approach staff and are confident to discuss issues or concerns. Adults provide very good role models for the pupils and the Christian values and ethos are very evident in the way that the pupils care for each other and respect adults. There is a close partnership with outside agencies to support pupils who may be experiencing difficulties in their lives or have special educational needs. The school is quick to act upon any advice received and is piloting a programme to enhance the self-esteem of those pupils who are experiencing emotional difficulties.

23. The school provides satisfactory academic advice and guidance. Praise and awards are used well to encourage effort and individual learning targets spur on pupils to do well in English and mathematics. However, the absence of effective monitoring and assessment procedures in subjects other than English, mathematics and science means that academic advice, support and guidance are restricted in the other subjects.
24. Arrangements for the induction of pupils into the school and their transfer to the next phase of their education are good. The school council provides very effective pupil consultation and ensures that all pupils are directly involved in the life and development of the school. Pupils who were interviewed have very positive views of their school.

Partnership with parents, other schools and the community

The school's links with parents and with the community are **good**. Links with other schools and colleges are **good**.

Main strengths and weaknesses

- Parents have very positive views about the school.
- The school has created good links with the community and other schools, but links with the pre-school playgroups are limited.

Commentary

25. Parents who were interviewed or who responded to the pre-inspection questionnaire and attended the parents' meeting have very positive views of what the school provides and achieves. The general information that parents receive, through meetings, newsletters, notice boards, the school website and reports, is good and has improved since the last inspection. Newsletters are regular and informative, but there is little celebration of the school's and the pupils' achievements and successes. Pupils' reports have improved, providing satisfactory information about their progress and personal development and the content is now consistent across the school. The governors' annual report to parents and the school prospectus provide effective communication and now meet statutory requirements.
26. The school makes good efforts to encourage parental involvement in the life of the school and in their children's education and this has improved since the last inspection. The school is working towards the 'Partnership with Parents' award. Parents are consulted regularly and there is a very supportive 'Friends of St Clement's School' group who provide considerable funds to the school. The home-school diaries provide an effective means of two-way communication that is appreciated by parents and teachers.
27. The school's links with the local community are good. Links with the parish are strong and pupils undertake charitable fundraising and have effective links with a local care home. There is a variety of educational visits and visitors involving individuals and groups within the wider community. These features successfully enhance learning and help foster pupils' social, cultural and moral awareness. There are also some links with the local business community, although the school sees this as an area for further development.

28. Links with other schools and colleges, through the Deanery and Federation groups, are strong. Links with St Andrew's and the Salesian secondary schools allow valuable sharing of resources, particularly in physical education and ICT. Students from local secondary schools come to the school for periods of work experience and NVQ nursery nurse students do some of their training at the school. All of these links provide challenging opportunities for pupils and staff, as well as benefits for the whole school. However, links with local pre-school groups are underdeveloped and therefore do not provide staff with useful information about the children's attainment and previous experiences.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good** overall. The headteacher provides **good** leadership. Governance of the school is **good**. Management is **satisfactory**. Leadership by key staff is **satisfactory**.

Main strengths and weaknesses

- The headteacher is a good leader and is purposeful, caring and very well respected by pupils.
- The governing body makes a good contribution to the development of the school.
- Financial management is good.
- The deputy headteacher makes a good contribution to the pastoral life of the school and the induction of new staff.
- The role of subject co-ordinators remains underdeveloped, especially in the non-core subjects.
- The team ethos in the school is very positive.

Commentary

29. The recently-appointed headteacher has settled quickly into the school, and has already gained much respect from the whole-school community for her good leadership qualities and her purposeful and caring approach. She has established a very good rapport with the pupils and has contributed strongly to the traditional positive ethos in the school. She has already had a positive impact on the school and the quality of education, for example acting to improve the Foundation Stage and improving the monitoring of pupils' progress. She is astute and identified the major action priorities for the school highlighted in this report and recognises that developing the status and responsibilities of subject co-ordinators, improving assessment in the foundation subjects and improving standards in ICT are vital in order to improve the quality of education further.
30. The governing body, well led by an experienced and supportive chairman, is making a good contribution to the management of the school. The newly-constituted governing body fulfils all of its statutory duties effectively and leads the school in promoting good inclusion policies and a positive Christian ethos. Governors have a good understanding of the strengths and weaknesses of the school, because they make frequent visits to classes, liaise with subject leaders and receive good-quality information on a regular basis from successive headteachers. They play a significant role in the good financial management of the school. The school operates on a very tight budget and rarely carries forward a contingency of more than two or three per

cent. Stringent financial management, by the experienced chair of the finance committee and the headteacher, ensures that the school can meet its obligations and make appropriate allowance for the demands of the new workplace reform requirements. The day-to-day financial administration of the school is very good.

31. The deputy headteacher makes a significant contribution to the very good pastoral aspects of the pupils' development and to the induction of new staff and trainee teachers. However, the leadership of key staff, especially subject co-ordinators, remains satisfactory overall, as at the last inspection, because they still have too few opportunities to monitor teaching and learning in subjects other than English, mathematics and science. Consequently, for example, there has been no improvement in standards in ICT since the last inspection and literacy and numeracy skills are not used sufficiently in foundation subjects. In the three core subjects, where co-ordinators are able to be more proactive, high standards have been maintained for several years. Weaknesses, such as a fall in writing standards have been dealt with quickly and successfully.

32. The school's self-evaluation is satisfactory, but improving under the guidance of the new headteacher. It has been accurate and analytical over time. However, the school has not been consistently successful in its use because, although some issues identified by the school for action have been successfully dealt with, others have remained obstinately unchanged for some time, for example the lack of assessment in foundation subjects. Staff performance management and professional development are also satisfactory, but improving, so that teachers receive relevant advice and guidance. The school is already reviewing its effectiveness and the process of development planning, through developing stronger links with the identified needs of the school.

33. The leadership and management of the school at the last inspection were judged to be satisfactory overall. Since then, good improvement has taken place. There is a very strong team ethos in the school shared by the whole staff, who are good role models for the pupils, motivate them well and show consistent care and concern for everyone. As a result, the school is very well placed to make further improvements under the leadership of the headteacher.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	553,500	Balance from previous year	40,679
Total expenditure	522,904	Balance carried forward to next year	30,596
Expenditure per pupil	2,538		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Relationships are very good and children are developing their levels of personal independence well.
- Teacher questioning supports learning well and early literacy and numeracy skills are well developed.
- Good links between areas of learning make learning interesting.
- There is now a good emphasis on developing learning through first-hand experiences.
- The tracking and monitoring of children's attainment and progress could be further developed to aid learning.
- The outside learning environment has recently improved, but there is potential to develop this further.

Commentary

34. When children start in the school, their attainment is wide and varied. Assessment information shows that the current children have started with average skills. At the time of the inspection, younger children had only been attending full time for a few weeks. Evidence shows all children are making good progress and achieving well overall. By the time they start in Year 1, most are in line to exceed the expected goals for children of this age in their personal, social, communication, language and literacy skills and in their mathematical development. They are in line to meet expectations in the other areas of learning.
35. The quality of teaching and learning is good overall. Children are happy, settled and eager to learn, because staff have developed very good relationships with them and established simple, but effective, classroom routines. Good quality questioning that encourages and carefully probes children's thinking successfully extends learning. This, coupled with warm praise and encouragement, boosts children's confidence and ensures that they are not afraid to 'have a go'. This effective teaching strategy also encourages the children to try hard to succeed so that they make good progress and achieve well.
36. Staff work well together and activities are carefully planned to ensure that the children now have good opportunities to learn through interesting, practical first-hand learning experiences. This is due to the dedication of the new teacher and headteacher who have worked hard to develop a curriculum that is more suitable for children of this age. As a result, recent effective improvements to planning and accommodation have made a vast difference to the quality of the provision in a short time.
37. The provision is well led and managed by the headteacher and class teacher, who have worked effectively with outside agencies to develop the provision. Recent improvements to the internal and external accommodation have enabled the children to have daily access to sand, water and a large, secure outside area. This has already successfully added an interesting dimension to teaching and learning, but there is potential for this area to be further developed. There are well thought out ideas about

how to do this and plans are in hand. Currently, staff have a broad awareness of children's attainment and complete the Foundation Stage assessment profile effectively. However, whilst staff know individual children well, there is not yet a carefully thought out tracking system by which they can check on the children's step-by-step progress and help identify those children who may need additional support or challenges.

38. Due to the short time available during the inspection and the focus of the inspection, it was not possible to inspect all areas of learning in depth. In the areas of **communication, language and literacy, mathematical development** and **personal, social and emotional development**, the quality of teaching and learning is consistently good, so that the children are achieving well. Many opportunities are provided for the children to talk about their concerns, help with simple jobs, or to share equipment with their friends. Because staff promote personal development well and have high expectations, the children are eager to help and are becoming independent and caring young people. Early literacy and numeracy skills are skilfully developed. Staff are adept at using every opportunity to encourage children to count, use positional language, and to practise their developing early reading and writing skills, so that many children are already able to add two numbers together, record their answers and read simple stories. Effective links with the current class theme of mini-beasts, for example, together with the use of interesting resources and games, have inspired the children to talk about the size of mini-beasts they find and create their own mini-beast riddles, using their knowledge of letter sounds to write a range of simple words. Throughout all their activities, children are encouraged and supported well and this has a positive impact on the progress they make and their attitudes to learning.
39. In the areas of **knowledge and understanding of the world, creative and physical development**, children make satisfactory progress. Although a wide range of practical and meaningful activities is planned, linked by a theme to other areas of learning, this is a recent development. This effective way of planning has not been in place long enough to have had a more positive impact on the progress the children make in these more practical areas of learning. Nevertheless, children are interested in everything that is planned and delight in learning. Children concentrate hard when they go on a mini-beast hunt and know that creatures live in different habitats. They paint bold colourful pictures, try hard to control the mouse when using a computer drawing package and make good attempts to use sticky string to create spiders' webs. They delight in making loud and quiet sounds on the musical instruments and throw balls carefully, but find it more difficult to catch them. Sensitive encouragement ensures that the children persevere, even when they find learning more difficult, so that the children are quickly making up lost ground.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good teaching enables pupils to achieve well throughout the school.
- Accurate handwriting, presentation, punctuation and speaking and listening are strengths.

- The leadership and management of English are good.
- Pupils have too few opportunities to write in other subjects of the curriculum.

Commentary

40. At the end of Year 2, standards in reading and writing are above average. Although all pupils are attaining expected standards, which is well above the national average, the number of pupils who are attaining the higher Level 3 is lower than in 2004 and this impacts on overall standards attained. This represents good progress in relation to their attainment when they started in Year 1. At the end of Year 6, standards in English are above average and well above average in speaking and listening. Pupils have made good progress in relation to their attainment in the 2001 national tests. The achievement of all groups of pupils, including those with special educational needs, throughout the school is good. There was no evidence to indicate any difference between the attainment of boys and girls in lessons.
41. The school has successfully maintained usually high standards over several years, with the exception of Year 6 in 2004, where a weakness in writing resulted in standards being below average, and well below average when compared with similar schools. The school took immediate remedial action and has targeted improvement in writing in the last few months. This has been mainly successful, although pupils have too few opportunities to write extensively in subjects other than English. This puts a limit on overall standards attained. There has been an overall improvement in English standards compared with those reported at the last inspection.
42. Pupils in many lessons show very good speaking and listening skills and they used these skills very effectively in a debate in Year 6 about third-world trade restrictions. Many pupils use extended sentences and very good vocabulary and are eager to ask well thought out questions about their work. Many pupils read fluently and accurately, although a few are not very expressive. They are well supported by their parents at home. Writing by almost all pupils is of a consistently good standard. There are strengths throughout the school in handwriting and presentation, pupils' accuracy with spelling and their use of punctuation.
43. The quality of teaching and learning is good and in the older classes very good, where teachers have very high expectations. As a result, pupils are making very good progress in these classes. This is an improvement on the findings of the last inspection. Teachers explain clearly the intentions of the lessons and are effective questioners, encouraging clear well thought out answers. They have good subject knowledge and teach basic reading and writing skills very well. However, although pupils have many opportunities to develop comprehension skills, they have less opportunity to express themselves through imaginative and original writing, an exception being 'Ghost' poems, written by pupils in Year 6. Teaching assistants are usually well briefed by teachers, especially when supporting pupils with special educational needs. Occasionally, though, they are not used effectively and are not directed to be involved in helping the learning of pupils.
44. The quality of leadership by the co-ordinator is good. Her enthusiasm for the subject shows in her teaching and in the high standards she sets in marking and indicating challenging targets for individual pupils. She has been very active in dealing with the school priority of improving writing. Management is good, because the co-ordinator has had more opportunities to monitor teaching and learning in her subject than most other subject co-ordinators. She has identified that writing is not being encouraged

sufficiently in other areas of the curriculum. Assessment in English is satisfactory and improving as more information is collated on the strengths and weaknesses of the subject in national and school tests.

Language and literacy across the curriculum

45. The use of language and literacy across the curriculum is satisfactory. Speaking and listening are used well across the curriculum and encouraged in all subject areas. However, the use of writing is less well developed, partly because pupils spend some much time filling in very short answers on commercial worksheets. Opportunities are frequently missed, especially in subjects such as history, geography and science. There is little evidence of pupils using computers to word process their texts.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teachers have high expectations of their pupils, so that all pupils attain high standards and achieve well.
- Pupils have good attitudes to work and are aware of how well they have learned in lessons.
- Pupils have a quick recall of basic facts, but there is too much emphasis on prescriptive recording of their work.
- Pupils do not have sufficient opportunity to use their mathematical skills in other subjects.

Commentary

46. By the end of Year 2, pupils attain standards which are above average. There are fewer pupils working at Level 3 than in the national testing in 2004, but this is a reflection of the different spread of abilities in each year group. These pupils achieve well due to good teaching. Pupils at the end of Year 6 attain standards which are well above average. This marks good achievement from their standards at Year 2 and there has been a good improvement in standards since the last inspection. More-able pupils are now challenged well, especially in Year 6. Those with special educational needs achieve well.
47. Teaching and learning are good throughout the school so pupils make good progress. All teachers demonstrate good knowledge and understanding of the subject. They present facts to be learned in a variety of interesting ways and use questioning well to ensure that pupils have understood. Teachers' insistence on very good behaviour means that classes are peaceful and studies continue uninterrupted. Mental arithmetic exercises at the start of lessons are fun, so that the pupils have a quick recall of basic facts. Learning support assistants work sensitively with individuals or small groups at this time to ensure that they participate fully in the lesson and understand what is going on. In the best lessons, work is carefully matched to pupils' needs.
48. Recent improvements in the analysis of assessment data mean that more accurate predictions of pupils' progress are now being made. Older pupils evaluate their own work against realistic targets. Younger pupils are given the chance to make judgements about their own learning by filing completed work in the correct smile or frown tray, or choosing larger numbers for their sums. This ensures that pupils are developing a good knowledge of their own learning, which is spurring learning on. However, work is often unimaginatively recorded on commercially-produced sheets and this is a missed opportunity to encourage independent recording and thinking. The quality of marking is variable and does not always suggest the next steps for learning.

49. Leadership and management are satisfactory. The subject leader provides a good role model for teaching for the staff. She has had recent opportunities to examine the quality of recorded work in order to monitor standards, but has not monitored lessons so as to further develop teachers' skills. A satisfactory action plan has been drawn up to further develop the subject.

Mathematics across the curriculum

50. The use of mathematics in other subjects is unsatisfactory. Good mathematical skills are not often utilised to exemplify or enhance work in other subjects. Some good examples of measurement and use of graphs in science were observed in Years 1 and 2, but elsewhere the use of these skills was limited. There was little use made of higher mathematical skills in science later in the school and opportunities are missed in geography. Older pupils use challenging computer programs to introduce and later consolidate their work on co-ordinates. However, the development of mathematical skills in ICT is not used consistently through the school to aid learning.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- All pupils have a good fund of scientific knowledge.
- Pupils work particularly well together in lessons, but they are less confident to carry out independent investigations.
- Teachers ensure that lessons are interesting and this aids learning.
- Pupils do not always know what they need to do to improve their work.
- Pupils have limited opportunities to record work in their own words, and limited access to computers restricts learning.
- The subject leader's role is not fully developed.

Commentary

51. Pupils attain standards which are above average at the end of Years 2 and 6. They achieve well and make good progress at each stage of their education in relation to their capabilities and prior attainment because of good teaching of basic facts. Whilst pupils' scientific knowledge is good, they lack confidence when carrying out investigations independently and tend to rely too much on the teachers. This puts a limit on overall standards achieved. There has been an improvement in standards since the last inspection especially for those attaining above average standards in Year 6. Pupils with special educational needs achieve well because they receive good support in lessons.
52. Teaching and learning are good. Pupils make good progress in their knowledge and understanding because they have interesting experiences. The classrooms are well organised and groups of pupils work together well because they enjoy science. Teachers successfully employ good discussion skills so that pupils can share the outcomes of investigations. In the best lessons, pupils are given good opportunities to classify and test materials. Very good classroom management and very high expectations of good behaviour ensure that pupils plan carefully what they are going to do before carrying out an investigation. Very good relationships between pupils encourage productive group work, and tasks are carried out efficiently so that good learning takes place.
53. Planning and preparation are thorough, but occasionally teachers lack the confidence to allow pupils to suggest and carry out investigations independently. In these situations, there is sometimes confusion over the construction and expected outcome of an experiment and pupils' good factual knowledge is not exploited to the full. Although class targets are set, the tasks in lessons are often the same for all abilities in the class. Pupils take pride in their work, but do not always know what they have to do next to improve. Pupils use measurement well in Year 2 and record their work in simple tables and graphs. However, teachers do not always show imagination in the variety of ways they encourage pupils to record their work and chances to utilise good writing skills are missed. ICT is not regularly used to represent data or allow for research. These features put a limit on standards achieved.
54. Leadership and management are satisfactory and have improved recently so that the support for class teachers has been accurately identified as an area for development. However, recent initiatives have not had an impact upon understanding and competence in investigative science for all classes. Occasionally, insufficient apparatus is available for whole-class work and this influences the quality of learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Resources have improved, but pupils have too few opportunities to use them to improve their ICT skills.
- Pupils' attitudes to ICT are very good and they have considerable potential for improving their achievement.
- The management of ICT is unsatisfactory, because there are no assessment procedures and the co-ordinator has insufficient opportunities to monitor learning.
- The use of ICT in other subjects is unsatisfactory.

Commentary

55. Standards and achievement, as at the last inspection, are below average throughout the school. However, this situation should not disguise the fact that there has been considerable improvement in ICT resources since then. Every classroom has an interactive 'smart board' and most computers have been updated. The school, though, has not worked out how to use its small suite in the library effectively. Each class has a set period a week allocated in the suite and consequently individual pupils throughout the school have about 20 minutes 'hands-on' time on computers. On most mornings during the inspection, the suite was not used. Although pupils have occasional opportunities to use computers in the classroom and some use their own computers at home, they spend too little time in school developing their ICT skills and so many of them do not attain regularly the standards of which they are capable. They have considerable potential for improvement, as many of them say that ICT is their 'favourite subject' and they work with considerable fervour on their tasks when given the chance.
56. The quality of teaching and learning seen in ICT during the inspection was satisfactory, but over time is unsatisfactory, because teachers lack confidence and do not plan sufficient opportunities for learning in their timetables. As an example, pupils in Year 6 were thrilled to have the chance to look at the comprehensive school website, designed and maintained by a governor and which has been in existence for several years. However, these pupils were completely unfamiliar with it and few have had opportunities to contribute to it during their time in the school. However, teachers are taking more opportunities to develop understanding of the application of ICT, by enabling pupils to use digital cameras and the 'smart boards' regularly. Pupils in Year 6 have a good opportunity to develop their ICT skills on a residential stay. Not all teachers are fully confident in their own ICT skills and knowledge and the school is identifying training opportunities for them and for teaching assistants. All areas of the curriculum are covered, but not in sufficient depth.
57. Leadership is satisfactory, but management is unsatisfactory. The new co-ordinator is a good practitioner and has made a satisfactory start to her leadership of ICT. She has made a detailed audit of all aspects of this subject and is working closely with the headteacher to decide on the most effective action plan. Hitherto, ICT co-ordinators, there have been several in recent years, have been unable to offer assessment procedures, or to monitor effectively teaching and learning in the school. This

unsatisfactory management has resulted in a failure to improve standards in spite of an improvement in resources. The senior management of the school has identified these weaknesses and is determined to take quick and decisive action to achieve improvement.

Information and communication technology across the curriculum

58. The use of ICT across the curriculum is unsatisfactory and reflects the picture of ICT overall. Although some examples of meaningful links with other subjects were seen, especially in Year 6 in history, mathematics and personal and social education, pupils are given too few opportunities to develop their ICT skills in, for instance, literacy and numeracy. Wider use of the 'smart boards' across the curriculum is beginning to enhance pupils' enjoyment of learning, but the use of ICT to develop research and problem-solving skills remains underdeveloped.

HUMANITIES

59. During the inspection, it was not possible to see any **geography** lessons. No overall judgement therefore can be made on the quality of the provision. An examination of pupils' work and discussions with the subject leader indicate that the school uses an appropriate scheme of work to ensure that the statutory curriculum is followed. A recent geography week, that enabled each class to study a country of their choice, was a successful event that made learning interesting and relevant. In addition, the local area and many visits also support learning well. However, inspection evidence indicates that, although over the year the recommended amount of time is allocated, current planning does not allow for the subject to be taught in depth. This puts a limit on the progress that the pupils make. This is compounded by unsatisfactory assessment procedures. Currently, teachers do not have a clear means by which they can check on pupils' subject knowledge and skill development. As a result, there is limited information to help teachers fully develop and extend pupils' geographical skills and ensure that work is matched to the age and ability of the pupils. Consequently, all pupils complete the same work. In addition, there are few opportunities for pupils to use and apply their literacy, numeracy and ICT skills and too much emphasis on pupils completing commercial paper exercises. This impacts on pupils' overall progress and attainment in the subject and is a missed opportunity for pupils to use these skills to aid their learning. The school recognises that the role of the new subject leader needs to be developed so that she can monitor and develop teaching, learning and assessment procedures and be more instrumental in leading change in the geography provision. The new headteacher has already made a firm start in developing the co-ordinator's leadership and management skills.

HISTORY

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy history and practical opportunities to learn.
- Factual learning is good, but pupils have too few opportunities to write and research independently in history.
- Assessment procedures and opportunities for the co-ordinator to manage teaching and learning in history are unsatisfactory.

Commentary

60. Pupils enjoy their studies in history, make interesting verbal contribution in lessons and work with concentration on their tasks. They achieve satisfactorily and standards throughout the school are as expected for their age. This is a similar finding to that of the last inspection. They particularly enjoy visits to the Isle of Wight, to study the Victorians, and visits to the transport museum, and visiting actors, who perform scenes from World War Two, support learning well. As a result, pupils have satisfactory recall of historical facts and insight into the lives of famous people from the past.
61. Teaching and learning in the school are satisfactory. Teachers are best at encouraging pupils to compare their own experiences with those of people in the past. Teachers ensure that pupils have a good knowledge of historical facts. Learning opportunities are missed though to develop pupils' writing about historical events and people, because the excessive use of commercial sheets, stuck into scrapbooks, does not do justice to the pupils' gains in knowledge. Pupils have too few opportunities to research history independently through, for instance, the regular use of ICT.
62. Leadership and management are unsatisfactory overall, but leadership of history by the new co-ordinator is satisfactory and she has made an accurate analysis of the position of history in the school. The management of history in the school has been unsatisfactory for some time because successive co-ordinators have had very little opportunity to monitor teaching and learning. There is no consistent assessment of pupils' progress and needs in history throughout the school. These weaknesses have been identified by the senior management, and urgent action is planned in order to raise standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. In **design and technology**, evidence indicates that the school uses an appropriate scheme of work and statutory requirements are met. Where links have been made to other subjects, such as designing Egyptian head-dresses, pupils are interested and make good progress. However, evidence indicates that, in some year groups, topics are not covered in sufficient depth in order to successfully develop pupils' design and technology skills. Assessment procedures are unsatisfactory and assessment information is not used to plan future work. Consequently, teachers develop pupils' topic knowledge rather than using information to progressively develop pupils' subject skills. This puts a limit on standards achieved. Limited use is made of ICT to aid research and designing skills. The role of the subject leader is an area of development. Currently, limited monitoring of teaching and learning has been undertaken in order to plan for the development of the subject.
64. No lessons were observed in **music** so it is not possible to make a judgement about the quality of the provision. At present, there is a temporary subject leader as no member of staff has particular expertise in this area. Class teachers rely on the use of commercially-produced schemes of work to support their teaching. Pupils sing well in assemblies and are often accompanied competently by a recorder group and older pupils who play the piano. A visiting instrumental teacher takes lessons each week for groups and individual pupils learning wind instruments. Pupils have regular opportunities to join with other schools to make music and also sing and play in school productions.

Art and design

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

Main strengths and weaknesses

- Pupils have good opportunities to develop sketching and drawing skills.
- Themed days and weeks give them good opportunities to extend their experiences.
- There have been limited opportunities for the subject leader to monitor teaching to ensure an improvement in standards.
- Younger pupils learn well how to evaluate their own and others' work.

Commentary

65. Pupils achieve satisfactorily and are attaining standards which are in line with those expected for their age at the end of Years 2 and 6. This marks a good improvement since the last inspection when standards were unsatisfactory. Pupils develop drawing skills well as a result of sensitive and careful teaching. They look carefully at natural materials, noting texture and pattern and make good attempts to enlarge areas of leaves and flowers, using magnifiers effectively to help them. Sometimes, the quality of the final picture is hampered by the limited range of pencils and paper available. Older pupils use their sketchbooks satisfactorily to plan and execute careful pictures with pastels and collage, connecting feelings and memories of a recent residential excursion, which supports their spiritual development well.
66. Teaching and learning are satisfactory overall, although some good teaching was observed. This is an improvement since the last inspection. Where teachers relate work to other areas of the curriculum, outcomes are visually effective and compositions good. For example, sketchbooks were used well to develop collage designs linked to work about Victorians. In the best lessons, teachers enable pupils to make sensible evaluations of their own and others' work. Their supportive, but critical, comments derive well from good modelling by the teacher. The school celebrates pupils' work well and has interesting and colourful displays of pupils' work in a variety of media, which pupils appreciate and which encourages them to do well. Suitable consideration is given to the appreciation of twentieth century artists to aid learning.
67. Leadership and management are unsatisfactory at present. There have not been opportunities to monitor teaching and learning in order to raise standards. Enthusiasm for art and design means that the subject leader has the vision to make improvements in this area and the action plan indicates this. However, there is no formal assessment in this subject and there is no clear outline for the progress in skills like colour mixing or sketching.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Swimming is a strength due to regular access to the school's own learner pool.
- Good quality provision is made for extra-curricular sport and pupils perform well in competition.
- Pupils' attitudes and behaviour in physical education are very good.
- Standards and achievement are inconsistent, because there is no assessment of pupils' progress and the co-ordinator has very limited opportunities to enhance teaching and learning.

Commentary

68. At the end of Year 2 and Year 6, standards in physical education are in line with national expectations. Standards are good in swimming because pupils have opportunities to learn from an early age in the school's own learner pool and most of them can swim confidently by the end of Year 3. An additional strength in the subject is the good number of opportunities pupils are given to join extra-curricular clubs. Teams for older pupils are entered into local football and netball leagues and the footballers are having notable success in this school year. This is in spite of the very limited playing field and outside area at the school.
69. Pupils are very enthusiastic towards physical education and, although often very excited by their activities, their behaviour is almost always very good, and their listening skills are well developed. The quality of teaching and learning observed during the inspection was good. Nearly all teachers have good subject knowledge, keep lessons moving at a brisk pace and try to develop pupils' skills rather than simply give them physical activity. Teaching and learning have improved since the last inspection, but are inconsistent.
70. The new co-ordinator is enthusiastic in his desire to raise standards and his leadership is satisfactory. The management of physical education has been unsatisfactory in the school for some time, because co-ordinators have had too few opportunities to monitor learning and standards and there are no assessment procedures or records of pupils' progress. Resources also have been neglected and, whilst satisfactory overall, do need some replenishment in order to enhance learning further. There is considerable potential in the school to raise standards, which on several occasions during the inspection were seen to be above average. Attention to management and assessment weaknesses would enable the school to develop a higher level of consistency in teaching and learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. The subject was not a focus of the inspection and only one part lesson was observed. This is because the teachings of the church form an important aspect of the school's provision. However, it is recognised by the school that the subject is an aspect for development within the curriculum. Nevertheless, it is clear that the school places considerable emphasis on creating an environment where pupils feel confident to participate in the democratic life of the school and where all pupils are valued for their individuality. The 'Here I Am' programme, coupled with a good partnership with outside agencies, provides an effective vehicle for pupils to learn about making sensible choices, how to keep safe and how to develop good relationships. Working in partnerships with parents and others, the school also provides sex and relationships education and drug awareness education relevant for pupils of this age that provide an effective platform for the next stage of their education. Very good relationships throughout the school ensure that the pupils are not afraid to voice their opinion or ask for advice. They become sensible and mature young people as a result.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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