

# INSPECTION REPORT

## **ST ELIZABETH'S CATHOLIC PRIMARY SCHOOL**

Tamworth

LEA area: Staffordshire

Unique reference number: 124369

Headteacher: Mrs Jane Rowlands

Lead inspector: Jeff White

Dates of inspection: 7-10 March 2005

Inspection number: 267773

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: 134

School address: Claremont Road  
Tamworth  
Staffordshire

Postcode: B79 8EN

Telephone number: 01827 47580

Fax number: 01827 47580

Appropriate authority: Governing Body

Name of chair of Mr. P. Ranahan  
governors:

Date of previous 7 December 1998  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

The school is smaller than average with 134 pupils on roll, 24 of whom are in the reception class. The roll has fallen over time. Pupils are almost all of white British origin. Eligibility for free school meals is below average. The overall percentage of pupils with special educational needs has grown but remains below average. However, the number of those with statements is above average. Pupils are drawn from a wide range of socio-economic backgrounds but in the main wards served by the school the percentage of adults with higher educational qualifications is lower than the national average. Attainment on entry is broadly average. Since 2002 the staff turnover has been considerable. The current headteacher has been at the school for less than two terms. Prior to this period a succession of acting headteachers ran the school.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1742	Jeff White	Lead inspector	Mathematics, science, art and design, design and technology, music, physical education
32658	Nicky Boulton	Lay inspector	
4287	Brian Allaway	Team inspector	English, geography, history, information and communication technology

The inspection contractor was:

Inspire Educational Ltd

132 Whitaker Road  
Derby  
DE23 6AP

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This **effective school** has successfully come through a period when there was no permanent headteacher and a considerable turnover of teaching staff. This success is due in no small measure to the work of the governors. The new headteacher provides very good leadership and is very well supported by the governors. Much of the teaching and learning is good. Most pupils' achievement is good and standards by Year 6 are above average in English, mathematics, geography and history. Good value for money is provided.

The school's main strengths and weaknesses are:

- Teaching and learning are very good in Years 4 to 6
- Standards are above average in reading, speaking and listening in Years 1 to 6
- Standards in writing, mathematics and science are not improving quickly enough in Years 1 to 3
- Achievement in the Foundation Stage is satisfactory but should be higher
- Pupils behave very well and relationships are very harmonious
- The governors and headteacher are strongly committed to improving the school
- Pupils' spiritual, moral, social and cultural development is very good
- Links with the community and opportunities for enriching the curriculum are very good
- Assessment findings are not used thoroughly enough

The school has improved well since its last inspection six years ago. The main issues in the last report have been addressed and in Years 4 to 6 standards have risen in English, mathematics, history and geography. Satisfactory standards have been maintained in the reception class and in Years 1 to 3 reading, speaking and listening are now above average rather than average. Good improvement has been made in pupils' spiritual, moral, social and cultural development, which is now a significant strength.

### STANDARDS ACHIEVED

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

**Most pupils' achievement is good.** Children enter the reception class with broadly average attainment and make satisfactory progress overall towards meeting the early learning goals in all areas of learning by the time they enter Year 1. Some children will exceed the goals for creative development. However, some of the most capable children underachieve in writing and mathematical development. Achievement in reading, speaking and listening is good throughout the school and standards are above average. Standards in writing are average in Years 1 to 3 and above average in Years 4 to 6. Standards in mathematics are average in Years 1-3 and above average in Years 4-6. Standards in science are average throughout the school but improving quickly in Years 4 to 6. Standards

in information and communication technology (ICT) are average. In the work seen in geography and history, in Years 4 to 6, standards were good. Standards are average overall in art and design and in design and technology but there is some good work. In the small amount of work seen in music standards were good, especially in singing. There was not enough evidence to make any judgements about standards in physical education. Pupils with special educational needs (SEN) make good progress and the most able pupils achieve well in much of their work.

Pupils' personal qualities are fostered well and their **spiritual, moral, social and cultural development is very good**. Attitudes are positive, behaviour is very good and the attendance rate is above average. Relationships are very good.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are good overall** and very good in Years 4 to 6. Key strengths of the most effective teaching are very high expectations of pupils' achievement, very clear exposition and highly effective questioning. Although no unsatisfactory teaching was seen there is room to improve achievement in some aspects of work in the reception class and in Years 1 to 3. Pupils with SEN are supported well by teachers and class assistants. The use of assessment is satisfactory but there are examples of very good marking. Pupils usually work diligently and often collaborate well.

The overall curriculum is good and opportunities for enrichment are very good. Care, guidance and support are good overall. Links with parents, the community and other schools are very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very effective**. The headteacher in a short space of time and with a relatively new teaching staff has moved the school forward. There is a very purposeful approach to improving the school with a strong commitment to inclusion and raising standards. Governance is very good and governors support the headteacher and staff very well. The governors are very well informed about the school's strengths and areas for improvement. Their active support for the school during the period of discontinuity in the leadership ensured that the school emerged largely unscathed. Governors fulfil their statutory responsibilities very well.

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

The majority of parents who expressed a view are very supportive of the school. Most pupils like the school, feel their views are valued and that there are people they can turn to if they have a problem.

## **IMPROVEMENTS NEEDED**

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

- Improve achievement in the Foundation Stage
- Raise standards more speedily in writing, mathematics and science in Years 1 to 3
- Use assessment findings more thoroughly especially to determine individual pupils' targets for learning





## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is satisfactory in the Foundation Stage. Most pupils in Years 1 to 6 achieve well overall. Standards are average overall in Years 1 to 3 and similar to standards in the last inspection. Standards are above average in Years 4 to 6 and higher than at the time of the last inspection.

#### Main strengths and weaknesses

- Standards are above average in speaking, listening and reading
- Standards in English, mathematics, history and geography are above average in Years 4 to 6
- More able children in the Foundation Stage do not always achieve highly enough
- Standards are not high enough in writing in Years 1 to 3

#### Commentary

1. Given the high staff turnover and the lack of continuity in the school's leadership during 2002-2004 the school did well to reach reasonable national test results. The school's average over this period for Year 2 pupils was above the national median in reading and writing and close to the median in mathematics. The average for Year 6 was close to the national median in all three core subjects. Pupils in both year groups performed better in English than in other subjects, largely because English was a key subject for development and generally received more attention than mathematics and science. Both the latter subjects are now being developed well and standards are rising. When comparisons are made with similar schools nationally, the school has fared best in English. Girls perform better than boys in the national tests but in the inspection the differences were not so great. Pupils with SEN receive good support and, as a result, achieve well.

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

Standards in:	School results	National results
reading	17.3 ( 14.5 )	15.8 ( 15.7 )
writing	16.3 ( 15.1 )	14.6 ( 14.6 )
mathematics	16.2 ( 15.5 )	16.2 ( 16.3 )

*There were 19 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	28.7 ( 26.4 )	26.9 ( 26.8 )
mathematics	27.3 ( 26.8 )	27.0 ( 26.8 )
science	28.4 ( 27.6 )	28.6 ( 28.6 )

*There were 21 pupils in the year group. Figures in brackets are for the previous year*

2. Lots of opportunities are provided for pupils to develop their speaking and listening skills. Often at the start of lesson pupils talk well about their previous work and express their views confidently. Pupils explain their thinking generally well, for example, in mathematics. Pupils talk well with a partner and listen to them carefully. By Year 6 pupils speaking skills are mature. Reading is taught thoroughly throughout the school and includes good attention to developing a range of skills including the use of phonics. The range and quality of books are good and effective use is made of reading diaries. Pupils in Years 4 to 6 write for a good range of purposes and in different forms. They attain above average standards in their use of grammar, punctuation and spelling. There are examples of good writing in science. Although pupils in Years 1 to 3 are taught appropriate skills in English they do not have enough opportunity to apply these skills in writing stories or writing about their own experiences. Consequently, they reach average rather than above average standards. Handwriting is improving throughout the school and is above average in Year 6.
3. Very good teaching in Years 4 to 6 is the key reason why standards are above average in English and mathematics. Also, pupils make good progress over time and often achieve very well, especially the low attaining pupils. Teaching in mathematics is increasingly successful in improving pupils' mental recall of number facts and in developing their skills in solving problems. Effective marking, especially in English, is also helping standards to rise because pupils know what to do to improve their performance. In science, pupils throughout the school tend to make better progress in scientific knowledge than in scientific enquiry. Investigative work is frequent and there is no doubt that standards are rising. However, high attaining pupils do not have enough opportunities to explore their own ideas. Although no teaching was seen in geography and history it is clear that in Years 4 to 6 the teaching is at least good and leads to the good standards attained. Standards in ICT are average overall but achievement is good because of good teaching especially in Years 5 and 6. In all other subjects where there was enough evidence to make a judgement standards were satisfactory overall but there was some good work.
4. Children in the reception class achieve satisfactorily overall and are on course to reach the expected learning goal in the six areas of learning.. Some of them will exceed the expected goals in creative development because the provision is good. However, achievement could be better for some of the high attaining pupils especially in writing and mathematical development.

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

Pupils show good attitudes to school and their behaviour is very good. Attendance and punctuality are good. Pupils' spiritual, moral, social and cultural development is very good.

### **Main strengths and weaknesses**

- Relationships throughout the school are very good and contribute to pupils' confidence and self-esteem
- The very good provision for pupils' personal development helps them to become mature, caring and responsible

### **Commentary**

5. The school's strong Catholic ethos underpins pupils' personal development. The most is made of opportunities for pupils to reflect, understand their own and others' emotions,

and to express themselves verbally, artistically and physically. A whole-school hymn practice, for example, not only provided pupils with a moment for spiritual reflection but also proved to be an uplifting experience for everyone. The pupils sang tunefully, with meaning, confidence and sheer enjoyment. In an English lesson that focused on a story written by Michael Morpurgo, older pupils were encouraged to explore their views and emotions about death in a very sensitive way. Many chances are provided for pupils to develop socially including working collaboratively with others, for instance, in scientific enquiry. Pupils of all ages clearly enjoy their aerobic dance sessions and relate very well to one another. In the dance seen it was notable how both boys and girls, were learning to move their bodies with confidence and without self-consciousness.

6. Pupils are given satisfactory opportunities to learn about cultures different from their own and these have improved since the previous inspection. There is also a strong tradition of fundraising to help people who are less fortunate. Religious education also contributes to pupils' awareness of different faiths and cultures. The promotion of pupils' appreciation of their own cultures is good and is considerably enhanced by extra-curricular activities and links with the community.
7. Relationships are very good because teachers have high expectations of pupils' behaviour, are good role models, and make good use of praise to reward and raise self-esteem. Behaviour in lessons and at less structured times of the day is achieved without being repressive. The atmosphere in the school is calm and conducive to learning. Year 5 and Year 6 pupils respond well to the system of 'prayer partners' where they are paired up with reception pupils and given responsibility for looking after them and leading by example. Pupils clearly enjoy school and they are enthusiastic participants all aspects of its life, including the strong programme of extra-curricular activities. Standards in these aspects of the school have improved since the previous inspection. There have been no exclusions, so the table usually appearing at this point of the report is omitted.
8. Attendance rates are above average and parents make every effort to ensure that their children benefit from this important phase of their education. The importance of arriving on time is emphasised effectively by the school and as a result punctuality is good.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.3
National data	5.1	National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good. Teaching and learning are good overall and very good in Years 4 to 6. Teaching is mainly satisfactory in the reception class. The curriculum is good and enriched by a wide variety of extra-curricular activities. Care, guidance and support are good overall and links with parents, the community and other schools are very good.

**Teaching and learning**

Teaching and learning are good overall but mainly satisfactory in the Foundation Stage. Assessment is satisfactory.

### Main strengths and weaknesses

- Speaking, listening and reading are taught well
- Teaching and learning are very good overall in Years 4 to 6
- Pupils with SEN are supported well
- For some children, the work in the reception class is too easy
- Writing is not taught thoroughly enough in Years 1 to 3

### Commentary

9. Teaching in the Foundation Stage is satisfactory overall but good in creative development. In the latter area of learning, activities are imaginative and well resourced so that children can explore their own ideas. Although assessment is undertaken regularly its outcomes are not used well enough to ensure the most capable children achieve their potential, for instance, in writing and in mathematical development.
10. Teachers in Years 1 to 6 provide a good range of opportunities for pupils to develop their speaking and listening skills, for example, at the beginning and end of lessons. Also, pupils are often given chance to discuss their work with a partner or to collaborate in a larger group. Pupils respond well and also can be relied upon to work independently. Reading is taught thoroughly and pupils from an early age develop good skills to enable them to read unfamiliar words. Teachers and teaching assistants liaise well to provide extra support in reading when it is needed. Guided reading is taught separately from the literacy hour and this arrangement is working well.

### Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	12	8	0	0	0

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

11. Lesson observations and scrutiny of pupils' work indicate that teaching in Years 4 to 6 is very effective in most subjects. Lessons are especially structured well and the teaching captures pupils' interest very well so that all are thoroughly engaged in the lessons and often achieve very well. Very well focused questions and very clear exposition are key strengths in the teaching in addition to high expectations. Pupils in these year groups, including those with SEN, develop very good relationships with one another and this helps to ensure that their learning is particularly purposeful. Marking is regular and thoughtful and very helpful to pupils so that they know how to improve their performance. This practice is not consistent throughout the school.
12. Teachers and teaching assistants (TAs) liaise well to ensure that pupils with SEN are supported well and make good progress. Some of the pupils, especially in Year 5, present challenging behaviour and these are dealt with well so that they sustain their concentration. Generally, TAs are briefed well by teachers and know what questions to ask pupils. They also effectively have a quiet word with pupils to help them to listen attentively to the teachers. One of the junior pupils is especially gifted in mathematics and consequently he joins an older year group when the subject is taught. He is being well catered for and is making good progress.

13. Writing is taught satisfactorily in Years 1 to 3 and helps pupils to attain average standards. However, there is scope to improve the teaching so that standards can rise more quickly. Not enough opportunities are provided for pupils to write stories and to write about their own experiences. Overall, however, teaching has improved since the last inspection.

### **The curriculum**

The curriculum is broad, balanced and supported very well by extra-curricular activities. Visitors to the school and visits to places of interest enhance the curriculum. The recently refurbished accommodation is good.

### **Main strengths and weaknesses**

- Curricular planning is good
- The provision for pupils' personal development is good
- Pupils experience a wide range of enrichment activities
- The provision for pupils with SEN is good

### **Commentary**

14. The overall quality of the curriculum has been developed well since the last inspection. Given the significant recent staff changes the school has responded well to this challenge and has created a positive team spirit and a feeling of cohesion. The curriculum is planned well and takes account of the differing needs of pupils in the mixed age classes. Single year group teaching in mathematics and English in Years 4 to 6 has a positive impact on standards and the pupils in these lessons make good progress. Appropriate use is made of national guidance in English and mathematics to ensure that most pupils achieve well and develop into proficient and well-motivated learners. The Foundation Stage curriculum is satisfactory overall but a few of the children are not challenged sufficiently. Overall, the curriculum provides good equality of opportunity with pupils keen to be involved in all that the school has to offer. The commitment to inclusion is strong and ensures that pupils with SEN are well supported by teachers and teaching assistants. Some of the pupils with SEN present challenging behaviour and they are dealt with in a purposeful and sensitive way so that they participate in lessons as fully as possible.
15. The curriculum for pupils' personal, social and health education (PSHE) provides opportunities for them to consider aspects of health and safety and drugs education. A sex education policy has been recently reviewed and is awaiting ratification by the governors. Circle time provides pupils with opportunities to share ideas and express feelings and concerns. Homework is used effectively to promote pupils' learning and pupils generally know what they need to do to improve their work.
16. Visits to museums, historical buildings and places of interest are regular features of the curriculum and provide pupils with good opportunities to learn about the resources within their own environment. Visits to Lunt Roman Fort and Tamworth Castle have been used well to enrich pupils' knowledge and understanding of history. Good use is

also made of visitors to the school such as theatre groups and the Tamworth Castle Outreach group all of whom provide relevant and stimulating resources to promote pupils' learning. There are very good opportunities for pupils to be involved in a wide range of extra-curricular clubs, for example, in music and sporting activities. Pupils also participate in competitive sports with neighbouring schools. Staffing, accommodation and resources contribute well to the quality of education offered by the school.

### **Care, guidance and support**

Good steps are taken to ensure that pupils are well cared for and to protect their welfare, health and safety. Pupils are well supported by teachers and non-teaching staff and given useful advice and guidance. The use of assessment is satisfactory overall but often good in Years 4 to 6. The involvement of pupils through seeking, valuing and acting on their views is good.

### **Main strengths and weaknesses**

- All pupils feel they have an adult they could turn to if necessary
- The emphasis on healthy living is good

### **Commentary**

17. The new headteacher has tightened security procedures by ensuring that adults are not able to come and go unannounced and that the school gates are locked during the day. The good development of safe and healthy living includes pupils taking part in road safety training, and the provision of fruit at break times. A sex education policy is being developed in consultation with parents and drug prevention education is taught as part of science. In a very good lesson, pupils in Year 4 and Year 5 learned about the harmful effects of smoking. A Year 5/6 dance lesson was very effectively linked with a science lesson where pupils were taught about the impact of exercise on their bodies. Pupils measured the impact of aerobic and anaerobic exercises by repeatedly taking their own pulse rate.
18. Health, safety and child protection procedures and policies are suitable. Governors now do an annual health and safety inspection, and this is an improvement on the previous inspection's findings. The new headteacher has rightly assessed the need for further training in child protection matters and has planned a series of training events for all the teaching and non-teaching staff.
19. Despite the recent history of staff changes, the sense of community in the school is very strong. Adults know the pupils well and make good efforts to support them personally. In response forms to their annual written reports, pupils are asked to identify their targets for the next year but they are also encouraged to fill in a section on their achievements and interests outside school. This boosts pupils' self-esteem and help teachers build up a picture of the whole child. More coherent procedures to track pupils' progress are being developed but there is scope to use assessment findings more thoroughly when planning pupils' work especially in the Foundation Stage and in Years 1 to 3.
20. Pupils are involved in the work and development of the school. They were asked to help design the new sensory garden, for example, and were involved in drawing up the behaviour policy. The new head teacher has also conducted a pupil questionnaire. Pupils' self confidence is boosted by knowing that teachers will listen to their views and

contributions with respect. This aspect of the school's work, although good, will be improved further when the principle of consulting pupils is formalised through a school council. Plans for this are well advanced.

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

Links with parents, the community and other schools are very good and have a positive effect on pupils' achievements.

### **Main strengths and weaknesses**

- Parents' contributions to the life of the school are valued by the headteacher and staff
- Links with other schools are used in a wide variety of ways and enrich the curriculum
- Links with the parish and wider community are very strong

### **Commentary**

21. The vast majority of parents who have expressed a view are positive about the school. It is to everyone's credit that they have continued to support the school through a difficult period of change. Parents back up their positive views of the school with active help, whether it be in the classrooms, making story sacks, raising funds for the school, putting on an Easter production or ensuring their children attend school punctually and do their homework on time. In turn, the school seeks and values the contribution of parents. It provides very useful information to parents in regular newsletters, a very informative school handbook and in clear and personal reports on pupils' progress. The headteacher is now planning a programme of curriculum briefings. The school has an open door policy and teachers and staff are visible on the playground at both ends of the school day. The lunches provided to celebrate Mothers' Day and for grandparents' are much appreciated and well attended.
22. The St. Elizabeth's site is used by a pre-school, an after-school care club and by a local Brownie groups. A good relationship exists with the two secondary schools, which a majority of pupils go on to attend. Not only do Year 5 and Year 6 pupils visit them to prepare themselves for the transfer, but good use is also made of the schools' respective expertise as sports and technology specialists. The school also shares experiences with other small schools and the other Catholic schools in the area and has established a relationship with a multi-racial school in Birmingham.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are very good.

### **Main strengths and weaknesses**

- Strategic planning is very good
- The commitment to improving the school is strong
- The headteacher, staff and governors work well as a team

### **Commentary**

23. Leadership and management have improved since the last inspection. The headteacher in a very short space of time has moved the school forward. She is sensibly building on

the work of her predecessors and is very well supported by the governors. Governors are very well informed about the school's strengths and weaknesses and have very clear and appropriate plans for monitoring the school's performance. Their active support for the school, and the help of the LEA, ensured that the school remained relatively stable during the period when it had several acting headteachers and staff turnover was high. Governors are suitably self critical, for example, in identifying the need for them to give more attention to monitoring the development of teaching and learning. Governors fulfil their statutory responsibilities very well. For example, each subject has a link governor who oversees developments in that subject.

24. Priorities for improving the school are very appropriate given its stage of development. These include raising standards in mathematics and science and improving assessment arrangements. Improvements in analysing pupils' performance and tracking their progress have led to suitable action being taken to raise standards. A range of procedures is used to monitor the school's work including lesson observations, scrutiny of pupils' work and analysis of test results. The headteacher has established a good senior management team to help her lead the school. The staffing situation is now stable and the headteacher is encouraging teachers and non-teaching staff to participate actively in school review. The school runs smoothly; supported by the work of the administrative officer. Curricular and non-curricular policies are being updated within a sensible time frame and planning of the curriculum has improved. The headteacher has taken on the role of co-ordinating SEN and has updated pupils' individual education plans.

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

Income and expenditure (£)		Balances (£)	
Total income	413,890	Balance from previous year	2,612
Total expenditure	394,161	Balance carried forward to the next	15,722
Expenditure per pupil	2,941		

25. The governors monitor expenditure regularly and financial control is very efficient. They have been instrumental in improving the accommodation and seek best value when committing funds, for example in the provision of the computer suite.



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

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

26. The overall provision for children in the Foundation Stage is satisfactory. The school has a reception class of 24 pupils. Children's attainment on entry to the reception class is broadly average but spans the full ability range. Induction arrangements are good and the children are happy and confident and have adapted well to school life. Satisfactory standards have been maintained since the last inspection. There have been some improvements in the resources available in the outdoor play area, which have enriched the children's experiences.
27. The reception teacher and teaching assistant provide a curriculum with some lively and imaginative features. The curriculum is sufficiently broad and balanced and gives the children a satisfactory start to their education. There is a good balance between child initiated and adult led activities. Relationships are positive and children enjoy the 'fun' element of their work. Most of them make satisfactory progress in the six areas of learning and are in line to meet the nationally expected early learning goals by the time they enter Year 1. In creative development they achieve well and some will exceed the expected goals. Achievement is also good in some aspects of physical development. However, a few of the high attaining children, who could exceed the early learning goals, are not provided with sufficient challenges. Consequently, they underachieve in some aspects of their mathematical development and in the development of their early writing skills.
28. The quality of teaching is satisfactory overall. The most effective teaching is in the area of creative development where a variety of resources and imaginative activities enable the children to express and explore their own creative ideas. Adults are conscientious in carrying out regular assessments of the children's progress and records are maintained well. However, the outcomes of these are not always used well enough to promote the learning of some of the high attaining children.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Relationships are good, children have positive attitudes and enjoy coming to school
- Some children have difficulty in sustaining their concentration for reasonable periods

#### **Commentary**

29. Most of the children are interested in their work and respond very well to the rules and routines of the classroom. They are polite and considerate of one another and are keen to talk to visitors about their activities. They readily help one another if they see someone upset or stuck. The children's self-esteem is promoted well because adults are clear in their explanations and use praise and encouragement to develop confidence. Children take turns and enjoy listening to the contributions of others. They enjoy making choices and most settle well to tasks and sustain their concentration for reasonable periods. They are keen to try new activities and are to speak within the class

group. A few children move too quickly from one activity to another. On these occasions their involvement is not monitored closely enough, they get very little from the activity and their learning is inhibited.

30. The adults' approach to behaviour management is positive. Children are eager to please and find it easy to conform to the good role models offered by the staff. Almost all of the children are in line to achieve the early learning goals in personal and social development by the time they leave the reception class.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Imaginative role play is used well to enhance children's speaking and listening
- Reading skills are developed well
- Some of the writing activities are not matched closely enough to the children's needs

### **Commentary**

31. Role-play activities are used well and provide appropriate opportunities for children to explore ideas and to express their experiences of the world around them. For example, in the role play 'Garden Centre' the children planned what a gardener would need to buy to make a new garden. The children compiled a collection of artefacts and made a subsequent 'phone call to say what would be delivered! Children also have opportunities to retell stories using puppets and artefacts. These activities support the development of their speaking and listening skills.
32. The children have access to good quality books and achieve well in reading using a range of strategies to help them decipher new words. In whole class teaching and in group activities phonics are taught appropriately. A wide range of games is used to reinforce children's understanding of initial and final sounds within words. The children recognise most initial sounds and many can write their own names. The classroom provides a language rich environment and there are many examples of word banks and key word lists to which the children can refer. Reading skills are developed well through informal opportunities but also in group activities when adults work with children in a more focused way. Appropriate links are made between the teaching of phonics and the words the children encounter in their reading books.
33. Children use their phonic knowledge to write simple regular words and some make plausible attempts at more complex words and sentences. The children practise their handwriting regularly and some of them form their letters correctly. Most of the children are in line to achieve the early learning goals in communication, language and literacy by the time they enter Year 1. Some children have the potential to exceed the goals in reading.
34. Although there are informal and formal opportunities for the children to write there are too few opportunities for them to think or talk about what they are going to write ahead of their writing task. In these situations there is minimal adult support and the children rush through the activity and consequently some of them underachieve. Frequently, the

children are recording their writing on whiteboards and then erasing it before the teacher has been able to respond to it.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Practical activities are used well to support the children's mathematical development
- The teaching of space and shape is good
- Some children's understanding of number is in advance of the tasks given

### **Commentary**

35. Children are in line to attain the expected levels when they enter Year 1. Some have the capacity to exceed the goals in mathematical development. A wide range of games and practical tasks are used well to reinforce the children's understanding of numbers to 20. Adults use searching questions to check on the children's understanding. Children enjoy looking for errors or changes in a sequence of numbers and many of them demonstrate what '2 less than' and '2 more than' means. Most of the children can write numerals to 10 and can count numbers to 20 and beyond.
36. During the inspection good use was made of a programmable toy, which the children were able to direct to numbers on the floor. This activity demonstrated that the children not only recognised numbers above 20 but that they understood the language of forwards and backwards and left and right. Good use is made of number rhymes and songs and the children understand that numbers are used in a range of everyday situations. Children use dice games well to add two single digit numbers together.
37. Effective teaching enables the children to explore the features of three dimensional shapes because teachers use appropriate technical vocabulary and construct games which encourage the children to identify 'faces' and 'edges' and 'flat' and 'curved' surfaces. This work enabled the children to remember the names of three dimensional shapes such as cuboid, cube, cylinder and sphere. Occasionally some of the number activities that required the children to use numbers to 10 were too easy for some of them. In this situation the children ably demonstrated that they could handle much larger numbers and more complex operations. A few children underachieve because assessments are not used well enough to match the level of the work to their needs.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Good use is made of ICT
- Role- play has been developed well to support the class topic of growing seeds and gardening
- Imaginative contexts for learning foster the children's curiosity

### **Commentary**

38. Most of the children will achieve the national goals set for them in this area of learning by the beginning of Year 1. The teacher and teaching assistant have a sound understanding of the range of experiences the children need to develop and support them well in their practical activities. The children's achievement is satisfactory. Following the story of Jack and the Beanstalk and some associated work on the growth of plants they have used some simple tools on a computer programme to help them identify the main features of flowering plants. They have grown their own bean seeds and ably describe the changes that have taken place since their seeds were planted. The children know that the root anchors the plant to the soil and takes up water and that the flower produces seeds. They have had opportunities to build with a range of constructional toys and have made vehicles which 'Jack' might need to take him on an adventure. The 'Garden Centre' role-play area has enabled the children to ask questions about what is needed to make a garden grow. They have also talked about what their own gardens are like. Adults interact well with the children and successfully refocus their attention by asking open-ended questions.
39. Following on from their work on growing bean seeds the children were very interested to cook, taste and talk about the differences between green beans and baked beans. Appropriate adult guidance enabled them to observe and comment on similarities and differences; they also observed the change which occurred when the beans were cooked. There are regular opportunities for the children to learn about the passage of time through celebrating birthdays and through discussing the changing seasons.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- The children's confidence, independence and dexterity are developed well
- Fine motor control skills are taught well

### **Commentary**

40. The external play area for the Foundation Stage children has been improved since the last inspection and the children have a secure area where they can ride wheeled toys. This area does not provide sufficient resources or space to enable the children to experience the full range of climbing and balancing activities on a regular basis but the school has plans to further develop the area.
41. The school hall and playground are used well and teaching enables children to move spontaneously in addition to developing specific skills such as hopping, balancing, stopping and starting. The children use a range of construction kits and malleable materials and tools well to develop their control over smaller movements. Adults take care to ensure that they know how to use tools carefully and safely. The children co-operate well with each other and show a good awareness of space, themselves and others. The playground provides them with opportunities to run, skip and throw and catch. They respond well to instructions and are keen to do their best. Teaching is lively and good humoured and the children respond very well to encouragement to improve their movements. Overall, children's achievement is good.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Pupils experience a wide range of creative activities including art and design and music
- There are good opportunities for imaginative role play

### **Commentary**

42. The children achieve well in the creative area of learning. Most will meet the nationally expected goals and some of the children will exceed them. The children have numerous opportunities to develop their creative skills in art and design activities, model making, construction toy activities and in music making. The classroom displays a variety of paintings and drawings. When painting pictures of Jack and the Beanstalk the children organise themselves well, make choices and mix colours for themselves and wash their brushes. A well-resourced role-play area includes stimulating resources, which help the children develop imaginative play. In this situation they maintain their involvement for sustained periods of time. Children enjoy singing songs and rhymes and become absorbed in listening to stories and rhymes on the listening centre. They use musical instruments well to accompany a poem about growing flowers. Lively teaching enabled the children to reflect on the kind of sound made by their instruments. They were encouraged to use appropriate language such as "high" and "low" and "fast" and "slow" as they shared their ideas.

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

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Standards in reading, speaking and listening are above average throughout the school
- Standards in writing are above average in Years 4 to 6 but average in Years 1 to 3
- During the inspection the teaching of English was good in Years 1 to 6
- Marking is especially good in Years 4 to 6 but it is not consistent throughout the school

### **Commentary**

43. English lessons are planned well and take into account the differing needs and ages of the pupils. The objectives of the lessons are shared with pupils and discussed at the end of the lesson so that the teachers can assess pupils' progress.

44. Pupils are provided with numerous opportunities to express their ideas and discuss their opinions, for example, with a partner. Teachers are adept at questioning pupils and

encouraging them to provide more lengthy responses. Pupils' spoken contributions in a Year 6 lesson were particularly mature and articulate. The pupils were considering why the author Michael Morpurgo had chosen to end the story of *The Giant's Necklace* in the way he did. The ensuing discussion about inference and deduction indicated just how involved the pupils had been and how sensitive and appropriate the teacher's intervention and encouragement were. In Year 3, pupils worked well in pairs as they discussed and recorded the personal qualities and external features of *Little Red Riding Hood*. 'Hot Seating' interviews provide good opportunities for pupils to address questions to characters in the story. These activities promote good opportunities for speaking and listening and also boost the pupils' self-esteem.

45. Pupils' reading is above average throughout the school and pupils of all abilities achieve well. Reading is taught through strategies such as individualised reading and group and shared reading activities and the majority of pupils make good progress. Teaching assistants support the teaching of reading very effectively and manage additional literacy group work competently. Pupils have access to a wide range of appropriate, good quality books. Home school diaries are used well to maintain a shared understanding of pupils' reading progress. In Year 6, reading journals are used well and enable pupils to comment critically on the books they have been reading.
46. Pupils in Years 4 to 6 develop appropriate skills in the use of grammar, punctuation and spelling and apply these skills well in their written work. Pupils of all abilities achieve well. Their work includes a range of poems, recounts, newspaper reports and imaginative stories. Pupils are provided with opportunities to express their thoughts and feelings in their writing. Teachers use open-ended questions well to challenge pupils' thinking but also to assess their understanding. Pupils with SEN are supported effectively by experienced TAs.
47. In Years 4 to 6 teachers mark and evaluate the work carefully and give clear indications about what pupils need to do to improve. In other year groups marking is less thorough. In some year groups pupils are aware that they have personal targets in English. However, some of the targets are far too general, which makes it difficult to evaluate progress towards achieving their goals.
48. Standards of writing in Years 1 to 3 are generally average and pupils' achievement over time is satisfactory. In the good lessons pupils usually achieve well, for example, Year 1 pupils improved their use of imaginative ideas in the form of speech bubbles when they were apportioning comments to the animals in the story of *Farmer Duck*. They were motivated and interested in the task and the teacher's clear explanations enabled them to know what was expected. Pupils are taught appropriate skills in Years 1 to 3 but generally there are too few opportunities for them to apply their skills in story writing and writing about their own experiences. On occasions when the teacher talks for too long there is insufficient time for pupils to finish their writing.
49. Recently the school has concentrated on improving the teaching and practice of handwriting, and this has led to improved standards. Pupils are taught a cursive script well throughout the school and the standard of handwriting for many pupils in Year 6 is above average. By this stage most pupils have developed a legible and fluent style.
50. Pupils have very positive attitudes to their work. They enjoy collaborative activities where they discuss and share ideas. Teachers have very good relationships with their pupils and have a good understanding of what they are teaching. Despite many staff

changes recently there is evidence that English is a subject that has been well led and managed. Provision in English has improved since the last inspection.

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

51. Pupils undertake research and make notes very well in history and geography. Paired and group discussions are a common feature of the teaching in many subjects and help to develop pupils' speaking and listening skills. Pupils' study of World War 11 shows how well they have used empathetic writing in communicating their understanding of the experiences and feelings of evacuees.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Teaching is very good overall in Years 4 to 6
- Achievement is good overall and standards are above average in Years 4 to 6
- The subject is well led

#### **Commentary**

52. Standards in Years 4 to 6 have improved since the last inspection and have been maintained in Years 1 to 3. Overall progress is now good; it was satisfactory at the time of the previous inspection. Standards in Years 1 and 2 are average but pupils have made good progress over time. For example, high attaining pupils in Year 2 show satisfactory understanding of the value of ones and tens in September 2004 and soon move on to ordering numbers to 100. They also improve their addition of numbers with two or three digits. Progress is also good in shape and measures as pupils become more confident in using standard measures and in identifying the properties of two and three-dimensional shapes. In Year 1, low attaining pupils achieve well in their understanding of number. For example, in October 2004 they worked mainly with numbers up to 10 but in 2005 they accurately complete a number line to 100 and also successfully add "10 more than" to a given number. Standards in Year 3 are also average and progress is satisfactory.

53. Pupils in Years 4 to 6 achieve well over time in all aspects of mathematics. High attaining pupils in Year 4 began the autumn term 2004 by multiplying and dividing accurately by 10s and 100s. They quickly moved on to working with larger and more complex numbers including solving problems involving subtraction. In the lesson seen in Year 4 pupils of all abilities were confident in trying out their own methods to solve problems. The work of high attaining pupils in Year 5 and Year 6 shows especially good progress in knowledge and understanding of fractions, decimals and percentages. Progress is also good in pupils' self-correction of their work by, for example, the use of inverse operations. In a very good lesson in Year 5 all pupils attained at least average standards as they investigated the nets of cubes. The most able pupils reached above average standards. This high level of challenge and achievement was also evident in a very good lesson in Year 6 as pupils used ICT to obtain the information they needed to solve a problem.

54. Teaching is good overall but in the lessons seen were very good in Years 5 and 6. The lesson observed in Year 4 was good but pupils' work over time indicates some very good teaching. In Years 5 and 6 the lessons began with very brisk oral/mental work that captured pupils' interest quickly. The teacher's questioning was very well focused and made pupils think. Pupils were well encouraged to explain their thinking, for example, when solving number problems. The quality of pupils' learning was very good because it was varied and interesting and included very effective use of resources. Pupils with SEN are supported well by teachers and TAs, and often the support is very effective. Pupils with potential for challenging behaviour are well involved in the lessons and achieve as well as their peers.
55. The co-ordinator has led the subject for less than two terms. She has made good use of LEA support, for instance, in analysing pupils' performance in tests and identifying key priorities. Good action has been taken. For example, the teaching of number problems is more regular and greater focus is given to the mental recall of number bonds. Targets for individuals and groups have been introduced in the top of the school and will subsequently be used throughout. A new system to track pupils' performance is being developed.

### **Mathematics across the curriculum**

56. Mathematics is developed well across the curriculum and is increasingly involving ICT. For example, pupils in Year 5 made use of an ICT program to help them predict and test a variety of three-dimensional shapes. In Year 6 pupils used the Internet to gain information on house prices as they solved a "real life" problem. Pupils' work indicates good opportunities to apply their mathematical skills, for instance, when drawing charts and graphs of findings from scientific enquiry.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Teaching is good overall
- Achievement, although variable, is good overall in scientific knowledge
- Low attaining pupils in Years 4 to 6 achieve well in scientific enquiry

### **Commentary**

57. Standards are average overall and have been maintained since the last inspection. Most pupils achieve better in scientific knowledge than in scientific enquiry. High attaining pupils in Years 5 and 6 show good understanding of physical processes and materials and their properties. Work on healthy living has been thorough. In Year 4, high attaining pupils draw good articulate scientific conclusions from their work in materials, for example, when exploring whether all solids melt at the same temperature. They show above average knowledge of plants, animals and humans. In a good lesson, pupils in Year 2 and 3 made discernable progress in their knowledge of light and shadows. Years 5 and 6 achieved well in their work on healthy living as they identified factors that could affect the pulse rate and made predictions about the changes as a result of exercise. In a very effective lesson, Years 4 and 5 pupils made very good progress in learning about the harmful effects of tobacco.



58. Almost all pupils have opportunities to undertake scientific investigations regularly. Skills in predicting and fair testing develop satisfactorily as pupils become older. In Years 4 to 6 pupils are aware of the need for evidence and often present their findings well. Younger pupils, for example, in Year 1 regularly record their work in words and pictures. In a good lesson, pupils in Years 2 and 3 responded well to opportunities to predict how shadows can change and put forward their own ideas well. In some of the work in Years 2 and 3 pupils have copied text rather than recording their own observations. Many of the low attaining pupils in Years 4 to 6 reach average standards in scientific enquiry and therefore achieve better than other pupils. High attaining pupils throughout the school, and especially the oldest pupils, are capable of undertaking more challenge in investigative work, for example, they have too few chances to undertake their own investigations.
59. In the three lessons seen, teaching was good overall but very good in the Year 4/ 5 class. Pupils' work over time indicates that teaching is largely good but with room to improve in scientific enquiry. The most effective lesson was very well structured and interesting. The teaching enabled pupils to collaborate very well as they undertook a range of tasks to learn about the harmful effects of smoking. The teacher's exposition was very clear and she made very good use of resources. The lesson also contributed strongly to pupils' personal social and health education. In the other lessons an especially good feature was the use of questions about pupils' previous work to ascertain how much they could recall. In the Year 2/ 3 lesson the teacher used scientific vocabulary very well and this rubbed off on the pupils.
60. The co-ordinator is very keen to develop science even further and is well supported by the headteacher. Test results have been analysed and the school recognises that scientific enquiry needs more attention. Science will be the focus in forthcoming training days. The co-ordinator has made good use of LEA help and also has good links with the governor responsible for science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are average throughout the school
- Appropriate use is made of ICT across the curriculum
- Good use is made of the ICT suite

### **Commentary**

61. Average standards in ICT have been maintained throughout the school since the last inspection. However, resources have improved considerably and pupils have access to a well-resourced and well-managed ICT suite. There is currently one interactive whiteboard in the school but there are imminent plans to increase them. Good teaching and the effective use of resources enable pupils to achieve well, particularly in Years 5 and 6.
62. Pupils handle computers with confidence and demonstrate a wide range of basic skills when producing, organising and amending information. In Year 6, pupils devised and

tested a multi-media presentation based on a science theme of materials and their properties. Well-organised collaborative group work enabled the pupils to share and discuss their ideas in the classroom before using the multi-media presentations in the ICT suite. The interactive whiteboard is used well to demonstrate skills and tasks and provides numerous opportunities for pupils to actively engage with the teaching.

63. Classroom computers are in regular use and are used well to support learning across the curriculum. In a Year 5 mathematics lesson high attaining pupils were using an ICT programme to help them analyse and test the range of nets used in the construction of three-dimensional shapes. Year 6 pupils demonstrate that they can email friends and have produced spread sheets in mathematics and newspaper reports using desktop publishing. Computers are used well to promote a wide range of art and design activities. The youngest pupils demonstrate increasing mouse control as they draw shapes, fill with colour and match symbols when playing word and number-matching games. Older pupils have been studying the work of George Seurat and have explored the technique of pointillism. Pupils have used computer art tools to replicate some of their own previously completed artwork in the style of Seurat.
64. Pupils have numerous opportunities to use the Internet to research subjects across the curriculum. The pupils in their recent history project on World War II researched some particularly relevant information. Pupils in Years 2 and 3 are developing an understanding of the organisation and purpose of a database. These pupils have researched information on trees, and have organised some basic facts onto a database. The teaching seen during the inspection was well planned and resourced and was technically proficient. Throughout ICT lessons teachers maintain the pupils' interest very well.
65. The co-ordinator, who has been appointed very recently, is aware that the pupils need to develop further their experiences of using ICT to control devices and detect physical changes.

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

66. ICT is used well across the curriculum. The Internet is used appropriately for research in history and geography and pupils are taught to be discerning when downloading information. Knowledge and understanding of shape and data handling have improved because appropriate programmes have been used.

### **HUMANITIES**

67. No geography or history lessons were seen during the inspection, so it is not possible to evaluate the quality of provision. However, inspectors scrutinised samples of pupils' work and held discussions with pupils. Standards are above average in Years 4 to 6. This is an improvement on the findings of the last inspection when standards were average.
68. In **history** some good cross-curricular links have been established in an upper junior study on Ancient Greece. This work involved pupils in researching the differences between life styles in ancient Athens and Sparta. Pupils undertook some high quality, persuasive letter writing and they were also introduced to the geography of Greece. Years 4 and 5 pupils have used eye witness accounts, video material and internet research very well to explore some of the major events of World War II. This study has

also involved the pupils in the researching the effect of the war within their own locality. The pupils demonstrated considerable knowledge and interest in this work

69. In **geography** Year 6 pupils have considered environmental issues and the importance of recycling. They have researched the effect that a local road construction project will have on the environment. In an Indian study on Chembakoli Year 4 pupils demonstrated good knowledge and understanding about the physical features and lifestyle of a different location.
70. There was less work available for scrutiny in Years 1 to 3 but there was some good work. For example, in Years 1 and 2 pupils ordered the major events from The Great Fire of London. They are developing an understanding of chronology, which is demonstrated well in their report writing. In Year 1 and 2 pupils have established valuable links with a school in the Falkland Islands and are able to make some comparisons between their own locality and life on an island. Pupils have also had an opportunity to discuss the significance of Remembrance Sunday through discussions with a visiting speaker.

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

71. No lessons were seen in art and design and physical education and only one lesson was seen in each of design and technology and music. It was, therefore, not possible to evaluate the quality of provision in these subjects.
72. A small sample of work was scrutinised in **art and design** and in **design and technology**. Overall standards are satisfactory but there is some good work. Throughout the school, good use has been made of famous artists' work to stimulate pupils' interest and develop their artistic skills. In Years 4 and 5 pupils studied work by Seurat and then made effective representations of pointillism using felt pen. In their sketch books these pupils showed good experimentation with pencil, charcoal and pastel and they had opportunity to discuss the work of Picasso and Cezanne with a friend. Pupils in Year 5 and 6, with the help of a local artist, studied work by Turner and showed some expressive use of colour as they tried to paint in his style. Their sketchbooks included good examples of pupils exploring their own ideas and experimenting with different media. A good feature of the sketchbooks in Years 4 to 6 is that they are marked by the teachers. Pupils in Year 5 and 6 designed and evaluated masks and kept a photographic record of the end product. Good opportunity for pupils to develop their skills in evaluating their work is evident in their design and making of moving toys and money containers. In the lesson seen pupils in Years 1 and 2 attained average standards in their making of toy vehicles.
73. In **music**, the quality of pupils' singing, not only in the good lesson observed but also in assemblies and hymn practice, was good. A peripatetic teacher took the lesson and pupils achieved well. Pupils in Year 5 and Year 6 sang well in parts and also made good use of tuned percussion instruments. The teaching was good and pupils behaved very well.

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

74. The curriculum for **personal, social and health education** provides opportunities for pupils to consider aspects of health and safety and drugs education. For example, in science pupils learn about the harmful effects of smoking. The recently reviewed sex education policy is awaiting ratification by the governors. Circle time was not observed during the inspection but is timetabled for all and provides opportunities for pupils to share ideas and express feelings and concerns.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
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
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2