

INSPECTION REPORT

**Saint Mary Roman Catholic Voluntary Aided Primary
School**

Royston

LEA area: Hertfordshire

Unique reference number: 117560

Headteacher: Mr Anthony Carroll

Lead inspector: Stafford Evans

Dates of inspection: 27th - 30th June 2005

Inspection number: 267864

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	193
School address:	Melbourn Road Royston Hertfordshire
Postcode:	SG8 7DB
Telephone number:	01763 242875
Fax number:	01763 248825
Appropriate authority:	Governing body
Name of chair of governors:	Dr Jacek Obuchowicz
Date of previous inspection:	7 th July 2003

CHARACTERISTICS OF THE SCHOOL

Saint Mary's is a Roman Catholic voluntary aided primary school. The school is smaller than most primary schools found nationally. The percentage of pupils eligible for free school meals is well below the national average. Attainment on entry is in line with that expected of children entering nursery education. Twelve per cent of pupils are from minority ethnic backgrounds. Seven per cent of pupils speak English as an additional language, and who are at an early stage of English language acquisition. This is high compared with most other schools nationally. There are 9 per cent of pupils identified as having special educational needs. This is well below the national average. Three pupils have a Statement of Special Educational Need. At just under 2 per cent of pupils in the school, it is in line with the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21217	Stafford Evans	Lead inspector	Mathematics Information and communication technology Geography History Physical education
11450	Lee Kuraishi	Lay inspector	
21020	Tess Galvin	Team inspector	Foundation Stage ¹ English as an additional language Science Citizenship Music
10228	Susan Russam	Team inspector	English Art and design Design and technology Special educational needs

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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, subjects and courses	
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

Saint Mary's provides a very good standard of education and gives very good value for money. Inspection evidence indicates that pupils' standards are very high in English and science², and well above average in mathematics. The teaching and learning are very good, as are the leadership and management of the school. The school's provision for pupils' personal development is very good. This means that pupils leave the school with very good personal qualities.

The school's main strengths and weaknesses are:

- Pupils achieve very well by the time they leave the school.
- The headteacher, ably supported by the senior management team, provides very good leadership of the school.
- Children make a good start in school.
- Pupils' personal development, behaviour, attitudes to learning, and attendance rate are very good.
- By the end of Year 2, not all of the more able pupils achieve as well as they should.
- There is an important security issue to deal with.
- The school provides a very good range of learning opportunities for pupils.
- Some staff need training in managing pupils' behaviour.

The school has made very good improvement since the previous inspection when it was identified as having serious weaknesses. Standards are higher and pupils' personal development is better. The curriculum provision has improved. The key issues from the previous inspection have been dealt with successfully. By the end of Year 6, more able pupils now achieve very well in English. Procedures for ensuring the pupils' care and welfare have improved. Links with parents are better. The unsatisfactory aspects of the leadership and management of the school have improved significantly, including that of the role of the governors.

STANDARDS ACHIEVED

Year 6 results

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

Key: A - very high; 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.

Standards achieved are very good by the time pupils leave the school at the end of Year 6. By the end of the Foundation Stage, achievement is good. Children attain standards that are above national expectations for children this age. By the end of Year 2, inspection evidence indicates that pupils attain well above average standards in reading and writing, and above average standards in mathematics and science. Pupils achieve well,

² This means that standards achieved places the school in the top 5 per cent of schools nationally.

except for some more able pupils in mathematics and science achieving satisfactorily. By the end of Year 6, pupils attain very high standards in English and science, and well above average standards in mathematics. They achieve very well. Throughout the school, standards in information and communication technology (ICT) are above national expectations. By the end of Year 6, standards are well above national expectations in music, and above national expectations in art and design, design and technology and history.

Pupils' personal development is very good. Provision for their spiritual, moral, social and cultural development is very good. Their attitudes to learning, behaviour and attendance rate are very good.

QUALITY OF EDUCATION

The quality of education is very good. The quality of teaching and learning are very good, with some excellent teaching. Procedures for assessing work are good and teachers make good use of the information to plan pupils' work. Teachers generally mark pupils' work well. Thus, pupils have a good knowledge of their own learning and how they can improve. Teachers have high expectations of what they want pupils to learn so pupils strive to produce work of high quality. In most lessons, the learning of pupils identified as having special educational needs, and more able pupils, including those identified as gifted and talented, is good. In some mathematics and science lessons in Years 1 and 2, more able pupils are not given work that is hard enough to ensure that they learn as much as they should. Satisfactory use of support staff ensures that most pupils who need help in lessons receive it and, therefore make good use of the time available for learning. The teaching of basic skills of literacy and numeracy is very good. Teachers plan the development of pupils' literacy in other subjects excellently. There is very good development of numeracy skills across the curriculum Teachers use computers efficiently to help pupils learn.

The learning opportunities provided for pupils are very good and positively affect pupils' achievement. The school enhances pupils' learning through a good range of extra-curricular activities and first-hand learning experiences. This makes the school a good place to come to and learn. The care, guidance and support pupils receive are satisfactory, but there is an important security issue that needs to be dealt with as a matter of urgency. The governing body reports that it is dealing with the issue.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides very good leadership. He puts high academic and personal development standards at the forefront of school life. The senior management team ably supports the headteacher, and there is a very good team spirit among staff. Subject co-ordinators make a good contribution to the leadership and management of the school. The management of the school is very good. The school has very effective procedures for the evaluation of its work, and the school development plan reflects the school's priorities and what they are doing to improve provision and raise standards. The governance of the school is satisfactory, and improving at a very good rate. Governors are well organised and led, and thorough in their approach. They have a good grasp of the strengths and weaknesses of the school, and are beginning to play an important part in helping to shape the work of the school. The school complies with all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The great majority of parents are satisfied with the work of the school. Some parents expressed concerns about bullying in the school but inspectors found no evidence of this during the inspection, and procedures for dealing with incidents of bullying have been followed correctly. However, a very small minority of pupils sometimes present challenging

behaviour. Inspectors judge that some staff, including support staff, need training in order to deal more effectively with those pupils who misbehave.

Pupils think very highly of the school. They say they like school very much and that most lessons are interesting and fun. They are secure in the knowledge that they can approach an adult in school if they need help.

IMPROVEMENTS NEEDED

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

- Ensure that all more able pupils in Years 1 and 2 achieve as well as they can in mathematics and science.
- Attend to the security issue identified to the school.
- Provide training for staff so that they manage all pupils' behaviour more effectively.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve **very well** by the time they leave the school. Achievement is **good** in the Foundation Stage and Years 1 and 2. It is **very good** in Years 3 to 6.

Main strengths and weaknesses

- Standards achieved in English and science places the school in the top 5 per cent of schools nationally.
- In Years 3 to 6, standards in writing have risen very significantly over the last year.
- By the end of the Foundation Stage, children attain standards above those expected for children this age.
- Some more able pupils underachieve in mathematics and science by the end of Year 2.
- Pupils achieve very well in ICT.

Commentary

Foundation Stage

1. Children enter the reception class with early learning skills that are in line with those expected nationally for children this age. Children achieve well by the time they enter Year 1, and most children achieve above nationally expected standards in all areas of learning, except for physical development. This is in line with national expectations. Children with special educational needs and the few children who learn English as an additional language achieve at the same rate as their classmates. The good standards reported at the time of the previous inspection have been maintained.

Years 1 and 2

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

Standards in:	School results	National results
Reading	17.3 (17.1)	15.8 (15.7)
Writing	16.3 (16.5)	14.6 (14.6)

Mathematics	18.0 (17.9)	16.2 (16.3)
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There were 30 pupils in the year group. Figures in brackets are for the previous year

- By the end of Year 2, pupils achieve very well in reading and writing, and well in all other subjects. Inspection evidence indicates that standards are well above average in reading and writing. Standards are above average in mathematics and science. Standards are similar to those of the 2004 national tests in reading and writing. They are lower in mathematics and science because some more able pupils underachieve. Standards in ICT, art and design, design and technology and history are above national expectations. Standards are in line with national expectations in geography. Insufficient work was seen in music and physical education to make a judgement.

Years 3 to 6

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

Standards in:	School results	National results
English	28.3(28.3)	26.9 (26.8)
Mathematics	29.9 (29.0)	27.0 (26.8)
Science	31.2 (29.9)	28.6 (28.6)

There were 23 pupils in the year group. Figures in brackets are for the previous year

- Inspection evidence indicates that by the end of Year 6 standards are very high in English and science, and well above average in mathematics. Pupils achieve very well in relation to their capabilities, and make very good progress in their lessons. The trend over time is in line with the national trend, but is on course to be above this year. In comparison with similar schools, pupils achieve very well.
- In ICT, pupils achieve very well, and attain standards above national expectations. Standards in all other subjects are above national expectations, except for geography. Standards achieved in geography are in line with national expectations.
- Standards achieved by boys and girls vary from year to year. However, this is not usually significant as there is no discernible trend and is often accounted for by the gender imbalance within many year groups. When it is significant, as in science in Years 5 and 6, the school has successfully addressed the issue. Inspection evidence shows that the few pupils who learn English as an additional language achieve well from nursery to Year 2, and very well by the time they leave the school in Year 6. Many of the pupils have joined the school this year and they quickly gain in confidence and competence in speaking English. Most pupils with special educational needs, including those with a Statement, make similar progress to their classmates, and attain good standards in relation to their prior achievement. However, for a very small minority of pupils who at times challenge the authority of their teachers, progress is satisfactory because too much time is needed to refocus their attention on what they should be learning.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes to learning and behave **very well**. Pupils' spiritual, moral, social and cultural development is **very good**. Pupils' attendance rate and punctuality are **very good**.

Main strengths and weaknesses

- Pupils' behaviour in lessons and around the school is very good.
- Relationships are very good throughout the school.
- There has been good improvement since the previous inspection.
- A very small minority of pupils present challenging behaviour.

Commentary

6. Pupils' relationships with each other and the staff are very good. Pupils are very keen to learn and demonstrate great interest in all of their lessons. Adults expect pupils to behave well in school and pupils readily respond to their expectations. Pupils know how they should behave and treat others. Pupils in Years 5 and 6 show very high levels of concentration and a joy of learning. They are very attentive listeners and their behaviour is often exemplary.
7. Incidents of bullying, racism or other harassment are rare. Pupils are keen to come to school and are very happy. They feel very safe in school. The school has a very clear behaviour and anti-bullying policies, which ensures that all pupils are aware of what is expected of them and what their responsibilities are for living within the school community. Pupils demonstrate very high levels of self-confidence, they are keen to explain what they are learning and are always very polite. A very small minority of pupils sometimes challenge adults' authority. Although most teachers are skilled at dealing with these pupils, some staff lack the necessary expertise to handle the situation successfully. There have been no exclusions in recent years.
8. The school makes very good provision for pupils' spiritual, moral, social and cultural development. Pupils have a clear sense of belonging to the school community. They understand right from wrong and have great respect for others. All staff are very good role models for pupils in how to respect others and show care and consideration. Pupils' personal development is promoted very well in lessons and assemblies. This was demonstrated in a discussion with a group of Year 6 pupils following their literacy lesson. They had been given the task of working in groups representing the stakeholders in the G8 summit. Not only could they talk knowledgeably about the purpose of the meeting, but also they could readily sympathise with the different perspectives represented by each group.
9. The school promotes pupils' spiritual awareness very well through prayer, reflection and opportunities for collective worship. One outstanding example of this was observed during the inspection when pupils in Years 3 to 6 reflected upon the life and work of Jesus. The sense of spirituality created was almost tangible. Pupils were asked to close their eyes, take a deep breath and relax. They were then asked to picture themselves as characters in the story, participating with Jesus as one of his followers. The teacher's emotive and expressive reading of the story brought the whole experience to life. After a short prayer pupils were told 'it's time to leave Jesus now, open your eyes and come back into the room.' All pupils behaved impeccably.

10. Pupils' knowledge of and respect for other cultures is good. They are developed through many subjects, such as history and English. The minority of pupils in the school who are from other cultures eagerly share and discuss their traditions with classmates and this makes a significant contribution to their understanding of the multicultural society in which we live. Pupils have a very good knowledge and understanding of their own faith and Christianity generally. Good account is taken to ensure that pupils learn about the festivals and celebrations of other major world faiths. This represents a significant improvement since the previous inspection when multicultural education was found to be a weakness. Improvements have also been made to the overall quality of provision resulting in better standards of behaviour, which at times are now excellent.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.3	School data:	0.0
National data:	5.1	National data:	0.4

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

11. Attendance is very good and has remained well above the national average since the previous inspection. Pupils arrive on time, and all lessons start promptly. There were no unauthorised absences during last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good**. Teaching and learning are **very good**, with some **excellent** lessons. Curriculum provision is **very good**. The school provides a **satisfactory** level of care for its pupils. Links with parents, the community and other schools are **satisfactory**.

Teaching and learning

Teaching and learning are **good** in the Foundation Stage and in Years 1 and 2. It is **very good** in Years 3 to 6. The assessment of pupils' work is **good**.

Main strengths and weaknesses

- Throughout the school, teachers encourage pupils to want to learn. In response, pupils are keen learners.
- Teachers develop pupils' literacy skills excellently in all subjects.
- Teachers give pupils an equal chance to learn, except a few higher attaining pupils are not given hard enough work in mathematics and science in Years 1 and 2.
- Teachers use a good range of teaching methods, and this leads to a good level of interest from pupils.

Commentary

12. Teachers' planning is good, and shows clearly what they want different groups of pupils to learn in each lesson. This ensures pupils know what is expected of them in lessons, and their learning is very focused. Teachers use a range of good teaching

methods. They persist in trying out a range of approaches when pupils find something difficult to grasp. They use questioning skills to help pupils learn and encourage pupils, particularly those who are reticent, to respond in ways that boost their self-esteem. These teaching approaches motivate the pupils to want to learn.

13. Teachers have secure subject knowledge so they answer pupils' questions accurately and teach with confidence. This in turn extends pupils' knowledge and understanding of the work they complete. Teachers manage pupils' behaviour effectively. As a result, pupils waste little time in their lessons and have more time to work hard. A strength of the teaching is the very good relationships between staff and pupils. This ensures that all pupils, whatever their backgrounds, are fully involved in lessons and feel valued. This greatly enhances the quality of pupils' learning. Teachers deploy support staff satisfactorily to help pupils learn. Support staff contribute positively to pupils' progress. Homework provision is satisfactory. Homework is very well supported by parents and complements the work done in class.
14. Teachers use time and resources efficiently. Teachers make very good use of ICT to help pupils learn in other subjects. There is very good planned access to the computer suite for pupils to complete work that enhances their literacy and numeracy skills. Teachers work conscientiously to provide interesting starting points to lessons, for example, visits, visitors and interesting artefacts to motivate and engage pupils in their learning. Pupils respond by being attentive and keen learners. Teachers are excellent in the way in which they promote pupils' literacy skills in subjects other than English. They record their work frequently in their own words with due regard for the importance of basic literacy skills. Pupils are provided with a very good range of activities to practise and develop their numeracy skills successfully in other subjects.
15. Teachers usually use the results of the assessment of pupils effectively to match work to pupils' varying needs. The exception to this is in some science and mathematics lessons in Years 1 and 2, when work for the more able pupils is not hard enough so their rate of progress slows. There are examples of very good quality marking by teachers, but this is not consistent across the school. In the best marking, teachers emphasise what pupils need to do to improve their work. Teachers use information from their marking to help set targets for the next piece of work. These pupils make good progress and are well motivated to learn. In some marking, pupils are given very little idea of how well they are doing or how they can improve their work. This is most apparent in some work in mathematics.
16. The teaching for the few pupils who learn English as an additional language is good. The pupils benefit particularly from the very practical approach to learning in all subjects, the successful development of the speaking and listening skills of all pupils and the specific vocabulary for individual subjects. Classroom teachers use the same good procedures that the school has for all pupils to check and review the progress in English of these bilingual pupils. The Ethnic Minority Achievement support teacher also checks the pupils' competency in English, and gives good additional support to the pupils who need it.
17. Throughout the school pupils with special educational needs are taught well. Teachers take account of individual education plan targets when planning suitable work, and the progress pupils make in achieving their goals is regularly reviewed. Specialist support staff who work with pupils who have Statements make a valuable contribution to the quality of teaching and learning. However, other adults who help lower achieving

pupils are not always briefed well enough about how best they can provide good support. At times this results in unnecessary distractions during lessons.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	10(28%)	20(56%)	5(13%)	0(0%)	0(0%)	0(0%)

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

The curriculum

The school provides a **very good** curriculum. A **good** range of additional activities enriches pupils' learning. Resources are **good**. The accommodation is **good** in Years 1 to 6 and **satisfactory** in the Foundation Stage.

Main strengths and weaknesses

- There is a very good, practically based curriculum in all subjects.
- More able pupils in Years 1 to 2 are not always provided with work at the higher level in mathematics and science.
- Provision for pupils' personal, social, health and citizenship education is good.
- A very wide range of visits out and visitors to the school enriches pupils' learning.

Commentary

18. There has been good improvement in the curriculum for pupils in Years 1 to 6 since the previous inspection. National requirements are met in all subjects. A very strong feature of the curriculum is the practical approach to learning in all subjects. This enables pupils of all ages to work together frequently in groups. They find the work interesting and relevant and it helps promote their personal development and social skills very well. The good Foundation Stage curriculum is also based upon first hand experiences in all the areas of learning for children of this age.
19. There is very good use of literacy and ICT across the whole curriculum. Numeracy skills are used well in Years 3 to 6. There is a good innovative approach to the curriculum. For example, in Years 3 to 6 pupils are taught in mixed year group sets according to ability. Teachers use imaginative strategies to enliven the curriculum in English. There are good links between subjects so that pupils gain a deeper understanding of the various aspects of their learning. Pupils are well prepared for the next stage in their education.
20. The curriculum is well designed to ensure that all pupils receive similar experiences that meet their needs. Gender, cultural and religious differences are taken into account in the development of the curriculum and the thoughtful choice of resources. In Years 1 to 2 the work that is planned for pupils who have the potential to achieve highly is not always hard enough for them in mathematics and science. The provision for children with special educational needs is good. Pupils with special educational need benefit from all the same learning experiences as their classmates. The school is diligent in ensuring pupils have equality of opportunity and do not encounter any barriers to learning, such as missing parts of other subjects because they need additional help with their literacy skills. Care has been taken to ensure pupils with

visual and hearing impairments or physical disabilities have the resources necessary to fully access the National Curriculum.

21. As part of the very caring ethos, the school's provision for personal, social, health education and citizenship is good. It is mainly taught through the religious education curriculum. Healthy life styles including diet, and awareness of drug and alcohol abuse, are successfully provided in the science curriculum. The governing body has decided not to provide sex and relationships education.
22. A very good range of visits and visitors extend the curriculum very well, and these also provide important links with the community. The visits include museums, places of historical interest, a nature reserve and residential trips for pupils in Years 5 and 6. The visitors include specialists in science and recycling, theatre and dance groups. The provision for clubs outside of school is satisfactory. There is good provision for sporting activities, such as athletics, basketball, netball and football. There is a French club and the school provides extra tuition in brass, recorder and strings.
23. There are sufficient teachers who contribute successfully to pupils' learning. The good number of support staff contribute effectively to children's good achievement in the Foundation Stage and make a satisfactory contribution in Years 3 to 6. Staff employed to work specifically with pupils who have a Statement are very well deployed and provide a valuable resource in enabling these pupils to be fully integrated in the life of the school. Good equipment and resources help to ensure that lessons proceed at a good pace and that pupils enjoy learning.
24. In Years 1 to 6, most classrooms are of a good size, including the computer suite, and are enhanced by attractive displays. The, outdoor areas are also spacious, attractively presented and equipped to form an interesting and stimulating learning environment. There is good indoor and outdoor accommodation in the nursery, which is enhanced by very well organised resources and vibrant displays. The reception classroom and outdoor play area are small but are well used to promote children's development in most of the areas of learning. However, the area is too small for large equipment so this limits children' access to the physical development curriculum. Staff partially compensate for this by lessons in the school hall so children achieve well over time. The nursery classroom, play area and equipment, are close by and available in the afternoons but are not used to provide for children's physical development.

Care, guidance and support

Pupils' care, welfare, health and safety are **satisfactory**.

Main strengths and weaknesses

- There is a security matter which needs attention.
- Pupils have very good relationships with adults and therefore they feel self assured and confident.
- Induction arrangements are very good.

Commentary

25. The school is a friendly place where pupils of different social and cultural backgrounds are treated very well. Procedures for pupils' welfare and safety are satisfactory. This is an improvement since previous inspection, when the procedures were judged unsatisfactory. The school procedures for seeking pupils' views are satisfactory. The

school forum, with pupil representatives from all year groups, meets to discuss issues, and pupils comment that their suggestions are acted upon.

26. The school has good child protection procedures, which ensures that vulnerable pupils are cared for well. Health and safety arrangements are satisfactory. The governing body ensures that regular risk assessments are carried out, and the school addresses any concerns noted. However, inspectors agree with the school that a security matter needs urgent attention. When this is dealt with then the care, welfare, health and safety of pupils will be good. The site supervisor makes a very good contribution to ensuring that the school is a very good place to come to and learn. There are sufficient numbers of qualified adults to deal with first aid matters. A strategically located medical room is well equipped, where a qualified nurse sympathetically treats sick children.
27. Parents are very happy that their children form caring relationships with adults at an early stage, and this enables them to feel safe and happy while in the school. All adults in the school know pupils and respond to their needs very well. Progress in all subjects and the Foundation Stage is assessed regularly and pupils receive good advice on how to improve. Induction arrangements are very good. Pre-school visits are arranged for new parents and their children to meet the teachers. Parents value a carefully planned induction procedure for nursery children joining the reception class. This ensures that children are not unduly stressed by the change.

Partnership with parents, other schools and the community

The school has a **satisfactory** partnership with parents and the community.

Main strengths and weaknesses

- Most parents are very happy with the school.
- The school is approachable and parents receive good quality information about their children's work.
- Some staff do not always deal effectively with pupils who present challenging behaviour.

Commentary

28. The school values their partnership with parents, and the great majority of parents think well of the school. However, the parents' questionnaires indicate that a number of parents do have some concerns about information on their children's progress and about how the school deals with incidents of bullying. The inspection team did not find any evidence to justify these concerns. The school holds three consultation evenings each year for parents to discuss their child's progress and these meetings are well attended. Parents receive thorough written reports in the summer term that includes information about progress in all subjects. Targets include the main focus for improvement. Those parents who talked with the inspectors confirmed that they have easy access to the teachers and that the school operates an open-door policy to discuss any concern.
29. Inspectors talked to many parents who expressed confidence in the school, apart from one parent who said that because the school did not deal with her concerns about bullying she was removing her child from the school. However, the school followed its anti-bullying procedures to the letter and made sufficient efforts to provide support for

the pupils concerned. However, inspectors judge that some staff, including support staff, need training in order to deal more effectively with pupils who misbehave.

30. Links with parents are satisfactory, and improving. Parents are very keen to become involved in the life of the school. The school invites parents to help in the classroom and some parents were observed in the school during the inspection. Parents help on school trips and arrange social functions, such as the school disco, to raise money for school funds. Parents regularly help their children with homework. The school seeks parents' views informally and acts upon any suggestions. These arrangements are mostly effective.
31. The school makes satisfactory use of local community resources to support pupils learning. Pupils visit local places of interest and they travel further afield to historic places to enhance learning, such as, the British Museum in London, an Anglo- Saxon village in Weststow, Westminster Cathedral, Houses of Parliament, a local zoo and Wildlife Trust. Pupils visit the local church regularly. Pupils raise money at harvest time, for the 'poppy 'appeal and other charities.
32. The school does not have links with places of worship for the minority ethnic community and there is no evidence of any visitors from such community. There is little evidence of links with local businesses. The local community does not use the school because there is a shared resource with the local church, which provides an excellent facility for the use by the community. Satisfactory working arrangements with local schools are in place.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The leadership of the headteacher is **very good**. The management of the school is **very good**. The governing body make a **satisfactory**, but improving contribution to leading and managing the school.

Main strengths and weaknesses

- The headteacher, staff and governing body work well together as an effective team.
- The headteacher provides very clear direction for bringing about improvements.
- The deputy headteacher and senior management team undertake their responsibilities efficiently and set colleagues a good example through the high quality of their work.
- There are weaknesses in the leadership and management of special educational needs provision.
- The school's finances are managed very efficiently.

Commentary

33. The headteacher provides very good leadership, which has inspired and created a climate within the school where staff are dedicated and committed to providing high quality education. Since the time of the previous inspection he has led the school with great purpose to ensure it promotes a very high quality of pupils' learning, achievement and personal development. He knows his staff well and delegates roles and responsibilities skilfully in order to fully utilise their individual talents. There is a very good team spirit. The very good improvement made since the previous inspection reflects a shared commitment by the school community to achieve very high standards. The deputy headteacher very ably supports the headteacher and, together with other senior teachers, form a good senior management team.

34. The subject co-ordinators provide good leadership and management of their subjects. In most aspects, the leadership and management of special needs provision is satisfactory. However, the special educational needs co-ordinator gets no regular non-contact time to maintain pupils' records to an acceptably high standard. Monitoring the deployment and effectiveness of support staff lacks rigour. The school has already identified the need to provide more comprehensive staff training to raise awareness of special needs of some pupils and how best to provide for them. Currently there is a lack of knowledge and understanding about how best to meet the needs of some pupils who challenge authority. There is good leadership and management of the provision by the co-ordinator for pupils who learn English as an additional language.
35. The school has very effective procedures for the evaluation of its work. The quality of teaching and standards pupils achieve are monitored with rigour and the results of this work are carefully evaluated. The teachers use this information very effectively to plan improvements. These form the basis of the school improvement plan, which ensures that the school sets the right priorities and targets which are achievable yet challenging. Procedures for monitoring the performance of teachers have also had a positive impact upon bringing about improvement. However, the work of learning support staff is not subject to appraisal.
36. The governance of the school is satisfactory. However, under the leadership of the present chair of governors, their contribution to helping shape the vision and direction of the school is improving rapidly. The governors are well organised and demonstrate a growing awareness of their responsibilities. As a body, they are growing in confidence and keep themselves informed about what is going on. They have a clear picture about how the school performs and a good knowledge of its strengths and weaknesses. They are involved in school improvement planning and monitoring. They are supportive of the headteacher and ensure the school fulfils all its statutory responsibilities. The governors have devised good plans to improve their role in leading and managing the school.
37. The school provides very good value for money. Very efficient use is made of financial resources to provide a very good quality of education. The headteacher, in consultation with the governing body, manages the budget very well. The school secretary carries out the routine daily administration of the finances very efficiently. The school uses its improvement plan to guide budgetary decisions so funds are spent on appropriate priorities. The school incorporates the principles of best value into its financial arrangements to ensure it seeks the most effective solutions to its spending.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	610,780	Balance from previous year	15,751
Total expenditure	580,786	Balance carried forward to the next	29,994
Expenditure per pupil	2,714		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **good**.

Commentary

38. Children enter the nursery class with early learning skills that are in line with those expected nationally for children this age. Children achieve well and by the time they enter Year 1 exceed the early learning goals³ in most of the areas of learning. There is insufficient inspection evidence to make a judgement on standards and achievement in knowledge and understanding of the world. Children with special educational needs and the few children who learn English as an additional language achieve at the same rate as their classmates. Children achieve well because teaching and learning are good. Although children only attend the nursery part-time, their learning and progress increase rapidly because the teaching is never less than good and occasionally it is excellent. Teaching is mainly good in the reception class. The teachers and support assistants work successfully together, and this contributes significantly to the quality of teaching and learning.
39. Leadership and management of the Foundation Stage are good. The co-ordinator uses her good knowledge of the curriculum to lead the Foundation Stage staff well. Staff have very good relationships with parents who readily and very effectively support their children in the nursery classroom at the beginning of the day. Parents are happy with the very good arrangements for settling children into school. The good provision reported at the time of the previous inspection has been maintained.

Personal, social and emotional development

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

Main strengths and weaknesses

- Very caring and supportive relationships between adults and children underpin the effective learning.
- Children's behaviour is not always managed effectively.

Commentary

40. Teaching is good and children achieve well. They are on target to exceed the early learning goals by the end of the reception year. Relationships in the nursery are excellent. Teaching is vibrant, stimulating and very encouraging, and children's behaviour is managed very successfully through lots of praise and encouragement. This raises children's confidence so that their social skills improve rapidly. Nursery and reception staff give children many opportunities to choose activities for themselves, and this promotes independent learning well. Consequently, children persevere and their concentration is good. Most children respond positively to the school's values and their behaviour is good. They take turns, share equipment and work sensibly

³ Early learning goals are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

together as friends. They listen with interest to their classmates and show respect for their ideas. During the inspection, these good standards were not consistently seen in the reception class. In a lesson introduction, the inattention of some children was not managed effectively so their concentration and learning declined. The children's behaviour improved to good when they were more actively engaged in their learning during the group work.

Communication, language and literacy

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

Main strengths and weaknesses

- Teaching of speaking and listening is very effective.
- Expectations of what higher attaining reception children can achieve in their writing are not always high enough.

Commentary

41. Teaching is good and children achieve well. Therefore, most children reach the early learning goals and many exceed them by the end of the reception year. Staff promote children's speaking and listening skills successfully across all areas of the curriculum as well as through stories and discussions in literacy sessions. Role-play areas are well organised and very well supported by adults to extend children's vocabulary and learning. Therefore, many children develop a good vocabulary for describing their ideas and experiences. There is excellent teaching of early literacy skills and enjoyment of reading in the nursery. Reception staff teach successful strategies that help children to read with greater confidence and independence. The higher attaining children are not always challenged enough in their writing, for example, in the amount that they are expected to write. Some of them also lack confidence and sufficient independence when they write. There is no written marking of children's work to help them to understand how to improve their writing. Parents support their children very well with their reading and writing at home.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Staff place a strong emphasis on number work.
- Higher attaining reception children are not always given work that is hard enough.

Commentary

42. Teaching is good and children achieve well, so most children reach the early learning goals and many exceed them by the end of the reception year. The nursery teacher extends children's knowledge and understanding very well across the whole curriculum. Therefore, nursery children become increasingly confident and competent in mathematical processes and the use of mathematical language. Children's learning is built upon well in the reception class. They have a good subject vocabulary. The work for higher attaining children is challenging in the lesson introduction but this does not always continue throughout the lesson. Reception children are not asked to record their work. This means that they are not as well prepared as they could be for the

transfer to Year 1. Also, the teacher has little recorded evidence of the good work that takes place in lessons, the standards achieved or children's progress.

Knowledge and understanding of the world

43. Insufficient teaching was seen to make a secure judgement on provision in knowledge and understanding of the world. Nevertheless, inspection evidence indicates that there is a good curriculum in place. Staff provide a wide range of interesting experiences. They reinforce children's learning effectively through practical activities and visits, for example, to a florists and a zoo. Nursery and reception staff also enrich children's learning through work within a theme which covers all the areas of learning. This promotes children's progress successfully, for example, in scientific and geographical skills.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Nursery staff successfully use outdoor activities to extend children's learning.
- The accommodation and resources are not always used effectively.

Commentary

44. Children achieve well because of good teaching. Most children are on target to reach the early learning goals by the end of the reception year and some will exceed them. The nursery staff provide a very well organised, and vibrant learning environment indoors and outdoors. This stimulates children to participate and learn and leads to their good progress in physical development. The reception classroom and adjoining play area are small but are well used to promote children's progress in all areas of learning, except for physical development. The small play area restricts the size of equipment that staff can provide so the rate of learning slows down to satisfactory. Good quality lessons in the school hall partially compensate for this, so children achieve well over time. The nursery classroom, play area and equipment, are close by and available in the afternoons but are not used to extend children's learning.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Many opportunities are provided for children to act out a role.
- Time is not always used efficiently in the reception class.

Commentary

45. Teaching and learning are good and children achieve well so most children reach the early learning goals and many exceed them by the end of the reception year. Nursery and reception staff extend children's imagination and vocabulary well through the many well planned and organised activities that they provide for children to act out a role, such as 'The Vets Surgery' and 'Seaside Café'. The rate of learning in the reception lessons sometimes slows to satisfactory because the teacher has not devised an efficient system for recording which activities the children choose for themselves. Opportunities are also missed to involve children

more in their own learning, for example, by asking them to self-register for the activities they do. Nursery children use a variety of art techniques very effectively, such as printing, weaving and dyeing. Reception children build successfully upon these skills. Therefore, they draw, paint and make effective patterns and pictures that show good attention to detail. They sing familiar songs tunefully and play simple rhythms on percussion instruments.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils' very good attitudes to learning contribute significantly to their excellent achievement and very high standards of work by the time they leave the school.
- Elements of teaching are excellent.
- Provision for developing pupils' language and literacy skills in other lessons is excellent.
- Pupils do not present their written work well enough.

Commentary

46. Inspection evidence indicates that the standards attained by the end of Year 2 are well above average in reading and writing. These standards are similar to those attained in the 2004 national tests. In comparison with similar schools, standards are above average. Standards at the end of Year 6 are very high. This is a very significant improvement compared with the results of the 2004 national tests when standards were above average. The biggest improvement is in writing. The improvement has come about through very good teaching, aspects of which are excellent and the imaginative use that teachers make of work in other subjects for pupils to write for different purposes. The weakness of more able pupils underachieving has been eradicated. In comparison with similar schools, standards were average in the 2004 national test. They are now very high.
47. Ethnic minority pupils, including those who speak English as an additional language, achieve similarly to their classmates. The achievement of pupils with special educational needs, including those who have a Statement, is also similar to their classmates. This is because they are grouped in such a way as to ensure that they have work throughout the lesson that is at the right level for their specific needs. Pupils who have individual education plans make rapid progress towards achieving their targets. There is no significant difference in the attainment of boys and girls.
48. Throughout the school, standards of speaking and listening are very high and pupils make very good progress, so that by the time they leave the school standards are excellent. In most classes pupils listen attentively to their teachers and to each other

when they speak. Teachers place a high priority upon ensuring that pupils learn the correct subject vocabulary, not just in English, but also in other subjects. Pupils have a rich and extensive range of everyday vocabulary, which they use imaginatively to express their ideas and experiences. Teachers provide good opportunities to promote speaking and listening through drama, debate and role-play situations. In most lessons, pupils have time to discuss their ideas with a partner or in a small group. However, in one or two classes pupils find it more challenging to listen and take turns. On occasions this can result in individuals appearing to question the teacher's authority or becoming argumentative.

49. Pupils make very good progress in the development of their writing, and by the end of Year 6 standards are very high. The content of pupils' work is exceptionally good, but the presentation is often unsatisfactory. Teachers' expectations of the standard of handwriting and how pupils set out their work are too low. Teachers teach basic skills of writing very well. Since the time of the previous inspection, very good progress has been made in developing pupils' writing skills in other subjects.
50. The quality of marking is very good. This ensures that pupils and teachers know what needs to be done to improve work. All staff diligently adhere to the school's marking policy. This has had the initial benefit of enabling pupils to appraise and evaluate their own learning, which helps them set themselves realistic targets for improvement.
51. Pupils love reading, so by the end of Year 6 standards are very high. The majority of younger pupils are well supported by their parents who regularly listen to them read at home. Year 2 pupils read avidly for both pleasure and information. By the time they reach Year 6 pupils tastes have matured and their reading encompasses science fiction, fantasy, modern literature, as well as classics such as *'Pride and Prejudice'*.
52. Teaching and learning are very good. English is taught well in Years 1 and 2. It is taught very well throughout the rest of the school. In lessons observed in Years 5 and 6 some excellent aspects of teaching were seen. These included the challenging work pupils were given, and teachers' expectations that it would be completed to a very high standard. Teachers were skilled at bringing learning to life and motivating pupils so they were captivated and engrossed in their work. Well-prepared discussions helped pupils grasp difficult ideas. However, in some classes learning support assistants are not deployed as effectively as they could be and are not told how best they can help pupils with their work. The school is aware of the need to address this weakness.
53. The leadership and management are very good. Improvements in provision since the previous inspection have been very good. A significant feature is the very good contribution the subject and assessment co-ordinators working together have made to the leadership and management of the subject. The collection and analysis of information and the systems for tracking the rate of pupils' progress has been instrumental in raising standards.

Language and literacy across the curriculum

54. Teachers provide an excellent range of opportunities to develop pupils' language and literacy skills in other subjects. They produce some writing of outstanding quality in their recorded work in other subjects. There are examples in history, geography, science and ICT. Pupils are encouraged to do independent research using library resources and the Internet. Year 6 used the information they found as a basis for

evaluating advertising materials and appraising successful features of a persuasive text linked to their geography field trip. Pupils have opportunities to demonstrate their confidence when speaking in public. When they took part in reading the Bidding Prayers in Mass they spoke articulately and expressively.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well by the time they leave the school.
- The subject co-ordinator's very effective monitoring and evaluation of teaching and learning is the main cause of the high achievement.
- Pupils use their very good numeracy skills effectively in other subjects.

Commentary

55. Inspection evidence indicates that standards are currently well above average. All pupils achieve very well in relation to their capabilities. This is reflected in comparison with similar schools nationally in 2004. In each of the last four years standards of attainment in the national tests at the end of Year 6 have been at least above average. Inspection evidence indicates that standards attained by the end of Year 2 are above average. This is slightly lower than the results of the last three years. This is because not all of the more able pupils attain as highly as they should. All other pupils achieve well in relation to their capabilities. Pupils who speak English as an additional language achieve similarly to their classmates.
56. Teaching and learning are very good. Teachers plan their mathematics lessons effectively. They assess pupils' work thoroughly and use the assessment information very effectively to plan work for pupils' varying needs. This ensures that pupils do work that is at the right level to build on their previous learning. Teachers mark work to a satisfactory standard. However, they do not always give pupils sufficient information on how they can improve their work. The quality of presentation of pupils' work is satisfactory, but varies from good to unsatisfactory.
57. Teachers use a range of very good teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem solving activities. Teachers have very secure subject knowledge and so pupils who are capable of attaining highly are usually given hard enough work. The exception is that some more able pupils in Years 1 and 2 are not given work that is demanding enough. Teachers manage pupils' behaviour effectively because they have very good relationships with the pupils, and good use of agreed school procedures for dealing with pupils who show signs of misbehaviour. Pupils use the computer suite during mathematics lessons very effectively. This is a very efficient and effective use of ICT to help raise standards. Very importantly, the work is very closely matched to their needs, and they complete work that builds very effectively on their learning from earlier in the lesson.
58. The subject is very well led and managed by the subject co-ordinator. He has considerable subject expertise and is a very good teacher. There is a very clear picture of what needs to be done to maintain the high standards of achievement. He monitors teaching and learning very effectively and evaluates the outcomes

accurately. Therefore, support is directed to where it is most needed. He carefully analyses information about pupils' work to identify its strengths and weaknesses. This means that teachers concentrate their planning on those areas that need improving.

Mathematics across the curriculum

59. Pupils have sufficient mathematical skills to enable them to make good progress in other subjects. Teachers provide a good range of opportunities for pupils to practise and develop these skills in other subjects. In geography and science, pupils construct graphs to record information. In design and technology, pupils measure accurately and make good use of estimation. Teachers make very good use of ICT to help pupils learn in mathematics. For example, they use spreadsheets to calculate the answers to problems.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils' knowledge and understanding of science are taught very successfully through practical and investigative work.
- Higher attaining pupils in Years 1 and 2 are not always challenged enough in their work.

Commentary

60. Inspection findings indicate that pupils reach standards that are above average by Year 2 and very high by Year 6. Over the last four years, compared with schools nationally, and with those similar to Saint Mary's, standards are usually at least above average and sometimes they are very high. Through consistently good teaching, most pupils achieve well in Years 1 and 2. They achieve very well by the time they leave the school in Year 6. Pupils with special educational needs and the few pupils who learn English as an additional language achieve at the same rate as their classmates. This year the school organised the Year 5 and 6 pupils into single gender groups for the investigative work because over time boys were performing better than girls in the national tests in Year 6. This has been successful, because currently there is no significant difference in the achievement of boys and girls.
61. Teaching and learning are good, with many very good lessons. As a result, pupils' knowledge and skills are built upon effectively as they move through the school. Their learning accelerates in Years 5 and 6 because of the very good teaching. All teachers plan the curriculum effectively to provide good learning in all aspects of the subject. This is because they teach new knowledge and factual information through investigative and practical activities. This very good approach makes learning interesting and enjoyable so pupils are keen to learn and concentrate well. Teachers use the very good range of resources at their disposal successfully. ICT is used very effectively to support pupils' learning.
62. In a very good lesson seen in Year 6 there was very careful planning of work, which challenged pupils' scientific and mathematical thinking. The work was also modified effectively to meet the learning needs of the lower attaining pupils. Throughout the school, most teachers plan the work so that it is challenging for the more able and average attaining pupils. In Years 1 and 2 higher attaining pupils are not given enough work at the higher level so they do not always achieve as well as they should. There is a very good assessment system, which provides information about standards and progress. Marking is good. Teachers provide pupils with guidance about how to

improve their work. There is very good use of pupils' literacy skills to promote pupils' learning. Numeracy skills are used well in Years 3 to 6 and satisfactorily in Years 1 and 2.

63. Throughout the school, pupils work together in groups very well and make predications, decisions and choices about the equipment they use. Therefore, they make very good progress in scientific knowledge and understanding as well as in the development of social skills. They provide very good support for classmates who need extra help with their learning. Therefore, pupils' behaviour and attitudes are very good in most classes. These positive attitudes together with the good use of lesson time means that pupils produce a good amount of work and present their work neatly in most year groups.
64. Leadership and management of the subject are very good. This shows very good improvement since the time of the previous inspection. The co-ordinator monitors teaching and learning in order to review trends and ensure that high standards are maintained. There has also been very good improvement in assessment procedures.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strengths and weaknesses

- Pupils achieve very well by the time they leave the school.
- Teachers build on pupils' previous learning very effectively.
- Very secure subject knowledge underpins the teaching.
- The subject co-ordinator is a very good role model for staff and pupils.
- Teachers make very good use of ICT across the curriculum.

Commentary

65. Pupils' attainment in ICT is above national expectations by the end of Years 2 and 6. Pupils of all abilities make very good progress and achieve very well by the time they leave the school. Pupils who speak English as an additional language achieve similarly to their classmates. The high standards at the time of the previous inspection have been maintained.
66. Teaching and learning are very good. Teachers build on pupils' previous learning very effectively because there are good systems for checking and recording what pupils know, can do and understand. Teachers use this information very well to plan pupils' work. Very secure subject knowledge underpins the teaching. This means that the teachers give clear instructions and the pupils know exactly what they have to do to improve their work. Teachers use correct terms for the subject. They circulate around the class to support and monitor pupils' work. They are then in a position to identify errors quickly or offer to help when pupils are hesitant. There is good, firm, yet friendly management of pupils' behaviour that results in very good behaviour and no interruption in the pupils' learning. Pupils are very interested, concentrate very well and follow instructions promptly because of the very good teaching. They show very good motivation by the work they are given. This extends pupils' computing skills and builds their confidence in the subject. The use of national guidance as the basis for planning lessons ensures that requirements are met for teaching all aspects of the subject.

67. The co-ordinator leads and manages the subject very well and has clear plans for the subject's continued development, together with the ability, support and commitment to implement it successfully.

Information and communication technology across the curriculum

68. Teachers make very good use of ICT to help pupils learn in other subjects. There is very good planned access to the computer suite for pupils to complete work that enhances their literacy and numeracy skills. This has resulted in pupils reaching a high standard in word-processing skills and in their ability to use a computer program to develop their numeracy skills to a high level. The following are some other examples of how ICT is used to enhance pupils' learning in other subjects:
- Geography - Internet use to research weather around the world, and make graphical representations.
 - History - multi-media presentation of life from 1948 to the present day.
 - Science - use of spreadsheets to record the effect of the availability of water on the growth of a broad bean seed.
 - Science - recording their work using a program to produce graphs of the results of their pond-dipping activity.

HUMANITIES

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- There is very good use and development of literacy skills.
- There is a good range of first-hand learning experiences.

Commentary

69. Pupils' attainment in history is above national expectations. Pupils of all abilities make good progress and achieve well by the time they leave the school. Pupils who speak English as an additional language achieve similarly to their classmates. Standards are higher than at the time of the previous inspection, when they were in line with national expectations. This represents good improvement. This is due to a number of reasons. There is a considerable emphasis on first-hand learning experiences. For example, teachers organise the visit of drama groups to re-enact an event from the period that the pupils are studying. This means that the subject comes alive and pupils are motivated to learn. Year 2 pupils spoke enthusiastically about acting out events from the Great Fire of London.
70. Teaching and learning are good. A particular strength of the teaching and learning is the use of the subject to develop pupils' literacy skills. At every opportunity, teachers ensure that pupils record their knowledge in their own words. For example, Year 6 pupils wrote extended accounts to a very good standard of their visit to the Houses of Parliament as part of their history work. Another strength is the good use that teachers make of ICT in their teaching and pupils' learning. Year 6 pupils recorded their work on a computer program, and then made multi-media presentations.

71. There are good assessment procedures and teachers have a good knowledge of how well pupils are doing, and what they need to do to improve learning. The subject is well led and managed, and ensures that pupils experience first-hand learning experiences. Also emphasised is the importance of developing writing skills in the subject. This has had a very significant impact on raising standards of writing in the school.

Geography

72. There was insufficient work seen in geography to make a definite judgement on provision. No lessons were observed, but pupils' work in books and on display indicates that standards are in line with national expectations by the end of Years 2 and 6. Pupils cover work in sufficient depth and teachers make good use of literacy and ICT to support pupils' learning. Teachers provide attractive displays in classrooms to enhance pupils' learning. There is a good curriculum in place that includes good opportunities for fieldwork and map work. There has been satisfactory improvement since the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

73. In art and design and design and technology the limited amount of evidence collected means that it is not possible to make judgements about provision. The range of learning opportunities provided for pupils is good so they gain new skills and experiences. Of particular note, is the way that teachers plan work, which is linked to other subjects. For example, Year 5 pupils applied their scientific knowledge and understanding about forces effectively to work in design and technology about testing the most robust method of bridge constructions. This investigative work led on to bridge design, construction and evaluation of pupils' own structures. A display of work produced by pupils in Year 6 shows how effectively they have used their art and design skills to illustrate their work in history about Ancient Egypt.
74. Throughout the school, teachers have implemented good assessment strategies to evaluate the progress pupils make in both subjects and compare standards with those found nationally. Whilst these records indicate standards are good, use of sketchbooks is satisfactory.

Music

75. Insufficient teaching was seen to form a secure judgement on provision, and on standards in Years 1 to 2. Nevertheless, inspection evidence indicates that there is a very good curriculum in place. The curriculum is enhanced for many pupils because the school provides extra tuition in a variety of brass instruments, violin and the recorder. Some pupils also have private tuition outside the school day.
76. Standards are well above average in Year 6. A music specialist teaches the subject throughout the school. The teacher makes very good use of the work of famous composers to inspire pupils and promote learning successfully. In a Year 6 lesson, pupils worked together very successfully, with excellent concentration to create their own compositions. They used a variety of notations to create very individual performances and listened very attentively to the performances of their classmates.

They structured their music carefully and played a variety of instruments with a very good sense of rhythm and pulse and used crescendo to good effect. Recordings of pupils' performances show that Year 2 pupils sing clearly with careful diction and awareness of melody. Year 6 pupils sing with a good awareness of pitch (high and low), rhythm, and control of the dynamics of their voices (loud and quiet). Boys and girls confidently sing solo.

Physical education

77. No lessons were observed. Teachers' planning indicates that pupils cover all the required areas of work in physical education. Teachers' assessment records indicate that pupils attain standards above national expectations. Pupils enjoy the subject and benefit from a good range of extra-curricular activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. No lessons were seen during the inspection and so it is not possible to make a judgement on provision. Nevertheless, inspection evidence indicates that pupils achieve well in personal, social and health education and citizenship. Personal development is at the heart of the curriculum and is closely bound up with the school's religious foundation. Personal, social and health education is mainly taught through the religious education curriculum. Healthy life styles including diet, and awareness of drug and alcohol abuse, are promoted effectively through the science curriculum. The governing body has decided not to provide sex and relationship education.
79. Particular emphasis is given to promoting the sense of belonging to the school community. Teachers provide frequent opportunities for pupils to work in groups and this fosters supportive relationships successfully. The class forums for pupils in Years 3 to 6 develop pupils' understanding of the democratic process. The forums have carried forward some initiatives, and have influenced the life of the school. Close links with the church and parish, and the raising of considerable funds for charity, extend pupils' sense of community. Visits by Year 6 pupils to the Palace of Westminster and to the local Town Hall enhance their understanding of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	2

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

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4

The leadership and management of the school	2
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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