

# INSPECTION REPORT

## ST MARY'S CATHOLIC PRIMARY SCHOOL

Eltham, London

LEA area: Greenwich

Unique reference number: 100172

Headteacher: Mr J Ben Holdsworth

Lead inspector: Mr Tony Painter

Dates of inspection: 4<sup>th</sup> to 7<sup>th</sup> July 2005

Inspection number: 267870

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: 460

School address: Glenure Road  
Eltham  
London

Postcode: SE9 1UF

Telephone number: 020 8850 7835

Fax number: 020 8294 2688

Appropriate authority: Governing body

Name of chair of governors: Mrs F Gosbee

Date of previous inspection: 30 November 1998

## **CHARACTERISTICS OF THE SCHOOL**

This Catholic Voluntary Aided school is much larger than average, having 460 pupils on roll, including 49 part-time nursery children. There are slightly more pupils on roll than at the time of the last inspection. Almost all of the pupils are from white backgrounds and very few have English as an additional language. Most stay with the school for their whole primary schooling. Pupils live in the residential areas around the school, where socio-economic indicators are above average. The proportion of pupils who are eligible for free school meals, at 7 per cent, is below the national average. Children joining the school have a wide range of attainment, although it is average overall for their age. Currently, 51 pupils (11 per cent and below the national average) have a wide range of identified special educational needs, including speech and language difficulties and dyslexia. Twelve pupils currently have Statements of Special Educational Need, which is above average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21512	Tony Painter	Lead inspector	Information and communication technology (ICT) Art and design Design and technology Personal, social and health education and citizenship
9173	Sarah McDermott	Lay inspector	
21020	Tess Galvin	Team inspector	Foundation Stage curriculum Science
32142	Beryl Richmond	Team inspector	Mathematics Special educational needs Geography History
15023	Ali Haouas	Team inspector	English English as an additional language Music Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This school provides **good** education overall and good value for money.

The school's main strengths and weaknesses are:

- A very positive ethos, which ensures trusting relationships at every level and pupils' very good personal development.
- Pupils' excellent attitudes and enjoyment of all aspects of school support effective learning.
- Teachers' very high expectations lead to pupils' very good behaviour and respect for others.
- Very good learning opportunities are enriched by an excellent range of visits, visitors and additional activities.
- The headteacher's strong personal vision and high aspirations underpin the school's commitment to the needs of all pupils.
- Good teaching enables pupils of all abilities to achieve well throughout the school.
- There is insufficient monitoring and evaluation of teaching to share good practice and identify where improvements can be made.
- Despite much good provision, inconsistencies in approach hamper children's progress from nursery to reception classes.
- Although staff are approachable, parents have limited opportunities to put forward their views to contribute to school development.

The school has made satisfactory improvement since the last inspection. Overall standards have been maintained despite some weaker test results in recent years. Good improvements have been made in provision for information and communication technology (ICT) and scientific investigations. Although the role of the subject co-ordinators has improved, they still have too little involvement in monitoring and evaluating teaching.

### 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	A	B
mathematics	B	A	C	D
science	B	A	C	D

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.

Pupils of all abilities achieve **well** through the school. Children's overall attainment is average when they start school. They achieve well through the Foundation Stage, although progress is more consistently good in the nursery than the reception classes. Children reach above average standards by the time they begin Year 1. National test results in Years 2 and 6 have varied somewhat from year to year, reflecting the patterns of abilities in the groups of pupils involved. However, the 2005 results in both year groups are significantly better. Although national comparisons are not yet available, they are likely to compare

favourably with similar schools. Current teaching continues to lead to good individual progress and overall standards of attainment by the end of Years 2 and 6 are well above average. Standards are also strong in non-core subjects where pupils often apply their literacy, numeracy and ICT skills well.

Pupils' spiritual, moral, social and cultural development is **very good** overall and this supports their excellent attitudes, relationships and very good behaviour. Attendance is above average and punctuality has improved.

## **QUALITY OF EDUCATION**

The overall quality of education is **good**. A good range of interesting activities in the nursery gets children off to a good start, although this approach is not consistently built upon in the reception classes. The curriculum throughout the school is very good, enriched by a very extensive range of well-chosen visits, visitors and other activities. The overall quality of teaching is **good** and some is of very high quality. Teachers have consistently good relationships, organisation and management, which aid pupils' learning. They develop pupils' language skills very well through good questioning and opportunities for discussions. Tasks are often well matched to challenge pupils at all ability levels, although in some lessons this could be sharper to ensure the very best achievement for all.

## **LEADERSHIP AND MANAGEMENT**

The school's leadership and management are **good** overall. The headteacher has a commitment to high standards and a very strong personal approach which leads to extensive knowledge of the school, staff and pupils. He is very well supported by staff, who share his aspirations and make good efforts to contribute to the school's developments. However, monitoring, particularly of teaching, is too informal to enable detailed understanding of exactly what works and what can be improved. As a result, development planning does not focus precisely enough on very good practice that can be shared or specific action to improve the school. Satisfactory governance ensures that all statutory requirements are met, although governors' involvement in monitoring and evaluating the school has also been limited in scope.

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

Most parents have positive views of the school, particularly of the good quality of teaching and the progress their children make. They rightly feel, however, that they have too few opportunities to express their own views for consideration towards school development. Pupils have very strong positive feelings about school and enjoy every aspect of their work. They refer to good relationships at every level and the good care and support they are given.

## **IMPROVEMENTS NEEDED**

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

- Improve the monitoring and evaluating of the effectiveness of teaching and learning through the school.
- Ensure that there is greater consistency of approach between nursery and reception classes.
- Give parents more opportunities to contribute their views and ideas.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievements are **good** and standards of attainment at the end of Years 2 and 6 are **well above average**.

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

- Good teaching ensures all pupils achieve well.
- Some inconsistencies of approach in mathematics restrict standards.
- Much improved provision helps pupils achieve well and reach above average standards in ICT.
- A very good range of learning experiences allows pupils to reach very good standards in other subjects.

#### **Commentary**

1. When children join the nursery their overall standards are around the levels expected of children of this age. Children settle quickly and soon feel confident in school, which contributes to the very positive ethos. They achieve well overall through the nursery and reception classes, although progress is stronger in the nursery. By the time they begin Year 1, many exceed the early learning goals in most areas of learning and overall standards are above average.
2. The school's National Curriculum test results in Years 2 and 6 have varied from year to year recently and have shown a below average trend between 2000 and 2004. However, the school's analysis shows that the results primarily reflect the different levels of abilities in each group. Additionally, the most recent 2005 results are considerably better for both year groups and redress the negative trend. Although there are currently no national comparisons, the overall standards shown in these results are clearly well above average and are likely to compare favourably with those in similar schools. These higher standards are reflected in the work seen in the inspection and are similar to the standards described in the last report.
3. Standards in mathematics are above average and pupils achieve well but standards have often been somewhat weaker than other tested subjects. However, variations in teachers' approaches mean that pupils are not consistently challenged to reach their full potential. For example, pupils are sometimes given tasks that are too limited in scope or limited by worksheets.

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

Standards in:	School results	National results
reading	16.7 (17.4)	15.8 (15.7)
writing	15.2 (15.5)	14.6 (14.6)
mathematics	16.6 (17.5)	16.2 (16.3)

*There were 58 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	29.0 (29.6)	26.9 (26.8)
mathematics	27.7 (29.1)	27.0 (26.8)
science	29.3 (30.5)	28.6 (28.6)

*There were 60 pupils in the year group. Figures in brackets are for the previous year.*

- Throughout the school, ICT standards are above average, which represents a very good improvement on the levels found in the last inspection. New resources, effective training and a stronger approach to using ICT in other subjects are leading to much better provision and improving standards are evident. The very good provision for many other subjects enables pupils to reach well above average standards in these subjects.
- The standards attained by pupils with special educational needs are below those expected for their ages but are satisfactory in relation to their identified needs and targets. Targets are clear, specific, achievable and suitably challenging and are expressed clearly so that progress can be easily measured. They achieve well overall, especially in their personal, social and behavioural development. Work is usually planned well to meet pupils' needs and they have the support of special educational needs teachers and well-trained teaching assistants.

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

Pupils' attitudes are **excellent** and their behaviour is **very good**. The school's provision for pupils' spiritual, moral, social and cultural development is **very good**. Pupils' attendance is **good** and their punctuality is **satisfactory**.

### Main strengths and weaknesses

- Pupils have exemplary attitudes to work and learning that help them to do well.
- The school's values and ethos set a clear and supportive context for pupils' spiritual and moral development.
- Excellent relationships have a positive impact on pupils' achievement.

### Commentary

- The very positive ethos established throughout the school has a substantial beneficial effect on pupils' approaches to their learning. In most lessons, pupils show excellent attitudes and very good working habits, listening attentively and maintaining concentration. Harmonious relationships with classmates and adults ensure all pupils work and play together very well throughout the school. Pupils with special educational needs have positive attitudes to their work. They are very well behaved and respond well to the encouragement they receive, which helps to boost their confidence and enable them to take pride in their achievements.
- Pupils have a very good understanding of right and wrong, which is promoted very effectively from the start. Adults present very good role models and consistently reinforce good behaviour. All pupils are very aware of the expectations made of them and this helps the school to be a very orderly community, which supports effective

learning. Pupils' very good behaviour means there have been no exclusions for some time.

8. The excellent relationships are obvious when older pupils support the youngest and act as good role models. Pupils are given tasks both in class and around the school, with the older ones often taking initiative, for instance in raising money for charities. However, there is scope to involve pupils more directly in developing their own decision making, for instance through a school council.
9. Very good opportunities to support pupils' spiritual development are provided within the Catholic ethos of the school. Assemblies and many of the themes in the personal, social and health education programme are used effectively to enable the pupils to reflect on their own experiences and help them make the right choices. Many show good levels of confidence when expressing feelings and thoughts. Assemblies and hymn practice are used well and pupils respond with enthusiasm and show zest when singing.
10. Opportunities are used well to develop pupils' awareness of other cultures, for instance in art and history. The school covers other major faiths like Judaism and Islam with visits, for instance, to a mosque. This is enhanced by visitors from different backgrounds such as black authors and story tellers. Pupils from minority ethnic backgrounds are well integrated and participate on an equal footing in all activities on offer. However, there are some missed opportunities to enable pupils to explore the nature of Britain's multicultural society or to draw further on their own linguistic and cultural backgrounds.

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

Authorised absence		Unauthorised absence	
School data:	4.5	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. Levels of attendance continue to be good. There is no unauthorised absence because parents are very supportive of their children's education and conscientious in letting the school know why their children are absent. The school is particularly quick to investigate if pupils who walk to school do not arrive. However, the school management does not sufficiently monitor trends in absence amongst different groups of pupils and in the main relies on the personal knowledge and recall of the headteacher and school administration staff.
12. The prompt arrival of most pupils is an improvement since the last inspection. Nevertheless, a significant minority of pupils still slip into school just after the bell has rung. Although this does not normally impinge directly on the pupils' learning, it means the morning does not get off to as prompt a start as it should.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school's very positive ethos underpins the **good** quality education it provides. Teaching and learning are **good** and the curriculum is **very good**. The school gives pupils **good**

support, advice and guidance. There are **good** partnerships with parents, other schools and the wider community.

## Teaching and learning

The overall quality of teaching and learning through the school is **good**. Assessment is **good**.

### Main strengths and weaknesses

- Very good relationships and teachers' clear routines ensure pupils' positive responses to learning.
- Good attention is paid to developing pupils' vocabulary and speaking and listening skills across the curriculum.
- Although teachers use assessment information well overall, in some lessons not enough is done to plan tasks that challenge all pupils to achieve.
- Teaching assistants support pupils' learning well.
- Differences in approach between the nursery and reception classes weaken children's progress.

## Commentary

### Summary of teaching observed during the inspection in 57 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (7%)	14 (25%)	27 (47%)	11 (19%)	1 (2%)	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.

13. Throughout the school, good teaching enables pupils of all abilities and backgrounds to achieve well, maintaining the positive position described in the last report. Teachers plan interesting lessons that make good use of resources and guidance from the very good curriculum. They generally make good use of assessment information, although this is not sharp enough in a minority of lessons. Some particularly effective lessons make strong and relevant links between learning in different subjects and promote pupils' literacy, numeracy and ICT skills very well.
14. Teachers' very good relationships with pupils are a substantial strength of lessons throughout the school and ensure a very effective environment for learning. As a result, pupils' interest is effectively captured and their very positive responses support them in doing their very best in all activities. Teachers set very high standards for behaviour that further promote rapid and effective learning. Very good organisation and management of lessons, with well-understood routines, ensure little time is lost. Good explanations and effective use of resources help pupils to understand what they need to do and aid their learning well.
15. Teachers pay good attention to developing pupils' vocabulary and speaking and listening skills. They generally introduce new words and specialist terms carefully, ensuring that all pupils grasp the meanings correctly. In some mathematics lessons, however, teachers could do more to support pupils' learning through visual support. Teachers use a very good range of strategies to encourage discussions, including the

provision of good opportunities to share ideas with partners and to take part in role-play. These strategies, coupled with teachers' probing and well-targeted questioning, make pupils think hard and contribute well to pupils' learning.

16. The school has a range of good measures to assess and track pupils' progress, and then to identify development areas and increasingly to establish targets. Teachers' lesson planning usually identifies what pupils will learn, which effectively steers lessons and helps teachers judge success. New curriculum documents include regular assessment of how well pupils have done to be used when planning subsequent work. Although some marking is good, the school is aware that there is still room for teachers to do more to give pupils an understanding of what they need to do to improve.
17. In most lessons, teachers use assessments and good personal knowledge of pupils to plan tasks that are successfully matched to the needs of pupils of different abilities. Work accurately builds on earlier learning and contributes substantially to pupils' achievement. As a result, groups of pupils are given activities with the right levels of challenge for them to make good progress. Teaching which is below the generally good level, however, is often weaker because teachers have not done enough to adapt work to the needs of different abilities of pupils. For example, extension materials are provided for quick finishers but the initial task lacked challenge for the brightest pupils. In a few lessons, teachers use worksheets that do not give pupils opportunities to organise their own work and answer questions in different ways.
18. The teaching of pupils with special educational needs is good. Pupils are accurately assessed, using outside agency support where necessary, and their individual education plans are targeted carefully to help them learn. Successful strategies motivate, involve and challenge pupils, and teachers regularly monitor their progress towards achieving their targets. However, teachers do not always define the small steps in pupils' learning enough in planning. Teachers and teaching assistants work together well as teams and teaching assistants' work is particularly good when they are working with groups of pupils.
19. Children achieve well in the Foundation Stage because the quality of teaching and learning are good overall. However, differences in approach between the nursery and reception classes, combined with a too brief induction period, restrict children's smooth transition and progress. Consistently good and better teaching in the nursery is based on effective understanding of how young children learn and ensures rapid progress. There are enough good lessons in the reception classes to keep achievement good but the positive features are not as strong as they are in the nursery class.

## **The curriculum**

The overall quality of the curriculum is **very good**, with an **excellent** range of extra-curricular activities. Overall, the accommodation and resources are **satisfactory**.

## **Main strengths and weaknesses**

- Subjects are linked together well with an exemplary range of activities to enrich pupils' learning.

- The school ensures good equality of access and opportunity for all pupils and provision for pupils with special educational needs is good.
- Pupils are prepared very well for the later stages of their education.
- Inconsistent approaches and insufficient outside space for the reception classes restrict children's development.

## Commentary

20. Good improvement from the time of the last inspection is having a significant impact on the standards pupils attain. A very broad range of worthwhile activities and experiences cater well for the needs of all pupils. The national English and mathematics strategies are well embedded and the curriculum meets all statutory requirements. The school has worked well on its creative curriculum and ensures that subjects are linked together well to make learning meaningful for pupils. In particular, there are good opportunities for pupils to use literacy, numeracy and ICT skills across the curriculum. Pupils now have very good opportunities to develop their investigative skills in science.
21. Pupils benefit from a curriculum that is excellently enriched by a large number of well-chosen and highly relevant visits and visitors. These have a very positive effect on pupils' learning and understanding, often prompting high quality responses. For example, pupils' discussions following their visit to see Egyptian artefacts showed very good learning. There is a very good range of extra-curricular clubs for sporting, artistic and musical activities and pupils participate in residential visits. A high proportion of pupils are learning how to play a range of different musical instruments and the school has an outstanding record at competitive sports.
22. The needs of pupils identified as requiring additional help are met well and they are fully included in all aspects of school life. Suitably challenging work and effective support ensure they are fully involved in lessons, learn well and succeed. Staff cooperate well to give opportunities for independent and supported work. Provision outlined in Statements of Special Educational Need is fully in place and reviewed annually in line with the Code of Practice guidance.
23. Pupils are very well prepared for subsequent stages of learning. There is a strong emphasis on personal development so that pupils become responsible individuals and keen learners. The school works very closely with the secondary schools to which the pupils transfer to ensure a smooth transition for pupils. Pupils' strong standards in English, mathematics and science prepare them very well to access the secondary curriculum successfully.
24. Inconsistencies of approach between nursery and reception mean that children's transition between these classes is not as smooth as it could be. The nursery class has access to a good secure area with an interesting range of resources to promote physical development but the reception classes do not have similar provision. They make satisfactory use of the main playground but do not have sufficient opportunity to share the nursery facilities. This restricts children's learning, particularly in physical development.

## Care, guidance and support

The care, welfare, health and safety of the pupils are **satisfactory**. The provision of support, advice and guidance based on monitoring is **good**. The involvement of pupils by seeking, valuing and acting on their views is **satisfactory**.

## Main strengths and weaknesses

- Very good trusting relationships mean that pupils are very confident to turn to adults in school should they feel anxious or sad.
- The school has good systems to deal with first aid and medical problems.
- Children are settled in very well to nursery, but this good induction practice is not followed for reception children.
- Trips out of school are not assessed for risks each time to ensure the needs of different pupils are taken into account.
- Pupils do not have sufficiently regular and formal ways to put forward their ideas for the school.

## Commentary

25. The headteacher and his staff have the care and support of their pupils very much at heart. Pupils definitely feel “at home” in school and know they can turn to any adult in moments of worry. The headteacher is sensitive to family needs and actively aids parents to sort out problems for the good of their children. Pupils with special educational needs are well supported to help them achieve as well as their peers. The monitoring of personal development is largely informal but is effective and ensures pupils are well advised and grow in maturity as they move up the school. The school has satisfactory systems to track how each pupil is progressing academically. However, teachers are not consistent in using assessment information to adapt lessons to match the learning needs of individual pupils.
26. The school looks after the medical needs of pupils well, particularly through the strong staff expertise in first aid. Since the last inspection the school has improved the recording of accidents and notifications to parents. Child protection arrangements meet statutory requirements and training is currently being extended to the administration and caretaking personnel. In practice, all staff know what to do should they be suspicious of child abuse. The school takes the pupils out on a very good range of trips to places the teachers know well from previous visits. However, systems to assess the potential risk associated with these outings are not rigorous enough. In particular the school is not checking the journey and venue against the particular behavioural and medical needs of the different pupils who go each year.
27. New children are introduced to the nursery routines very effectively. Once the children start school, the staff already have very good background knowledge of their needs and the children are welcomed by familiar faces. Consequently, the children make very good progress in their personal development and are soon able to cope with school routines. However, the transition to the reception class is too abrupt and many children find it difficult to settle into the more structured routines.
28. Pupils know that they will be listened to if they approach an adult with an individual concern or idea. However, the school is not proactive enough in giving pupils a proper

voice in the way the school is run. There is no school council, surveys are selective and infrequent and there is no confidential suggestion box. Consequently, pupils are not all given the chance to put forward their ideas and learn more about the democratic process. Since the last inspection pupils' responsibilities for their own community have improved. There is now a good range of jobs, including recycling, acting as buddies to younger pupils and ringing the bell, to give pupils more involvement in helping with school routines.

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

The school has a **good** partnership with parents. Links with the community and with other schools and colleges are also **good**.

### **Main strengths and weaknesses**

- The school is very popular with parents, who are keen to help their children achieve well.
- The school has strong links with the Catholic parish to promote the pupils' personal development.
- Well-established collaboration with St. Thomas More School means that pupils transfer confidently to secondary education.
- Reports do not give parents a sufficiently clear message about how their children are progressing in each subject of the curriculum.
- Many parents are justified in feeling that they are not consulted enough about the way their children are educated.

### **Commentary**

29. The school is highly regarded in the local area, parents are very keen to acquire a place for their children and the school is over-subscribed. The active Parents' Association organises very well supported events and raises substantial funds for upgrading resources. Parents are very supportive of their children's learning and keen to get involved and help their children do the best they can.
30. Satisfactory information to parents includes improved details of what is being taught in the classroom. Parents are updated each term on subject coverage in every year group. The family learning programme and information evening on how mathematics is taught are appreciated by parents. However, the inspectors agree with parents that in several classes homework is not consistently set and this does not give parents sufficient insight into how their children are doing. Parents have sufficient opportunities to discuss their children's progress and feel that teachers are approachable. Nevertheless, written annual reports are not consistent in clearly identifying how each pupil's learning has progressed over the year. They do not state at what level pupils are working and rarely give pointers for improvement.
31. The school informs parents at an early stage in the process of planning work for pupils with special educational needs and actively and successfully engages the support of parents. Parents attend all reviews and are in regular contact with the school. Links between home and school are constructive so that pupils make good progress.
32. The headteacher and governors are not sufficiently responding to the good support of parents by including them more in decisions on their children's education. There are

no regular surveys or open meetings to find out parents' views. Consequently, there is a significant number of parents who justifiably feel that they do not have a sufficient voice. Some parents have anxieties over issues that the school has already tackled, such as curriculum information, but has not publicised enough. The school is not sufficiently harnessing the good will and commitment of parents by working with them as partners in the education of their children.

33. The school is an active participant in the Eltham community. Pupils have a good awareness of those less fortunate in the neighbourhood. They raise valuable amounts towards local hospices and sing both in the town centre and for the elderly residents. The school has a particularly strong link with its parish, from which the vast majority of pupils are drawn. First communion, choir and mass are very much part of both school and church and make a positive contribution to the pupils' personal development.
34. A well-established rapport with St. Thomas More Secondary School means that pupils transfer with confidence to their next stage of education. Staff share pastoral and academic information well to ensure pupils settle quickly. Some teachers also collaborate effectively with other primary schools to further their professional development and spread good practice. However, there is further scope for pupils to meet, compete and work with other local schools for shared projects.

## LEADERSHIP AND MANAGEMENT

There are **good** leadership and management overall. The leadership of the headteacher is **very good**. Management is **satisfactory**. The governance of the school is **satisfactory**.

### Main strengths and weaknesses

- The headteacher provides very clear vision for the school's very positive ethos.
- The headteacher and staff work successfully together as a team.
- Improvement planning and monitoring systems are not effective enough.
- The governing body is very supportive of all that is done.
- The school has a substantial financial surplus.

### Commentary

35. The headteacher's very positive vision is firmly grounded in a very high level of care for individual pupils and very strong promotion of their personal development. He leads by example, providing a very good role model of teaching and actively improving pupils' levels of achievement. The caring Christian ethos, where adults and pupils are highly valued, is a direct result of his leadership. The senior management team ably supports him in maintaining high standards in personal development. There is a good team spirit and commitment to continuing improvement. Leadership and management of special educational needs are very good. There is effective leadership of subjects, such as English, mathematics, science and ICT but regular, formal monitoring of teaching and learning is not in place. This part of the subject co-ordinators' role was an area for improvement that was reported in the last inspection.
36. The management of the school is satisfactory with some good features. Day-to-day management and organisation are efficient. There are good arrangements for staff performance management, remodelling the workforce, and for staff training. The school is justifiably proud of its very good involvement with teacher training. School



development planning is satisfactory. The school improvement plan outlines briefly the main priorities for improvement over the current year and these are suitably linked to the school's budget. The headteacher regularly evaluates the document but the plan only covers one year and is not based upon formal and regular monitoring of teaching and learning so that it contains precise information on what works and what can be improved. Consequently, the plan is insufficiently effective. There has been satisfactory improvement overall since the time of the last inspection, with good improvement in ICT and investigative science.

37. Governors carry out their responsibilities and fulfil their statutory requirements satisfactorily. The headteacher keeps them well informed about the work of the school and pupils' performances in national tests. Governors are very supportive and some assist in the smooth running of the school in areas such as finance and buildings. The governor with responsibility for special educational needs meets regularly with the co-ordinator. There is no formal system to monitor the impact of initiatives on teaching and learning and governors are too reliant on the headteacher for information. As a result, they do not have a detailed enough knowledge of the strengths and weaknesses of the school. This limits their role in shaping its direction and challenging senior managers.

#### **Financial information for the year April 2004 to March 2005**

<b>Income and expenditure (£)</b>		<b>Balances (£)</b>	
Total income	1,202,754	Balance from previous year	160,689
Total expenditure	1,150,795	Balance carried forward to the next	212,648
Expenditure per pupil	2,502		

38. There is satisfactory management of the school's finances overall. The school administrator carries out routine daily administration of the finances very efficiently. She has simplified the budgetary information for governors and this has made it easier for them to access the information. The headteacher, in consultation with the governing body, manages the budget carefully for the current year but there are no financial forecasts beyond this. The school has had substantial surpluses for several years because of prudent budgeting, now allocated to necessary major expenditure on heating, estimated at over £300,000. The balance carried forward to the last financial year was well above average. Although last year's budget reduced this somewhat, additional unexpected funds credited at the end of the financial year have served to increase it further. However, the school takes good action to ensure that the services it receives are provided at the best value and represent good value for money.

## **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**.

39. Children enter the nursery class with early learning skills that are generally in line with those expected for children of their age. Staff have very good relationships with parents so they readily and successfully support their children in the classrooms and with their work at home. Parents are happy with the good arrangements for settling children into school. Children achieve well and by the time they enter Year 1, many exceed the early learning goals in most of the areas of learning. Teachers and support assistants work effectively together, and this contributes significantly to the quality of teaching and learning. Children with special educational needs achieve at the same rate as their classmates.
40. Children achieve well because the quality of teaching and learning are good overall in all the areas of learning, although there are differences in approach between the nursery and reception classes. Progress in the nursery is rapid because the teaching is never less than good and occasionally it is very good. A wide variety of interesting and practical nursery activities indoors and outdoors successfully promote children's imagination, creativity and learning. Although there is some good teaching in reception, these positive features are not as strong. The differences in teaching approach, combined with a too brief induction period, do not promote as well as they could children's smooth transition and progress from nursery to reception. Assessment records in reception are not as effective or informative as they could be because teachers are too strict in their judgements.
41. The improvement since the time of the last inspection has been satisfactory overall. Good Foundation Stage leadership has brought about good improvement in some areas, such as the nursery provision. Management is satisfactory. The co-ordinator gives staff effective support and advice but monitoring of teaching and learning is not effective. It does not identify clearly what works and what needs to be improved further.

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

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

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

- Caring and supportive relationships between adults and children underpin the effective learning.
- Staff have high expectations of children's behaviour.

#### **Commentary**

42. Teaching is good and children achieve well. They are on target to exceed the early learning goals by the end of the reception year. The very good relationships between nursery staff and children ensure the successful management of children's behaviour. Staff continually praise and encourage children and this raises children's confidence

so their social skills improve. These skills are built upon well in reception where teachers also have high expectations of children's behaviour. Nursery staff often ask children to choose activities for themselves and this good practice is built upon regularly in reception. This successfully promotes independent learning so children persevere and their concentration is good. Children respond very positively to the school's Christian values and their behaviour is very good. They take turns, share equipment and work sensibly together as friends. They listen with interest to their classmates and show respect for their ideas.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Basic skills are taught well.
- Insufficient emphasis is given to role-play in reception.

### **Commentary**

43. 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. Role-play areas in the nursery are well organised and supported by adults to extend children's vocabulary and learning. Therefore, many children have a good vocabulary for describing their ideas and experiences. Reception staff successfully promote children's speaking and listening skills through stories and discussions but role-play areas are underused to develop children's imagination and speaking skills. Reception staff teach successful strategies that help children to read and write with greater confidence, independence and accuracy. Teachers sometimes over direct the writing tasks. This limits children's creativity, use of vocabulary and progress, particularly in the case of the higher attaining children. 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.
- The work is not always hard enough for higher attaining reception children.

### **Commentary**

44. 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. Nursery staff extend children's learning well across the whole curriculum. Therefore, nursery children become increasingly confident and competent in counting and in using mathematical language. Children's learning is mainly built upon well in the reception class so children increase their understanding of mathematical processes, such as calculation. The work does not always take enough account of what children already know so it is

sometimes too easy, particularly for the higher attaining children. On these occasions they do not make as much progress as they could.

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

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

### **Main strengths and weaknesses**

- ICT is used effectively to support learning.
- The work is not consistently modified enough for children's different abilities.

### **Commentary**

45. Teaching is good and children achieve well, so most children reach the early learning goals and some exceed them by the end of the reception year. Staff provide a good range of interesting experiences and reinforce children's learning effectively through visits, for example to a farm. As a result, children make good progress, for example in early design and technology and scientific skills. Staff try to ensure that all children have the same experiences and they give good extra help to lower attaining children. The written work is not always challenging enough for higher attaining children so they do not make as much progress as they could. Support staff and adult volunteers successfully help children to use a variety of computer programs. Therefore, reception children are adept at using the mouse and printing their own work.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Nursery staff successfully use outdoor activities to extend children's learning.
- The reception outdoor area and resources are not used efficiently.

### **Commentary**

46. Children's achievement is good overall 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. There is good development of children's fine control of tools and equipment. Nursery staff provide a wide range of interesting activities that stimulate children to participate and learn. This enables them to make good progress in physical development and across the whole curriculum. Children's learning slows in reception because the curriculum is only satisfactory. The adjoining outdoor area is not developed or used enough. The nursery play area and equipment are available for part of the morning sessions but are also not used. These shortcomings in the curriculum are partially compensated for by good quality physical education lessons so children achieve well over time. The school has plans to improve the indoor and outdoor areas in the academic Year 2006-7.

## **CREATIVE DEVELOPMENT**

47. Insufficient teaching was seen to make a secure judgement on provision in creative development overall. Nevertheless, inspection evidence shows that the curriculum is satisfactory with good features. Nursery staff extend successfully children's imagination and vocabulary through well planned and organised role-play activities. Knowledge of famous artists and a variety of art techniques are taught effectively in the nursery and reinforced successfully through the many activities that children choose for themselves. Reception children build well upon some of these skills, such as painting and music, but the quality and variety of experiences, and time given to them, are more limited.

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

### **ENGLISH**

Provision for English is **good**.

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

- Good teaching ensures that pupils achieve well.
- Speaking and listening are well promoted in the subject and across the curriculum.
- Provision for reading is good.
- Limited monitoring of teaching and learning restricts developments.

#### **Commentary**

48. Standards in the 2004 test results were well above average and the 2005 results suggest some further improvement. All pupils, including those with special educational needs and the few from ethnic minority backgrounds, achieve well and reach well above average standards in speaking and listening, reading and writing by Years 2 and 6. This has maintained the standards achieved at the last inspection. Effective strategies, such as additional literacy support and booster classes in Year 6 are being well used to raise pupils' achievement. Overall standards are high because teaching is good overall with some that is very good or excellent.
49. Opportunities to develop pupils' speaking and listening skills are effectively taken, such as when pupils discuss their ideas in pairs in literacy and in history lessons. Pupils listen attentively and work together well in pairs or groups. As a result, they speak very confidently and express themselves clearly. Pupils read aloud very confidently and with good expression because reading is effectively taught and pupils are given many opportunities for silent and guided reading. Parents support their children well when contact books are used to establish a dialogue with the teacher. Pupils make good progress in their writing as they progress through the school, although there is too much emphasis on comprehension exercises at the expense of extended, independent writing. Presentation of written work is variable and the teaching of cursive writing is not consistent. Standards in spelling are high because of the consistent quality of teaching these skills and teachers' high expectations. Although pupils use computers to produce writing, some opportunities for collaboration and redrafting are missed.
50. Teaching and learning are good overall and some very good and excellent lessons were seen during the inspection. In the best teaching, clear success criteria were effectively explained and used throughout the lesson to support pupils' own assessment of their work. Clear guidance and expectations were reinforced, leading to

high achievement by all pupils at different levels of ability. In these lessons, teachers steered pupils successfully with astute interventions for those needing support. Where teaching was less effective, this was mainly due to over-reliance on published materials that focused too much on discrete skills without a meaningful context within which pupils could apply them. Assessment in the subject is good with effective arrangements to record attainment across all skills and to identify targets for improvements. However, in weaker lessons, this information is not used enough to plan tasks with greater demand for higher attaining pupils.

51. The co-ordinator's leadership is good, showing clear commitment, and supporting staff well informally. However, she has not had opportunities to carry out any formal monitoring of teaching and learning to enable the sharing of good practice and the improvement of practice where it is less effective. This limits management by restricting evaluations and development planning.

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

52. Good links between subjects contribute well to pupils' literacy skills with some particularly good examples in history. Pupils research with confidence, using books and the Internet to find information. A key strength is in promoting speaking and listening as a vehicle of learning with good levels of discussion demonstrated by older pupils. Pupils often apply their developing skills well but the planning for these opportunities is not systematic and there are still some areas for further development. For example, there is too little emphasis in science on writing up experiments in an appropriate form.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Despite some inconsistencies, teaching and learning are good overall allowing pupils to achieve well.
- There is insufficient monitoring of the quality of teaching and learning to ensure consistency of approach.
- Pupils have too few opportunities to make decisions about how to record their work.
- Assessment is good overall but marking does not always indicate clearly to pupils how they can improve.

#### **Commentary**

53. In 2004, National Curriculum test results in Years 2 and 6 were average overall but below the average found in similar schools. Results had declined over the last few years, particularly in 2003, but this has now been reversed. Cohorts have changed more in recent years with larger proportions of pupils with special educational needs. The 2005 results for both year groups are above average, with standards seen in lessons and in pupils' work confirming these levels. Pupils undertake a good range of work in all aspects of the subject. Standards have risen recently throughout the school because of good teaching and learning and good, targeted support for pupils who need it. Pupils achieve well during their time in school overall. All pupils, including those with special educational needs and higher attaining pupils are achieving well

overall because work is usually well planned to cater for their needs and well-trained teaching assistants support pupils very well.

54. Teaching and learning are good overall but lack consistency. Teachers plan, organise and manage classrooms very effectively, which ensures a good pace to the majority of learning. In the most effective lessons, teachers plan well to challenge and support all pupils so that they learn well. There is a strong emphasis on the development of mathematical vocabulary. Pupils have very good attitudes to their work in lessons but the presentation of their work is not always good enough. Opportunities for pupils to record their mathematical calculations and thinking are restricted because they are often completing a worksheet. In less successful lessons, pupils' needs are not addressed sharply enough and there are insufficient demands made on the pupils.
55. Assessment is good overall. Most teachers assess pupils' understanding well during lessons including making good use of effective questioning and discussions. However, marking in books is often very brief and does not indicate clearly enough to pupils how to improve. Good use is made of information obtained from the analysis of pupils' progress to identify pupils who need some extra help and to put that support in place quickly.
56. Leadership is good and the co-ordinator has a clear understanding of good provision in mathematics and has established some useful strategies. However, management is satisfactory because there is insufficient monitoring of the quality of teaching and learning to ensure consistency of approach throughout the school. There is a satisfactory emphasis on the analysis of test results but the data obtained is not yet being used to set curricular targets to bring about improvements in standards. There has been satisfactory improvement since the time of the last inspection.

### **Mathematics across the curriculum**

57. Pupils are given good opportunities to use their mathematical skills in other subjects. They use skills like data handling, measuring and calculating well in science. There are good opportunities to develop mathematical skills in ICT and satisfactory opportunities in subjects such as design and technology, history and geography.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Good teaching, particularly of investigative work, ensures pupils achieve well.
- Teachers do not make full use of assessments to modify work to meet pupils' needs or point out to pupils how to improve.
- Limited monitoring of teaching restricts development planning for the subject.

### **Commentary**

58. Pupils achieve well. National test results in Years 2 and 6, and comparisons with similar schools, have varied from year to year. The variations reflect the patterns of abilities in the groups of pupils involved. Current good quality teaching leads to good progress and standards of attainment are well above average by the end of Years 2

and 6. There is no significant difference in the achievement of boys and girls. Pupils with special educational needs are well supported so they achieve at the same rate as their classmates.

59. Teaching and learning are good. During the inspection teaching varied from satisfactory to excellent. Teaching and progress are more consistently good in Years 1 to 2 than in Years 3 to 6. The curriculum is planned effectively so that pupils learn factual information well. Teachers often use investigative activities to challenge pupils' scientific thinking. As a result, pupils apply very well their knowledge and factual information to the practical work. This very good approach also successfully promotes pupils' speaking and listening, co-operative and collaborative skills. Therefore, pupils find learning interesting and this leads to their very good progress in investigative work. This, coupled with the teachers' very good expertise in managing pupils' behaviour, means that pupils' behaviour and attitudes are very good. The features of the excellent lessons were very careful planning, excellent use of resources and promotion of pupils' investigative skills.
60. All teachers plan the work so that it is challenging for the more able and average attaining pupils. There is a good assessment system, which provides information about standards and progress. However, teachers do not consistently use the information to adapt the factual work to the needs of the lower attaining pupils. These pupils need, and are given, adult support to complete the same level of work as their classmates. Therefore, they do not always make as much progress as they could in science or in personal qualities such as initiative and independence. Teachers discuss pupils' work with them orally but written marking is rare. Therefore, pupils are not provided with sufficient guidance about how to improve their work. There is good use of pupils' literacy skills overall but pupils' writing skills are not used effectively because they use many worksheets which require little writing and in some classes work is copied. There is good use of computers to support pupils' learning in science.
61. Good leadership has maintained standards and brought about good improvement in the quality of investigative work since the time of the last inspection. Management is satisfactory. The co-ordinator gives useful support and guidance to staff but there is no formal monitoring of teaching. Therefore, the co-ordinator does not have a detailed knowledge of what works and what can be improved in order to inform more precisely the development planning for the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- New resources and improved teachers' skills are improving provision and pupils' achievement.
- Teachers plan a good range of activities that support learning in other subjects.
- There is insufficient monitoring of teaching and learning to share good practice.

### **Commentary**

62. Pupils' standards of attainment are above average by the end of Years 2 and 6. This is a good improvement on the unsatisfactory position described in the last report. The school has taken very successful action that has improved resources, training and



planning. Pupils and staff show confidence in managing and using the new resources and this helps lessons to proceed successfully. There are considerably better opportunities for pupils to gain new skills and understanding throughout the school and apply these in different subjects. As a result, there is potential to raise standards further.

63. Good teaching and learning ensure pupils achieve well throughout the school. Teachers' very good relationships with pupils form a secure foundation for very positive atmospheres for learning in lessons. Teachers have greater confidence and draw on their effective training to ensure a good range of work for pupils in all aspects of the curriculum. Much of this links very successfully with learning in other subjects and benefits for good levels of relevance. Pupils' past work shows that they confidently use skills in word-processing, drawing programs and using the Internet. Pupils understand how to write simple programs and use digital cameras in their work.
64. A developing assessment system is closely linked to teachers' planning, which makes good use of national guidance. The system allows teachers to keep increasingly clear records of pupils' attainments and achievements that can be used in further planning. In the best lessons, teachers use this information well to modify tasks to ensure they offer sufficient challenge for all pupils. However, this is not done consistently and some tasks lack modification to suit pupils with different levels of attainment and expertise. This means that some opportunities to further promote achievement are occasionally missed.
65. The co-ordinator leads the subject well and has successfully established the new resources and supported staff in developing their skills. She gives good informal support to staff as they extend and enhance their work. Although links with other subjects are strong, she has correctly identified the need to ensure progress is systematic through the school. However, there have been insufficient opportunities to monitor and evaluate teaching and learning to identify strengths that can be shared.

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

66. Teachers make good use of other subjects to contribute to pupils' learning in ICT. The content of most lessons taken in the ICT suite relates closely to pupils' learning in different subjects. For example, there are many instances of pupils creating and interpreting graphs, using databases and applying their learning to spreadsheets. They find information from the Internet and other electronic sources that contributes well to learning in subjects such as history, geography and religious education. Older pupils confidently combine text, pictures and other graphic elements to create presentations.

### **HUMANITIES**

67. Because this is a Roman Catholic voluntary aided school, provision for **religious education** is inspected through a separate inspection, published elsewhere.
68. There was insufficient evidence to support overall judgements on provision in history and geography. Two lessons in each subject, pupils' past work and discussions with staff, indicate above average standards throughout the school. Planning uses national guidance well and the school is working on improving its assessment systems to ensure all pupils are challenged well. Teachers plan meaningful links with other subjects and mathematical, English and ICT skills are used well. Leadership of these

subjects is good. Management is satisfactory because, although the coordinator is well organised, she has had insufficient opportunity to monitor teaching and learning well.

69. In **history**, the lessons seen were good. Pupils have very good opportunities to develop research skills by using ICT programs and the Internet, reference books and high quality visits to relevant places that support the curriculum well. Teachers question pupils well to challenge them and assess their understanding. Pupils enjoy these subjects and are able to demonstrate that they are learning well. This subject is enriched very well with an excellent range of visits and visitors.
70. In **geography**, teaching seen was more varied than in history but was particularly strong where pupils drew on their own experiences on a successful field trip. Other teaching linked well with learning in other lessons and gave pupils good opportunities to reflect on issues related to third world development. However, a slower pace limited learning.

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

71. Too few lessons were seen in design and technology, physical education and music to make firm judgements about provision. Three lessons were seen in each of physical education and music but none were seen in design and technology. In all subjects, inspectors spoke to pupils and coordinators about their work. Coordinators are enthusiastic and supportive of other staff, establishing new curriculum and assessment systems to support teaching and learning. However, their monitoring and evaluation of teaching is largely informal and this restricts their ability to share good practice through the school.
72. It is clear that the school has successfully improved on the unsatisfactory position in **design and technology** described in the last report. Pupils undertake a good range of activities throughout the school that contribute to their understanding of designing and making processes.
73. **Music** continues to have a strong focus in the school and a significant number of pupils learn a range of instruments. Provision is strengthened by a specialist teacher who takes all classes. Pupils develop a good musical vocabulary and sense of rhythm, practicing and performing with confidence. They respond well to good opportunities to sing, show great enjoyment and singing in assembly was very good.
74. In **physical education**, teachers use good demonstrations and identify successful individual performances to enable pupils to improve their own skills. As a result, pupils develop increasing skills in gymnastics and games. However, not enough emphasis is placed on encouraging pupils to make their own evaluations of their own and others' performances. The subject is enhanced through a number of extra activities in football, netball, country dancing and gymnastics, which have led to much success in competitions. All pupils in Year 3 and 4 take part in swimming, with most exceeding the expected skill levels and many having gained awards.

### **Art and design**

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

## **Main strengths and weaknesses**

- Good teaching develops pupils' skills systematically through school.
- Good links are made with other subjects to extend learning.

## **Commentary**

75. By the end of Years 2 and 6, standards are well above those expected for the pupils' ages. This maintains the levels identified in the last report and represents good achievement through the school. Provision is enhanced by a number of high quality visits and visitors that extend pupils' experiences very well. Learning is effective because the curriculum is clearly structured to ensure that pupils gain necessary skills to be applied in later work. Pupils use a good range of media with increasingly secure and accomplished purpose.
76. Teaching is good overall, and some is of high quality. Teachers organise their classes well and give clear and interesting introductions using relevant resources to inspire pupils. For example, a Year 5 teacher captured full attention as she introduced pupils to different artwork to illustrate how artists represent feelings in their work. Extremely good relationships give pupils the confidence to express themselves in discussions and their work, which therefore aids them in aspects of their personal development.
77. Teachers are creative in linking other subjects to art and design to extend pupils' learning and make it relevant. For example, Year 1 pupils made good attempts at drawing chrysalides, linking with work in science, after trying a simple but effective shading exercise. Elsewhere, pupils' artwork was used as an effective stimulus for creative writing and pupils use artwork to illustrate their learning in subjects such as history. Teachers are good at showing the influences and techniques of famous artists and pupils absorb much culture in this way. Opportunities to use ICT in art and design are taken well and contribute to pupils' understanding. Some high quality digitally manipulated prints in Year 5, for example, show good links with pupils' learning about cubism.

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

78. Although too little teaching was seen to make a secure judgement of provision, aspects of the school's work in this area were seen in many lessons and other activities. The school places a very strong emphasis on pupils' personal development that makes positive contributions to their developing maturity. The very good curriculum includes measures to promote health and includes required attention to sex education and drugs awareness. There are good opportunities for pupils to develop into confident and motivated individuals who want to learn and succeed. The effectiveness of these measures is to be seen in the very positive responses of pupils to all learning opportunities. The school does not specifically timetable lessons on citizenship, but teachers make good provision for discussions and debates, often linked well to learning in other subjects. Although strong relationships ensure that pupils are listened to, there is no formal school council to give pupils opportunities to represent each other and be consulted.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<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	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	3
Attitudes	1
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	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	4

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