

INSPECTION REPORT

**ST MICHAEL'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Enfield

LEA area: Enfield

Unique reference number: 102034

Headteacher: Miss Cathryn Mann

Lead inspector: Mr Rob Crompton

Dates of inspection: 18th – 21st April 2005

Inspection number: 267900

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its

summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

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: 218

School address: Brigadier Hill
Enfield
Middlesex

Postcode: EN2 0NB

Telephone number: 020 8363 2724

Fax number: 020 8342 2600

Appropriate authority: The governing body

Name of chair of Mrs K Presland
governors:

Date of previous 26th April 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

The school serves a suburban community in Enfield and has 218 pupils on roll. The pupils are taught in eight classes divided by year group. The level of pupil mobility is below average. Twelve per cent of pupils are from ethnic minority backgrounds and four pupils are at an early stage of learning English as an additional language. When they enter the reception class, pupils' attainment is broadly average for their age. About 20 per cent of the pupils have special educational needs, which matches the national picture. Four pupils have a Statement Of Special Educational Needs, which is above average. About 10 per cent of pupils are eligible for free school meals, which is about average. The school received the Activemark (for promoting physical education) in 2002 and the Healthy Schools Award (for promoting healthy lifestyles) in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7230	Rob Crompton	Lead inspector	Science Information and communication technology Music Personal, social and health education and citizenship
13874	Jane Chesterfield	Lay inspector	
22223	Helen Ranger	Team inspector	Special educational needs Mathematics Geography History Physical education
7420	Ann Simpson	Team inspector	English English as an additional language Art and design Design and technology

The inspection contractor was:

Altecq Inspections Ltd
102 Bath Road
Cheltenham
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school. Good teaching enables pupils to achieve well and reach above average standards by Year 6. Very effective provision for personal development contributes to pupils' very positive attitudes and very good behaviour and they enjoy a rich variety of extra activities. The headteacher, very well supported by the deputy head, provides strong leadership and governors carry out their responsibilities well. The school's aim to provide a caring ethos of Christian fellowship is fulfilled in its daily life. Parents and pupils are happy with the school. It provides good value for money.

The school's main strengths and weaknesses are:

- Consistently challenging and stimulating teaching in Year 6 leads to significant acceleration in pupils' learning and achievement.
- Children get off to a flying start in the recently established nursery but there is a lack of continuity from nursery to reception.
- Standards in writing and mathematics at Year 2 are average but pupils could make better progress.
- Subject management is satisfactory but the impact of subject leaders in improving achievement through the school is limited.
- Pupils are well cared for and benefit from a wealth of activities outside lessons.
- Good relationships across the school, together with productive partnerships with parents and the parish create a strong feeling of community.

Since the last inspection in 1999, accommodation is much improved and a nursery has been established. Standards have risen in art and design, design and technology, geography, history and information and communication technology (ICT). Weaknesses in assessment have been overcome and good systems have been established. Overall performance in national tests at Year 6 in English, mathematics and science has been above the general trend. Although some weaknesses in teaching remain, overall progress since the last inspection has been good.

STANDARDS ACHIEVED

Overall achievement is **good**. In the Foundation Stage, children progress well in all areas of learning so that, by the end of reception, standards are good, with most children meeting or exceeding the levels expected. Support for their personal, social and emotional development is particularly successful and most children get off to a good start in learning early literacy and numeracy skills. Achievement is satisfactory in Years 1 and 2 and pupils' attainment in reading, writing and mathematics is broadly average. Progress accelerates in the following years with pupils reaching above average standards in English, mathematics and science by Year 6. Their attainment is also above that expected in art and design, design and technology, geography and history. Pupils progress steadily through the school in ICT and reach the expected standards. Pupils with special educational needs make good progress towards their individual targets. The few pupils with English as an additional

language benefit from extra support and achieve well. It was not possible to judge overall standards in music or physical education.

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

*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 have very positive attitudes and behave very well. The oldest pupils have very mature attitudes and provide an excellent example for the rest of the school. Pupils' spiritual, moral, social and cultural development is **very good** due to the school's very successful provision for personal development.

QUALITY OF EDUCATION

The quality of education is **good**. The quality of teaching is **good**, with significant strengths in the nursery and Year 6. Much of the work is challenging and this sustains pupils' interest and enjoyment. The overall quality of teaching in Years 3 to 6 is good. Successful lessons were seen in a range of subjects, with teachers' subject expertise and enthusiasm capturing pupils' imagination and driving their learning forward. Teaching in Years 1 and 2 is satisfactory with some strengths but lessons can lack the pace and challenge necessary for pupils to make more rapid progress. The curriculum is generally well planned but the school is aware of the need to integrate the work in nursery and reception to provide a cohesive programme through the Foundation Stage¹. Pupils' learning and personal development are well supported through a very good range of extra activities. They are well cared for and receive good support and guidance throughout their school life. Parents play an active part in their children's learning and support the school well.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher provides good leadership and is supported very well by the deputy head. Governors are regular visitors and know the school well. They work closely with the headteacher in the best interests of the pupils and carry out all their statutory responsibilities efficiently. Subject leadership is satisfactory and has some strengths but the role of co-ordinators in driving up standards across the school is limited.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school. Children are highly enthusiastic and enjoy all it has to offer. They make a good contribution to school life through the 'Ideas Group' and by willingly taking on responsibilities.

IMPROVEMENTS NEEDED

¹ The Foundation Stage includes nursery and reception.

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

- Further develop the role of subject leaders in driving up standards.
- Improve the teaching of writing and mathematics in Years 1 and 2 so that more pupils achieve their potential.
- Ensure that the provision in reception builds successfully on the very effective approach in the nursery.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve **well** and reach **good** standards in a range of subjects by the end of Year 6.

Main strengths and weaknesses

- Children achieve well in the Foundation Stage and reach good standards by the end of the reception year.
- Pupils make good progress through the school and reach above average standards by the end of Year 6.
- Progress in writing and mathematics through Years 1 and 2 is satisfactory but some pupils could achieve more.

Commentary

1. Children make rapid progress in the nursery due to the consistently effective teaching. They do especially well in personal, social and emotional development and in acquiring early language and mathematical skills. They develop a good knowledge and understanding of the world and achieve well in their creative and physical development. Progress in the reception class is satisfactory. The school is aware of the lack of continuity across the two classes which somewhat inhibits progress through the Foundation Stage, although the children make good progress overall.
2. The results of national curriculum tests in Year 2 over recent years have been broadly average or a little better when compared to the national picture and to those of similar schools. Attainment in mathematics has been better than in reading and writing. Assessments in science show that most pupils reach the expected levels with a reasonable proportion exceeding them. Standards seen during the inspection reflect these results. The level of work in pupils' books and their response to classroom activities suggests that some, particularly the more able, could achieve more in writing and mathematics. Given their level of confidence in literacy and numeracy as they start Year 1, some pupils do not fulfil their potential.

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

Standards in:	School results	National results
reading	15.8 (16.4)	15.8 (15.7)
writing	14.1 (15.5)	14.6 (14.6)
mathematics	17.4 (17.0)	16.2 (16.3)

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

3. In contrast, pupils achieve well through Years 3 to 6. National test results in English, mathematics and science have been above or well above average in the last three years. Good standards in these subjects were clearly evident in the work seen and the lessons observed during the inspection. In addition, pupils achieve well in most other subjects, exceeding the levels expected by Year 6 in art and design, design and technology, geography and history. These good standards across the curriculum illustrate the school's success in meeting its aim to provide an all-round education rather than pursue narrow academic goals. Pupils are doing much better in ICT than at the time of the last inspection and are on course to reach the expected standards. Due to time table arrangements, it was not possible to judge overall attainment in music or physical education but some good work was seen in these subjects. Throughout the school, pupils with special educational needs progress well towards their individual targets because they receive effective support. Similarly, the few pupils with English as an additional language are well supported and make good progress.

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

Standards in:	School results	National results
English	27.9 (27.9)	26.9 (26.8)
mathematics	28.3 (28.9)	27.0 (26.8)
science	30.0 (30.3)	28.6 (28.6)

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

Pupils' attitudes, values and other personal qualities

Children have **very positive** attitudes to school and behave **very well**. Their spiritual, moral, social and cultural development is **very good**. Attendance and punctuality are **good**.

Main strengths and weaknesses

- The very positive ethos helps pupils to develop a strong sense of belonging to the school community.
 - A wide range of different experiences contributes significantly to pupils' personal development.
4. Pupils' attitudes and behaviour are very good. The oldest pupils have very mature attitudes and are a credit to the school and their parents. They take a full part in school life, willingly taking on responsibilities. They are quick to help out younger pupils and readily assist teachers without prompting. The school successfully encourages pupils to do their best in whatever they do, celebrating their achievements in and outside the classroom. This contributes to the good progress pupils make in a range of subjects and other pursuits. Videos of their performances in musical productions and enjoying adventurous activities in residential trips illustrate high levels of enthusiasm and enjoyment. In class, teachers and support staff build positive relationships with pupils and set high

standards for their behaviour. Consequently, pupils enjoy school and attend well. There have been no recent exclusions.

5. A rich variety of activities promotes personal development very effectively. Spiritual development is promoted very well through assemblies and through literature, art and music. Opportunities for expressive and creative work abound. Pupils' sensitive approach to Aboriginal art and their keen interest in exploring its origins and meanings illustrate the success of the school in helping children to develop their opinions and make personal responses. Social and moral development are very well supported and children develop a strong sense of empathy and compassion towards the needs of others. Through attending extra-curricular activities, learning an instrument and taking part in sporting events, pupils learn the importance of commitment and reliability and enhance their social skills.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.1
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching, learning and the curriculum are **good**. Children are **well** cared for; they receive **good** guidance and are fully involved in school life. Close links with parents contribute to the school's success.

Teaching and learning

Teaching, learning and assessment are **good**.

Main strengths and weaknesses

- Consistently challenging and stimulating teaching in Year 6 leads to significant acceleration in pupils' learning and achievement.
- Very good teamwork in the nursery successfully promotes children's learning and personal development.
- Teaching in reception, Year 1 and Year 2 is satisfactory but pupils' learning could be improved.
- Support staff make an important contribution to pupils' learning.
- Good assessment systems provide pupils with increasingly detailed feedback on their progress.

Commentary

6. Good teaching through Years 3 to 6 means pupils enjoy learning and achieve well. Nowhere is this more evident than in Year 6 where the teacher's considerable expertise provides pupils with a significant boost in their final year. The excellent relationships between the teacher and pupils have a significant impact on achievement. Pupils are treated as mature individuals and rise to the high expectations of behaviour and effort. Work across all subjects is underpinned by the teacher's subject knowledge and this enables her to set challenging tasks and to pitch the level of work accurately to meet individual needs. For their part, pupils remain focussed and keen. They work independently and cooperatively when asked. They respond delightfully to the teacher's sense of fun at the same time remaining engrossed. Good teaching in Years 3 to 5 was illustrated during effective lessons in English. For example, in Year 5, when reference to their work in French helped their understanding of prepositions. In Year 4, the teacher built well on pupils' previous learning in geography when introducing a new topic and provided a helpful summary of their existing knowledge. The lively and dynamic approach in a Year 3 English lesson, together with very clear explanations meant pupils gained a very good understanding of persuasive language.
7. Teaching in the nursery is very good. Staff work closely together in the nursery and plan a very wide range of exciting and relevant activities, based securely on very good assessments of individual achievements. In the reception class, teaching is satisfactory with good features, but does not cater as securely for the needs of young children. Assessment information is not used as well in the reception class as in the nursery to plan for individual requirements and work is too formal at times to promote children's confidence and independence.
8. In Years 1 and 2 the teaching is satisfactory but less stimulating than in other years. Teachers work hard and set clear boundaries for behaviour which pupils respect but the warm relationships evident elsewhere are less evident. Pupils are generally keen to learn but some of the tasks are rather routine and could be more challenging, particularly in writing and mathematics. A good strategy was observed in Year 2 when the teacher set up a problem for the more able pupils to solve, but such open-ended investigations which draw on pupils' existing knowledge do not feature often enough in lessons.
9. Throughout the school teaching assistants provide good support by taking small groups and working with individuals, for example, more able pupils and those with English as an additional language. They support children with special educational needs well. Some teachers use teaching assistants effectively to note children's responses during lesson introductions and summaries. This provides valuable assessment information and helps the planning of subsequent work.
10. Assessment is much improved since the last inspection. At the end of a sequence of lessons, teachers note the extent to which pupils have grasped the key ideas and use this information to modify subsequent plans. Very good marking in Years 3 to 6 provides pupils with clear feedback about how they

have done and what they need to do to improve. Teachers often establish a written dialogue with pupils, indicating how valuable pupils regard their comments. A very good example of this is the teacher's evaluation of projects undertaken by Year 4 pupils. Some teachers have set individual targets for pupils, based on assessments, which pupils keep on their desks or prominently in their workbooks. This is not fully established but is a promising strategy.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	4 (12%)	12 (35%)	17 (50%)			

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 quality of the curriculum is **good**, with a **very good** range of extra-curricular activities. The accommodation and learning resources are **very good**.

Main strengths and weaknesses

- The curriculum is organised well and supplemented very well by additional activities.
- Provision for pupils with special educational needs is good.
- The school caters very well for pupils' personal and social development.
- Very good accommodation and resources benefit the pupils.

Commentary

11. There has been a good improvement in the curriculum since the time of the last inspection and this is having a positive impact on the standards achieved by pupils. Most of the weaknesses identified in the previous report have been successfully tackled. In particular, time is now used more efficiently and the statutory requirements for ICT are met.
12. The ethos of the school emphasises inclusion, and efforts are made to provide a curriculum suitable for all pupils. The wide range of activities in the nursery covers all areas of learning well. It includes very effective provision for play and outdoor activities which was previously weak. Planning in the nursery is particularly strong. In reception, the curriculum is satisfactory but full advantage is not being taken of the new facilities to provide opportunities for children to learn through play. In Years 1 to 6 subjects are often linked together to make learning meaningful for pupils. Provision for pupils with special educational needs is good. Pupils are provided with a good range of activities which match individual needs and ensure that they achieve well. Teachers, teaching assistants and the special needs co-ordinator all liaise well to ensure that the planning for this group of pupils is effective.
13. The substantial programme of extra-curricular clubs is attended by a large number of pupils. Frequent trips to places of interest, workshops and a range of visitors add to pupils' enjoyment of their work and promote their achievements.

They provide a very good context for bilingual learners to make sense of their language learning. There is particularly good provision for sporting and artistic activities. Pupils in Year 5 have a weekly French lesson and the school plans to extend its foreign language provision in future. The oldest pupils have above average standards in English, mathematics and science as well as very mature attitudes. They are well equipped to start the secondary curriculum.

14. Teaching assistants are well trained, managed and deployed so that they make a good contribution to pupils' learning. The accommodation is now very good, benefiting from the recent addition of the hall, new classrooms and the Foundation Stage unit. The premises are extremely well maintained by the site manager and this encourages pupils to look after their school. The new outdoor area for the Foundation Stage has meant that the playground is now smaller, but the school has ensured that breaktimes are organised to make best use of the available space. The acoustics are poor in the hall, but the school is working to improve them. Learning resources are very good. Pupils have the necessary relevant resources, which are up to date and in good condition.

Care, guidance and support

The attention given to pupils' care, welfare, health and safety is **good**. Support, advice and guidance for pupils, based on monitoring, are **good**. Pupils are **well** involved in the school's work and development.

Main strengths and weaknesses

- Pupils are very well looked after and supported throughout the school day.
- There are good opportunities for pupils to do their bit for the school.

Commentary

15. The school's systems for pastoral care work well, and help pupils feel safe and secure. Classroom assistants and midday supervisors play an important role in attending to pupils' welfare both in and outside the classroom. Staff make the most of the reduced playground facilities, for example, by careful organisation of time and equipment, so that playtimes are an enjoyable experience for pupils. Very good induction procedures for the nursery children enable them to settle very quickly and become confident in their new surroundings. Academic advice and personal guidance for pupils are good overall. Older pupils receive very good guidance which gives them a good idea of how to improve their work and develop their talents. This is less well established in Years 1 and 2 but is improving.
16. The school believes in its pupils' abilities and trusts them to take responsibility. Pupils rise to this challenge and show that they are more than capable of playing an active part in the daily running of the school, for example, by planning and holding their own assemblies. The recently formed St Michael's Ideas Group is already brimming with suggestions for improving the playground, and other pupils are keen to put their views forward to the committee.

Partnership with parents, other schools and the community

Partnership with parents is **good**. Links with other schools and the community are **satisfactory**.

Main strengths and weaknesses

- Good quality information gets parents involved.
- Positive relationships gain parents' support.
- A strong bond with the church underpins the school's ethos.

Commentary

17. The friendly and inviting tone of the documents provided by the school encourages parents to be partners in their children's education. The prospectus and the governors' annual report offer detailed, helpful information on the school's life and work, and weekly newsletters make sure that parents are always kept up to date with what is going on. Curriculum and homework information from class teachers gives parents a real chance to play a full part in their children's learning at home. Reports to parents on their children's progress have improved since the last inspection and now fully meet legal requirements. Most give parents a good indication of what their children need to do to

improve, although some use too much jargon to be clear to people who work outside education.

18. Parents know that the school values their opinions and feel that they can always make their views known. Systematic consultation with parents is an established part of the school improvement process and works well. The headteacher and deputy are readily available to chat to parents in the playground at the beginning and the end of the day about any minor concerns they may have. Not all class teachers are so easily accessible, though, and some miss out on the opportunity to build up daily working relationships with parents.
19. The school liaises closely with the local church and its clergy, sharing events and supporting each other's activities. The church plays an important role in supporting pupils' personal development, helping to raise their spiritual awareness and their knowledge of moral and social issues.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**. The headteacher is a determined and **effective** leader and is **very well** supported by the deputy. Leadership of other key staff is **satisfactory**. Governance is **good**.

- The head teacher and the deputy demonstrate a sense of purpose and a clear vision for improvement.
 - Leadership in some key subject areas is not effective enough to raise standards.
 - The governors fulfil their statutory duties well and are effective in supporting and challenging the school.
20. The strong leadership of the head teacher has created a cohesive staff team which works together towards shared goals. She provides vision and a strategic view for the future, supported by effective development planning. The deputy makes a significant contribution to the pupils' achievement as a leader, a manager and an excellent role model within the school. The senior leadership team creates a very caring and supportive ethos within which pupils enjoy learning and achieve well overall. Leadership of subjects is developing but in some key areas lacks rigour and a clear focus on improving standards. Very good relationships are promoted and there is a strong sense of professional respect between staff, governors and parents which is effective in bringing about change.
 21. The school has established clear priorities for improvement and these guide the actions of subject leaders and other staff. The senior leadership team is aware of the strengths and weaknesses within the school and is taking action to improve. Attainment and achievement are kept under regular review. Some senior staff lead curriculum development and innovation by providing very good role models for other staff and for pupils. Developing the roles of the subject leaders in self evaluation is a key priority and some effective work has taken place, but there is not a rigorous approach to leading improvement. Some

weaknesses in teaching and progress within Years 1 and 2 still exist, although they were identified at the last inspection.

22. Since the last inspection, the governing body has improved the way in which it works to support the school. Governors are fully involved in planning for improvement; they are knowledgeable about the learning which takes place and prepared to support and challenge as appropriate. A coherent structure of committees with a regular meeting schedule means that business is conducted efficiently and the school runs well. Frequent visits to classes ensure that members are well informed on the progress of the latest priorities. The governing body is committed to running an equitable and inclusive school and is successful in promoting these principles in its practice.
23. In keeping with its ethos, the school has a strong commitment to staff development and to performance management. Good attention is paid to the induction of new staff. Staff have sufficient time for planning and assessment and subject leaders are given good opportunities to visit other classes. The head teacher and governors are efficient and systematic in their management of the school's resources. Their decisions relate well to the clear priorities identified in the school development plan, and pupils benefit from the results of the decisions they have made as, for example, in the recent improvements to the buildings and grounds.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	700 265	Balance from previous year	165 961
Total expenditure	777 983	Balance carried forward to the next	88 243
Expenditure per pupil	3 466		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

24. Since the start of this school year, the school has provided a morning nursery as well as its reception class. Children's attainment on entry covers a wide range but is at expected levels overall. The children in the nursery achieve very well because of very good quality teaching and learning. Achievement is satisfactory in reception where a temporary teacher has just started this term, and children have made good progress in the reception year as a whole. In this class, teaching is currently sound, but not as well suited to the needs of young children as in the nursery.
25. There has been satisfactory overall improvement since the previous inspection. Newly refurbished classrooms and a new outdoor play area are benefiting both classes. Leadership and management are currently good. The nursery teacher has recently taken on the temporary role of co-ordinator for the Foundation Stage as a whole. She has a very secure grasp of good practice, but has not yet been able to ensure that the very good provision in the nursery is continued fully into the reception class. Good assessment procedures are used very effectively in the nursery to support children's progress, but are not used sufficiently in reception in the planning to meet individual needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's personal and social skills are developed very well in the nursery.
- Children behave well in reception but have too few chances to be independent.

Commentary

26. Children achieve very well in the nursery. Children build on this in reception and make good progress. They are likely to exceed the early learning goals by the end of the year. Teaching is very good in the nursery where all activities are structured to develop children's personal and social skills very effectively, based on the teacher's skilled assessments of individual requirements. Routines, such as choosing activities, develop independence and co-operation very well. The high expectations of children's behaviour are applied consistently and children respond very well. Teaching is currently satisfactory in reception where the teacher deploys the teaching assistants well to support all activities. This ensures that individuals have a trusted adult working alongside them. In this age group, children behave well, but have too few opportunities to choose

and plan their own work. At times, their activities are controlled too formally which does not enable the children to make an active contribution to lessons.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Play is used very effectively in the nursery to promote children's language learning.
- Children in reception have many opportunities to develop reading and writing skills, but too few planned activities to encourage better speaking.

Commentary

27. Children achieve very well in the nursery and teaching is very good. Good teaching in reception ensures that children make good progress and they are likely to exceed the expected levels by the end of the year. In the nursery, activities are planned very effectively to develop individual language competence, again based securely on the staff's assessments of progress. There is a good balance between activities that focus on skills such as letter formation and word recognition and 'free choice' activities where the children learn through play. Adults take all opportunities to develop children's language skills as they play, both indoors and outdoors. In reception, the teacher plans regular activities to develop reading and writing skills. She ensures that these are targeted well to children's levels of competence and deploys the teaching assistants effectively to support individuals and small groups. There is less explicit attention in this class to developing the children's speaking skills. Some lessons are too dominated by the teacher and do not give the children enough opportunities to contribute to discussion or to extend their confidence and competence in speech.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is an effective emphasis on practical work.
- Children in the nursery practise their mathematical skills through a wide range of activities.

Commentary

28. Teaching and children's achievements are very good in the nursery. They are good in reception where children are likely to exceed the expected levels by the time they start in Year 1. In both classes, there is an effective emphasis on practical activities to aid children's understanding, although the older children have few planned opportunities to investigate and solve problems. In the nursery, a wide range of activities is planned to promote learning. For example, the staff take advantage of snack times and outdoor play activities to extend children's learning of number, position and shape. This is in addition to the

activities that are regularly planned to ensure that all early mathematics skills are developed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

29. A limited sample of activities was seen in this area of learning and it is not possible to make overall judgements on provision. In the activities seen, children in reception achieved well in early science and technology activities, such as studying pet care and producing a computer image of a chosen animal. Children's good general knowledge provides a solid foundation for learning. In the nursery, children are given regular, well-organised opportunities to take part in sand, dough, water and computer activities. The planned curriculum shows good attention to the early skills of history, geography and religious education.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The new outdoor area is used very well to promote children's development.
- Children are very enthusiastic about the activities they are offered.
- The co-ordinator is extending the curriculum in this area of learning well.

Commentary

30. Achievement is good overall. Teaching and achievement are very good in the nursery. The teacher fully exploits a wide range of opportunities to develop children's knowledge and skills. There is very good attention to ensuring that they handle tools such as pencils and scissors effectively. The 'outdoor classroom' is used very well both to promote the children's physical development and to support activities in all other areas of learning. Children in this age group have frequent, purposeful experiences that help them to control their movement and that provide fresh air and exercise. Teaching is satisfactory in reception and is currently improving. Children are on course to achieve the expected goals by the end of the year. The new teacher is extending the range of physical experiences that children undertake, with very effective support from the co-ordinator. In particular, she is making daily use of the new outdoor area to plan useful physical activities that are suited to the children's age and experience. The co-ordinator is having a very positive impact on developments in this area of learning, ensuring that staff are aware of and plan for an increasingly wide range of activities to benefit the children.

CREATIVE DEVELOPMENT

31. Too few lessons and activities were seen to judge provision securely. The activities that were seen, mainly in the nursery, were of very good quality and taught very effectively. Children achieved very well. Creative activities are often linked usefully to other topics in both classes, such as recent work on shapes and animals. The role play areas are equipped and used well. Teachers'

planning shows that children have regular access to activities in art, music and drama. 'Free choice' sessions are used effectively to enable children to explore their own learning in the nursery, but are less of a feature in reception.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

- Good teaching enables pupils to attain standards above the national average.
 - Very good assessment and feedback in Years 3 to 6 is helping pupils to make good progress.
 - Some pupils do not make sufficient progress in writing in Years 1 and 2.
32. Pupils achieve well in reading, writing, speaking and listening and attain above average standards by Year 6. Their written work shows imagination and creativity, as well as a thorough grasp of the conventions of writing for different purposes. They read a range of challenging texts and discuss them with understanding. These high standards are due to well planned lessons and the particularly talented teaching in Year 6 which builds on what pupils already know and extends their understanding and skills successfully. Throughout Years 3 to 6 teachers motivate and enthuse pupils. They develop good relationships and make the lessons stimulating and fun. Teachers have high expectations of what pupils can achieve and are skilful in using a variety of strategies to ensure good progress in lessons. Their subject knowledge is good and they are able to select materials and ideas which will be effective in their lessons.
33. By Year 2, standards are average in reading and writing in comparison with national results and with those attained in similar schools. Some pupils do not make as much progress as they are capable of doing, and a significant number of pupils reach average standards when they could achieve higher levels. This is particularly evident in writing. The school has made the teaching of writing a priority, but the trend of attainment has fluctuated over recent years and does not yet show a sustained improvement. Standards of speaking and listening are good and pupils communicate well in a variety of situations. Teaching in Years 1 and 2 is underpinned by a sound understanding of the subject but is often dull and lacking in challenge for those pupils who could progress more quickly or undertake more demanding work. Lessons are carefully planned and relationships are friendly and respectful. In contrast to the very good marking in Years 3 to 6, marking and day-to-day feedback to pupils is satisfactory in Years 1 and 2 but pupils are not as well informed about how to improve their work.
34. Throughout the school, teaching assistants and support teachers make a good contribution to the learning of English, especially with lower attaining pupils. This support is sensitive and well targeted to the pupils' needs. Pupils with English as an additional language also benefit from effective support.
35. Leadership and management of English are satisfactory. The subject leader is effective in supporting other staff and has successfully led a number of initiatives, such as the development of marking, and the introduction of progress books, which are aimed at raising attainment. He is working to develop the library as a resource for research skills. Test data is used to look at

priorities within the curriculum and to direct support to weaker groups of pupils. However, insufficient improvement has been made in tackling the weaknesses in the younger classes which were identified at the previous inspection. Monitoring of progress and attainment is not yet sufficient in driving improvement.

Language and literacy across the curriculum

36. Very good links are made between English and other subjects and there are numerous examples of good quality work where reading or writing skills have been used to good effect. Learning in art and design, history, geography and design and technology is enhanced by competent writing and the use of research skills. Handwriting and presentation are good throughout the school.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have risen in recent years.
- The oldest pupils achieve well as a result of skilled teaching.
- More able pupils need to be challenged more effectively, especially in Year 2.
- Teaching assistants make a valuable contribution to pupils' learning.
- The subject has moved forward in recent years, but more could be done to promote even higher standards.

Commentary

37. The trend in the school's performance in national tests has improved well since the last inspection and good progress has been made in raising attainment in Years 1 and 2. Pupils currently achieve satisfactorily in these classes and reach average standards. Pupils progress well in Years 3 to 6, reaching above average standards. This indicates very good progress for this group of pupils from the time they were in Year 2, when standards were below average
38. Teaching and learning are good in Years 3 to 6, with very good teaching for the oldest class. Teaching is better overall in Years 3 to 6 than in Years 1 and 2 because teachers convey more enthusiasm and often succeed in making learning fun. This motivates pupils to do their best. However, at times in these age groups too, teachers expect the more able pupils to spend too much time on routine activities rather than ensuring that work is consistently challenging. Teaching is very effective in Year 6 because the teacher plans exciting and interesting activities, based securely on her assessment of pupils' progress. She works closely with an additional teacher and a teaching assistant to ensure that work is tailored closely to the needs of all individuals. This additional staffing has a very positive impact on pupils' learning. Teaching and learning are satisfactory overall in Years 1 and 2, but work does not always enthuse pupils or cater for the more able pupils well enough. Good assessment systems are used to group pupils by ability in these classes but they are not used as effectively to modify day-to-day work for individual pupils. The work seen in lessons, for example, did not reflect the school's predictions for the proportion of pupils who will reach above average levels by the end of Year 2.

39. In all age groups, teaching assistants make a positive contribution to the quality of learning. They work closely with the teachers and give effective support to individuals and small groups, especially those with special learning and behavioural needs. They support pupils with English as an additional language well.
40. The leadership and management of the subject are good. This is because the headteacher helps the co-ordinator to monitor teaching and pupils' achievements. This teamwork has ensured that standards have risen. The co-ordinator gives sound day-to-day support to her colleagues, but does not have a clear enough knowledge of standards across the school and of how provision can be improved further.

Mathematics across the curriculum

41. The use of mathematical skills across the curriculum is satisfactory. There are strengths in science where pupils collect and analyse data from experiments and present their findings in tables and graphs. Pupils apply their mathematical skills soundly in other subjects, such as in design and technology when drawing diagrams and measuring materials, and in geography when handling information about distances and populations.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Practical approaches help pupils to develop scientific skills and increase their understanding.
- Pupils receive good feedback on their work which helps them to improve.
- The use of ICT in science is limited.

Commentary

42. Consistently effective teaching has enabled the above average standards reached by Year 6 to be maintained since the last inspection. Further emphasis on developing pupils' investigative skills has paid off. By Year 6, pupils make a good attempt to make tests as fair as possible and they observe results closely, offering ideas. This was evident as pupils investigated the effect of moving a light source on the shadow thrown by an object. They measured distances accurately and recorded results carefully. As well as generalising about cause and effect, the teacher's skilful questioning helped them to hypothesise and predict outcomes. Pupils' workbooks contain notes on a wide variety of investigations and most results and conclusions are well set out using charts, diagrams and tables as appropriate. Current pupils are making steady progress through years 1 and 2, achieving average standards.

43. During lessons, pupils respond well to teachers' probing questions and this helps them to build on what they already know. This worked extremely well during a Year 4 lesson, when the teacher's gentle, encouraging manner meant they were increasingly confident in suggesting ideas. Their very secure knowledge of habitats emerged as they identified rainforests, grasslands, oceans, soil and walls where organisms might live, using terms such as predators, prey and shelter. The teacher raised the level of challenge as she introduced the classifications herbivore, carnivore and omnivore. Such prompting of what pupils need to learn next is also a strong feature of the comments teachers make in pupils' books. As well as praise and encouragement, teachers often point to how the work could be improved and establish a written dialogue with the pupils. Pupils' science 'review books' containing samples of work through the school also provide them with a good indication of their progress.
44. Much science work involves tables and graphs. Pupils tend to use paper and pencil to create these so opportunities for them to harness the power of ICT in producing summaries of results are limited. More emphasis needs to be given to the use of electronic sensors, for example, to measure the intensity of light in the shadow experiment described above.
45. The co-ordinator is new to the role and provides satisfactory leadership and management. Resources have been re-organised to support practical work on a range of topics. He is aware that his role in monitoring pupils' achievement through the school needs to be extended.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have improved since the last inspection but pupils' progress is not tracked systematically.
- The recently re-furbished computer suite provides a good resource for teaching and learning.
- Good use is made of ICT in other subjects.

Commentary

46. At the time of the last inspection, provision in ICT was unsatisfactory and pupils were not making enough progress. There was no system of assessment. Standards are now in line with those expected because the teaching has improved and all aspects of the subject are covered. An assessment system has only just been introduced, so teachers do not have a clear idea about how pupils are doing in relation to the levels expected each year. Overall progress since the last inspection is therefore satisfactory. The co-ordinator has managed improvements well and provides satisfactory leadership.

47. Pupils are making good progress in lessons because the quality of teaching is good and is enhanced by the well equipped computer suite. Teachers have good background knowledge and technical expertise which means they can respond quickly when pupils find things difficult. Pupils confidently log on to the system, open programs, save and retrieve their work. Lessons proceed without technical hitches because the equipment is reliable; learning moves on apace and pupils sustain their interest and enthusiasm. This was aptly illustrated during a Year 6 lesson where the high speed Internet link enabled pupils to find information about a proposed shopping development in the town. They were fully absorbed and had a good understanding of the subtle messages behind some websites. Through the teacher's effective questioning they identified the target audience for the site and made sensible comments. Pupils' enthusiasm for the subject was also evident as they discussed the work they had done in ICT during a residential trip where they had used light and temperature sensors to record changes in the environment.

Information and communication technology across the curriculum

48. Most of the work in ICT is directly related to current topics in other subjects. For example, children in Year 1 use the computer to classify and label groups of objects in science and to build up pictures showing the parts of a plant. Mathematics work on symmetry in Year 2 is supported as pupils make symmetrical Easter cards. Year 3 pupils develop a secure understanding of how a database is constructed as they collect information on animals and decide which attributes they will record, for example food preferences or number of legs.. Many of the topic folders produced as homework in Year 4 are produced using ICT with pupils showing a high standard of desk-top publishing skills. Older pupils use multimedia presentations to record their work across the curriculum and edit digital video shots to produce short sequences. Sensitive work by Year 6 on Aboriginal art was enhanced through the use of Internet sources.

HUMANITIES²

It was not possible to judge overall provision in geography or history as only one lesson in each subject was seen. Analysis of pupils' work in both subjects shows that standards are above expected levels by Year 6.

49. In **geography**, teachers give pupils valuable opportunities to complete topics on locations of their choice. These enable them to work well independently and to pursue their studies at home. For example, individual projects are assessed very well by the Year 4 teacher and contain useful evaluations by both pupils and their parents of what has been learned. Many pupils take the opportunity to practise their ICT skills through these topics, incorporating digital images and attractive presentation techniques. The only lesson seen was of good quality. It built well on pupils' previous learning and paid careful attention to developing pupils' map skills.

² As this is a church school, provision in religious education is the subject of a separate report.

50. Pupils have regular opportunities in **history** to learn about the past and to apply their historical skills to their work. The only lesson seen was good. The teacher engaged pupils in Year 3 with her own interest in the Romans. A notable feature of the work completed by the older pupils is the quality of the teachers' marking and assessment. This gives the pupils a clear understanding of what they have learned and the standards they have reached.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

51. Too few lessons in music or physical education were seen to judge overall provision in these subjects. Pupils were observed singing in assemblies and video recordings of musical and physical activities were viewed. One lesson was observed in music and two in physical education.
52. In **music**, singing is a significant strength. In assemblies, pupils sing tunefully and expressively. Their enthusiasm for singing is clear from recordings of performances for parents' where pupils have good opportunities to sing solo and in groups. Music plays an important part in the life of the school. Many pupils are learning instruments and they are encouraged to perform for their classmates and in assemblies. For example, a group of guitarists accompanied a hymn during the inspection.
53. Planning for **physical education** ensures that all aspects of the subject are taught. A dance lesson in Year 2 underlined the value of the new hall as a large indoor space. During a well-taught hockey lesson in Year 6, pupils demonstrated good games skills and very sporting attitudes. Pupils do well in swimming and last year all achieved at least their 25 metre certificates. The school's achievement of both the Activemark and Healthy Schools awards, demonstrates its strong commitment to this area of the curriculum. The local education authority's advisory team supports staff training effectively. Visits, such as day and residential trips offer pupils good opportunities for adventurous activities such as orienteering.

Art and design

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

Main strengths and weaknesses

- Pupils achieve well and reach good standards.
 - Teaching is imaginative and thorough.
 - There is a rich and stimulating curriculum.
54. Good progress has been made since the last inspection. Good leadership and management help to ensure that art and design has a high profile within the curriculum and there is much evidence of good quality art work around the school. Planning is thorough, and provides a range of good experiences for the pupils while ensuring that their skills improve progressively through the school.

Teachers plan interesting experiences and provide the resources for a wide range of learning. For example, a visiting artist worked with pupils to create clay models, tiles and plaques depicting the Stations of the Cross. Such good quality input enables pupils to achieve standards above those seen in most primary schools by Year 2 and Year 6. An Art Week involved all pupils in trying out imaginative and creative techniques. Other events and visitors during the year enhance this area of the curriculum.

55. Art and design activities are well linked to learning in other areas of the curriculum, as for example the crosses made during the study of Coventry Cathedral which were a starting point to explore ideas of reconciliation in religious education. Work, such as the masks in Year 6 and self-sculptures in Year 4 draws on influences from around the world and links well to imaginative writing and research. Pupils speak with delight and pride of their achievements. Teaching is good and leads to standards above the expectations for most pupils. Teachers have a good level of knowledge and expertise. They use imaginative approaches and are confident in introducing a wide range of techniques.

Design and technology

Provision in design and technology is **good**

Main strengths and weaknesses

- Pupils respond well to the stimulating activities.
 - Very good leadership promotes high standards.
56. Good progress has been made since the last inspection. Standards have risen because of consistently good teaching. Across the school, pupils achieve well and reach good standards because they benefit from a range of stimulating activities. They are encouraged to discuss their ideas, produce imaginative designs and make carefully constructed models. They increasingly evaluate their work and, by Year 6, are producing sophisticated projects which illustrate good standards. Models of fairground rides demonstrate how pupils have solved quite complex design problems and learnt about a variety of mechanisms. In Year 5, work on hinges links well with Tudor history in the creation of treasure chests. Pupils enjoy the sense of achievement they gain.
57. The co-ordinator provides an excellent role model for the teaching of the subject and supports her colleagues sensitively. She has a strong impact on the quality of work and pupils' achievement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

58. No judgement is made about the school's overall provision as only one lesson was seen. Lessons are planned according to a comprehensive programme of work for all age groups. Taking citizenship as the central theme, all aspects of personal, social and health education are covered, including drugs awareness

and sex education. The consequences of this provision are seen throughout the school, where children work and play together in harmony and in the dining room where pupils show a good awareness of healthy eating. The older pupils demonstrate a particularly well developed sense of citizenship as they contribute suggestions to the 'ideas group' and help around the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
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	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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