

# INSPECTION REPORT

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

Thornton - Cleveleys

LEA area: Blackpool

Unique reference number: 119692

Headteacher: Mrs E Yates

Lead inspector: L A Furness

Dates of inspection: 20<sup>th</sup> - 22<sup>nd</sup> June 2005

Inspection number: 267950

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Voluntary aided  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 192  
School address: St Teresa's Avenue  
Thorton-Cleveleys  
Lancashire  
Postcode: FY5 3GT  
Telephone number: (01253) 852 457  
Fax number: (01253) 857 138  
Appropriate authority: The governing body  
Name of chair of Mrs A Bradley  
governors:  
Date of previous 5<sup>th</sup> July 1999  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

St Teresa's Catholic School is an average size voluntary aided primary school for boys and girls between the ages of four and eleven. Currently 192 pupils (99 boys and 93 girls) attend the school. There are seven classes, all of which have pupils from one year group only. The proportion of pupils identified as having special educational needs (23.9 per cent) is above the national average, but the proportion of pupils with a statement of special educational need (one per cent) is below the national average. The proportion of pupils known to be eligible for free school meals matches the national average. Almost all pupils come from a white British background, and there is a very small number who are at an early stage of English language acquisition. Although there is a wide range of attainment on entry to the school in Reception, this year the majority of children have skills mainly matching those expected for their age. Information about attainment on entry indicates that it is higher than it has been in the past. The proportion of pupils joining and leaving the school other than at the usual admission and transfer times is above average, and was unusually high (45 per cent) for the group of Year 6 pupils who took the National Curriculum tests in 2004. The school has gained a number of awards, including a government achievement award in 2003, Investors in People in 2004, and the Active Mark Gold, Healthy Schools status and a school Charter Mark in 2005.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8245	L A Furness	Lead inspector	Mathematics Personal, social and health education and citizenship
19431	J H Holmes	Lay inspector	
27677	D Davenport	Team inspector	Foundation Stage English Geography History
16761	M Hemmings	Team inspector	Science Information and communication technology Art and design Design and technology Music Physical education

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## PART A: SUMMARY OF THE REPORT

**School effectiveness is good.** Good leadership and management have resulted in good levels of achievement for all groups of pupils, brought about by effective teaching and a strong commitment to improving standards. The school provides good value for money.

### The school's main strengths and weaknesses are:

- Although achievement is good in English, mathematics and science, standards in writing are not high enough.
- Teaching and learning are good, with very good teaching evident in Years 2 and 6.
- Systems for informing children more about how to evaluate and improve their work are developing areas of the school's work.
- There is a good, stimulating curriculum, and a very good range of enrichment opportunities, particularly in physical education, are offered to the pupils.
- A few pupils in some classes misbehave and the strategies which staff use are not always effective in dealing with this.
- There is a welcoming and supportive atmosphere which does much to build pupils' confidence and self-esteem, and relationships between adults and pupils are very good.
- Induction procedures for Foundation Stage children and the provision for their care, welfare, health and safety are very good.
- The outdoor environment for Foundation Stage children, and the activity and wildlife area for all pupils, are excellent.

The key issue from the previous inspection has been rectified. However, the school is continuing to improve the presentation skills of a minority of pupils. Although standards are not as good as at the time of the previous inspection, the very large number of pupils who start school after Reception (referred to as 'mobility') makes comparisons inappropriate, as at that time mobility was not as significant. Overall school improvement is good.

### STANDARDS ACHIEVED

**Pupils' achievement is good overall.** In 2004, the performance of Year 6 pupils in the National Curriculum tests was well below the national average in mathematics and below the national average in English and science. Their performance was the same as that of pupils in similar schools. However, these results need to be treated with caution as a high number of pupils started this school after Reception and a good many of them started in Years 3 to 6. Assessment information shows that pupils are making good progress from their starting point at school.

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils currently in Year 6 achieve well and standards in mathematics and science mainly match those expected for their age. In mathematics this shows a marked improvement since 2004. In English, although reading standards are satisfactory, standards in writing are in need of improvement. The school's results in the 2004 national tests for pupils in Year 2 show that performance was above the national average in mathematics and below the national average in reading and writing. Pupils currently in Year 2 are attaining standards below those expected in reading and writing but matching those expected in mathematics and science. This apparent dip in standards reflects the fact that there are a large number of pupils with special educational needs in this group. Achievement is good. This year, children have the skills and knowledge typical for their age when they start in Reception. They are achieving well and are on course to attain many of the Early Learning Goals expected by the time they enter Year 1. Pupils who have special educational needs achieve well because of the good targeted support they receive.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** The majority of pupils behave well and are keen to come to school. However, a small number display inappropriate behaviour both during lessons and outside in the playground. Attendance is above the national average and pupils arrive on time.

## **QUALITY OF EDUCATION**

**The quality of education is good. The quality of teaching is good overall,** with some very good teaching seen. Consequently, pupils make good progress and achieve well. In most lessons pupils are well motivated by lively, engaging teaching which results in good levels of productivity. Interactive whiteboards are used effectively by teachers, to engage pupils' interest and to effectively illustrate main teaching points. Although assessment systems are good, there are inconsistencies in teachers' written marking; pupils are not always clear about their targets or about how to improve their work. The school's behaviour management strategies do not always work and a small minority of pupils in some classes, do not follow classroom rules. Good provision is made for pupils who have special educational needs and they achieve well. A very good range of enrichment activities, including sport, enrich the curriculum. The support, care and guidance of pupils are good, and relationships between adults and pupils are very good. Teachers have forged a good partnership with parents and there are good links with the church, the community and other schools. The school's resources and accommodation are good overall, and the outdoor area for Foundation Stage children and the activity facilities and wildlife area for all pupils provide an excellent resource for learning.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The headteacher leads and manages the school well, as do key members of staff. Governance is good. Governors are committed and work hard to support the school. They meet all of their legal obligations.

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

Parents and pupils are pleased with the work of the school. They know that their views are valued and taken into account in all decision making and that the school does its best for them.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in writing throughout the school.
- Develop further the target-setting systems and the systems for providing pupils with the information they need to be able to evaluate and improve their work.
- Improve existing behaviour-management strategies and ensure that they are consistently applied throughout the school.

All of the above issues are identified in the School Improvement Plan.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Although by Year 6 standards are below those expected for the pupils' age in writing, in speaking, listening, reading, mathematics and science standards mainly match those expected. Achievement is good.

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

- Children make good progress in Reception.
- The achievement of pupils throughout the school is good, but standards in writing are below those expected for their age.
- Mathematics standards have improved greatly in 2005.
- Pupils with special educational needs and those at an early stage of English language acquisition are supported well and achievement is good.

#### **Commentary**

1. This year most children started school with levels of attainment that match those expected for their age in personal, social and emotional development, communication, language, literacy and mathematical development. They make good progress and achieve well because of the good teaching that they receive. As a result, the majority of children are on course to reach the goals expected in all six areas of learning by the end of the Reception year and a minority are likely to exceed them. However, this attainment on entry is not typical of all year groups, and assessment data shows that in the past the majority of children have started school with skills mainly below those expected for their age.
2. When compared to those in schools nationally and in similar contexts, Year 2 pupils' test results in 2004 were below average in reading and writing and above average in mathematics. These results represented a significant improvement on those achieved in 2003. Over time girls are achieving better than boys in English and mathematics, although no differences between their achievement were noted during the inspection.



Pupils currently in Year 2 are attaining standards that mainly match those expected in speaking, listening, mathematics and science but remain below those expected in reading and writing. There are no pupils attaining the higher level (Level 3) in writing and there is a decline from last year in the proportion of pupils attaining the higher levels in reading, mathematics and science. However, achievement is good as there are a large number of pupils with special educational needs in this cohort of pupils.

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

Standards in:	School results	National results
reading	15.6 (14.1)	15.8 (15.7)
writing	14.1 (12.8)	14.6 (14.6)
mathematics	16.9 (15.7)	16.2 (16.3)

*There were 27 pupils in the year group. Figures in brackets are for the previous year.*

- The performance of Year 6 pupils in the 2004 National Curriculum tests, when compared to that in schools nationally and in similar contexts, was well below the national average in mathematics and below the national average in English and science. However, these results need to be treated with caution as a much higher than average proportion of pupils (45 per cent) in this cohort started school after the Reception class. Many of them started at school in Years 3 to 6 and also a high percentage of the pupils admitted had special educational needs. School assessment information clearly shows that pupils are making good progress from their starting point at this school. There were no significant differences between boys' and girls' attainment in English and science, but in mathematics girls perform better than boys. However, no differences between their performance were noted during the inspection. Pupils currently in Year 6 are attaining standards that match those expected for their age in speaking, listening, reading, mathematics and science, but standards in writing are below those expected.

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

Standards in:	School results	National results
English	26.2 (26.6)	26.9 (26.8)
mathematics	25.8 (27.0)	27.0 (26.8)
science	28.2 (29.6)	28.6 (28.6)

*There were 29 pupils in the year group. Figures in brackets are for the previous year.*

- By the end of Years 2 and 6, standards in information and communication technology match those expected. Pupils are making good progress despite the fact that in the past resources have been unreliable. It is only recently, since the purchase of a new suite of laptops, that teachers have been able to capitalize on opportunities for learning in this subject. Standards in geography by Year 2 and in history by Year 6 match those expected for the pupils' age, and achievement is good. It was not possible to make secure judgements about standards and achievement in other subjects. However, in music it was clear that pupils have achieved well because of good specialist teaching. Although pupils use their developing literacy and numeracy skills to assist learning in other subjects, the school knows that these opportunities are not sufficiently well planned to ensure that learning is maximised.
- Pupils with special educational needs achieve well because of the good additional help that they receive from support staff. Individual education plans indicate that pupils make good progress in relation to their prior attainments.

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

The attitudes and behaviour of the pupils are good overall, although a minority misbehave at times. Pupils' spiritual, moral, social and cultural development is good. Attendance is above the national average.

### **Main strengths and weaknesses**

- The majority of pupils enjoy learning and have positive attitudes towards school.
- Pupils' relationships with each other are good.
- A minority of pupils do not always behave as they should.
- Spiritual, moral, social and cultural development is good.
- Attendance and punctuality are good.

### **Commentary**

6. Pupils enjoy school and have good attitudes towards their work. They work well together and have a good level of trust in the adults in school. They say they feel that they can discuss problems with members of staff and that any concerns are dealt with promptly. Relationships between pupils are good and during lessons the majority of pupils listen to each other respecting their friends' ideas. Although in class and around the school the behaviour of the majority of pupils is good, a minority do not behave well, which disrupts teaching and affects the progress of some pupils. Pupils report that there are rewards for good behaviour, but not all pupils respond as they should do to these systems. No oppressive behaviour was observed during the inspection. There have been no recent exclusions and pupils say that any bullying is dealt with quickly and effectively.
7. Pupils' spiritual, moral, social and cultural development is good. Visitors are welcomed into school and the staff and pupils are friendly and courteous towards them. Different religions are studied and as one pupil said a prayer at the start of a school council meeting the remaining pupils showed quiet reverence and respect. During one lesson, the pupils excitedly observed a caterpillar moving inside the chrysalis, helping to add a spiritual dimension to learning. Pupils know what is right and wrong and have a strong sense of fairness and justice. Their moral development is good. They have a clear sense of fair play and understand the need to include all pupils in all activities. 'Buddies' help pupils at playtime, ensuring that all have someone to play with. Participation in fund-raising activities both locally and nationally gives pupils a clear sense of social responsibility. They are enthusiastic about the school council, seeing this as a good opportunity to be involved in improving the school. The council has discussed many aspects of the school's work and is presently involved in deciding upon the best way to operate the 'walking bus' and where to site new bicycle sheds. Next year the school council will be democratically elected and the current council has set the criteria for the way the elections will be held. Year 6 pupils enjoy a residential trip, and visits to museums and a multicultural week are enhancing effectively pupils' cultural development.
8. Attendance is above the national average. Punctuality is good overall, with only a few pupils late on a regular basis. Parents are good at notifying the school of absence, and the school has good procedures in place to promote attendance and monitor patterns in pupils' absences. In the few cases where parents do not notify school of

absence, the school has an early call system in place. Registers are taken promptly and efficiently.

**Attendance in the latest complete reporting year 2003-2004 (%)**

Authorised absence		Unauthorised absence	
School data	4.0	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.*

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

The quality of education is good, as is the quality of teaching and learning. The curriculum, the support and guidance offered to the pupils and the school's partnership with parents are all equally good and contribute effectively to pupils' good achievement. Assessment systems are good, but systems for helping pupils to know more about their learning are satisfactory.

### **Teaching and learning**

The quality of teaching and learning is good overall. Assessment information is used effectively for planning activities, and the way in which the school helps pupils to understand how they can improve is satisfactory.

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

- In Years 2 and 6 teaching and learning are very good.
- Children receive a good start to their education in the Reception class because of good teaching and learning.
- Teachers use resources, including information and communication technology (ICT), well, to engage pupils' interest.
- Well-briefed teaching assistants, including the learning mentor, effectively support pupils with special educational needs and those at an early stage of English language acquisition.
- The behaviour of a minority of pupils distracts teachers and spoils other pupils' learning.
- Although satisfactory, setting targets for learning and the ways in which teachers involve pupils in evaluating their learning is a developing area.

#### **Commentary**

9. Good teaching was seen in all classes throughout the school and there were notable strengths in Years 2 and 6, where teaching and learning were very good. In these classes very good planning, stemming from very good subject knowledge, ensures that difficult ideas are taught in a highly effective way; for example, in Year 6, as pupils learnt about the difference between active and passive sentences. In English and mathematics, teaching is consistently good as teachers use their good subject knowledge to plan lessons that are appropriate for the pupils' needs and effectively engage their interest. Specialist teachers are used very well to accelerate pupils' learning. This was seen in a physical education lesson developing dance skills, which was sampled during the inspection. It was evident during the short observation that the teacher's very good subject knowledge and very clear instructions and

demonstrations resulted in Year 5 pupils making excellent progress in developing the skills of clog dancing.

**Summary of teaching observed during the inspection in 20 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5	12	3	0	0	0

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

10. In the Foundation Stage, well-organised activities promote good learning and independence across all six areas of learning and ensure that children achieve well in their Reception year. The teacher and teaching assistant have a clear understanding of how young children learn, and the work planned is appropriately matched to children’s needs. Their progress is regularly assessed and carefully recorded. This information is used satisfactorily to plan new learning activities. Time is well managed and good attention is given to promoting children’s personal, social and emotional skills alongside all other learning.
  
11. Pupils usually enjoy their lessons, are eager to take part in any question-and-answer sessions, and are mainly productive when asked to work independently. This is because teachers ask questions which challenge the range of attainment within the class, and explanations are clear so that pupils know what is expected of them. Resources, including ICT, are used well to motivate pupils and to involve all of them, particularly in the introductions of lessons. Pupils thoroughly enjoy using the interactive whiteboards and eagerly take the opportunity to use this resource to share their ideas with their classmates. The teaching assistants and the learning mentors support pupils’ learning well, ensuring that lower-attaining pupils and those with special educational needs or at an early stage of English language acquisition are included effectively in all lessons. The behaviour of the majority of pupils is good. However, there are a few who do not behave as well as they should. Teachers are using a variety of behaviour-management strategies, which do not always effectively manage these pupils. Consequently, teachers are distracted from teaching and other pupils’ learning is affected. Also, these strategies are not consistently applied throughout the school.
  
12. Assessment systems are good and teachers use assessment information carefully to plan appropriate activities for pupils. Helping pupils to understand how well they are doing, including knowing which the best aspects of their work are and how they might improve, is a developing area of the school’s work. There are inconsistencies in the way teachers mark work, and setting clear learning targets for pupils is not yet embedded in practice. In writing in particular, pupils are not always clear how to improve the standard of their work.

**The curriculum**

Curricular provision and resources for learning are all good. Opportunities to enrich the curriculum are very good.

**Main strengths and weaknesses**

- The curriculum is well planned to meet the needs of all pupils.
- Pupils' personal, social health and citizenship education is good.
- A very good range of enrichment opportunities effectively support learning.
- Provision for pupils with special educational needs is good.
- The school provides very good sporting opportunities for all pupils.
- The outdoor area for Foundation Stage children, the activity facilities and the wildlife area for all pupils are excellent.

## **Commentary**

13. The breadth of curricular opportunities is good, with national guidance successfully adapted to meet the specific needs of the school and its pupils. Good planning ensures a broad, balanced and innovative curriculum. This has included a very successful multi-cultural week, when all pupils explored customs and traditions from countries around the world, linking creative activities well to promote fun and enjoyment in learning. The school is very committed to the provision of high-quality physical education for all its pupils, to promote good health and physical wellbeing. Effective links are being developed between subjects to make learning a continuous and enjoyable process for all. However, the school recognises the need to develop further the use of ICT in other curriculum areas. The curriculum provided for children in the Foundation Stage is good. It is clearly linked to national guidance, with a wide range of good practical activities planned for all six areas of learning.
14. Provision for pupils' personal, social, health and citizenship education is good. A very good range of opportunities, both during and outside the normal day, very effectively promote this area of learning. These opportunities include well-attended after-school clubs, inter-school sporting activities, special sports training, and opportunities to participate in performances for parents and the wider community. In addition, pupils have good opportunities to work with artists, dancers and musicians and to play a musical instrument. These activities, together with a very good range of visits and visitors, effectively enhance the curriculum and make a positive contribution to pupils' personal development and to their overall progress and achievement.
15. The school pays good attention to ensuring that all pupils have equal access to all learning activities and that they are fully included in all aspects of school life. The provision for pupils with special educational needs and those at an early stage of English acquisition is good. All pupils have individual education or behaviour plans, and the good support they receive ensures that they make good progress towards their targets as they move through the school. A satisfactory curriculum is provided for pupils who are able, gifted or talented.
16. Staffing levels are good and the effective deployment of support staff enables pupils, particularly those with special educational needs, to be taught in small groups and to receive more individual attention. This has a positive impact on their learning. The school has gone through an extensive refurbishment programme in order to make the accommodation more conducive to learning. The building is clean, well maintained and suitably enhanced by displays that celebrate pupils' work across the curriculum and their achievements in and out of school. The outdoor accommodation has been imaginatively improved and includes an excellent learning area for children in the Foundation Stage, and a very well-designed activity trail and wildlife area are available for all pupils throughout the school. There is a good range of resources that effectively support teaching and learning in all subjects.

## Care, guidance and support

The school provides good care for all pupils. It also gives them effective support, advice and guidance. There are good arrangements to actively involve them in its work.

### Main strengths and weaknesses

- Within a caring and supportive environment, good attention is paid to ensuring pupils' health and safety.
- Very good, trusting relationships exist between adults and pupils.
- There are very good induction arrangements for children in the Foundation Stage.
- Behaviour-management strategies are not applied consistently through the school.
- Procedures for tracking and evaluating pupils' academic and personal development progress are good.
- Pupils say their opinions are considered and valued by the adults in the school.

### Commentary

17. The arrangements for child protection are good. The person responsible has had up-to-date training, and all staff know the procedures to follow if they have concerns about a pupil. A number of staff have received first-aid training to help them deal with any accidents or emergencies that may arise. Daily routines are thoughtfully planned and effective action is taken to minimise hazards. Risk assessments are carried out diligently for general health and safety matters. The governing body plays an effective role in ensuring that the school is a safe place in which to work and play. The school is successful in promoting healthy living through its personal, social and health education and citizenship programme.
18. There is a caring, Christian ethos that promotes positive relationships through the school. Each pupil is valued as a unique individual, and staff work hard to support their academic and personal development. Staff and pupils interact well, both inside and outside the classroom. Pupils say they have very good and trusting relationships with adults in the school. As a result of this they feel happy, confident and safe. The procedures for introducing children into Reception are very good. In the summer term, prospective pupils come into Reception for four half-day visits to work with the Reception children. This helps them to settle quickly into everyday routines when they enter school in September. Pupils who join other classes during the year are looked after well, with the learning mentor playing a key role in their induction. This is important because of the large numbers of such pupils in recent years.
19. Though the behaviour of the majority of pupils is good, there are a few in some classes who misbehave. This adversely affects the learning of others. Pupils said, if there was one thing they could change in school it would be to improve behaviour. This situation is not helped by the inconsistent way that behaviour-management strategies are applied through the school. There is acknowledgement by the school that a more positive and consistent approach is required to successfully deal with the problem.
20. There are good monitoring and tracking procedures that allow accurate information to be collected about the progress that pupils make. This enables the school to give them guidance and support in their academic and personal development. There is good liaison with specialist support agencies such as the educational psychologist and

the education welfare officer. This ensures that pupils with special educational needs receive the support and guidance they need to learn and make good progress.

21. There are good arrangements for seeking pupils' views and enabling them to become involved in the daily life of the school. Pupils say that the teachers and other adults listen to their ideas and opinions. They are consulted on a range of issues. A good example is the way they have been involved in developing the outside learning and activity area. They worked with an architect to make plans for the area that were incorporated into the final design. They also raise issues through the school council and do so with increasing maturity as they grow older. The school appreciates pupils' opinions and responds well to their suggestions.

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

The school's partnership with parents is good. Good links are made with other schools and the local community.

### **Main strengths and weaknesses**

- Parents have positive opinions about the work of the school.
- An active School Association plays an important part in raising funds to improve provision.
- Parents feel comfortable approaching the school with any concerns.
- There are good arrangements for the transfer of pupils to the local secondary school.
- The school works well with other schools and the local community.

### **Commentary**

22. The school has effective links with parents. A number of parents willingly take an active role in the School Association, which is very supportive and raises funds for the school. The current project has raised many thousands of pounds towards the improvement of the external environment and play facilities. The school prospectus and annual report to parents meet requirements, and are helpful and informative. Information about day-to-day happenings is provided through regular newsletters. The written reports on pupils' progress are satisfactory and a mid-year consultation meeting is appropriately held to supplement this written information. Parents of pupils with special educational needs are kept involved well through meetings held in the autumn and spring terms with the special educational needs co-ordinator (SENCO) and the learning mentor, to discuss progress made in the Individual Education Plans.
23. The majority of parents are happy to approach the school to discuss any issues of concern. This open-door policy works well in the Foundation Stage and Years 1 and 2. However, due to the accommodation it is less effective in Years 3 to 6, as the teachers have to supervise the pupils up the stairs and are not as easily accessible. A minority of parents had concerns about the pupils' behaviour and the inspection confirms that the behaviour of a minority of pupils does need to improve.
24. Pupils benefit considerably from the close links with other local schools including a local special school. The secondary schools work well with the school, to promote smooth transition and minimise disruption to the pupils' education. A widening range of links with the community helps to enrich the curriculum and enliven pupils' learning. People from the parish help with reading activities for example, and parents, pupils and others are actively involved in the Healthy Schools programme. The parish

sacramental programme, the drama group and a visit from the 'Life Education Bus' are examples of other good links with the local community, which positively impact on pupils' learning and progress.

## **LEADERSHIP AND MANAGEMENT**

Overall leadership and management are good. The headteacher provides good leadership, and the leadership skills of other key staff are good. The governing body provides good direction for the development of the school. There are good systems of management in place.

### **Main strengths and weaknesses**

- The headteacher has a clear vision of what is needed to do to improve standards and is well supported by key members of staff.
- The governors fully meet their statutory obligations and give good support to school initiatives.
- School improvement planning is based securely on school self-evaluation.
- The leadership of special educational needs is good.
- Financial management is good.

### **Commentary**

25. The headteacher provides good, caring leadership. The leadership team and the governing body share a clear view of the school's direction and priorities for improvement. All staff work well as a team, and value and trust each other. The school's culture is driven by enthusiasm and commitment to raising achievement for all pupils in a climate where everyone succeeds. Whole-school priorities for improvement are addressed in detail and key subject leaders have a good understanding of what needs to be done to ensure further success within their areas. This can be seen in the improvements which have been made to reading provision throughout the school.
26. The governing body has a clear picture of the school's strengths and areas for development. The chair of governors is fully involved and very committed to the work of the school. She meets frequently with the headteacher to discuss issues and evaluate progress. Governors are kept well informed by subject leaders, regular meetings and reports to the full governing body. They contribute effectively to strategic planning through consideration of the targets in the development plan and discussing progress reports and performance. Also they ensure that the school fulfils all its statutory duties.
27. The school improvement plan results from consultation with staff and governors. Subject leaders' useful action plans and reviews support this work, and the progress made towards most objectives is good. Because of the high number of pupils who start this school at times other than the usual time of admission, assessment systems have to be thorough, providing teachers with secure information about what pupils need to learn. Pupils' progress is carefully tracked by the senior management team, and targets set for improvement are having a positive impact on achievement. The annual review of the school's work by the school leadership team is used as the basis for the next school improvement plan. This ensures that any issues arising from the previous year are maintained as priorities for the future.



28. The management of special educational needs is undertaken conscientiously. The special educational needs co-ordinator ensures that pupils' learning difficulties are identified at an early stage. The learning mentor provides good support for teachers and teaching assistants, making sure that they are kept up to date. The progress of pupils towards the objectives in their individual educational plans is carefully monitored, and good liaison with parents keeps them fully informed of their children's progress. The contribution made by teaching assistants is a particular strength of the provision and as a result achievement is good for these pupils.
29. The governors' finance committee has a good overview of financial affairs. The governing body is clear about obtaining value for money and works actively to ensure that available funding is used well in support of the school's priorities. The school's two administrative officers ensure that it runs smoothly on a daily basis. Financial planning and control are efficient. Taking account of the above-average costs per pupil, the school provides good value for money.

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

Income and expenditure (£)	
Total income	468,015
Total expenditure	448,822
Expenditure per pupil	2,860

Balances (£)	
Balance from previous year	12,023
Balance carried forward to the next year	19,193

## **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. Most children start school with levels of attainment that match those expected for their age. They make good progress and achieve well because of the good teaching they receive. As a result, most children are on course to reach the goals expected in all six areas of learning by the end of the Reception year, and a minority are likely to exceed them.

Very good induction procedures and information for parents ensure that children settle quickly into school routines. The teacher and teaching assistant work well together and have a clear understanding of how young children learn. They establish very good relationships with the children, who are well cared for in a safe, secure and happy learning environment. Work is appropriately matched to the children's ability, and their progress is regularly assessed and carefully recorded. This information is used satisfactorily to plan the next stages of learning, and parents are kept well informed about their children's progress. Accommodation and resources are good and are used well to support learning. Leadership and management of the Foundation Stage are good, and the good provision reported at the time of the last inspection has been maintained.

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

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

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

- Good teaching promotes good attitudes to school and to learning, and as a result children achieve well.
- Children work and play happily together, and behaviour is good.
- Clear routines and very good relationships ensure that children feel secure and confident to try all activities.

#### **Commentary**

30. Children's personal skills are developed well across all areas of learning. They are happy to come to school and settle quickly into routines. Staff know the children well and build up very good relationships with them so that they know they are safe, secure and valued. A well-planned range of activities helps develop the children's confidence and independence as, for example, they "self register" each morning, act as monitors and tidy up after their activities. Children have good opportunities to work and play individually and with others, and this develops good personal skills as they take turns, share resources and handle equipment with care. They interact confidently with adults and each other, and through sensitive teaching they develop a good level of care and consideration for others and the environment. They behave well and show good attitudes to learning by listening carefully and concentrating well on tasks. This has a positive impact on their overall achievement. However, on occasions they do ignore classroom routines, calling out during discussion sessions instead of putting their hands up and waiting their turn. Because of good teaching and learning most of them are well on course to at least reach the expected goals as they move into Year 1.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teaching and learning are good and children achieve well.
- Language skills are promoted well across all areas of learning.
- Good opportunities are provided to develop children's speaking and listening skills.

### **Commentary**

31. Good teaching and a range of well planned, interesting activities effectively promote language skills across all areas of learning. As a result, children make good progress and achieve well and the majority are on course to meet the Early Learning Goals by the end of the Reception year. They are developing good speaking and listening skills through the many opportunities provided for them to talk about their work and personal experiences. Adults use questioning well to involve all children in discussions and successfully encourage them to communicate their ideas and opinions. The children eagerly participate in role-play activities, and the good support given by a parent helper in the 'garden centre' area effectively developed their imaginative and spoken language. They enjoy listening to stories and show a good understanding of the main characters and events. Their reading skills are effectively developed through the shared reading sessions and the good use of story sacks and language games. Most of the children have a secure understanding of letter sounds and some key words, which they incorporate well into their own writing, making appropriate attempts at spelling unfamiliar words independently. They write simple sentences for a range of purposes, letter formation is satisfactory and, in response to the teacher's high expectations of them, they present their work neatly.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well because teaching is good and mathematics is effectively integrated into many activities.
- The teaching assistant effectively supports children's learning.
- The children enjoy the practical activities provided for them.

### **Commentary**

32. Teaching is good, with a wide range of practical activities planned to cover all aspects of mathematical development. As a result, children achieve well and the majority are

on course to reach the goals expected by the end of the Reception year. Most can recognise order and count numbers to and back from 10, with the more-able children working with higher numbers. They use this sound understanding of number to record simple problems such as adding two digits together to 6, 7 or 10. Through the teacher's effective questioning and the good range of resources the children successfully learn about repeated patterns, and their work on shape, time and measure effectively develops their use of mathematical vocabulary. They also develop good spatial awareness as they use a floor robot and begin to estimate and plot the distances to different destinations. Mathematical activities are integrated well into classroom games and educational play, and the children find learning interesting and fun. Work is well matched to their needs, and effective questioning and good support from the teaching assistant contribute positively to their learning.

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

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

### **Main strengths and weaknesses**

- Teaching is good and as a result children achieve well.
- A varied range of activities makes learning interesting and fun.
- Resources are used well to promote learning.

### **Commentary**

33. Good teaching and a range of interesting and worthwhile activities successfully widen children's knowledge and understanding of the world around them. As a result they achieve well and the majority are well on course to reach the goals expected as they move to Year 1. The children are really enjoying their work about mini-beasts through their first-hand observations in the outdoor area and the good use of fiction and information books to extend their knowledge. They use talking books and the digital camera competently and with care, and show appropriate mouse control when using a computer program to draw and paint pictures. The children learn about the customs and beliefs of others through their work on Africa during the school's multi-cultural week, and a good range of visits and visitors further enrich the curriculum. In all aspects of their work children are successfully encouraged to record their learning through a mixture of writing, drawing and creative activities, which has a positive impact on their overall achievement.

## **PHYSICAL DEVELOPMENT**

34. It is not possible to make an overall judgement on provision or teaching in this area, as no direct teaching was observed. However, the children develop good manipulative skills as they use a variety of cutting and sticking equipment, paint brushes, pencils and small construction kits. Their good attitudes and behaviour ensure that they use equipment safely and with care. In the outdoor area they show good control as they ride wheeled toys round a track, avoiding collisions and stopping at given signals. They enjoy working on the large climbing equipment, where they show good co-ordination when balancing and climbing.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Teaching is good; children enjoy creative activities and as a result they achieve well.
- A good range of practical activities is provided, which are effectively linked to other areas of learning.

### **Commentary**

35. The children have well-planned opportunities to draw, paint and make pictures and models using a variety of media. Work is successfully linked to other areas of learning as, for example, the children make African landscapes using paint and silhouettes, design patterns with two-dimensional shapes and make individual fresh flower arrangements. They enter whole-heartedly into play activities, which effectively develop their imaginative language and speaking skills. They sing and dance enthusiastically and are beginning to develop a good sense of rhythm. Most are well on course to reach the goals expected as they move to Year 1.

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

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Although standards in writing including handwriting and spelling, are below national expectations throughout the school, pupils achieve well.
- Pupils with special educational needs and those at an early stage of English language acquisition are well supported.
- Teaching is consistently good and has a positive impact on pupils' achievement.
- A minority of pupils misbehave and learning is impeded.
- The subject is well led and managed.
- Opportunities for pupils to evaluate their own learning and to know how to improve are inconsistent.

### **Commentary**

36. Pupils currently in Year 2 and Year 6 are attaining standards that match those expected for their age in speaking and listening and reading but in writing standards are below those expected. Although good opportunities are provided for all pupils to write in different styles and for a range of purposes, a significant number of pupils throughout the school have an insecure knowledge of basic grammar, spelling and punctuation rules, and pupils' range of descriptive language is limited. Throughout the school, handwriting is unsatisfactory. Most pupils have not yet developed a fluent, joined style of handwriting. The school has identified these weaknesses but the actions planned this year have had insufficient time to impact on standards. However, pupils achieve well because of the good and often very good teaching they receive. Pupils with special educational needs and those at an early stage of English language acquisition are well supported and they too achieve well.

37. The quality of teaching is good overall, with some very good teaching seen. In most lessons pupils are well motivated by lively, engaging teaching, which results in them working hard. This was seen in a very good Year 6 lesson which developed pupils' understanding of active and passive verbs. Here, the teacher's very clear explanations, very effective demonstration and specifically targeted questions ensured that all pupils were fully engaged in the well-planned, practical activities. This resulted in very good achievement for all pupils at the level of which they were capable. Good subject knowledge enables teachers to plan good speaking and listening activities and very good demonstrations of expressive story telling and the good use of text and drama activities effectively develop pupils' speaking skills. This was particularly good in a Year 2 lesson as pupils re-enacted the story of "The Three Billy Goats Gruff" with very good expression and great enthusiasm. Most pupils throughout the school listen carefully to their teachers and to each other. There are, however, a small minority of boys in particular whose listening skills are not as good as they should be. This leads to some inappropriate behaviour in some lessons, which in turn results in pupils not achieving as well as they might.
38. Well-briefed teaching assistants provide good support for lower-attaining pupils and those with special educational needs. Their additional explanations and good use of questioning ensure that these pupils are clear about their learning and as a result achieve well. Pupils at an early stage of English language acquisition are also well supported.
39. Leadership and management are good. The two subject leaders work closely together in analysing data, tracking pupils' progress and moderating written work. There has been some good monitoring of teaching and learning, which has resulted in improved reading provision. The good action plan is clearly aimed at raising standards and further developing literacy across the curriculum. However, although assessment systems are good, there are inconsistencies in teachers' written marking; pupils are not always clear about their targets or about how to improve their work. Resources are good and support learning well. Much has been done to foster pupils' interest and enjoyment in reading through the purchase of new books, the increased use of the library and initiatives such as the Better Reading Partnership. These initiatives have really motivated pupils in Year 2 and Year 6 to enjoy this extra reading practice.

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

40. Pupils use their skills of speaking, listening, reading and writing satisfactorily across the curriculum. Literacy lessons include work that is ongoing in subjects such as history and religious education; for example, the Year 2 work about Remembrance Day. Pupils use books and the Internet for research. In science, they have opportunities to write in different formats and for a range of purposes with examples of experiments, explanations, labelled diagrams and reports. However, there are too few opportunities for them to apply their language and literacy skills in history and geography.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Pupils' achievement is good because of good teaching.

- Games and practical mathematics sessions effectively motivate pupils, who enjoy this subject.
- Interactive whiteboards are used well to involve all pupils.
- The behaviour of a small minority of pupils is inappropriate.
- Leadership and management are good.
- Target setting and the ways in which teachers involve pupils in evaluating their learning are identified by the subject leaders as a developing area of their work.

## **Commentary**

41. The standard of work of pupils who are currently in Years 2 and 6 mainly matches that expected for their age. Standards have improved in Year 6 this year and achievement is good. Although in Year 2 there was a decline in the proportion of pupils attaining the higher level (Level 3) since the previous year, achievement is good. There are a large number of pupils with special educational needs in this year group and they have made good progress. Pupils with special educational needs or those at an early stage of English language acquisition achieve well because they receive work appropriate for their needs, and well-briefed teaching assistants support them effectively.
42. Teaching and learning are good overall. All teachers have good subject knowledge, which they use well to plan interesting and innovative lessons. In a very good lesson for Year 2 pupils, the teacher very effectively captured their imagination by asking them about their favourite ice cream. This information was then used very well in a practical session as pupils made Venn diagrams, using themselves as a resource. They thoroughly enjoyed moving from one circle to another as they carefully thought about the possibilities of sorting this data. There is a strong emphasis on the use of games during the mental and oral starter sessions to lessons. These activities motivate pupils well, challenge their thinking and encourage them to develop their mathematical understanding. Interactive whiteboards are used effectively by teachers, to involve pupils in lessons and to allow them to share their ideas with their peers. Although the behaviour of the majority of pupils is good, there are a few who do not behave as well as they should. These pupils do, on occasions, distract teachers and affect other pupils' learning.
43. Leadership and management are good. The subject is led by two subject leaders who work very effectively together. Both are very competent teachers of this subject and provide models of good practice for other teachers within the school. Good action plans are in place, which are based securely on the outcomes of monitoring and evaluation procedures. An identified development area is improving the systems for setting learning targets with pupils and helping them to judge the success of their work and what they need to do to improve. Resources are good and improvement since the previous inspection is good.

## **Mathematics across the curriculum**

44. There is satisfactory use of numeracy skills in other curriculum areas. For example, in science, pupils record information in tables and graphs, and measuring skills are used in design and technology. In history, pupils use time lines and tally charts to record information. However, more systematic use of these skills is an aspect that subject leaders have identified as an area for development to raise achievement further.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well because teaching and learning are good.
- Good emphasis is placed on pupils' learning through practical investigations.
- There are a minority of pupils who misbehave in lessons.
- Leadership and management are good.

### **Commentary**

45. Most pupils currently in Year 6 show standards that match those expected for their age. This shows that they have made good progress during their time in school and achievement is good. Most pupils in Year 2 also show good achievement, reaching the expected standards.
46. Lessons are planned thoughtfully so that activities build on previous work. This enables pupils to use their existing scientific knowledge and understanding to support their learning. This was evident in the third of a series of lessons for pupils in Year 6, on extending investigative work to find solutions to environmental questions. Pupils' prior understanding of living things and life processes helped them to design trees that would suit a variety of environments. Teachers use questioning well to find out what pupils know and can do, and to promote their scientific vocabulary. Teaching assistants are deployed well to support pupils with special educational needs so they are fully involved in activities and make good progress.
47. Because of the good quality of teaching most pupils in Year 6 show secure skills in planning and carrying out a fair test with little help from the teacher. However, they are not as capable at considering what their findings have told them. As a result, the conclusions to their experiments tend to be a description of what they have done rather than an evaluation of what they have found out. Written marking is not used effectively to suggest ways that pupils might improve their work. The use of ICT, although satisfactory, is an aspect that the subject leader has plans to develop further.
48. Most pupils have positive attitudes to their work. They show enjoyment in their scientific activities, being particularly enthusiastic about their practical investigations. They show curiosity and good co-operation skills. Though the behaviour of most pupils is good, there are a few pupils who misbehave. This adversely affects the learning of others.
49. The work of the subject leader has led to a greater emphasis on developing pupils' investigational skills through the school. She has a clear view of teaching and learning through the school and has produced a useful action plan to further improve provision in the subject. There is a good curriculum, with many opportunities for pupils to work collaboratively, which makes a positive contribution to their personal and social development. There are good opportunities for them to practise their numeracy skills. For example, pupils in Year 6 have made accurate measurements over time to find out whether a sugar cube dissolves more quickly in hot water than in cold water. Assessment procedures are successful in allowing the school to check the progress of individual pupils, but this information is not yet used effectively to set targets to improve their performance. Improvement since the previous inspection has been good.

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**



Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good and so pupils achieve well.
- Pupils have good attitudes to their work, which has a positive effect on the progress that they make.
- Opportunities for pupils to use ICT to support learning in other subjects are not yet maximised
- Leadership and management are good.

### **Commentary**

50. The majority of pupils in Years 2 and 6 reach the expected standards, having achieved well during their time in school. Over the last year the school has had difficulties because of the unreliability of the computers in the computer suite. This has led to frustration among staff and disruption to pupils' learning. To overcome this problem the school has bought a bank of laptops that can be used in the suite or in the classroom. This has proved successful, with lessons running more smoothly and effective teaching and learning now taking place.
51. Teachers have secure subject knowledge and explain, as well as demonstrate, new ideas and techniques precisely. In so doing they make good use of the interactive whiteboards during the introductions to lessons. Because of this, pupils are clear about what they are to learn and what is expected of them. Lessons are planned well to maintain the pupils' interest and concentration, so they are productive and have a good work rate when on computers. This was evident in a very good lesson for pupils in Year 2 on learning that control devices need to be programmed. The teamwork of teacher and teaching assistant meant that all pupils had a high proportion of direct teaching and so made very good progress. This was especially the case for pupils with special educational needs. Their activities were effectively linked to numeracy targets on their individual education plans and successfully helped them to develop their understanding of number bonds to 10.
52. Pupils have positive attitudes and obviously enjoy their ICT work. They collaborate well on computers when working together in pairs. This makes a positive contribution to their personal development. They handle the computers carefully, paying full heed of safety measures when using them. The way that teachers encourage pupils to work collaboratively in pairs makes a good contribution to their personal and social development.
53. Leadership and management are good, with the subject leader having created a focused action plan for taking the subject forward. The curriculum is planned well so that all aspects of the subject are covered. The school has good assessment procedures, but the information is not yet used to set individual targets for improvement or to involve pupils in evaluating how well they are doing. There has been good improvement since the previous inspection.

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

54. As yet there are not enough planned opportunities for pupils to practise and refine their ICT skills in other subjects. However, this is improving as resources are now much more reliable. For example, in mathematics, ICT is used satisfactorily to develop numeracy skills. There are also appropriate opportunities for pupils to use the Internet as a means of researching

information, particularly in science and history. In English, pupils use their word-processing skills to improve presentation and to add interest to their writing.

## HUMANITIES

### Geography and History

55. Geography and history were sampled during this inspection and only one lesson was seen in each subject. It is not possible therefore to make a judgement on provision, standards in history by Year 2, geography by Year 6 or teaching and learning overall. Standards in geography for pupils in Year 2 and in history for pupils in Year 6 match those expected and achievement is good. Teachers' planning shows that an appropriate range of topics is covered throughout the year, and visits and visitors to the school effectively enrich the curriculum. The school's multicultural week effectively linked history and geography to subjects such as art and design, music and religious education and provided good opportunities for pupils to explore customs and traditions from around the world. The use of ICT to enhance pupils' learning in both subjects is a developing area. Assessment systems are satisfactory, but teachers' written marking does not tell pupils how to improve their work. Leadership and management in both subjects are satisfactory.
56. In **geography**, pupils in Year 2 are developing simple mapping skills satisfactorily as they plan a caravan park, locate the main features within an island environment and successfully compare this to their own locality. By Year 6, pupils use an appropriate range of geographical vocabulary as they learn about mountain environments and localities far beyond their own. However, there are too few opportunities for pupils' personal research and too much work is based on completing worksheets. This hinders pupils' ability to apply their independent writing skills or to develop their geographical skills to the full.
57. In **history**, Year 2 pupils are developing an appropriate understanding of chronology as they accurately sequence events during the Great Fire of London. By Year 6, pupils have a satisfactory knowledge of the different periods of history studied. Their attitudes to the subject are mixed, enjoyment being most evident when they are fully involved in practical activities, such as the work on a nineteenth-century census and in opportunities for practical research. However, as in geography, too much of the work in pupils' books relies on the completion of worksheets. This limits opportunities for them to develop their investigative skills, find things out for themselves and record their findings in different ways. Untidy handwriting and presentation show a lack of pride. However, numeracy skills are used satisfactorily as pupils use time lines and tally charts to record information.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design, Design and technology, Music and Physical education

58. All of these subjects were sampled during the inspection. Consequently, there is not enough evidence to make judgments on standards and achievement or the quality of teaching and learning.
59. A broad and balanced **art and design** curriculum is in place. Pupils are encouraged to use a wide range of media to develop skills in different artistic techniques and good emphasis is placed on developing ideas by studying the work of famous artists. Work

with professional artists, effectively enriches the curriculum and the multicultural arts week contributed well to pupils' cultural development. Leadership and management are good, with the subject leader working effectively to develop links with other subjects. For example, pupils in Year 4 used their literacy knowledge and understanding to design a chair for a character in "The Lion, the Witch and the Wardrobe". The displays of artwork around the school are good.

60. In **design and technology**, the curriculum is planned to give pupils good opportunities to design, make and evaluate an appropriate range of products. They are encouraged to practise finishing techniques to improve the quality of their product and are allowed to experiment with different ways of joining materials. There are developing links with other subjects. For example, pupils in Year 6 have made Egyptian jewellery as part of their historical studies of Ancient Egypt. Pupils have access to an appropriate range of materials and equipment when carrying out their activities.
61. The school has recently trialled a new timetable that gave pupils three separate two-hour sessions of **music** each term. This has not proved successful because the lack of frequency between lessons adversely prevented pupils from gaining musical skills in a progressive manner. To improve the curriculum, pupils now receive a one-hour music lesson per week for half of each term. Provision is enhanced by the pupils being able to work with visiting musicians to develop their skills in using a variety of musical instruments. All pupils are encouraged to take part in the musical performances held at various times of the year for parents and members of the community. Their singing is enthusiastic and of good quality and this is a part of their school life that they obviously enjoy. Leadership and management are good. The subject leader, a music specialist, teaches all classes and makes a positive impact on the progress pupils make. This was evident in a good lesson for pupils in Year 3 on rehearsing a medley of songs for the school summer performance.
62. **Physical education** has a high profile in the school. There is a broad and balanced curriculum, with very good opportunities for enrichment that make a positive contribution to pupils' personal and social development. For instance, pupils take part in a wide range of extra-curricular activities including working with a variety of visitors and professional coaches to develop their skills in sports such as football and athletics. There is good involvement in competitive sports with other schools. Many of these activities have been organised by the subject leader, whose work has had a very positive effect on provision. Her leadership and management are very good. In recognition of the quality and extensive range of activities, the school has gained the Active Mark Gold Award. It has also received FA Charter status for work with a local junior Football Federation. Pupils in Year 4 have sessions in the local swimming pool to promote their swimming skills and develop their knowledge and understanding of water safety. By the time they leave school, most pupils can swim the nationally expected 25 metres. The accommodation is good, with a spacious hall and sufficient outdoor hard surfaces for developing the pupils' physical education skills. A grassed area at a school nearby can be used when required for field activities.

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

63. Although this subject was sampled during the inspection it is evident that it is given high priority, through regular personal, social and health education including citizenship (PSHE) lessons and through circle time activities. There is a good programme of work in place for this subject, which includes sex education. Good attention is also given to warning pupils about the dangers of drugs misuse and to

raising pupils' knowledge of personal safety matters. Good opportunities are available for the development of citizenship through the school council. Council members are proud of their responsibilities and know their ideas are valued by adults in the school. They speak enthusiastically about how they have influenced the development of the outside environment. Responsibilities such as the 'buddies' and the small tasks pupils carry out on a day-to-day basis around the classroom, help the majority of pupils to develop into mature eleven-year-olds. Reading pals develop pupils' self-esteem effectively. The very good range of after school clubs, pupil participation in sporting and musical activities, and visits and visitors to the school further enhance pupils' personal development. The school has achieved Healthy School Level 3 Standard and excellence in sport. All these factors encourage pupils to develop a healthy lifestyle and prepare pupils well for the next stage of education and life in a changing world. There is good leadership and management.

## 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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

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

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