

INSPECTION REPORT

SAINT JOSEPH'S CATHOLIC PRIMARY SCHOOL

Worcester

LEA area: Worcestershire

Unique reference number: 116925

Headteacher: Mrs Marian Jay

Lead inspector: Mrs S M Barnes

Dates of inspection: 23 - 26 May 2005

Inspection number: 268311

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:	210
School address:	Chedworth Drive Wanton Worcester Worcestershire
Postcode:	WR4 9PG
Telephone number:	01905 452772
Fax number:	01905 452772
Appropriate authority:	Governing Body
Name of chair of governors:	Fr Kevin Kavanagh
Date of previous inspection:	1/2/1999

CHARACTERISTICS OF THE SCHOOL

Saint Joseph's Catholic Primary is an average sized school in the village of Warnden, near Worcester. The 208 boys and girls who attend come from a wide range of homes around the school and from further afield. The percentage of pupils known to be eligible for free school meals is below average, at around 5 per cent. This is not an accurate social indicator, as the local authority has not provided hot meals for many years, although the school itself has very recently introduced a hot meals service. Virtually all the children come from a White British heritage and speak English as their first language. The proportion of pupils with special educational needs is broadly average at 19 per cent. The proportion of pupils with statements of their need is below average at 0.5 per cent. Attainment on entry to reception varies slightly year on year, due to the small size of the cohorts but is average overall. Attainment to reception this year is overall currently broadly below average. The school is involved in the Leadership Development Strategy in Primary Schools. It has been awarded Active-mark, Basic Skills Quality Mark, Healthy Schools, Investor in People, Schools Achievement Award, Leading Aspect Award and the BT Schools Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16249	Mrs S M. Barnes	Lead inspector	Foundation Stage English Information and communication technology (ICT) Design and technology Physical education
10329	Mr B Sampson	Lay inspector	
19852	Mr M Fowler	Team inspector	Special educational needs Mathematics Science
31772	Mr A Kelly	Team inspector	Art and design Geography History Music

The inspection contractor was:

Cambridge Education Associates
Demeter House,
Station Road
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Saint Joseph's Catholic Primary School is a good school that provides a very caring and friendly environment for all pupils. The strong Christian ethos supports pupils' self-esteem and confidence well. It provides a good education overall for boys and girls of all levels of attainment and involves them superbly in decision-making. Pupils' achievements are good as a result, and in English and science they are very good. Teaching and learning are good. Leadership and management are good overall. The school provides good value for money.

The school's main strengths and weaknesses are:

- The curriculum for English gives pupils opportunity to experience and enjoy a wide range of writing styles and, as a result, they achieve much better than average standards by Year 6.
- Pupils have good opportunities to investigate in science and their achievements in science are very good by Year 6.
- The involvement of pupils in expressing their opinions and making decisions is excellent.
- Highly skilled learning support assistants make a particularly good contribution to pupils' learning.
- The leadership of the headteacher is very clear-sighted and effective.
- The provision for inclusion of all pupils in work and play activities is very good.
- Pupils are nurtured and cared for very well.
- There are very good links with parents, the community and other schools.
- Assessment in the core subjects of English, mathematics, information and communication technology (ICT) and science is good, but whole school systems are not yet fully developed in all other subjects.
- The quality of teaching is good overall and on occasion very good, but there are some variations in the quality.

There have been significant changes to the effectiveness of the school since the previous inspection and improvement has been very good. This is due in the main to the determined striving for the highest standards and very efficient leadership by the headteacher and deputy head. Not only have the key issues raised in the last inspection been addressed, but behaviour, attitudes and pupils' personal development, which were key issues, are now strengths. In addition, standards have been raised in many subjects and significantly raised in English and science.

STANDARDS ACHIEVED

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

Achievement throughout the school is good. The achievement of reception children is good overall. In physical development standards are likely to be above the standards expected for pupils by the time they start in Year 1. In the other five areas, most children are likely to attain the goals they are expected to reach by the end of reception.

Achievement is good in Years 1 to 6. In Year 2, pupils attain standards that are above average in speaking and listening, reading, writing, mathematics and science. Standards are above those

expected for pupils' ages in ICT and history. Standards in tests at the end of Year 6 and inspection evidence indicate that standards are above average in mathematics and well above average in English and science. Pupils' achievements are good overall and very good in English and science. Standards in ICT and history are above those expected and pupils achieve well. Standards in design and technology, geography, music, physical education and art and design are broadly in line with those expected at the end of Year 2 and Year 6. Pupils with special educational needs make good progress due to the very good provision and good levels of support they are given.

Provision for pupils' spiritual, moral, social and cultural development is very good overall. Pupils have very good attitudes to school and their work. Behaviour is good. Attendance is very good and pupils are punctual and keen to start lessons.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are good overall and for English and science they are very good. There are some variations in the quality of teaching across the school however. Assessment is good overall. In English it is very good and in science, ICT and mathematics it is good and is used effectively. It is also good for pupils with special educational needs and in the reception class. However, assessment in other subjects is not yet at this high standard and is an area the school plans to focus on in coming months. The curriculum is good overall. Opportunities for enrichment are very good. Systems for care and welfare are very good. For guidance they are good and for involving pupils and seeking pupils' views they are excellent. Links with parents, other schools, colleges and the community are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The leadership of the headteacher, ably supported by the deputy, is very good. She cares deeply for the happiness and well-being of staff and pupils alike and is a major factor in driving up standards while developing the warm friendly ethos. Governors have a very good level of awareness of the school's strengths and weaknesses. They support the school effectively and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. They appreciate the efforts the school makes to involve them through seeking and acting on their views. They value the ethos greatly. Pupils like school, are keen to come, and say that they enjoy the wide range of activities the school offers them.

IMPROVEMENTS NEEDED

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

- Develop whole school systems for assessment in all subjects. (This has already been identified by the school as an area for improvement).
- Work to raise the consistency of high quality teaching throughout the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils of all ages and abilities is good throughout the school. By the end of Year 6 standards are above national expectation in mathematics and well above national expectations in English and science.

Main strengths and weaknesses

- Pupils achieve particularly well in English and science by Year 6.
- Pupils have good skills of literacy, numeracy and information and communication technology, which they use very effectively to support their work across the curriculum.
- The provision for pupils with special educational needs is good, and higher attaining pupils are well challenged.

Commentary

1. The school makes good overall provision for all its pupils and as a result they make at least good, and often very good, gains in their learning and achieve well. There is an improving trend in standards since the previous inspection. Overall pupils of all levels of prior attainment throughout the school make good progress towards the challenging targets set for them.

Foundation Stage

2. Achievement of reception children is good overall. Standards on entry vary slightly year-on-year but are usually broadly in line with those expected for children's ages. Standards this year are below those expected overall. In particular speaking and listening skills are below expected levels for children's ages. Standards in physical development are broadly in line with expectations on entry. During reception children make good gains in their learning, due to the good quality of the provision and the good teaching they receive. Most children are likely to attain the goals they are expected to reach by the end of reception in all areas of learning except in physical development where standards are likely to be above.

Key Stage 1

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

Standards in:	School results	National results
reading	17.8 (15.1)	15.8 (15.7)
writing	15.4 (14.8)	14.6 (14.6)
mathematics	16.9 (16.3)	16.2 (16.3)

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

3. In Year 2, pupils attain standards that are above average in speaking and listening, reading, writing, mathematics and science. This was reflected in the end of key stage assessments for pupils in Year 2 in 2004. Standards are above those expected for pupils' ages in ICT and history. Standards in design and technology, geography, music, physical education and art and design are broadly in line with those expected at the end of Year 2.

Key Stage 2

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

Standards in:	School results	National results
English	28.2 (27.0)	26.9 (26.8)
mathematics	28.0 (28.4)	27.0 (26.8)
science	30.3 (29.4)	28.6 (28.6)

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

- Standards in tests at the end of Year 6 and inspection evidence indicate that standards are above average in mathematics and well above average in English and science. Pupils' achievements are good overall and very good in English and science. Standards in ICT and history are above those expected and pupils achieve well. Standards in design and technology, geography, music, physical education and art and design are broadly in line with those expected at the end of Year 6.
- Children with special needs make very good progress and this progress is monitored very well. They benefit from a lot of well-planned extra support and the well-ordered classroom atmosphere in which they work. As a result they achieve well in terms of the targets contained in their individual education plans. Children with special needs are well supported and challenged and well integrated into the life of every class and they work well alongside their classmates. They enjoy attending school and are proud of their progress and are very satisfied with their provision. Although they know others are progressing more quickly in some lessons, they know that they too are making progress, and are happy to face any problems, which may arise. Pupils know the areas of their own development and they are confident in tackling new challenges.

Pupils' attitudes, values and other personal qualities

Provision for the personal development of pupils in the school is very good. Pupils have very good attitudes to their work and behaviour is good. Attendance is very good. Pupils' spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Arrangements to promote good attendance are a strength of the school.
- Teachers are consistent in their expectations of behaviour; pupils know what is expected of them and so behave well.
- The school is effective in teaching pupils to respect the feelings of others.
- The work of the school council is outstanding.

Commentary

- Pupils' behaviour, both in classrooms and around the school, is good overall, and frequently very good. Rules of discipline are clearly understood and self-discipline is encouraged within a strong Catholic ethos. This represents a remarkable improvement since the last inspection report, in which pupil misbehaviour was identified as a significant weakness of the school. Relations between pupils and teachers, and between the pupils themselves, are pleasant and collaborative. The pupils feel secure around the school and free from bullying. Pupils have very good attitudes to school and to their work. They are aware that all staff treat their views with respect and will listen to them. Should they need it, help and comfort are available from various quarters and pupils know where to find them. As a result, very little time is lost and pupils in all classes show a desire to learn and to do their best. There has been one, fixed-period exclusion in the last year.

7. The provision for pupils spiritual, moral, social and cultural development is very good overall. The development of pupils' spiritual awareness is fostered, not only by the religious ethos that permeates the school but also by the way in which they experience the curriculum. "Circle Time", when classes discuss pertinent issues, is used to good effect, encouraging pupils to listen to, and respect, each other's views and feelings. This prepares pupils well for work undertaken as part of the school's cross-curricular literacy project, which encourages them, in response to literature, to express their feelings in various media – poetry, empathetic writing, art, dance or drama.
8. Pupils' moral awareness is effectively developed in various ways. A clear sense of right and wrong can be observed in pupils' high levels of good behaviour. This is an outcome explicitly pursued by the school, for example in an extensive anti-bullying project that involved performances by a visiting theatre group. It can also be seen in role-play activities that form part of the literacy project, for example an enactment in Year 6 of the experiences of evacuees during the Second World War, or pupil responses to reading extracts from the diary of Anne Frank.
9. Developing pupils' social awareness is undoubtedly a strength of the school. The work of teaching assistants is very effective in helping to raise the self-esteem and social confidence of lower attaining pupils. Good use of class discussion is mirrored in the way in which pupils in general co-operate with each other in the small group work, or role-play situations that were observed in many lessons. A sense of the wider society in which the pupils live was developed through the mock election that was held earlier this year attended by actual candidates from the main parties standing in Worcester.
10. Pupils have many good opportunities to develop understanding of cultures different from their own. For example, pupils in Year 2 carry out an extensive study of aspects of life in Japan in geography lessons; those in Year 4 spend history lessons making critical use of evidence about life in Ancient Egypt and those in Year 5 combine understanding from geography and art to produce Mehndi hand painting patterns of good quality.
11. The work of the school council is outstanding. Delegates to the school council are all democratically elected from each class and year group. They bring concerns generated in class discussions to the main council to be debated and convey the subsequent decisions back to their classes. Two senior delegates chair meetings and take minutes. Agendas are circulated in advance and meetings proceed on a business-like basis, with an adult acting as 'Adviser'. A rich variety of matters are discussed – from charity sponsoring to the colour of corridors and toilets – and real changes, such as the provision of a bike shed, have occurred as a result of decisions made. In the meeting observed, decisions were being made about the type of pet the school should adopt. The council has a small budget and a notice board in the hall. Pupils involved in this activity learn the social skills of negotiation and compromise; as well as the moral, spiritual and cultural awareness that comes from understanding the plight of children less fortunate than themselves. Moreover, the democratic nature of the council ensures that all pupils in the school participate in the activity and benefit from the experience. Major decisions, of course, are referred to the headteacher for approval. Overall there is a rare sense of participatory democracy here at an outstanding level for pupils' ages.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.1	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.

12. The school has very good procedures for attendance resulting in attendance having improved since the previous inspection to very good and well above the national average. Parents are good at ensuring that their children's punctuality is good. Most lessons commence promptly.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	173	1	0
White – any other White background	5	0	0
No ethnic group recorded	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The quality of teaching and learning is good throughout the school. Assessment is good overall. The curriculum for Key Stage 1 and Key Stage 2 pupils is good overall, and the school provides a very good range of extra learning opportunities. The curriculum for Foundation Stage children is good and fully meets their needs. The accommodation and resources are good. The school provides very good levels of care, support and guidance for all pupils. The extent to which the school seeks and acts upon pupils' views is excellent. The school's partnership with parents, the community and with other schools is very good.

Teaching and learning

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

Main strengths and weaknesses

- Teachers make good use of technology to help make learning easier.
- Teachers have consistently high expectations of pupils' behaviour.
- Pupils with special educational needs make very good progress towards their learning targets due to the very good support they receive.
- Teaching assistants are knowledgeable and dedicated and make a great impact on pupils' development, and in particular on reading skills.
- Teachers make learning interesting for pupils.
- Assessment is good overall. It is used particularly efficiently to raise standards in mathematics, science, ICT and English.
- While the quality of teaching is good overall and on occasion very good, there are variations when school systems are not fully adhered to.

Commentary

13. Teachers in all classes make good use of technology, such as interactive white boards, to make lessons exciting. They are confident in using this as a tool for demonstration and pupils use it themselves to explain their working out or investigations to the rest of the class. Teachers are able to show pupils photographs, moving images and models of experiments. They can move from screen to screen easily so that pupils can follow what they are being told. This helps to make the explanations and demonstrations clear to pupils, who show good levels of interest and concentration as a result. Behaviour management is very good. All staff

are good at encouraging pupils to do their best and have high expectations of what they can achieve. At all times of the day there are consistently high expectations of how boys and girls will behave. As a result, pupils, including those with special educational needs, know what is expected of them and very little valuable time is lost.

14. Teachers provide pupils with a good range of opportunities to reinforce what they have learnt in other lessons and in other subjects. For example, work in history is used effectively as a prompt for pupils to write about what it might have felt like to have sailed with Christopher Columbus. This makes the lessons memorable and has a very beneficial effect on the quality of learning. Teachers are very aware of the things that their pupils enjoy. They make good use of the environment, both in school and further afield to aid learning. For example, they plan a good range of visits to places of interest and invite in visiting experts to broaden pupils' learning experiences. The effect of these lessons is that pupils have good opportunity to consolidate their learning in a meaningful way. For example music lessons reinforce work on poetry. This has a positive effect on pupils developing their self-confidence and belief in their own ability and also on the amount of effort and determination they put in to their tasks.
15. Support assistants are very committed and have high levels of expertise. They are fully involved in professional development to enhance their skills. As a result, they are confidently involved in supporting individual pupils' needs in lessons and know what the learning objectives are. They work very effectively to enable pupils to be fully involved in the work in lessons. They are particularly involved in monitoring home-school reading tasks and this has a beneficial impact on the progress pupils make in developing reading skills. Everyone knows what each pupil is aiming to achieve, and how it will be done and learning is good as a result.
16. Teachers work hard and well to meet the learning needs of all pupils including those who are potentially higher attaining and those with special educational needs. They ensure that pupils are set tasks that are appropriate to their learning requirements and make sure that pupils are located in suitable positions within the class, for example, so that extra support can easily be given. Teaching assistants are very well used to support pupils, particularly when they are working independently on challenging tasks. A good balance between support and the development of greater independence and integration into general class activity is achieved. The work of the class teachers is well supported by the special needs co-ordinator who also liaises with agencies outside the school in order to ensure that needs are met. The co-ordinator ensures that individual education plans set clear targets for each stage of pupil development and that all parties, including the pupils themselves, know what these are.
17. While the quality of teaching is good overall, and on occasion very good, there are a few occasions when school systems are not fully followed and the pace of lessons slows. On these occasions the progress pupils make in their learning also slows as concentration diminishes.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	9 (26%)	22 (63%)	3 (9%)	1 (3%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen. Please note numbers may not add up to 100 due to rounding of fractions.

18. The assessment of pupils' work is good overall and it is very good in English. Early assessments are made when children start in the reception class. These assessments are used well to monitor progress and to identify any child who needs special extra support. In the main school, information gained is used particularly effectively to monitor what pupils do well and what needs to be improved in English, science, ICT and mathematics. The school is committed to the practice of identifying success criteria for each lesson, sharing these with the

pupils and using them as a basis for marking pupils' written work. This is carried out consistently across the curriculum.

19. Assessment of pupils with special educational needs is good throughout the school, with clear targets to address, which are known by pupils, teachers and parents alike. Pupils throughout the school are regularly involved in setting their next targets for achievement and are clear about the criteria for improvement. This is particularly the case in English, where older pupils are starting to evaluate their own work and that of their peers and comparing them to the various criteria for levels of attainment. Teacher marking is both informative and supportive. Assessment in the non-core subjects is less well developed.
20. Time is allowed for teachers to moderate the assessed work of pupils in Year 2 and Year 6, in order to clearly ascertain the levels they have attained. The school has also begun to encourage peer assessment. For example, pupils in Year 3 use hand-held cameras to record the expressive dance movements of their classmates as part of the literacy project and the results are shown on the classroom whiteboard and evaluated by the class as a whole.

The curriculum

Provision for the curriculum is good. The school ensures that all pupils have a good range of learning opportunities. It provides them with very good opportunities to widen their experience through extra-curricular activities and a variety of visitors to the school. The school's accommodation and resources are good and support pupils' learning well.

Main strengths and weaknesses

- The planning of the curriculum is good and effective links are made between different subjects.
- The curriculum is very well adapted to meet the requirements of pupils with special educational needs.
- There is a very good range of extra activities, which widen the curriculum.
- The monitoring of the curriculum is thorough and comprehensive and leads to accurate evaluation of the provision.
- The development of the curriculum is well considered and effectively implemented.
- The accommodation and resources are good and used well to support pupils' learning.

Commentary

21. The well-structured curriculum, which meets all statutory requirements, is a key factor in pupils' attaining good standards and good achievement. Each subject benefits from a clear policy and a scheme for its implementation and good use is made of literacy, numeracy, and ICT skills in all areas of the curriculum. These plans enable teaching and learning to be effective and purposeful and help the quality of teaching to be consistently good. Opportunities are afforded to children to develop their independent learning as when a Year 5 class are investigating how to solve mathematical problems. The English curriculum is particularly well developed and fosters high levels of motivation and involvement amongst the pupils. Good links are made to other subjects. For example, pupils in a Year 5 group studying the poem, *The Highwayman*, responded with art work summoning the atmosphere created by the poet, and by adding two verses 'in the style of the poet'. The curriculum in science is also being developed very well. Teachers plan well for the differing levels of attainment within classes particularly for children with special needs and the more able. The inclusive nature of the curriculum ensures good learning opportunities for all pupils. There are clear plans for the teaching of personal, health and social education across the school and there is a well considered policy locally devised for religious education.
22. There is thorough provision for monitoring the curriculum, which leads to a clear understanding of its strengths and weaknesses and leads to good development when needed. The preparation for the next stage of education is very good not only within the school but also in preparation for schooling in later years. Particular efforts are in place to support children

with special educational needs in this process. Careful plans are drawn up to develop continuity of teaching approaches between teachers in different classes.

23. Very good planning means that children with special needs receive a carefully adapted curriculum which meets their needs very well. Resources are adapted well in order to boost learning and this process is enhanced by close dialogue and liaison evident between teachers and support staff. Support assistants explain tasks to children very well and help pupils to sustain their concentration and this leads to successful learning. Disruption to normal classes is minimised and regular reviews are made of the progress of all children with associated parental involvement. This means that good social links are made with others and pupils are clearly not stigmatised.
24. The school provides a very good variety of extra-curricular clubs. These are well attended and provide for a wide range of interests and needs. There are a good number of visits from peripatetic music teachers and visiting musicians and drama groups, help to bring the curriculum to life for pupils. A wide range of visits both locally and further afield extends the curriculum very well, as well as providing important links with the community.
25. The number of teachers within the school is suitable for the delivery of the curriculum and they are very well supported by a well-trained and committed group of teaching assistants. This has a very beneficial impact upon the learning of all pupils especially those with special needs. Teachers and other adults also provide a wide variety of out-of-school activities, which include football, netball, gymnastics club, hockey, tennis, and musical activities and others. Many opportunities are taken to enrich the curriculum using specialist coaches, artists and musicians from the community as well as parents. The organisation of the school day means that there are effective patterns of learning which helps engage pupil attention fully and effectively.
26. The school building is well maintained and provides a good environment in which to learn. Classrooms are quite spacious for the number of pupils within them and the large hall is well used for many aspects of the curriculum. The infants' library is good. However the junior one is very restricted in size. There is an up-to-date computer suite but this room is inclined to get very warm at times when staff forget to switch on the newly installed air conditioning system. The large hall is well used for physical education, Mass, assemblies, lunches, plays and choir practice. Resources are of good quality and are very well organised. Teachers make good use of them to support the learning of pupils. A spacious playground with quiet areas and play equipment gives pupils scope for a variety of play activities. A large and level playing field is very well maintained and currently, a forest area and nature pool, are being developed. A new and attractive area for reception children enables them to work out doors in most weather. However currently there is no large climbing equipment for children to use on a daily basis, but teachers do take advantage of the school's hall equipment and the outdoor adventure site whenever possible.

Care, guidance and support

The way that the school involves its pupils through seeking, valuing and acting upon their views is excellent. Pupils' care, welfare, health and safety are very good and have improved whilst the provision of support, advice and guidance based on monitoring is good. Such aspects contribute significantly towards pupils' learning.

Main strengths and weaknesses

- Procedures to ensure that pupils work in a healthy and safe environment are very good.
- The extent to which each pupil has a good and trusting relationship with one or more adults in the school is very good and a strength of the school.
- The induction arrangements for pupils are very good.

Commentary

27. The headteacher is the named and trained child protection person. There is also a trained governor and procedures, a weakness at the previous inspection, are now very good. All staff are regularly briefed on procedures and there is very good liaison with the local agencies. All documentation is securely locked away. There are currently looked after children but no refugees or travellers.
28. The headteacher is also, in conjunction with a trained governor, the named health and safety person. They undertake risk assessments for all eventualities. All fire fighting, physical educational and portable electrical equipment are date tested. Fire exercises are held each term and escape routes are well marked and accessible. The accident and medicine procedures are caring and efficient. There are several trained first aid persons. Good use is made of outside professional help such as the school nurse, educational psychologist and police. Meals are cooked and served in hygienic conditions and there is an up to date internet policy approved by parents.
29. Before pupils start school the reception teacher and nursery nurse visit every relevant nursery or playgroup. This is followed by an evening meeting at school for parents. A familiarisation day for parents and children takes place before children start part time in September when the teacher also visits homes to discuss any problems. All children spoken to remembered their joining days as a happy time.
30. From returned questionnaires and talking to pupils each has a very caring and close relationship with several adults. The staff know all of the pupils very well and many pupils stay behind after lessons to talk to their teacher, or the head, about academic or personal problems. Pupils set their own targets in English, mathematics, science and computer skills and this is gradually being extended to all subjects. Teaching assistants have input to individual education plans. Pupils are always consulted on annual reports before parents see them. Personal aspects are discussed in personal and health education or circle time and personal development is recorded in each individual's files.
31. The school appreciates its pupils' views and gives them the utmost priority. The energetic and democratically elected school council debate whatever is suggested to them. Consequently, the children are very proud that they have influenced the building of a new bike shed and decoration of the school and what charities to support, such as the tsunami appeal. Also, school council elections have been based on the current national ones and all local national candidates have been into school to talk with pupils, who gained a lot from this experience.

Partnership with parents, other schools and the community

Links with parents, other schools and the community are all very good. Such aspects have improved since the previous inspection and contribute considerably towards pupils' learning.

Main strengths and weaknesses

- The provision to parents of information about the school and about pupils' standards and progress is very good.
- The school's involvement of its parents through seeking, valuing and acting on their views is very good.
- The contribution of links with parents to pupils' learning at school and at home is very good.
- Educational links with other schools, including the transfer of pupils to their next stage of education, are very good.

Commentary

32. From the returned questionnaires and conversations with inspectors parents think that this is a good school and the inspection team agree with them. In particular, parents say that their child likes school, behaviour is good, they get good information on how well their child is progressing and how they can help them and staff are always available.
33. Parents receive an up-to-date prospectus and current governors' report. Both comply with statutory requirements. Pupils' annual school reports cover all subjects, are easy for parents to understand, say what a pupil can do and give relevant targets for improvement. Parents also receive a regular and useful newsletter and advice on homework, school food and parent-teacher consultations.
34. Parents' contribution to learning is well appreciated by the school. Their very good response means that the school can rely on parents and put them on its class timetables. Parents help with readers, for which they are trained, art, cookery, needlework, visits-out, helping with sports and the library. At home most parents are very keen to help with homework including literacy, numeracy, projects and topics.
35. Each February parents are sent a questionnaire. As a result so many suggestions have been made by parents that these are now included in the school development plan. Previously, parents have influenced: playground improvements, sports days and numbering of newsletters. The parent teachers association have raised considerable funding towards the adventure playground.
36. The school has good procedures to ensure satisfaction and to deal with concerns and complaints. Consequently such aspects rarely go beyond the headteacher.
37. The school works very well with other local schools and colleges. It takes advantage of being part of local clusters and shares professional expertise. Trainee teachers and work experience pupils are always very well catered for. A very caring procedure for transfer to secondary education includes: getting to know future teachers, having visits to the high school and being provided with units of Year 7 work in June to ensure a seamless transfer.
38. Links with the community are very productive. The school is linked to its own church from whence the priest takes regular Mass and religious education lessons. The children also visit the church as part of their study of the local area. Local business has provided considerable funding for computers and other resources. Pupils regularly support CAFOD and a local hostel whilst at Christmas they sing carols at an old folks' home and invite older people to Nativity plays. The school is also used for: dog training, dances, computer training and a local football club.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership for the school. The governing body is effective and very supportive.

Main strengths and weaknesses

- The headteacher has very good clarity of vision and commitment to improvement.
- There are good induction procedures and very good continuing professional development for staff.
- Leadership of subjects is good overall.
- The governing body provide a good level of challenge and have a very good level of awareness of school's strengths and areas for improvement.

Commentary

39. The leadership of the school is good. The headteacher is an effective leader and has a very clear vision for the school's development. She is ably supported by the deputy head. Together they work very effectively to drive up standards. The continuing professional development of teaching and support staff is central to this aim and there is a very good commitment which, combined with good self-review, provides many opportunities for staff to attend relevant courses. The school contributes significantly to the professional development of learning support assistants and teachers alike.
40. Leadership of subjects is good overall and in science and English it is very good. The clear lead from the co-ordinators has enabled improvements in provision in mathematics, history and ICT and significant improvement in English and science. For example, the central place of investigative and practical work has been firmly established in science. In English opportunities are planned very effectively for pupils to practise skills in other subjects. Subject leaders monitor their subjects effectively and have a good knowledge of standards throughout the school.
41. Management of the school is good. A very good team spirit exists and all staff fulfil a valuable role as part of that effective team. The roles of all staff are clearly stated and there is very good co-ordination of provision for pupils with special needs. The school shows good understanding of funding arrangements and the provision that is needed by each pupil. Good use is made of national test results and the school's own assessment data for individual target setting and for tracking the progress that pupils make. As a result, the school has been able to identify 'booster groups' of pupils who are learning at a slower rate than their peers and focus on the help they need to improve their grades. Equally effective use is made of assessment data to evaluate teaching and inform future planning.
42. Governance is good. The governing body is well organised and prepared to challenge the headteacher's proposals. Governors visit school very regularly and as a consequence have a very good grasp of the school's strengths and also areas for development.
43. The schools finances are managed well. The headteacher and governors have introduced effective procedures for evaluating spending as for example in the strategic deployment of additional staff and support staff. Considerations of best value for money are good. The school provides good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	459,877	Balance from previous year	19,622
Total expenditure	467,504	Balance carried forward to the next	11,995
Expenditure per pupil	2,338		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

The children in the Foundation Stage (reception class) receive a good start to their education. The Foundation Stage is led and managed well. Teaching and learning are good. Good planning and assessment systems contribute to the effectiveness of the education of these young children. Lessons follow the nationally agreed “stepping stones” for early development. Assessment is good and is effectively used to track children’s progress. The information gained is used well in planning lessons that ensure that all children, including more able children and those with special educational needs, have equal access to a broad and worthwhile curriculum. Children start in reception in the September of the academic year in which they have their fifth birthday. All start part-time initially and gradually, starting with the oldest first, proceed to full time places, so that by Christmas all come in for the whole day. The overall attainment of children on entry to the school varies slightly year on year, but is currently below average. By the time they move into Year 1, most children are likely to attain the Early Learning Goals (the standards children are expected to reach) in the six areas of the Foundation Stage curriculum, and in physical education, they are likely to exceed them. There has been a good maintenance of the good standards of achievement noted by the previous inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are developing their levels of personal independence well.
- Children behave well for their age.

Commentary

44. Teaching and learning are good. The children receive plenty of praise and encouragement and so achieve well in this area of learning. Their self-esteem and confidence develop well and they establish good relationships with one another and with adults. Behaviour is good and children persist for extended periods of time at activities they have chosen, for example, in pouring water from one container to another or using binoculars to look at birds and other objects in the outdoor area. All staff work effectively to promote children’s personal development by establishing routines such as washing hands or getting changed for physical education sessions. The children form good relationships with adults and with their peers, asking for help as they organise their play. They show care and concern for living things and the environment, such as looking after newly hatched chicks. They take initiatives in looking after themselves, such as putting on overalls for wet play, with little adult prompting. By the time they move into Year 1, most children are likely to attain the Early Learning Goals in this aspect of their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's speaking and listening skills are developed well.
- Early reading skills are encouraged effectively.
- Good use is made of computers, but children have difficulty with upper case lettering on keyboards.

Commentary

45. Teaching and learning are good and children achieve well. Many opportunities are provided for children to extend their speaking skills through all areas of learning and, as a result, children achieve well. When they enter the reception class, some children's skills in speaking and listening are slightly below those expected for their age. Adults pay good attention to developing these skills and to extending children's vocabulary. Children have developing confidence in speaking to others about their games "This is a garden café but there isn't really a garden!" They build up a vocabulary that reflects the breadth of their experiences, for example in play saying "Right, I'm doing some custard!" They listen to stories with increasing attention and recall, particularly enjoying poetry and requesting to hear "*Tadpole One*" or joining in with repeated refrains. They use language for an increasing range of purposes, such as arranging and organising their play. They enjoy an increasing range of books and handle them carefully. Many are beginning to use writing as a means of recording. They enjoy tasks, such as looking for letters for their friend's name on the computer, but have difficulty in recognising upper case letters, exclaiming "This is really hard!" By the time they move into Year 1, most children are likely to attain the Early Learning Goals for this aspect of their learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Mathematical vocabulary and concepts are developed well.
- Teachers make lessons interesting.
- Many good opportunities are provided to develop counting skills and knowledge of space and measure.

Commentary

46. The children make good progress in their early understanding of number, shape and measure and achievement is good. Teaching and learning are good. There is a good range of games and puzzles, specifically designed to support early understanding of number. These are used well and children enjoy their lessons. By the time they move into Year 1, most children are likely to attain the Early Learning Goals for this aspect of their learning. Many children in reception can count and handle simple addition with numbers to five and ten. Children show confidence in using number activities, such as using computer programs to count and play number games. They say and use number in everyday contexts "That will be twenty pence!" They confidently use language such as 'more' or 'less' to compare two numbers. Many sustain interest for a considerable time, for example making patterns of squares on the computer. They learn about shape and select particular shapes for certain tasks, or cut shapes out carefully, such as when making cardboard chicks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children have good opportunities to explore and learn about their world in the classroom and the outdoor play area.
- They have good access to computers, which they learn to use with confidence.
- There are good opportunities to learn about living things.

Commentary

47. Children make good progress in this area of learning and achievement is good. This is because they have plenty of opportunities to experience a wide range of activities, such as sand and water activities, playing in the garden area and watching things, such as chicks, hatch and grow. By the time they move into Year 1, most children are likely to attain the Early Learning Goals for this aspect of their learning. Teaching and learning are good and staff prepare resources well, so that activities are interesting. For example, children are given good opportunities to learn about growth and change. They compare photographs of themselves taken when they were babies, with what they look like now. They watch chicks hatch and grow and learn about birds of different types, such as when a visitor brings an owl into class. They ask pertinent questions that demonstrate their developing knowledge of the world around them, such as “Do owls peck foxes?” Children construct with purpose using a range of resources, such as split pins, to make models with moving parts. They have good opportunities to learn to use computers - confidently opening using and closing a range of programs.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have good opportunities to develop their physical skills on a range of large exercise equipment, such as in the hall and on the climbing trail.
- There are limited opportunities to climb or develop upper body strength and lung capacity on a daily basis.
- Children are developing their expertise effectively in manipulating pencils, scissors and other small tools.

Commentary

48. Children enter school with levels of ability in line with those expected for their ages. Teaching and learning are good and adults ensure good use is made of the available time in the school hall or to take the children to visit the adventure equipment on the school field when the weather allows. As a result achievement overall is good. Manipulative skills are developed effectively through the use of pencils, brushes, scissors and small construction apparatus in the classroom and building with small and large construction toys, such as using pegs and split pins. Children have good opportunities to learn to use a good range of small equipment with dexterity. They have daily access to the “garden area” where they can play with construction equipment or other large toys. Its use is planned well and it is used effectively for a range of outdoor activities. In physical education lessons, children move with pleasure and confidence as “owl babies” or “trees waving in the wind.” They have good awareness of levels of movement and move with agility and imagination. Their co-ordination and control are good and they show a good awareness of space and of others. By the time they move into Year 1, most children are likely to exceed the Early Learning Goals in most parts of this aspect of their

learning. However, there is no large climbing equipment in the reception area for children to climb, balance and develop upper body strength and lung capacity on a daily basis.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have plenty of opportunities for imaginative play.
- Children have access to a good range of resources for creative work.

Commentary

49. Children have a good range of opportunities to develop their creativity. Planning of this area is carefully thought out and teaching and learning are good overall. Children's achievements are good. Children begin to make their own designs and pictures using a range of media. They use particular colours carefully, such as when choosing different shades of yellow to paint pictures of their chicks. They use their imagination when playing and pretend that one object represents another. They play co-operatively as part of a group to act out a narrative and happily organise games. They try to capture their experiences in a range of ways, such as dance, song and making models with clay. By the time they move into Year 1, most children are likely to attain the Early Learning Goals for this aspect of their learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Good use is made of debate for pupils to express their views.
- Reading skills are developed very effectively.
- The curriculum for English is wide and pupils experience and enjoy a wide range of writing styles and, as a result, they achieve much better than average standards by the end of Year 6.
- Good use is made of information and communication technology to aid learning.
- Resources are overall good, but the library for pupils in Year 3 to 6 is too small for a whole class to use at one time.

Commentary

50. Standards in reading in national tests at the end of Year 2 in 2004, were well above average. Current standards are above those expected for pupils' ages overall and their achievement is good. Standards in writing were above average in the Year 2 tests in 2004 and are now judged to be good.
51. Results of national tests for pupils in Year 6 in 2004, were above the national average. These were much better than the results gained by pupils who obtained the same amalgamated mathematics and English scores in the tests at the end of Year 2.
52. There has been very good improvement in the subject since the previous inspection as a direct result of the very good leadership of the subject by the co-ordinator. Standards in reading and writing have improved significantly throughout the school. Pupils' achievement is now good in Year 2 and by the end of Year 6 it is very good. Standards in all aspects of the subject are above the expected levels at the end of Year 2 and well above at the end of Year 6. Standards in speaking and listening are developed effectively throughout the school.

Teachers and other adults provide good role models for pupils, ask questions that encourage pupils to think about what and how they reply and help to develop and expand pupils' vocabulary. Pupils debate issues regularly. By the time pupils are in Year 6, speaking and listening standards are well above expected levels. Most pupils are able to order their thoughts to develop an argument using Standard English, answer teachers' questions and expand their answers, take note of others' opinions and thoughts and have confidence to debate and expand upon their views with fluency and accuracy.

53. The quality of teaching and learning is better than at the time of the previous report. Teachers plan their lessons effectively and use a wide range of styles of writing as a basis for learning about literature. They include a great deal of poetry and a broad range of different authors as well as non-fiction texts linked to other areas of the school curriculum. A structured scheme is in place to develop pupils' reading skills, to build up their sight vocabulary and their ability to recognise and use grammar and punctuation effectively. This is giving them a good range of skills as well as confidence to successfully tackle a wide range of reading materials and to write for a range of different purposes. Reading skills are being particularly well developed and the highly trained learning support assistants play a significant role in the monitoring of pupils' reading, including reading homework. There are good, clear links between reading and writing with pupils reading material in a wide range of different genres. Pupils' reading skills support their writing skills very effectively, with older pupils in particular producing interesting and extended stories as well as writing persuasive arguments, letters, play-scripts and poetry.
54. The outcomes of the links with other subjects are impressive. The Year R classroom has been converted into a jungle, around which the pupils prowl as wild animals in home-made masks. Pupils in Year 5 have added verses to '*The Highwayman*' in the style of Alfred Noyce; and Year 6 pupils have mounted a major production, featuring in speech and song the experiences of wartime evacuees. The benefits of the project have been: a marked improvement in the written work of boys, who have enjoyed the active nature of project learning; improved standards of extended writing in history and geography; and the confidence it has given senior staff to plan the curriculum around preferred learning styles. Most important of all, the project has motivated both teachers and pupils, allowing teachers to be more creative and pupils to express themselves in many ways.
55. The quality of teaching and learning is good across the school and at Year 6 it is very good. Teachers' very secure subject knowledge is shown in their confident modelling and clear demonstrations so that pupils understand what they have to do and lessons move with pace. Teachers prepare well, planning interesting lessons with clear targets for what pupils need to learn. These are shared with pupils. Whenever possible, teachers vary the teaching strategies to keep pupils actively involved in work and because of this pupils work hard and are interested in what they do. Particularly good use is made of information technology, such as interactive whiteboards. Teachers use questions well to encourage pupils to think about their work and encourage them to widen the range of vocabulary they use in their speech and in their writing.
56. Behaviour management is of high quality. In whole class shared reading and writing sessions pupils analyse a range of texts which are matched well to their reading levels. Support staff are used very effectively and make a very good contribution to pupils' learning, particularly for those with special educational needs. Pupils comment on the work of others and use comments made on their own work to identify areas for further development. Resources for the subject are good overall. There is a good range of interesting and exciting books for pupils to read. Library areas are bright and attractive, however the library for pupils in Years 3 to 6 is only large enough for one table and, as a consequence, this limits opportunities for it to be used for whole class research sessions.

57. Assessment is very good, thorough and constructive. Targets are set with and for each pupil and these are of great help in developing literacy skills. Pupils are fully involved in assessing the quality of their work and matching it to the criteria for different national curriculum levels. The quality of marking is good and ensures that all pupils know how well they have done and what they need to do to improve further. Assessment procedures have been improved and now ensure the very careful and close monitoring of pupils' English progress. The curriculum has improved. There is now more structure to planned learning with links made to other subjects and work adapted well to support the learning needs of all pupils within classes.

Language and literacy across the curriculum

58. The use of literacy across the curriculum is good. The school has developed a very successful initiative for promoting literacy across the curriculum. Areas such as history, geography and information and communication technology provide opportunities for pupils to practise and extend skills taught in their literacy work. For example, pupils write reports imagining that they have sailed with Columbus in work linked to history, or produce booklets on mountain ranges in work linked to geography and ICT. Each year group works on a theme, represented by a variety of books, readings, poems and music. For example, Year 4 follow a theme based on Caribbean stories, poems and music; Year 5 use '*The Wreck of the Zanzibar*' to help reconstruct a contrasting locality in geography (the Scilly Isles) and Year 6 focus on '*Goodnight Mr Tom*' and investigate aspects of the home front during the war. The pupils are encouraged to react to the stimulus provided by the literature in a variety of ways, by drawing pictures, making masks, playing roles, singing songs and devising dances. But mainly they write, with enthusiasm, newspaper articles, poems, recounts, diaries and first-hand accounts.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school.
- Teaching is good throughout the school and resources are well used.
- Good use is made of information technology to aid pupil learning.
- Very good support is given to pupils with difficulties.
- Children enjoy their work and are enthusiastic.
- Children need more experience of shape, space and measurement in Years 1 and 2.

Commentary

59. Standards attained in end of tests for pupils in Year 2 in 2004 were above average. The results of end of year tests for pupils in Year 6, were above the national average. When compared to results of pupils who had scored similarly in amalgamated mathematics and English results at the end of Year 2, standards were well above average.
60. Standards in the current Year 2 are above national expectations and pupils are achieving well. Good teaching ensures that the children think about how they arrive at their answers and they partition numbers in thousands, hundreds, tens and units well. They know the significance of the place of numbers as well as being able to sort and classify information to produce a bar chart whilst many can interpret information from such a source. Children are encouraged to assess their own learning well and know what it is they need to learn next. In discussions with pupils in Year 2 they were fully aware of expressions such as 'ten less than' and 'more than', recognised large numbers and were able to count on and back effectively. Children were less secure in estimating simple distances and the terminology of time such as a thirty-minute

journey starting at eight o'clock. In Year 1 the children are able to recognise simple two and

three-dimensional shapes and their properties. Comparative data confirms good standards overall in Year 2 in recent years and a trend which is generally improving.

61. Scrutiny of work from Year 4 showed pupils can extend number sequences in steps up to 25 and recognise numbers up to 1000. They recognise multiples of 2, 3, 5 and 10 and add thirty and fifty effectively as well as rounding numbers to the nearest 10. Furthermore they can decide when to subtract, multiply, divide or add to solve problems and know the relationship between metres and centimetres. Equally they can sort and choose shapes using terminology such as angle, equilateral, concave, convex and symmetrical.
62. Standards remain above the national average in Year 6. Pupils achieve well and are working at levels above national expectations for their age. Lower attaining pupils are supported very well and also make good progress. They sustain their concentration well and they work hard to learn. In Year 6 children are confident in multiplying by multiples of ten and know this can be reflected by moving the decimal point. They can order numbers by size as well as simplifying fractions and find the fraction of an amount. More able pupils know that a percentage means out of every hundred and they are aware of simple ratios and proportion. The majority can multiply by two and three digit numbers, interpret graphs effectively and name and draw angles. However fewer pupils are confident in working out area and perimeter.
63. Throughout the school, teachers make good use of the national strategy and make very good adaptations to the work to meet the needs of pupils of different abilities. As a result pupils cover the National Curriculum effectively and make good progress in mathematics. They are well supported by teaching assistants and the frequent use of the inter-active whiteboards. Pupils with special educational needs benefit from extra time and effort from the knowledgeable teaching assistants and extra explanations are forthcoming when required.
64. Leadership and management of the subject are good. The co-ordinator makes good use of test results as part of her overall monitoring. Planning is examined by the co-ordinator and she has lead frequent training sessions for all teachers and their assistants. Extra perspectives have been developed through the Primary Leadership Project and a short course for mathematics co-ordinators, whilst resources, which are used well, have been carefully audited. The good provision, which is evident in mathematics, means standards are good and the trend in improvement suggests they will be very good in the future. The above average standards noted by the previous inspection have been effectively maintained.

Mathematics across the curriculum

65. Good use is made of pupils' mathematical skills in other areas of the curriculum, such as in science when they measure the relative sizes of buttercup plants or they measure pulse rates.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses.

- There is good emphasis on pupils learning through practical investigations.
- The subject is very well led and managed.
- The standards reached by pupils in Years 3 to 6 are well above average.
- Teaching is good and teachers have a secure knowledge of the subject.
- Good resources are well used to support learning.
- The pace of learning is lessened by the need for the regular use of behaviour management strategies in some classes.

Commentary

66. The results of teacher assessments in science at the end of Year 2 in 2004 were above average in comparison with national averages both in the percentages of pupils achieving Level 2 or above or the higher level three. Standards in tests at the end of Year 6 in 2004 were well above average and when compared with pupils who had scored similar results in mathematics and English at the end of Year 2 pupils had made very good progress.
67. Inspection evidence indicates that the standards in the current Year 2 are similarly above expectations and pupils are making good progress and achieving well. Standards by the time pupils leave the school at the end of Year 6 are very good and well above average. Pupil achievement is very good also. In recent years there have been a series of national test results, which have been above or well above average and bench marking statistics show good percentages of pupils reaching the expected or higher levels of attainment with more able pupils performing very well.
68. Most pupils have a good attitude towards science and are well behaved during lessons. However children in Year 1 do not apply themselves well and their concentration span is short leading to frequent teacher interventions, which can detract from the continuity of the lesson. There is a strong emphasis on practical investigations and pupils contribute well to devising investigations. Teachers are knowledgeable and enthusiastic and receive strong support and guidance from the very well informed co-ordinator. As a result, achievement is good and standards of written work and recording in books is also good.
69. The teaching of science is good overall and in Year 2 it is very good. Teachers demonstrate a clear understanding of basic scientific principles in the lessons observed and work scrutiny. Detailed planning based on national guidelines ensures that pupils develop knowledge of scientific facts and understanding of scientific concepts, such as how materials change when cooled. Pupils predict outcomes, comment upon observations and discuss their results consistently showing an understanding of the need for a fair test in science. The progress of the children is consistently assessed to ensure that pupil progress and attainment are closely tracked and work is adapted to individual needs.
70. The leadership and management of the subject are very good. The co-ordinator monitors teachers' planning, samples work and observes colleagues teaching. Very effective use is made of the resources available such as the microscope linked to a laptop computer. The co-ordinator raises the profile of the subject well within the school and organises science challenges and intra school science days in order to enhance the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Achievement is good for pupils throughout the school.
- Teachers are confident and so make lessons interesting and enjoyable.
- The curriculum is well focused on the development of pupils' skills and knowledge and there are good links to other subject areas.
- The leadership and management of the subject are good and are committed to improving standards and resources, but the systems currently used for monitoring provision are very time consuming.
- There are good levels of technical support.

Commentary

71. There has been a good improvement since the previous inspection. Achievement is now good. Standards, especially for older pupils, are above national expectations. Pupils in Year 6 can compile power-point presentations, using the digital camera to take pictures of places and events around school and cutting and pasting such information into a series of pages for a slide show delivery of their memories of their time at school. Lessons for younger pupils show the beginning of the development of their control skills. For example, pupils in Year 3 learn to use a simulated game to develop map-working skills in work linked to science. They have great fun directing their badgers around the simulation and avoiding them being caught or having an accident. Pupils have very positive attitudes to their work and from the youngest to the oldest, show secure basic computer operating skills. Behaviour in lessons is always at least good and often very good.
72. Since the previous inspection the computer suite has been developed and a range of programs acquired to extend opportunities to use ICT to support work in other subjects. The ICT suite is well equipped although it can become very stuffy if teachers forget to turn the air conditioning system on. Further staff training has occurred since the previous inspection and teachers' confidence and competence have risen. Teachers now regularly use ICT including interactive whiteboards in their teaching and this makes lessons interesting and enjoyable. Teachers are good at asking questions that guide learning well. Pupils listen carefully to instructions, concentrate and work independently as well as collaboratively. Teachers have good knowledge of the curriculum and the quality of teaching and learning is good overall as a result. Lessons are planned carefully, and focus on the development of pupils' learning and increasing their knowledge of a range of programs. They learn to concentrate and persevere. Teachers insist on high standards of behaviour and pupils rise to these expectations. As a result, pupils work hard and produce good amounts of work within carefully structured sessions.
73. A careful scheme of work has been established and a structured program for the development of pupils' skills is now in place. This has highlighted pupils' weaker skills in touch typing, although standards in this aspect are at least in line with those expected for pupils' ages. As a consequence, a new program has been bought to develop touch-typing skills more effectively throughout the school. The monitoring by the co-ordinator of lessons, by looking at pupils' work and through discussions with pupils and staff now records the systematic teaching of the skills necessary to access the whole curriculum. The use of information and communication technology to support other subjects has increased. However, the method of checking all lesson plans to ensure all statutory and suggested links with other subjects are met is a laborious and continuous task for the co-ordinator.
74. Leadership and management of the subject are good and the co-ordinator has the knowledge and skills to guide the school to improve standards further. Good assessment procedures are in place and are used to help teachers with their planning. Pupils are actively involved in evaluating the quality of their work and so have a good level of awareness of what they need to do next to improve still further. The co-ordinator is assisted in her work by a technician who ensures that systems are fully functioning and that no valuable learning time is lost when "glitches" occur. This has a positive impact on the quality of teaching and learning overall.

Information and communication technology across the curriculum

75. The use of ICT to support pupils' learning in other subjects is good and is growing rapidly. Teachers increasingly include opportunities to use ICT in other subjects in their short-term planning and so add depth to pupils' learning. For example, data collections in mathematics are transferred to spreadsheets and graphed, internet and CD programs are used to research information such as that on mountain ranges by pupils in Year 6 and drawing programs are used to support work in art and design.

HUMANITIES

Religious education is inspected separately, by the diocese, and is not reported here.

Geography

Overall provision for geography is **satisfactory**.

Main strengths and weaknesses

- Pupils' behaviour is good and they have good attitudes to the subject.
- Pupils' critical and analytical skills are not as well developed as their skills of research.
- Teachers make good use of information and communication technology to make lessons interesting.

Commentary

76. In Years 1 and 2, standards are at least in line with national expectations and consistent with the age of the pupils. This represents satisfactory achievement, given that pupil attainment on entry to Year 1 is in line with the expectations for pupils' ages. Pupils in Year 1 demonstrate appropriate knowledge of their own locality and know how to carry out a traffic survey. Those in Year 2 show clear awareness of more distant places in an extensive study of Japan. Using a wide range of secondary sources, they develop a detailed knowledge of Japanese food and cooking and can summarise similarities and differences between life in Japan and in England. Pupils are also beginning to distinguish between physical and human characteristics of places, about which they write extensively and with few inhibitions. Weaker pupils and those with special educational needs are very well supported and make particularly good progress in relation to their abilities.
77. In Years 3 to 6, standards are again in line with national expectations and the progress made by most pupils is satisfactory. For example, pupils in Year 3 can describe what different places are like and identify, but do not explain, some differences in ways of life caused by differences in temperature. Pupils in Year 4 consolidate their knowledge of weather, supported by an in-depth study of river systems. Good progress is made in Year 5 with a detailed land use study of Warndon village and a literacy-based study of life in a contrasting locality, such as the Scilly Isles. Most pupils make steady progress in their knowledge of geographical locations, both physical and human. Again, pupils with special educational needs are well supported and make very good progress in line with their abilities. However, there is insufficient evidence of pupils developing the skills of thinking critically about geographical problems. Consequently, projects on 'mountains' undertaken in Year 6 are more successful in conveying information than in asking, investigating and answering geographical questions.
78. The quality of teaching and learning is satisfactory overall. Teaching in both key stages is invariably well organised, with impressive use made of whiteboard technology. Objectives are made clear and success criteria are usually well advertised. Consequently, pupils understand what they have to do and attitudes to learning are good. However, there is some variation in the extent to which pupils are challenged. In the best practice, for example in Year 2, planning is informed by a clear understanding of the need to develop both knowledge and critical thinking. Assessment in each lesson is informed by success criteria and books are very supportively marked.
79. The quality of leadership and management is good. Effective subject leadership can be seen, for example, in the teaching of the co-ordinator herself and in successful initiatives she has led that have been concerned with the development of literacy through geography. Good management can be seen in the meticulous quality of planning, in the thoroughness of monitoring and in the use of assessment for tracking pupils' progress. Good progress has

been made since the last inspection in class management and control in geography lessons. Resources have been significantly improved.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are above those expected by the end of Year 6.
- Teachers plan lessons well to make history come alive for pupils.
- Pupils behave well and attitudes are good.

Commentary

80. In Years 1 and 2, standards of attainment are broadly in line with the national average and this represents satisfactory achievement. Pupils in Year 1 make effective use of artefacts to enable them to ask and answer questions about life 'long ago'. They can identify differences between aspects of life in the past and the present and can place examples of the same object from different time periods into a chronological sequence. In Year 2, pupils have gained a good grasp of the 'otherness' of the past, demonstrating valid empathy when writing about the Great Fire of London or about Florence Nightingale's first impressions of the Crimea. Whilst pupils are aware of phrases, such as 'The Tudor Period' or 'The Victorian Age', their grasp of a chronological overview is less secure.
81. In Years 3 to 6, standards are above the national average, showing good achievement by pupils. Those with special educational needs make particularly good progress, partly because of the effective support given by teaching assistants and partly because of the concern for literacy development that underpins much of the teaching. Pupils in Year 4 make critical use of a wide range of source material to form conclusions about aspects of life in Ancient Egypt. They can use sources in combination and employ the language of probability when inferring evidence from the sources. Pupils in Year 6 show a good understanding of empathy in their study of the experiences of evacuees during the Second World War. By means of role-play and a detailed study of evidence, they are able to reconstruct and explain the feelings of those involved. However, less effective outcomes - usually involving uncritical factual recount - can also be found in pupils' written work. Pupils' understanding of empathy is good at all levels but their skill in historical interpretations is satisfactory.
82. The quality of teaching and learning is good overall. Teaching is well prepared and well organised. Particularly good use is made of ICT for displaying lesson objectives and providing other kinds of visual stimuli. Teaching is most effective where explicit attempts are made to combine content coverage with an understanding of historical concepts and skills. The promotion of role-play through the 'living history' programme 'brings the past alive' for pupils of all ages, and they respond with enthusiasm to the challenge of trying to see the world through different eyes. This process is further enhanced by the cross-curricular literacy project, in which pupils use literature to create feelings about people and situations in the past and express these feelings in a variety of written forms. Assessment in each lesson is based upon the success criteria for that lesson and books are marked supportively.
83. The subject is well led and managed. Good subject leadership can be seen in successful initiatives concerned with experiential learning and the development of literacy. Good management can be seen in the quality of planning, the thoroughness of monitoring and in the use of assessment for tracking pupils' progress. However, there is a continuing need to build more consistency into teaching approaches and more precision into the process of assessment itself. Progress since the last inspection is good. Clear progress has been made across the school in eradicating poor pupil behaviour and this has impacted positively on history lessons, where attitudes to learning are very good. This effect has been reinforced by

the 'living history' and literacy projects, both of which have helped to raise overall standards, particularly for the oldest pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. Physical education, art and design, design technology and music were not the main foci for the inspection and not enough evidence was collected in these subjects to make firm judgements about the quality of provision, or the quality of teaching and learning. However, lesson observations, general discussion with pupils, and the scrutiny of curriculum planning and displayed work indicates that pupils experience a broad curriculum, and are likely to at least attain appropriate standards for their age. During the inspection one **dance** lesson was observed, in which teaching and learning were good. Good use was made of the digital camera for pupils to record their work so that they could evaluate it effectively later. In the one **music** lesson, pupils' standards and achievement were good. Singing in assemblies and hymn practices was tuneful and clear, indicating an improvement since the previous inspection. In **design and technology** teaching and learning in the one lesson that was observed for Year 2 pupils was very good. Pupils were given very good opportunities to evaluate the kimonos they had made and could identify what they would improve next time. Work on display indicates that pupils in Years 4 and 6 are given good opportunities to apply the knowledge of electric circuits learnt in science when making artefacts that light up or move. The models work and match the plans very well, although the finish of models is not at this same high standard. Evidence from scrutiny of work and the two **art and design** lessons observed indicate that standards are likely to be broadly in line with those expected at the end of Year 2 and Year 6. There are good links to other subjects and pupils experience a wide range of different art styles. For example, one class was making good progress in investigating Mehndi patterns, linked to work looking at celebrations in different cultures.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- The school's positive ethos, which is evident in all aspects of school life, contributes positively to pupils' very good personal and social development.
- The school is effective in helping pupils to learn to behave well, build good relationships with others and to develop self-confidence.
- The school council makes an excellent contribution to involving pupils in decision-making.

Commentary

85. The leadership and management of this aspect of school life are very good. Significant work has been done on this aspect of school life since the previous inspection. Standards have improved dramatically and pupils' achievement is very good. Citizenship runs through the curriculum, but is not taught as explicit lessons. However, recently, mock elections were held in school and all local candidates from the various parties came in to school to talk with pupils beforehand. This has had a very beneficial impact in developing pupils' understanding of democratic process.
86. Pupils are enterprising and willing to take on responsibility. Pupils from all groups achieve well in all aspects of personal, social and health education and this has a very positive impact on the very good quality of relationships and good behaviour in the school. All adults in school have a very consistent approach to the subject, the behaviour policy is well known by all, and together this has a very positive effect on the standards attained.
87. Pupils' opinions are valued and they get many good opportunities to take part in class discussions and have a voice in how the school is run through the class and school councils.

The school council provides pupils with excellent opportunities to make a great contribution to the life in school. They play a key role in improving features as wide ranging as what toys are sensible to have in school and have been responsible for setting up a healthy tuck-shop one day a week. Other more significant decisions have resulted in a new bike shed, refurbished pupil toilets and charitable donations. The school has a positive stance on healthy eating and has gained Healthy School status. Pupils' achievement in the subject is tracked regularly with targets being set for both classes and individuals.

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	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
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	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).