

INSPECTION REPORT

CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

New Malden

LEA area: Kingston-Upon-Thames

Unique reference number: 102594

Headteacher: Mrs P M Davis

Lead inspector: Mrs Sheila Browning

Dates of inspection: 22nd-24th February 2005

Inspection number: 272138

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	404
School address:	Corpus Christi Catholic Primary School Chestnut Grove New Malden Surrey
Postcode:	KT3 3JU
Telephone number:	020 8942 2645
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs P Geiringer
Date of previous inspection:	17 th May 1999

CHARACTERISTICS OF THE SCHOOL

Corpus Christi Roman Catholic primary school, with 214 boys and 152 girls aged three to eleven, is larger than most primary schools nationally. The school is nearly at the end of its expansion programme from one form entry to two. Pupils are predominantly Catholic and are drawn from a range of backgrounds. Most pupils come from the immediate area of New Malden. The area presents a more favourable socio-economic profile than usually found and children's attainment on entry to the nursery is above that usually seen for children of this age. The percentage of pupils having special learning needs is below the national average. Most of these pupils have specific and moderate learning needs. The percentage of pupils with a statement of special educational need is below the national average. The number of pupils eligible for free school meals is below the national average. The nature of the school's intake has changed, with increasing numbers of pupils speaking English as an additional language. There is a high number of pupils drawn from minority ethnic backgrounds and a very high number, 16.8 per cent, with English as an additional language. Although the major language other than English is Korean, at the time of the inspection there were pupils with 32 different first languages. Several pupils are at early stages of language acquisition. The school has recently received various educational awards such as Gold Arts Mark, Basic Skills Quality Mark, Healthy Schools Award and the Football Association Charter Standard.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1510	Sheila Browning	Lead inspector	Art and design Music Personal, social and health education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Corpus Christi is a good and effective school. Pupils reach standards that are well above national averages overall at the end of Year 6. The quality of teaching and learning is a strength of the school. As a result pupils achieve well. This is due to the commitment and determination of the headteacher, governors and staff to raise standards. It is a very inclusive and caring school that provides a very good education and an extensive range of curriculum enrichment opportunities for its pupils. Standards of work are well above average in English and mathematics, and are above average in science and in information and communication technology. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards are well above average. Teaching and learning are good with a good proportion of very good and some excellent teaching. The school provides very well for pupils and as a result they achieve well.
- Design and technology is an area for improvement.
- The headteacher's good leadership and strong support of all staff and the governors are moving the school forward successfully.
- The school has a good system of induction to the nursery and reception.
- Pupils are well cared for and their views are listened to. Links with parents and the local community are good.
- Pupils' behaviour, attitudes and relationships are very good, reflecting the high standards expected and the school's inclusive nature. Provision for pupils' spiritual, moral, social, cultural and personal development is very good.

Improvement since the last inspection in May 1999 has been good. All key issues and health and safety issues identified then have been addressed. All of the minor weaknesses are addressed. Leadership and management are well focused on school improvement. Clearly defined management structures and monitoring ensure that key personnel are accountable. The governing body is well organised and is involved in the strategic management and monitoring processes. Lines of communication are coherent. Assessment has improved and assessment information is used effectively to inform teachers' planning and target setting. The number of teaching assistants has significantly increased. Since the last inspection, results in national tests have fluctuated slightly but improvement is above the national improvement. Standards overall are broadly similar to those at the last inspection. Teaching has improved. Pupils' attitudes, behaviour and relationships are very good. The care, welfare and support provided for pupils are good. Links with parents and the community are good.

STANDARDS ACHIEVED

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

*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 is good overall. A significant number of pupils are admitted to the school with attainment that is above that expected nationally. They well exceed the standards expected nationally and in National test results for eleven-year-olds in 2004 results were well above average overall. Comparison with schools where attainment at age seven was similar shows the results to be well above average. In comparison with schools with a similar proportion of pupils entitled to free

school meals, the 2004 results were above average. The school set realistic targets for raising standards of achievement in 2004. The targets were exceeded for the expected levels in English and for the higher levels in English and mathematics. Children make good progress in the Foundation Stage in language, mathematics, personal, social and emotional development, in knowledge and understanding of the world, and in physical and creative development. By the end of Reception Year their knowledge and skills in these areas are above expected levels so that many children are beginning to work within the National Curriculum. They are securely on course to reach the Early Learning Goals. In Years 1 to 6, pupils achieve well. Standards are particularly good in basic skill development in speaking, listening, and reading. In Years 3 to 6 standards are well above average in English and mathematics and are above average in science and information and communication technology throughout the school. Standards are not high enough in design and technology. Sampling in other subjects indicates that standards meet national expectations and pupils' achievement is good. The performing arts have a high profile and pupils do very well. The presentation and marking of pupils work could be improved upon to enable pupils to reach even higher standards. As a result of good teaching pupils with special educational needs and those with English as an additional language achieve well.

Pupils' attitudes to school and their behaviour are very good. They respond well to teachers' high expectations. Attendance and punctuality are good. There is **very good provision for developing pupils' personal qualities, including their spiritual, moral, social and cultural development.**

QUALITY OF EDUCATION PROVIDED

The quality of education provided by the school is very good. Teaching is good, with a good proportion of very good and some excellent teaching and this results in good learning. The curriculum and enrichment opportunities are very good. Literacy and numeracy skills are used well across subjects. Pupils receive good support and guidance. Links with parents and the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher has a clear sense of purpose. Senior managers and all staff and governors share the determination to provide pupils with a good quality education. All work effectively to meet the school's priorities. Governors carry out their responsibilities conscientiously. Financial management is secure. Staff are well deployed. The school runs smoothly with secure and established systems and procedures. The school is self evaluating and inclusive.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the care and education their children receive at the school. A few parents expressed a wish to be kept better informed on their children's progress. Parents are very supportive of the school in many ways. Pupils have positive views of the school.

IMPROVEMENTS NEEDED

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

- Raise standards in design and technology.
- Improve the quality of presentation of pupils' work and the quality of display to celebrate pupils' achievement throughout the school.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in the core subjects of English and mathematics are well above average, and in science and information and communication technology (ICT) are above average by Year 6. Achievement is good overall. In almost all subjects, most pupils make satisfactory and often good progress in their learning. In design and technology standards are not high enough. The presentation of work could be improved upon to enable pupils to reach even higher standards.

Main strengths and weaknesses

- In national tests, standards are well above average by Year 6 in English, mathematics and science. Standards are above average in ICT.
- Pupils work is not always presented as well as it could be.
- Achievement is good throughout the school.
- Pupils with special educational needs and those with English as an additional language achieve well because of the good support they receive from teachers and learning support assistants.

Commentary

1. A significant number of children enter the school with above average attainment. Children make good progress in the Foundation Stage in language, mathematics, personal, social and emotional development, in knowledge and understanding of the world, and in physical and creative development. By the end of Reception Year children are securely on course to reach the Early Learning Goals. Their knowledge and skills in all areas of learning are good except in communication and language and social skill, which are very good, and creative skills, which meet expectations. Standards are similar to those at the time of the last inspection.

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

Standards in:	School results	National results
reading	17.3 (16.8)	15.8 (15.7)
writing	16.2 (16.1)	14.6 (14.6)
mathematics	17.8 (21.7)	16.2 (16.3)

There were 52 pupils in the year group. Figures in brackets are for the previous year.

2. As the above table shows, results of national tests at the end of Year 2 in reading, writing and mathematics were well above those of other schools in 2004, maintaining the above average standards for the last three years. Teacher assessments for science were above average. In comparison with similar schools, results were similar. Results for the higher levels (Level 3) were well above those nationally for reading, mathematics and science, and were above average for writing. Last year, 40 per cent of Year 2 pupils achieved Level 3 in reading, 19 per cent in writing and 44 per cent in mathematics. The school's results were within the range of the top quarter of schools for reading, writing and mathematics nationally. The overall trend of improvement over the last five years was above the national trend. Pupils achieve particularly well in the development of basic skills. Writing has improved for the more able as the percentage of level 3's has improved each year for the last three years.

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

Standards in:	School results	National results
English	28.2 (30.0)	26.9 (26.8)
Mathematics	29.7 (29.0)	27.0 (26.8)
Science	29.9 (29.8)	28.6 (28.6)

There were 45 pupils in the year group. Figures in brackets are for the previous year.

- Results of national tests at the end of Year 6 in 2004 were well above average in mathematics, and were above those of other schools nationally in English, and science. The overall trend of improvement over the last five years was above the rising national trend. In 2004, comparisons with schools with similar proportions of pupils entitled to free school meals show that results at Corpus Christi were well above average for mathematics and average for English and science. The progress made between Year 3 and Year 6 (value added) for most pupils was well above that expected in English and science and was very high in mathematics when compared with all schools nationally and for similar schools. The proportion of pupils who achieved the higher level (Level 5) in mathematics and science was well above average, and in English was above average. In Year 6 last year, 31 per cent achieved Level 5 in English, 53 per cent in mathematics and 58 per cent in science. There were no significant differences in the national test performances between boys and girls. The school has identified a small group of boys underperforming in writing and is addressing their needs well.
- The school has good procedures for tracking individual pupils' progress to ascertain the value added since their achievement at the end of Year 2. This shows that, by the end of Year 6, pupils' progress was good and it was even better for those pupils with special educational needs and those with English as an additional language.
- The school set realistic targets for raising achievement in 2004. The majority of pupils exceeded what was expected of them in English. Pupils made significant progress in mathematics and English at the higher levels.
- Standards seen in lessons and in sampling of pupils' work, in Years 3 to 6, indicate that standards of achievement are good and reflect the test results. Standards in ICT are above expected standards. In history, standards are in line with expectations for pupils of this age. In design and technology standards are not high enough and could be improved. The school is aware of this and has plans in hand to raise standards. Inspectors did not inspect religious education; this will be undertaken by a Section 23 inspection. Throughout the school, the quality of pupils presentation of work would benefit from greater care and attention to detail, this would enable pupils to achieve more highly. Overall, there is evidence that standards are broadly similar to those found at the last inspection.
- The achievement of pupils with special educational needs is good, and they often exceed their individual targets. Higher-attaining pupils are usually challenged sufficiently, the exception being in Year 1 in mathematics.
- Pupils from ethnic minorities and those with English as an additional language achieve as well as their peers. Their progress and needs are monitored very closely through their school career to ensure that they receive the appropriate support.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to school and behave very well. Provision for pupils spiritual, moral, social and cultural development is very good overall. Attendance is now good.

Main strengths and weaknesses

- Pupils enjoy coming to school and show very positive attitudes to their work.
- Pupils behave very well in lessons and around the school.

- The school provides very well for pupils' spiritual moral, social and cultural development.
- Attendance and punctuality are now good.

Commentary

9. Pupils are very proud of their school and show very good attitudes to their work. Attendance levels are good and have improved since the last inspection when punctuality was a particular concern. Staff have worked hard to improve this area by close monitoring and actively promoting the importance of good attendance and punctuality. Parents are supportive of their children's education and most ensure that they arrive on time. Pupils clearly enjoy coming to school and one Year 3 pupil said 'I wouldn't change anything about the school its already perfect!'. In lessons, pupils work very hard, are motivated and conscientious. They listen well to teachers and each other and will happily discuss their work with visitors.
10. Behaviour is very good in lessons, around the school and at playtimes. Behaviour in the playground was cause for concern at the time of the last inspection. Staff, parents and pupils have put a lot of effort into improving this part of the school day through the provision of games and activities and a 'time-out' bench. As a result, most pupils now play together well and those who may be feeling lonely or upset are supported well by their peers. Bullying is not a major problem in the school and pupils are confident that, should an incident occur, it would be dealt with quickly and appropriately. There were no exclusions and no pupils were permanently excluded from the school during the reporting year. Pupils are articulate, friendly and courteous and take a pride in the responsibilities given to them, such as being members of the school council or helping to look after younger pupils during wet playtimes. The school promotes good relationships, including racial harmony, effectively and relationships between pupils are very good. They treat each other with much kindness and with respect.
11. Overall, the school provides very well for pupils spiritual, moral, social and cultural development. Spiritual development is promoted effectively in assemblies. The Catholic ethos of the school is very strong and this aspect is reinforced well through assemblies, circle time and in the development of the pupils' moral code. The extensive award system helps to foster the self-esteem of all pupils. Praise is used well in lessons and this encourages and motivates pupils. Pupils clearly understand the difference between right and wrong and are given useful opportunities to discuss moral issues in lessons, assemblies and PSHE (personal, social and health education) lessons. The many opportunities provided for pupils to perform both in and outside school helps them to work together and value each other's efforts. The linguistic diversity of the school population is celebrated very well and this enhances the cultural development of the whole school. Pupils' cultural development is fostered very well through examining other beliefs and cultures in lessons and through events such as multi-cultural week when a wide range of visitors from various ethnic backgrounds, including parents, came into school to talk to and work with pupils.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4%	School data	0.4%
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.

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	144	0	0
White – Irish	13	0	0
White – any other White background	31	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	8	0	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British - any other Asian background	8	0	0
Black or Black British - African	4	0	0
Black or Black British - any other Black background	4	0	0
Chinese	3	0	0
Any other ethnic group	31	0	0
Parent / pupil preferred not to say	64	0	0
Total	327	0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Assessment is good. Provision in the Nursery and Reception is good. Teaching and learning are good overall with many very good and some excellent elements seen throughout the school. The curriculum and opportunities for enrichment are very good. The school caters effectively for pupils' with special educational needs and those with English as an additional language. Care of pupils is good and links with parents are good.

Teaching and learning

Teaching and learning are a strength, with just over a third of lessons seen being very good and excellent. Insistence on high standards ensures that pupils focus and concentrate. They respond well, are interested and want to learn. The purposeful learning environment encourages and engages pupils well.

Main strengths and weaknesses

- Teachers encourage and interest pupils and promote independent learning well.
- The very good insistence on high standards of behaviour results in very good attitudes to learning.
- Pupils with special educational needs and those with EAL are supported well and as a result they make good progress.
- Teachers know their pupils well and assess their work thoroughly. This information is used effectively to provide support to improve standards.
- Greater attention should be given to pupils' presentational skills and more rigorous marking of work.

- Pupils are attentive, work well together and support one another. They acquire new skills, knowledge and understanding and they are keen to participate.
- The use of teaching assistants contributes well to pupils' learning.

Commentary

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (8%)	13 (26%)	22 (44%)	11 (22%)	0 (0%)	0 (0%)	0 (0%)

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

- The quality of teaching and learning is a strength across the school. Because of this, pupils achieve well, acquire new skills and consolidate their prior knowledge and understanding. Just over a third of teaching seen throughout the school was very good and excellent. This is an improvement since the last inspection. The proportion of excellent, very good and good teaching seen has increased significantly. The issues raised then have been fully dealt with and are now strengths, as a result of good leadership responding well to the findings of the last report. For example: information gained from assessment is now linked well to the planning process; sufficient numbers of support staff support pupils' learning; clear learning objectives are shared with pupils; explanations are precise, and teachers have high expectations of what pupils can achieve.
- The main strengths of teaching are: first, teachers' high expectations of behaviour and what pupils are capable of; second, that teachers encourage and interest pupils and promote independent learning skills effectively; third, assessment is used well and relates to informed lesson planning. Other strengths are the good explanations and use of key vocabulary and effective use of resources; care to include all pupils in question and answer sessions and, with good support from teacher assistants, teachers succeed in keeping all pupils motivated. Relative weaknesses are that on occasion teachers will talk over the noise of children and take too long with the introductory part of the lesson; then pupils remain inactive and become restless.
- Literacy and numeracy skills are taught effectively. Opportunities to use ICT skills in other subjects are sometimes missed. Homework is used well to consolidate and extend learning; parents work in partnership with the school and are involved and contribute to their children's learning successfully.
- Teachers plan to meet the needs identified in the clear individual education plans for pupils with special educational needs. These pupils make good progress against their targets.
- Teachers are becoming experienced at adapting approaches to help develop language acquisition for those with English as an additional language. The successful focus on speaking and listening has a beneficial effect on the progress made by these pupils. Teaching assistants and others in support play a crucial role in making sure that pupils understand their work.
- Assessment and the tracking of individual pupils are good. Systems are thorough and are effectively used. The school uses optional tests, a variety of other tests and termly assessments in writing, mathematics, science and ICT to measure pupil's progress. The outcomes are used to help pinpoint areas of concern for the individual and inform planning. Teachers know their pupils well and usually assess work carefully. Teaching assistants' assessments of the pupils they work with inform teachers' planning. Appropriate targets for improvement are set and the information is used well to raise standards. Pupils are involved in the progress of their own learning and understand what it is they need to do to improve. The marking of pupils' work is at times inconsistent and praise is given sometimes when there are important errors in understanding or knowledge and or work is untidy. Teachers also concentrate on knowledge and understanding at the expense of presentation. Some marking is

very thorough and aims to develop pupils' understanding of how they can improve, such as in English.

18. Most pupils respond well and participate actively. They particularly enjoy being challenged and then they really enjoy learning. Relationships are very positive, teachers have a strong commitment to their pastoral role and pupils are encouraged to be self-assured and to express themselves. They are confident, articulate and enjoy sharing their views with others. Pupils are encouraged to undertake research independently and they do so successfully. Pupils work well together, on several occasions' inspectors observed pupils actively praising and encouraging one another whilst working. They access resources for themselves and enjoy using new technologies, especially the interactive board.

The curriculum

The curriculum is very good overall and it is broad and balanced. The curriculum meets fully statutory requirements including provision for personal, social and health education including citizenship, and the provision of collective worship. Resources and accommodation are satisfactory and staffing is good.

Main strengths and weaknesses

- Literacy and numeracy strategies are used well across subjects.
- Provision for pupils with EAL and for those with special educational needs is good.
- Enrichment and extra-curricular opportunities are very good, including those for performing arts, and participation rates are high.
- Cross-curricular links and the provision for PSHE are very good.
- Induction and preparation for the next stages of education are good.

Commentary

19. The curriculum is balanced, broad and inclusive. Statutory requirements for all National Curriculum subjects are met. The performing arts provision is particularly good. The curriculum is acknowledged as an area of strength by external bodies. The school is in receipt of the Basic Skills Award, Healthy Schools Award, Gold Arts Mark Award and Football Association Charter Standard. A key strength of the curriculum is the enrichment provided through performance arts.
20. The quality and the range of learning opportunities enable all pupils to achieve well and to develop all their capabilities. The school seeks to make the curriculum relevant to pupils. It is interesting and varied and effectively meets the needs of all. It is regularly reviewed. Particularly good features are the cross-curricular links, performing arts and the dedicated curriculum weeks; such as book week, science week, art week, and cultural diversity week focus on aspects of the curriculum effectively.
21. Curriculum planning is secure with good planning processes and it is well taught. Co-ordinators are involved in developing and monitoring the curriculum, which draws on national strategies and recommended guidelines. In science, pupils have had a good range of opportunities to develop both investigational and observational skills. This is an improvement since the last inspection; however, there is an over reliance on worksheets in science, for example in Year 6. This particularly hinders progress in the more able pupils.
22. Provision for pupils with EAL is good. A strength of the curriculum, that benefits pupils with English as an additional language, is the quality of provision for English, and especially speaking and listening. Ethnic minority pupils have equal access to the curriculum and are included well
23. Provision for pupils with special educational needs is good. These pupils have equal access to the curriculum and are included well. Occasionally they are withdrawn for extra help but these sessions also are carefully designed to enable the pupils to work better in class.

24. Most pupils make very good use of the wide range of extra-curricular clubs and enrichment activities provided by the school. Attendance rates are high at 95 per cent in Years 3 to 6 and pupils enjoy and learn to develop their individual talents, as evident in the very creative dance performance seen during the inspection. The choir is very popular. Sport is a high priority. Very informative peer teaching is seen in an all boy science group. The learning was so enjoyable that one Year 5 boy went out of his way to tell his form teacher about it on the following day. Pupils' voices are heard and valued in such diverse activities as the prayer group and the school council. Gifted mathematicians are withdrawn from the normal numeracy lesson every Friday and supervised by a teaching assistant as they work independently at computers on various problem-solving tasks. Visiting speakers, outside agencies and well-supported educational visits are a regular feature of the curriculum. A developmental programme of residential trips is offered for Year 5 upwards. Pupils gave an excellent account of their recent visit to Hooke Court during one assembly. The extensive range of opportunities available enhances learning and contributes strongly to pupils' confidence and positive attitudes to school. Parental expertise is utilised well; many parents were observed supporting learning during the inspection. They are actively involved and share their expertise with the school for the benefit of the children. The school makes the most of its partnership with parents and the community.
25. The quality and quantity of accommodation and resources meet the needs of the curriculum. The layout of the building does present some difficulties; for example, access from the Nursery is through a Reception class. It was noted during the inspection that in order to access other areas of the school there was frequent movement by both adults and pupils through the two halls whilst lessons were on-going. Although well managed, this is unsatisfactory. Display of pupils' work throughout the school needs further attention so that it fully celebrates pupils' achievements. The school has resolved the health and safety issues mentioned at the time of the last inspection. The range of ICT facilities support the curriculum. The library contributes well to pupils' learning and it is well used and resourced. The number of support staff is significantly improved and they contribute to both the academic and the personal success of pupils. Staff are hard working and conscientious. All support staff provide valuable support. Teamwork is a strong feature of the school. All members of staff receive regular in-service training.
26. Since the last inspection, there has been good improvement.

Care, guidance and support

The school takes good care of its pupils. There are good arrangements for health and safety and child protection. Good assessment procedures support pupils' individual progress. Good systems are in place for the induction of new pupils. The school council is very effective in seeking and valuing pupils' views.

Main strengths and weaknesses

- Staff have a caring approach to pupils.
- Procedures for health and safety and child protection are effective.
- Good assessment procedures help pupils to progress.
- The induction of new pupils works well.
- The school council is very well run and effective.

Commentary

27. The school takes good care of its pupils, who say they feel well looked after. Relationships between staff and pupils are strong. This supports pupils' general well being and is much appreciated by parents. Pupils know where to go and whom to see if hurt, unwell or in need of someone to talk to, and appropriate welfare procedures are in place. The headteacher is the person designated to deal with any child protection issues. Local guidelines are followed and staff are aware of the procedures should a concern about a pupil arise. Effective arrangements are now in place for ensuring the health and safety of all in the school. All necessary risk

assessments take place and the governors, caretaker and headteacher conduct regular safety checks of the premises.

28. The school's good assessment procedures ensure that pupils' personal and academic progress is supported well. At termly target setting days, pupils are able to evaluate how well they are doing in English, mathematics and science and set themselves goals to work towards. Pupils with English as an additional language are identified at an early stage and supported until they reach a level of proficiency that enables them to access the whole curriculum.
29. Entry into the school in Nursery is very well managed and also works well for the minority who start school in Reception. Pupils are visited in their own homes by Nursery staff at the beginning of term and are also given good opportunities to visit and familiarise themselves with the school, staff and other pupils. As a result, pupils settle quickly into the life of the school.
30. The school council is well established and very effective. The pupils involved take great pride in their roles and this successfully promotes their self-esteem as they meet regularly to discuss suggestions and concerns about the school. Their contributions are highly valued by staff and governors alike and most recently members have been drafting a new bullying policy for the school.
31. Staff have worked hard and very successfully to improve aspects of care since the last inspection. A few minor health and safety issues were raised during this inspection; the school is aware of, and is dealing with, them.

Partnership with parents, other schools and the community

Parents are happy with the care and education their children receive. Partnerships with parents are good. Parents are very supportive of the school. Links with the local community are good. Effective links have been built with other schools.

Main strengths and weaknesses

- Parents are happy with what the school provides.
- There are good links with the local community.
- The school works very closely with other schools locally.
- The annual reports lack detail.

Commentary

29. Parents are very happy with the care and education their children receive at the school and there are now good partnerships between the school and parents. Parents receive useful information through contacts with staff and regular newsletters. The school has recently employed its own translator so that the significant number of Korean parents can receive newsletters in their own language. Links with parents of pupils with English as an additional language are good. This has resulted in enrichment for all members of the school community and an increased understanding of the continued development of first languages. The school's brochure and governor's annual report to parents are informative and meet the legal requirements for their content. Records of achievement are issued in the summer term. These show, mostly through the use of tick boxes, how well, in general terms, pupils are progressing. However, the information contained in them is often limited with personal comments only included on core subjects such as English, mathematics, science and religious education. Some parents themselves also expressed a wish to be kept better informed on their children's progress; generally, however, the school keeps parents well informed. The school has sought parental views through the use of questionnaires. Attendance by parents at consultation meetings and weekly assemblies is high.
30. Parents are very supportive of the school in many ways. They assist during lessons and with extra-curricular clubs as well as helping to improve the school environment. In Nursery and Reception parents are encouraged to use 'fact finders', a non-fiction reading activity; this is especially of benefit to boys in developing their skills and interest in reading. The school's

parent-teacher association is very strong and active. Many fund-raising and social events have been arranged and both parents and the local community support them very well. The considerable funds raised have helped to purchase useful extra resources for the school. The school's arrangements for homework are effective and understood by all.

31. The school has fostered good links with the local community. The school regularly invite parent and or carers in to assemblies, services and Masses, and some help by serving as Eucharistic Ministers. The school has established close links within the local parish. Pupils are frequently involved in major local events such as the Malden Festival and also perform regularly for members of the local community such as the elderly. Good use is made of the local area for visits and many opportunities are used to invite the community into the school, such as the police and a local historian. Local businesses are particularly supportive of the school's fundraising efforts. The school works closely and successfully with other schools in the area through the new local learning initiative network. The school has also built up very good curriculum links with local secondary schools in areas such as modern foreign languages, physical education and information technology. This effectively helps to further broaden pupils' experiences as well raise their attainment. Staff have worked closely with those in other schools to ensure that the transition of pupils to secondary schools is a positive experience for all pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher is focused on raising standards and improving provision. Governance is good. The governing body brings a wide range of experience and expertise to the school. The school's systems of management and administration are effective.

Main strengths and weaknesses

- The headteacher provides good leadership and management.
- The school improvement plan is a good working document, which effectively focuses the work of governors and managers on improving the quality of education.
- Senior managers support the headteacher well and are focused on raising standards.
- Governors are well informed, and are effective critical friends of the school.
- The school evaluates its performance well and takes action to address subsequent weaknesses.

Commentary

32. Governance is good and much improved since the last inspection. The governing body brings a wide range of experience and expertise to the school. The key issue raised in the last report regarding governance in terms of their lack of organisation, minimal contribution in matters of finance, school development planning, health and safety and monitoring is fully addressed. The governors, under the secure leadership of the Chair of governors, support the headteacher and staff well. Governors are actively involved in all aspects of school life. Through their committees, governor of the month responsibility, and regular visits, governors are well informed and shape the strategic direction and vision of the school. They are fully involved in policy development and monitoring their impact. Governor's work closely as critical friends with the leadership team and staff. Statutory requirements are met.

33. Leadership is good and is much improved since the last inspection. The headteacher sets a clear educational direction shared by all staff and governors. Leadership by the headteacher is good and she is well supported by other senior managers. The headteacher is committed to developing the school further as a self-evaluating school. A well-constructed school development plan gives staff at all levels of responsibility the opportunity to improve their management skills and further raise standards. Priorities and strategic plans are well chosen. Together with the deputy headteacher, SENCO (special educational needs co-ordinator) and key stage co-ordinators, the headteacher leads the school forward and has created a committed team who share their expertise with one another. Core subject leaders are monitoring their subjects with growing confidence. A regular cycle of monitoring and evaluation of teaching, the curriculum and pupils' work is in place.

34. The teacher with responsibility for English as an additional language provides very good leadership and management of the support systems for these pupils. The relatively new system of spending the Ethnic Minority Achievement Grant, which has resulted in the employment of three teaching assistants, is proving to be a successful support to teachers and very good value for money. Pupils' progress is thoroughly tracked against targets set for raising standards. All developing bi-lingual pupils are provided with good support. All data from statutory and optional tests is analysed very well and careful attention is paid to ensuring that all pupils' standards are monitored carefully.
35. The special educational needs co-ordinator is well organised and thorough, and knows the strengths and weaknesses of the pupils she deals with throughout the school. The national Code of Practice is fully in place. Information in the register for special educational needs, and tracking, show that these pupils make good progress. Both pupils and teachers benefit from her good expertise and teachers receive extra training as necessary.
36. Management is good. The school's systems for reaching decisions, devolving responsibility and ensuring good communication and organisation are all very good. The school is self-evaluating and makes very good use of performance data, tracks individual pupil achievement carefully and targets areas for school improvement effectively. Good policies, procedures and processes are kept under regular review. Performance management systems are effective and supportive. The partnership with other schools, agencies, and support groups through the newly formed networked learning community, is making a valuable contribution to teaching and learning.
37. Financial control and administration are secure. The bursar is very efficient and advises governors carefully on specific funding. Procedures and systems are well managed and the budget is monitored and controlled prudently. Auditors report good financial control. The school development plan clearly identifies priorities, with earmarked funding for specific developments, such as information and communication technology resources, and building improvements. Governors apply the key principles of 'best value' in purchases. The school provides good value for money and a good education for its pupils.
38. The school has made good progress since the last inspection and has the capacity, personnel and structures needed to move forward.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	£1091631.80	Balance from previous year	£75846.00
Total expenditure	£1090227.27	Balance carried forward to the next	£77250.53
Expenditure per pupil	£2571		

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**.

Main strengths and weaknesses

- Overall the quality of teaching is good. Teacher assistants make a very good contribution to children's learning and teamwork is very good.
- Parents are kept very well informed and give good support to their children and to the school.
- All children are included well and their attitude towards learning is very good.
- Good improvement has been made since the last inspection. The outside play areas are now used well all year round to enhance learning.
- The Foundation Stage is led well.
- Occasionally adults walking through teaching areas disturb lessons.

Commentary

39. Most children start the nursery at three years of age with good levels of development in language and social skills. They attend for either morning or afternoon sessions. Both of these sessions give similar provision. They then move to one of two Reception classes on a part-time basis at first and then to full time. Both Reception classes give the same broad curriculum and good support. The curriculum includes all areas of the nationally set Early Learning Goals (personal, social and emotional development, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development). All staff plan together. This is to make sure that that all children have the same good range of experiences and learn through play. Staff have a good understanding of the needs of these very young children and use the outside areas to meet them. As a result there is a lively buzz of activity in all three classes and children achieve well. They start main school with good levels of knowledge and understanding in all areas of learning except in communication and language and social skill, which are very good and creative skills, which meet expectations.
40. Overall, the quality of teaching is good with nearly a third of lessons seen as being very good. A particular strength is the very good working partnership between teachers and their assistants who play an important role in maintaining the smooth organisation of the class. They also make very good assessments, which help teachers plan future work to take children forward. Children with special educational needs and those with English as an additional language are given good support and work is matched to their needs and they make good progress. The very good relationships between adults and children mean that children are secure, confident and willing to try to do their best.
41. Good leadership results in all staff maintaining very good relationships with parents and striving to improve. Sufficient time is given for the co-ordinator to observe classes and the standard of work produced. She is very aware of strengths and weaknesses and as a part of the senior management team has sufficient influence to ensure that this part of the school is given appropriate priority. Parents are given good suggestions of ways in which to help their children and many volunteer to help in school. This results in a good support being given in class and children progressing well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well.
- Teaching staff give a high profile to this area of development.
- Staff provide a friendly, secure, calm, caring and welcoming environment.

Commentary

42. Members of staff expertly establish warm and trusting relationships with children and parents. They act as very good role models so that children behave well and are keen to learn. Good organisation and planning ensure that teaching meets the needs of the children and that they understand and follow systems, feel secure and confidently try to do their best. Parents are welcome and well informed. Good teaching builds upon good relationships to teach children to be responsible and independent in their learning. They work well on tasks without the direct intervention of an adult. They learn from and accept each other. They concentrate for long periods of time, take turns and co-operate very well. All children participate fully in all activities as they are very well supported and cared for. The very good assemblies provide yet another good opportunity for children to develop these skills.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main Strengths and weaknesses

- Teachers provide a good variety of imaginative activities to extend speaking and listening skills.
- Staff help children remember sounds in letters in a variety of ways.
- Children are encouraged to write freely and independently.
- Reading skills are systematically developed but the school is aware that the books need updating.
- Parents are given good suggestions in order that they can help their children.

Commentary

43. Children achieve very good standards in this area of learning and the majority are likely to achieve the set standards by the time that they leave Reception. Children start school with good skills but due to good and often very good teaching they make rapid progress and achieve well. A strength of teaching is the use of stories and children's interests to develop their knowledge and skills across several areas of the curriculum whilst making learning fun. All staff listen to children closely and extend what they have to say through good questioning. Teacher assistants are particularly good at making assessments so that teachers can plan work to extend their children's speaking skills. Staff provide interesting role-play areas such as the 'rain forest' and 'vet's surgery' which children enjoy using; they talk animatedly together, for instance 'I'm a dog with a broken neck'. Outside children dig in the sand to find treasure and describe what is found.

44. Reading is taught systematically and books are taken home regularly. Parents give good support to their children; they are given helpful suggestions by the teachers. Consequently, by the end of Reception the majority of children recognise familiar words in simple texts. However, some of the scheme books do not challenge the more able children and are not interesting. The school is aware of this and is seeking to purchase new stock. Sounds in words, phonics, are taught regularly and so the children are able to tackle new words competently.

45. By the time that children leave the Reception all can write their name and many letters are well formed. Many children are keen to write as, from Nursery, writing materials are always available. Writing is made fun by having feathers and twigs to write with. Most Reception

age children write quite long messages where several words are recognisable. Several children write shopping lists and up to two sentences about their likes and dislikes.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Mathematics is embedded in children's play activities.
- Sufficient time is given to this area of learning.

Commentary

46. Owing to good teaching and regular mathematics sessions, children progress well and most are likely to reach the set goals by the time that they leave Reception. Learning is made fun by the use of games, rhymes and songs. Outside, the children learn to place bikes in order and to subtract one or more when playing skittles. Children easily subtract one when they sing rhymes such as 'Five Bears.' They know that zero means nothing. Most children count to twenty securely and the majority count in tens to one hundred. Mathematical vocabulary, such as, 'under', 'over' and 'below' is taught through stories such as 'Rosie's walk.'

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Many cross-curricular links mean that this area of learning has a high focus.
- Reception children do not work in the computer suite often enough.

Commentary

47. Teachers provide a good range of interesting activities so that children achieve well and attain good standards. Staff maximise the good vocabulary of several children; for instance, in the Nursery children named 'binoculars' and stated that 'they give a different view.' In the Reception, a child recognised and named a 'chrysalis.' Very good links are made with other subjects. In the Nursery children make their own insects and in Reception children learn the name and needs of animals through stories. They then draw these animals on the computer. Their control of the mouse is good but they only visit the computer suite once per fortnight. This is a long gap for them to remember what they have learned before. Reception children name 'cubes' when they melt jelly and write about their experiment in sequence, labelling their drawings well. Outside, they grow plants and, in class, they grow cress and learn that plants need light and water. Overall, a rich curriculum is offered for this aspect of learning.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- The outside area is well resourced and used frequently.
- Children have good physical skills.
- Children are very well cared for.

Commentary

48. The outside area has been improved considerably since the last inspection. It is now covered and is used all year round. Outside activities are planned carefully and staff interact well with the children to encourage talking, sharing and physical skills. The outside is used well to develop many areas of the curriculum including matching numbers when parking wheeled vehicles in the Nursery and subtracting numbers when playing skittles in Reception. Children ride bicycles competently and take turns well. In class, many demonstrate good cutting skills when making models and the majority have the correct pencil grip. In the hall, most children show that they have a good understanding of space and make a good variety of shapes and movements in time to music. At playtimes children are particularly well cared for in that they have their own secure play areas with a good range of resources and a good number of staff.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Children with special educational needs are included well.
- Children know a good range of songs.
- Display of children's work could be more stimulating.

Commentary

49. Occasionally children with special educational needs are withdrawn from part of the music lessons in the Reception classes. However, these times are used very well to develop listening skills and when they return to class they are well included in the lesson. They are praised when they make the correct signs for songs and all children have been taught a signing system to help them understand and feel part of the class. Painting is always available as a 'free choice' activity but children chose this infrequently during the inspection. When chosen there was little adult intervention. However, displays show that children are given a satisfactory range of media to work with but displays and standards of work are generally satisfactory. One role-play area, the 'Nursery Rain Forest', develops imagination well.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above those of similar schools at the end of Year 2.
- Standards are in line with those in similar schools by Year 6 in writing and well above in reading.
- Standards are very good in speaking and listening and basic skills.
- Achievement is good.
- Teaching is good.
- Pupils get insufficient opportunities to write from their own experiences.
- Leadership and management are very good.

Commentary

50. Standards in reading and writing at the age of seven are well above national averages and above those found in similar schools. By the end of Year 6 reading standards are high, when compared with schools with a similar intake, although performance in writing is in line with these schools. Evidence from the inspection showed that standards in speaking and listening are high, as a result of consistent development in all classes. This emphasis is particularly beneficial for those with special educational needs and with English as an additional language.
51. The achievement of pupils throughout the school is good. Teachers are extremely thorough when teaching the basic skills of reading and writing, leading to steady progress made by pupils of all abilities. This work in class is well supported by consistent and regular homework. By the end of Year 2, pupils are already producing attractive, joined handwriting. Their use of punctuation, sentence structure and spelling are well above average. Pupils of eight years old can use paragraphs and those a year older understand the difference between proper and common nouns. By the age of 11, pupils of all abilities know well how to structure a large range of writing, confidently using adjectives and connectives. Although there are examples of interesting and imaginative stories, throughout the school, the general standard of creative writing is below that of the rest of their work. Pupils have insufficient opportunities to write from their own experiences and therefore there is, for example, little poetry that shows emotion and insight.
52. Teaching is consistently good, with one lesson seen being very good and another excellent. The two most highly graded lessons both developed pupils' speaking and listening skills. In an excellent lesson in Year 2 the teacher used her high level of skill to develop persuasive and perceptive language. She also helped pupils make links with other aspects of language that they are learning to develop writing. This lesson contained the type of reflection missing from much of the writing seen. Pupils formed a 'conscience corridor' for 'Snow White' to travel through. Those on one side acted as the 'Witch', with 'dwarves' on the other giving different arguments about eating the drugged apple. This led to one pupil reflecting on conscience, stating that, 'It's like a battle in your mind and sometimes there's more of the good bit than the bad bit.'
53. The leadership and management of the subject leader are very good. Three years ago, standards in the subject had slipped below those found in similar schools. The subject leader analysed the problems and embarked on a range of initiatives, including staff training and re-focussing of the curriculum. This has resulted in the consistent quality of teaching and improvement in standards noted in the inspection. She has recently embarked upon a new initiative to raise the standards of writing.
54. There is a well-used library and there are many examples in displays throughout the school that illustrate the value accorded to those with other languages. For example, in a Year 1 class there is a display of key words across a range of curriculum areas in the five languages spoken in the class. There has been good improvement in the subject since the last inspection, especially in the last three years.

Language and literacy across the curriculum

55. Pupils use their literacy skills in most areas of the curriculum. For example, in geography and history they write extended descriptions. They develop a range of skills through word processing in ICT and there is also good cross-curricular work where topics in other subjects are highlighted in literacy sessions. The high quality of performing arts also has a very beneficial effect on pupils' speaking and listening skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards, in the 2004 national tests, were well above average for Year 2 and very high for Year 6.
- As a result of the high quality teaching they receive, most pupils achieve very well.
- The needs of those identified as gifted, in this subject, are not addressed adequately in Year 1.

Commentary

56. The overall standard on entry to the school is above average. By the end of Year 2, attainment is above average. Pupils in Year 2 are mainly at the expected Level 2 but starting to work within the higher Level 3. By Year 6, the gifted pupils are working at Level 6 in lessons but are also benefiting from weekly extension activities using ICT. The setting arrangements in Year 6 ensure that all pupils are challenged appropriately. Both groups achieve very well at the expected Level 5 and the higher Level 6. In Years 1 to 6, no difference is noted between boys and girls' achievement. In the same way, EAL pupils do very well provided that new words are explained clearly to establish technical meaning. Achievement is good by Year 2 and very good by Year 6. Standards reached in 2004 national tests were well above average by Year 2 and very high by Year 6. Since the previous inspection very good levels of achievement have been maintained in Years 3 to 6 whilst good levels of achievement are now evident in Years 1 to 2.

57. By the end of Year 2, pupils are confidently adding on and taking from numbers up to 100 and using correct technical terms. Pupils in both Year 2 classes achieve very well because the tasks set are interesting and they are fully involved at each stage of the lesson. All pupils work confidently with money. In Year 1 higher and middle achieving pupils raise good questions about the tallying task they are set. In the parallel class with no classroom support the three gifted pupils are not stretched sufficiently and lose interest. When challenged appropriately, however, these pupils reveal very good levels of understanding.

58. By the end of Year 6, pupils are able to solve problems, and write explanations. They are comfortable with handling large numbers, understand place value and are familiar with fractions and decimals. All pupils concentrate well and quickly make new links based on previous knowledge and understanding. They also reveal a healthy curiosity to know more. Problems with understanding fractions are evident in Year 3 as the teacher tries to extend understanding of what a fraction is from a focus on thirds to one on tenths. High-attaining pupils have no problem with making this transition but at least one third of the pupils look puzzled. By Year 4, most pupils in the higher set are confident to solve problems and represent data using a Venn diagram. By Year 5, pupils in the higher set understand symmetry and can explain confidently why they know whether a number is divisible by another or not.

59. Teaching and learning is always good, often very good and occasionally outstanding. In these lessons learning is fun. Pupils are fully involved in all decisions made, including self-evaluation. Teachers are confident when teaching numeracy. Classroom management is good and the pace of learning is usually brisk. Setting works very well in Years 3 to 6 and allows pupils in lower sets to cover the same ground and reach a similar level to those in higher sets but at a slower pace. Pupils in mixed ability classes in Years 1 and 2 achieve best when the teacher has assistance from other adults. Written feedback on pupils' work varies in quality. The best comments, found in Year 6 exercise books, communicate clearly what has been achieved and what still needs to be done. Too many teachers tick work and give an evaluative comment without explaining why something was considered good. They also accept poor quality of presentation and fail to set short-term targets for improvement in this area.

60. Pupils are encouraged to use correct technical vocabulary. Displays support literacy development. In Years 1, 3 and 4, weaknesses are evident in the presentation of work; this is in stark contrast to the quality of thinking evident and the gains in knowledge and understanding of numerical facts. ICT is used well, for example in Year 6 lessons, when

teachers demonstrate the use of the protractor. Computers are also used well in Year 3 for work on fractions and Year 1 for problem solving. There is a small but useful set of mathematics books in the library to support independent reading. National Curriculum requirements are met.

Mathematics across the curriculum

61. Displays in all rooms inform pupils' learning of numerical facts. Teachers encourage the application of mathematics to all subjects whenever the opportunity arises. This is evident in the Year 6 design and technology display on slippers. It is evident in the science club, as pupils are encouraged to measure powder and liquid in order to achieve the right consistency. It is also apparent in the dancers' understanding of space and timing as they work to perfect a group performance. Pupils' enjoyment of mathematics is also evident in Year 5 pupils' choice of logic games such as chess for their break time activities.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The leadership and management of the subject are good.
- Teaching and learning are good.
- Use of scientific vocabulary is good.
- There is an over-reliance on worksheets in some areas of the science curriculum.
- All pupils need to be given a higher level of challenge.

Commentary

62. Standards at the ends of Years 2 and 6 are above the national average and this reflects good improvement in this subject. Achievement is good and this is also the case for pupils with English as an additional language and pupils with special educational needs. By Year 6, pupils have had a good range of opportunities to develop both investigation and observational skills. There has been an improvement since the last inspection, which has been a result of numerous developments. Developments include a raising of pupils' attitude that is positive and there is a distinct keenness in their approach to science lessons. Cross-curricular links are made explicit and teachers have a clear focus on what is to be taught, detailed in lesson plans that were well matched to pupil needs.
63. By the end of Year 2, pupils use scientific language and can compare observed objects. By the end of Year 6, pupils identify key issues when a fair test is being set up and can choose equipment for experimentation and plan the use of this. For example, Year 6 pupils were observed designing an experiment to assess what conditions would encourage the growth of micro-organisms.
64. Teaching is good and leads to effective learning, particularly where teachers use a practical approach and make use of a range of resources. They manage lessons effectively and place a strong emphasis on developing pupil's scientific vocabulary through discussion and ensuring lessons provide the opportunity to predict, hypothesise and record findings. For example, in a Year 6 lesson pupils had a thought provoking and realistic discussion about micro-organisms, which was well designed and managed by the teacher. In a Year 2 lesson, the teacher managed discussion well by organising the pupils into 'talking partners' which significantly contributed to progress and achievement in the lesson. However, there are examples where there is an over-reliance on worksheets and this does not encourage good gains in scientific knowledge. This particularly hinders progress in the more able pupils.

65. The school promotes science well and develops positive attitudes towards the subject through the science club, theatre company science visits, links with local secondary schools and the organisation of science weeks.
66. The leadership and management of science are good. The science curriculum is effectively organised to cover all necessary aspects and in appropriate depth. The subject leader carefully monitors pupils' work and observes teaching, identifying areas for development. Furthermore, the analysis of planning ensures teaching reflects the needs of the pupils, this being supported by assessments at the end of each unit of work. The subject leader has correctly identified assessment as an area for further development.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above national expectations.
- Pupils' attitudes to learning are good.
- Resources are used well.
- The subject is very well led and managed.
- The use of computers in lessons outside of the ICT suite is limited.

Commentary

67. Standards are above the national average and pupil progress is good. To develop their skills pupils are offered a good level of challenge across a variety of different software packages that actively encourage pupil's critical thinking. Pupils with English as an additional language make good progress and benefit from good support from teaching assistants.
68. By the end of Year 2, pupils confidently use commands in control technology and select and present information in a variety of ways. Pupils by the end of Year 6 use ICT to check accuracy of data having input information, can talk about how they completed this task and use email. For example, pupils used distances between places to calculate a total journey and discussed the possible uses in the outside world.
69. The quality of teaching is good. Teachers use the interactive whiteboard well to stimulate pupils' interest and then move to the ICT suite where pupils work both collaboratively and independently to practise new skills and use ICT for both real and imaginary tasks. Teachers plan well, are enthusiastic and make good use of time in lessons and this helps to raise standards. This advances learning and provides a curriculum that is of good quality. The profile of ICT is added to by good use of the laptops, recently purchased, an ICT club and effective application of digital resources, for example the digital camera.
70. There is very good leadership and management of ICT. The subject leader has developed an assessment system, monitors planning of lessons and led training of staff in new initiatives. She has an effective action plan to support future improvements, such as the provision of smart boards in classroom.

Information and communication technology across the curriculum

71. There were examples of teachers using ICT in other subjects; for example, they were using a digital microscope in the scientific study of micro-organisms and wireless laptops were used in a history lesson. However, there were lost opportunities in other subjects where the application of ICT software and hardware would have significantly supported learning. More use could be made of computers in the classrooms to support the acquisition of knowledge and skills in other curriculum areas.

HUMANITIES

Judgements for geography are based on work sampling, two lessons and other evidence available. Four lessons were observed in history. The scrutiny of work and evidence of teachers' planning and discussions with pupils also support the judgements that follow. Religious education was not inspected.

Geography

72. Geography was sampled as very few lessons were observed. Judgements are based upon these lessons, samples of pupils' work across the school and displays. The standard of pupil' work meets national expectations at the ends of Years 2 and 6 and progress is satisfactory. A good range of visits, such as walking the locality to note changes and different buildings, enhances the curriculum. A good variety of interesting topics are covered and links with other subjects are well developed. For example, maps are used to find Roman town names and computers are used to research life in India. The curriculum is satisfactory. Pupils with special educational needs were supported well in the lessons seen.

History

Provision for history is **satisfactory**.

Main strengths and weaknesses

- Links between subjects are very good.
- Homework is used well to prepare pupils for topics.
- Visits enhance pupils' knowledge and understanding.
- Pupils do not always present their work well.
- Good support is given to pupils with special educational needs and to those with English as an additional language.
- Teachers have good subject knowledge. As a result, pupils are very interested in this subject and respond well.

Commentary

73. Standards are in line with expectations for pupils' of this age. By the time that pupils leave in Year 6, their knowledge of historical facts and interpretation of first and second hand evidence meet expectations. However, in lessons seen, the current Year 5 pupils showed a good understanding of the value of archaeological evidence and are very keen to find out more. They have a good understanding of what life was like in Victorian times. By the end of Year 2, pupils show that they understand the differences between past and present through their diaries of the 'The Fire of London' and investigations of famous people such as Florence Nightingale. Sometimes, however, poor presentation of pupils' work does not show their knowledge and skills to best advantage. Also, mixing history and geography work makes it difficult to track progress.

74. Good use is made of homework that prepares pupils well for studying historical topics. This enhances their learning. These homework projects broaden the curriculum by relating to other subject areas, for instance pupils' research using the computer and books. They also make models such as a very good model showing the under-floor heating used by the Romans. In Year 3, they make Roman shields.

75. There are very good cross-curricular links. In assembly, drama is used very well to demonstrate Year 5 pupils' good understanding of life in Victorian times. All pupils benefit. Year 5 pupils' knowledge is enhanced by a residential visit. There are also visits to museums. Making Roman helmets and shields makes good links with geography by using maps and globes to find Roman names and Italy and with design and technology.

76. Teaching is satisfactory overall. Strong features are that teachers research this subject well and have good subject knowledge; they use good questions to prompt pupils to think about evidence to see how the past influences today. Teachers provide interesting resources and teacher assistants make a good contribution towards helping all pupils take part in lessons. Generally satisfactory elements of teaching are; lesson planning, teachers' expectation and challenge of what pupils are capable of, the range of teaching methods used and the engagement of pupils. All pupils are included well and are offered a broad and balanced curriculum which is satisfactorily overseen by the subject co-ordinator who is given sufficient time to do so.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In creative, aesthetic, practical and physical subjects, work was sampled. The school is very proud of its performing arts provision and this quality provision is recognised not only by parents but also by other local schools. Two lessons were observed in art and design, two in design and technology, two hymn practices in music and four lessons in physical education. Display of work and the scrutiny of work and evidence of teachers' planning support the judgements that follow.

Art and design

77. Two lessons were observed, one in Year 3 and one in Year 6. Documentation and displays were studied and a small sample of work from other year groups analysed. Pupils in Years 3 and 6 reach standards that are in line with national expectations. Work on display reflects secure teaching and learning. Pupils with special educational needs and those with English as an additional language achieve appropriately.

78. In the lessons seen, Year 3 pupils identified and discussed different patterns. They used specific language with increasing knowledge and accuracy. They distinguished differences between patterns, those that overlapped, repeated or rotated. Secure teaching successfully consolidated previous knowledge from an earlier mathematics lesson about rotation. Pupils explored their ideas and recorded patterns through drawing, using first-hand sources to be developed later into stencils for block prints. Year 6 pupils focused on pattern, shape, texture and colour as they designed and modelled small-scale gardens. They worked well in partnerships and presented their initial designs to the class confidently. They clearly explained what resources they would use and how they had developed their ideas. Motivated by the very good teaching pupils successfully developed their critical skills when evaluating each other's ideas. As a result of the teacher's very good knowledge and enthusiasm pupils set about their work eagerly and the quality of some models was above expectations.

79. The subject is appropriately led and managed. Opportunities for links with other subjects and for curriculum enrichment are particularly good. Requirements for the National Curriculum are met. The curriculum is positively enhanced through the workshops and visiting artists programme, during 'Arts week'. The school celebrates pupils' achievement, although only in a few classrooms and some public areas is artwork well displayed; generally this is not a strong feature.

Design and technology

80. Two design and technology lessons were observed in Years 2 and 5, documentation was studied and a small sample of work from other year groups analysed. The school has identified this subject as an area for development. The inspection findings confirm this judgement. Standards are not high enough. The new co-ordinator has made a good start by mapping the National Curriculum programmes of study and writing schemes of work. These are appropriate for each year group. Attendance at a local education authority course and links with other design and technology co-ordinators have informed planning. This has led, for example, to the production of good worksheets as evident in the Year 5 biscuit tasting lesson. At the time of the inspection, however, what is written on paper is better than what is seen in practice. Neither teachers nor pupils are sufficiently clear as to what is

expected of them. Opportunities are missed for involving pupils in discussion and for making connections with other subjects. Without appropriate links, one-off experiences do not ensure continuity and progression in knowledge, skills and understanding. Pupils self-evaluate their work, as evident in the Year 6 slipper display: this is an improvement since the previous inspection. The library contains a good range of books for those researching materials, inventors and craft processes but not for those interested in food technology.

Music

81. Two hymn practices, and extra-curricular performances were observed. During the inspection there was insufficient evidence to form a secure judgement about pupils' standards, their achievements or the quality of teaching and learning in lessons at the end of Years 2 and 6. Evidence from teachers' planning indicates that statutory requirements are fully met. Pupils with special educational needs and those with English as an additional language are fully included in all lessons and activities. From the extra provision, gifted and talented pupils have been identified and these pupils have been guided to develop their skills and talent well. In both hymn practices pupils sang new and familiar hymns enthusiastically. Their diction was clear and singing was harmonious and of good quality. Pupils followed instructions very well and it was evident that pupils really enjoyed these sessions.
82. Music is part of the performing arts curriculum. The arts have a high profile in the school and the school is in receipt of the Arts Mark Gold Award. This is a national award that recognises new initiatives in the performing and visual arts in schools. The school offers numerous opportunities for pupils to perform, such as; liturgies, assemblies, concerts, community visits, school productions, and in local and national events and competitions. During the inspection the 'fosse' choreographic dance team (some 87 pupils) performed in a local musical festival. During one lunch-time some 40 pupils from Years 3 to 6 gave a polished performance to inspectors. They danced to extracts from the 'Pyjama Game' and 'Saturday Night Fever'. This gave a very good insight into the high quality performance and popularity of the performing arts in the school. The school has an active choir with a membership of over 80 children; ethnic minority pupils are well represented. There is a school recorders club. Twenty-five pupils receive instrumental lessons for piano, violin, clarinet, recorders and guitar. There are termly productions involving every year group, for example, 'Annie', 'The Little Fir Tree', 'Christmas Around the World', to name a few. Parents at the parent meeting also praised the numerous opportunities and the high quality of the performing arts in the school.
83. The co-ordinator is totally committed and enthusiastic. Leadership and management are at least very good. The school has a good range of instruments including instruments from different cultures, which contribute well to pupils' cultural development.
84. The performing arts have a high profile within the school and externally. Performing arts are well organised and run by a committed team of teachers who are very well supported by support staff, parents and governors.

Physical education

85. Although four lessons were seen in the subject it is not possible to make judgements about provision and standards. This is because inspectors were not able to observe pupil performance in either Year 2 or 6.
86. In the lessons observed, standards were at least in line with those expected nationally. Year 1 pupils demonstrated imagination in a dance lesson in which they moved in ways motivated by their study of sea creatures. Year 4 pupils showed good ability in a range of hockey skills and demonstrated poise and control when developing gymnastics sequences.
87. Teaching in these lessons was good overall, with one excellent example. All the lessons contained an appropriate mix of activities, good progression of skills and opportunities for pupils to assess their progress and that of others. A major feature of all the lessons seen

was the enjoyment that pupils obtained. This was particularly so in the excellent hockey lesson seen. In this lesson, the teacher very skilfully chose activities that developed skills, increased co-ordination and were great fun.

88. The subject leader, who is a very good role model, took the excellent lesson above. He monitors both planning and teaching and ensures that the complete range of the curriculum is covered. The subject benefits from a large range of extra-curricular activities, including country dancing, football, netball, athletics, creative dance and gymnastics. Provision for outdoor adventurous activities is in place. Swimming is offered for pupils for two terms in Year 5. There are also links with a local High School, which offers specialist support, and a local football club. The school has also recently received the Football Association Charter Standard.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

89. Inspectors sampled two lessons as part of the PSHE programme in Year 6 and talked with pupils about their involvement in the school council. Insufficient evidence was gained to form a secure judgement about standards, achievement or the quality of teaching and learning. Evidence from pupils' work, teachers' planning and discussions with pupils suggests that the provision for personal, social and health education is very good. The school's work and planning documents for 'healthy schools' are used as a model of good practice within the local education authority.
90. In the two Year 6 sessions observed, pupils focused on 'Living in an interdependent world and how actions affects themselves and others'. Two different approaches were observed. One teacher led discussion about 'Fair Trade' and enabled pupils to fully understand the consequences of exploitation of the third world. A display in the class provided a good focal point as to the range of goods sold and was used well as an interactive teaching aid. Pupils demonstrated considerable insight and maturity whilst discussing how purchasing bananas in supermarkets affects the lives of people in other parts of the world. Pupils explained the importance of G8 and named the countries involved. Because of the very good classroom management, a very good moral discussion followed on why third world countries remain poor. In the other lesson, the teacher asked pupils to role model airport staff searching through lost luggage to determine the likely age, gender and origin of the owner and where they might have travelled to and from. Pupils really enjoyed this and immersed themselves fully in role. In the discussion that followed it became apparent that pupils realised that clothing, personal belongings, and food come from all over the world, and that we are dependent on one another.
91. Throughout the school, staff work hard to ensure that pupils develop appropriate attitudes, values and personal qualities. The citizenship curriculum contributes positively to promoting pupils' awareness of their rights, responsibilities and duties as citizens. Pupils have worked with politicians and the local council, the local Member of Parliament has visited and pupils have considered the importance of democracy. In Year 5, pupils are involved in a micro-society; this enables them to work with a range of local business personnel, and they have had talks on business enterprise and have engaged in bartering and trading with other schools. The curriculum is enhanced by a variety of activities and visitors linked to the planned topics. Pupils develop responsibilities and their social skills well from such opportunities.
92. The school council is flourishing and pupil's views are sought and acted upon. They are keen to improve the school environment and are actively engaged in this.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	2
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

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

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	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).