

INSPECTION REPORT

ST CHRISTOPHER'S CATHOLIC PRIMARY SCHOOL

Codsall, Staffordshire

LEA area: Staffordshire

Unique reference number: 124374

Headteacher: Mrs Kathleen Brown

Lead inspector: Mr Sean O'Toole

Dates of inspection: 20th – 22nd June 2005

Inspection number: 273575

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	207
School address:	Wolverhampton Road Codsall Staffordshire
Postcode:	WV8 1PF
Telephone number:	07902 434310
Fax number:	01902 434314
Appropriate authority:	Local education authority
Name of chair of governors:	Mrs Mona Allen
Date of previous inspection:	5 th July 1999

CHARACTERISTICS OF THE SCHOOL

Located close to the centre of Codsall, this medium sized Catholic primary school has 207 pupils (82 girls and 125 boys) on roll, the vast majority of whom are from white UK heritage backgrounds. No pupil is at an early stage of learning English. Ten pupils have their family roots in the Indian sub-continent and a small number are from other minority ethnic backgrounds. Socio-economically, the area in which pupils live is average. A below average percentage of pupils are eligible for free school meals. The percentage of pupils with special educational needs, including those with statements, is below the national average. Attainment on admission is average and pupils represent the full range of abilities. Almost all pupils benefit from some preschool education experience. The school is popular in the area and is oversubscribed. The school received an achievement award in 2002, has dyslexia friendly status and last year was awarded the Inclusion Quality Mark. The school has benefited from new building this year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20891	Sean O'Toole	Lead inspector	Mathematics; Information and communication technology; Art and design; Personal, social and health education and citizenship; Physical education
14178	Patricia Willman	Lay inspector	
27541	John Collins	Team inspector	Special educational needs; English; Design and technology; History; Religious education
16892	Julia Elsley	Team inspector	Foundation Stage; Science; Geography; Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Substantial strengths in leadership and management do much to explain the **high quality of education** provided by this school. By the end of Year 6 the standards attained in English, mathematics and science are well above average. Achievement is very good for pupils of all abilities because of very effective teaching and learning. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Progress is very good in Years 1 to 6
- The headteacher provides incisive and often inspirational leadership
- Standards in history, geography and music are above average
- The staff successfully evaluate the school's performance and act upon their findings
- Pupils' attitudes, relationships and behaviour are especially good
- Some aspects of the curriculum and resources in the Reception class need improvement
- Teaching meets the needs of pupils very well
- Parental support is very good
- The staff provide high quality care

Improvement since the last inspection in July 1999 has been very good. Issues have been tackled effectively, resulting in sharper assessment, improved standards in music and better provision in information and communication technology (ICT). Standards in English, mathematics and science have risen through better teaching, improved challenge for the more able and determined leadership. The school is well placed to build upon its significant areas of strength.

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	A	A	B
Mathematics	A	B	B	D
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.*

Children start school with a wide range of abilities and overall attainment on admission is average. They make good progress in most areas of learning and exceed the goals expected of them in personal, social and emotional development, communication, language and literacy and mathematical development by the end of the reception year. Standards in physical and creative development are about average but could be better.

Inspection evidence points to **very good achievement** in Years 1 to 6 and shows that standards, at the end of Year 6, are likely to be well above average in English, mathematics and science. This improvement, especially in mathematics, has been due to clear identification of strengths and weaknesses, rigorous target setting and the impact of setting

by ability for the last two years. The slightly downward trend in results in national tests has now been reversed. By the end of Year 2, standards are well above average in reading, writing and mathematics and the school has maintained this impressive performance for several years. In the tests in 2004 standards in reading and writing were among the top five per cent of schools and well above average in mathematics. Comparisons with schools with similar intakes showed that standards were among the top five per cent of schools in reading and well above average in writing and mathematics. Very challenging targets are met. Pupils attain well above average standards in geography and above average standards in history and music. Standards in ICT are average overall and good use is made of computers to support work in other subjects.

The school makes **outstanding provision for spiritual, moral, social and cultural development** in a caring Christian context. In this school, every child matters. Staff prepare pupils very well for life in a culturally diverse society. Pupils thoroughly enjoy school and have very positive attitudes to learning. Relationships between pupils are very good and this results in very good behaviour. There have been two exclusions. Attendance is well above average and pupils are punctual.

QUALITY OF EDUCATION

The quality of education is high. The impact of teaching on learning over time is very good, aided by thorough and well focused assessment. Teaching and the curriculum in the Foundation Stage are good but some improvements are needed to enhance the children's physical and creative development. The teaching and learning of basic skills in English and mathematics are very effectively enhanced by the very good opportunities for pupils to use these skills in a wide variety of subjects. Highly inclusive provision ensures that pupils with special educational needs are supported very well. Other strengths in teaching and learning include thorough planning, the contribution made by support staff, focused use of homework to stretch the pupils and high expectations of staff regarding performance. Pupils thrive in an atmosphere of care; they work hard, listen well and settle to tasks quickly showing much initiative and enthusiasm. Assessment is very good in English and mathematics and marking is focused on guiding pupils on how to improve. The very good curriculum meets requirements and is enriched very successfully through a wealth of activities which add to the pupils' enjoyment. The school's resources and accommodation are good and the hard working staff use them well.

LEADERSHIP AND MANAGEMENT

The school benefits from **very effective leadership and management**. Rigorous and accurate self evaluation, sharp analysis of performance and challenging target setting are hallmarks of the headteacher's focused and outstanding leadership. She is supported very well by other staff who are ambitious for the pupils' success. The school is very well organised and managed very efficiently so that all are included, valued and able to make a successful contribution to pupils' learning. Governance is very good. The governors have ensured that all statutory requirements are met. The school's finances are managed robustly and very good consideration is given to ensuring that best value principles underpin decision making.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Almost all parents speak highly of the school and the way in which their children's needs are catered for. A very small number of parents expressed unfounded concerns about special educational needs. Pupils comment very favourably about their teachers and say that the school is a happy place in which they feel valued.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Improve the management of the curriculum and resources for physical and creative development in the reception year

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is very good overall. By the end of Year 6 pupils attain above well average standards in English, mathematics and science. Progress is mostly very good for pupils of all backgrounds and abilities. Standards and progress have improved since the previous inspection.

Main strengths and weaknesses

- Results in national tests at end of Year 2 have been well above average for several years
- Throughout the school, pupils are very good at using their skills in English and mathematics to support their work in other subjects
- Pupils achieve very well in history, geography and music
- Pupils with special educational needs make very good progress
- Standards in children's physical and creative development in the reception year could be better

Commentary

1. Attainment on admission varies from year to year but data shows that most children start school with average levels of skills, knowledge and understanding. They are good at speaking and listening and also have secure skills in personal, social and emotional development. Progress in most of the areas of learning is good. By the time they start in Year 1, the vast majority of children are working at levels in personal, social and emotional development, communication, language and literacy and mathematical development which are beyond those expected for their age. Progress is satisfactory in physical and creative development and most children are on course to attain the expected goals for their age. However, limited resources and a rather constrained curriculum hamper opportunities for the children to explore and investigate sufficiently.
2. Inspection evidence and national test results at the end of Year 2 are well above average in reading, writing and mathematics. In the tests in 2004 pupils' standards in reading and writing were among the top five per cent of schools and they were well above average in mathematics. When compared with schools with similar contexts, standards in reading were among the top five per cent of schools and were well above average in writing and mathematics. Pupils are especially capable of holding a conversation and discussing their work. Their work in science is of high quality and they have a secure grasp of scientific processes and vocabulary. They read with expression and clarity, showing an understanding of complex texts. Almost two-thirds of the pupils are reading at levels at least two years in advance of their age and this is reflected in the interesting and varied styles of writing. Handwriting and presentation are especially praiseworthy. Girls are rather more successful than boys in national test in reading and writing although the quality of work seen shows little difference.

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

Standards in:	School results	National results
Reading	19.1 (18.4)	15.8 (15.7)
Writing	17.2 (17.1)	14.6 (14.6)

Mathematics	18.1 (18.2)	16.2 (16.3)
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There were 29 pupils in the year group. Figures in brackets are for the previous year

- Progress through Years 3 to 6 is also very good and pupils achieve very well. By the end of Year 6 inspection evidence shows that standards in English, mathematics and science are well above average. At this stage, there is virtually no difference in the performance of boys and girls. The improvement in test results since 2004 is due to demanding targets set by the headteacher, skilful leadership of the subjects, which makes effective use of data, and developments in teaching, including setting in mathematics. The very strong focus on challenging more able and gifted and talented pupils has raised expectations and improved overall performance significantly. Pupils are very competent in applying their knowledge of basic skills to other subjects, which results in work of above average quality in history and geography. Pupils are widely read and they use their enthusiasm for language to enhance their own writing. They have impressive scientific skills and apply them very well to investigations. The school sets very challenging targets and often exceeds them.

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

Standards in:	School results	National results
English	28.9 (29.2)	26.9 (26.8)
Mathematics	28.2 (27.8)	27.0 (26.8)
Science	31.2 (29.4)	28.6 (28.6)

There were 34 pupils in the year group. Figures in brackets are for the previous year

- Pupils of all abilities rise to the challenges set for them and make very secure gains in learning. Those with learning difficulties are identified early. Well crafted programmes of intervention are devised to enable the pupils to achieve successfully. A balance between individual support and work in small groups boosts these pupils' confidence and contributes much to learning. Similarly, the school has identified several gifted and talented pupils and seeks out specific opportunities to provide stimulating challenges. More able pupils are identified and work is pitched at the right level to stretch them. These programmes of support, designed to ensure that all are included, have proved very successful in raising the attainment and achievement of all. This is reflected in the good quality of work seen in history, geography and music. Pupils make good progress in ICT and use computers effectively to support learning in a range of subjects.

Pupils' attitudes, values and other personal qualities

As a result of the excellent provision for spiritual, moral, social and cultural development pupils, behave very well and have excellent attitudes to school life and their learning. Pupils are punctual and attendance is very good.

Main strengths and weaknesses

- Relationships at all levels are excellent
- Older pupils demonstrate a strong sense of responsibility for the younger members of the school community
- Pupils clearly understand the difference between right and wrong and are consistently encouraged and praised for making the right choices

- Pupils are highly valued as individuals and develop confidence and maturity as they move through the school

Commentary

5. An excellent range of opportunities enables pupils to grow in spiritual awareness. Through the teachings of the Catholic faith and assemblies, pupils develop a reliance on strong Christian principles to guide them in their lives. Because the school encourages pupils to reflect on different aspects of day-to-day life both in assemblies and on special days, for example the Year 3 visit to the Alton Castle Retreat Centre, they learn to examine and reassess their actions and values. The excellent ethos in the school encourages pupils to explore and experiment in their lessons, confident that their ideas will be valued. Pupils listen to each other and take pride in their own and others' achievements. Much of the artwork displayed around the school is the result of group work with a visiting artist and depicts many aspects of Christianity as well as other faiths. The pupils perform with obvious enjoyment in assembly and many learn to play instruments, enjoying making music. Those pupils who have special educational needs receive a very good level of support and are able to participate and learn effectively alongside their classmates. Achievement in this area of the school's work has improved since the last inspection.
6. Because the school promotes excellent moral and social values, which are supported by parents, pupils clearly know the boundaries of acceptable behaviour within the school community. Younger pupils learn from their older friends who demonstrate a genuine interest in their welfare. All staff consistently praise pupils' good work and behaviour and this encourages them to try to live up to their teachers' very high expectations. Pupils develop high moral standards which they are encouraged to adhere to in their lives in and out of school. There are many opportunities for pupils to learn social skills through their personal, social and health education lessons and this makes an excellent contribution to the cohesion of the community. The day and residential visits not only enrich pupils' learning but also make a very positive contribution to their overall personal development and maturity. The after-school clubs are a popular feature and make a good contribution to pupils' experience of school. Opportunities are provided in lessons for pupils to collaborate together and pupils say that they enjoy working as a team. Because of the excellent relationships between pupils, there are few concerns about bullying. Pupils know that it is important to tell someone if they are unhappy and they trust the staff to help them. The school council plays an important role in decision making in the school and, because their views are respected, they learn how to bring about improvement. One pupil has been excluded three times during the year as a result of aggressive behaviour.
7. The school is very successful in providing pupils with a wide range of cultural experiences. They learn about the lives and beliefs of others in their religious education lessons and show an open and natural curiosity about other lifestyles. They listen to music from different cultures, enjoy literature and poetry, sing with enjoyment and study the history and geography of this country and further afield. They visit places of worship, taste interesting foods and sometimes dress up in traditional clothes from other cultures. Parents and pupils from minority ethnic backgrounds make a very good contribution to pupils' cultural development.
8. During their time in the Foundation Stage, the children make good progress and achieve better than average levels for their age in personal, social and emotional development. The children in the Reception class are happy and friendly individuals

who behave well and try to please their teacher and the other adults who work with them. They are enthusiastic and keen learners.

9. Attendance in recent years has been consistently well above that found in most primary schools. Because parents are very good at notifying the school promptly about absence, there is now no recorded unauthorised absence.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	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.

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
Mixed – White and Black Caribbean	6	2	1

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

This inclusive school provides very well for its pupils through a very good curriculum and very effective teaching and learning.

Teaching and learning

Very good teaching and learning are supported by rigorous and accurate assessments.

Main strengths and weaknesses

- Pupils learn very well because the teachers make lessons interesting
- Assessment is sharp and well focused
- Pupils with special educational needs are taught very well
- The teaching of basic skills is given high priority and contributes much to the pupils' success in several subjects

Commentary

10. The quality of teaching seen in lessons varies between excellent and satisfactory and is very good overall. Teaching in the Foundation Stage is mostly good. Basic skills in communication, language and literacy and mathematical development are taught well and the pupils make rapid gains in their learning. Teaching in the other areas of learning is satisfactory. Staff have a good knowledge of the children's needs and set them challenging tasks, the children respond enthusiastically and work very hard. There are good opportunities for the children to develop reading skills through a variety of methods and there is a good emphasis on phonics. Planning is thorough and involves support staff effectively. Staff celebrate the children's achievement and promote personal, social and emotional development well through praise and reward.

Teaching of creative and physical development lacks sparkle, partly due to the limited resources available.

11. The staff teach pupils of different abilities very well. There has been very good improvement since the previous inspection, especially in challenging brighter pupils and this has resulted in much improved standards this year. The teaching of pupils with special educational needs is very good and the highly inclusive approach which focuses on meeting specific learning difficulties is commendable. Individual education plans are clear and well crafted so that staff are guided very effectively on the steps needed to secure progress. Work with individuals and in small groups contributes much to pupils' learning and enables them to thrive and achieve very well. The school is imaginative in providing a range of demanding opportunities for gifted and talented pupils often involving work beyond the school.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3(8%)	14(38%)	14(38%)	6(16%)	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; figures in brackets show percentages where 30 or more lessons are seen.

12. The highly successful teaching of English, mathematics and science is the result of good subject knowledge, rigorous target setting and the focused use of assessment. Staff are vigilant in checking on pupils' progress and understanding and this tracking enables them to plan lessons with the right balance between reinforcement and extension. Marking is used effectively in English to guide pupils on how to improve. Regular tests and assessments give staff a clear picture of each pupil's progress. Support staff have clearly defined roles and have benefited from extensive training so that they can contribute to learning. All staff plan questions which tease out the pupils' responses and usually these questions are designed to elicit responses from pupils of all abilities. Another strength in the teaching is the way in which teachers encourage the use of basic skills in English, mathematics and ICT to enhance pupils' achievement in history and geography lessons.
13. Lessons start with clear introductions and pupils are left in no doubt about what they need to do. Tasks are usually matched well to ability and pupils respond to these challenges. During lessons teachers and support staff are busy about the room focusing on helping those who lack confidence and extending the more able. Some of the lessons seen were delivered at a slow pace and this is a minor area for development. Pupils are given plenty to do and they keep busy. Teachers' expectations of behaviour and performance are high but there is a very sensitive understanding of those who struggle to learn new concepts. It is rare for adults to reprimand pupils because there is a healthy respect between adults and pupils and this makes for harmonious and productive learning.

The curriculum

The curriculum in Years 1 to 6 meets statutory requirements and provides exciting and interesting opportunities for pupils of all abilities and backgrounds. Staffing levels are appropriate. The school has good accommodation and resources.

Main strengths and weaknesses

- The provision for pupils with special educational needs is very good
- There is a very good balance between learning skills and applying them
- There is strong provision for personal, social and health education
- Some aspects of the curriculum in the Foundation Stage need improvement

Commentary

14. The curriculum provides very well for pupils in Years 1 to 6 and has improved much since the previous inspection. Issues regarding ICT and music have been tackled rigorously. Time is used well and enables the school to achieve a good balance in the teaching of the subjects. Good links between English, mathematics and ICT enhance learning and also help pupils to apply their basic skills imaginatively. The curriculum in the Foundation Stage lacks sparkle in the creative and physical areas of learning, although the focus on basic skills equips children very well for the next stage of their education. Some aspects of learning in these areas are hampered by limited equipment and space.
15. The school makes very good provision for personal, social and health education. There is a well established programme for pupils to discuss personal and social issues and to grow in understanding of their roles and responsibilities in society. Sensitive issues such as drugs education and growth and relationships are taught thoroughly within the context of caring relationships. The school uses outside agencies to support this work and parents are kept well informed of their children's involvement.
16. This highly inclusive school thoroughly deserves its recognition for inclusion. The very good provision for pupils with special educational needs is backed up by strong support systems and individual and group tuition which meets pupils' needs very effectively. Individual education plans are reviewed regularly and there is strong parental involvement. The concerns of a very small number of parents about the provision are unfounded. The school has an award for being dyslexic friendly and further training in this area is planned. Gifted and talented pupils and the more able are catered for very well and find the curriculum sufficiently demanding.
17. The school has a good number of staff who are well trained and experienced in delivering and developing the curriculum. Their skills are evident in the way in which they make bring subjects to life through an extensive range of visits, including residential trips, the use of specialist visitors such as supporting music and through a good range of extra-curricular activities. Pupils thoroughly enjoy these opportunities and they contribute much to the school's success in sport. Resources are mostly good although there are inadequate resources to support the teaching of physical and creative development in the Foundation Stage. The school's accommodation is now good following the opening, this week, of a new teaching block.

Care, guidance and support

The school makes excellent provision for the care, welfare and health and safety of all pupils. Monitoring procedures ensure that pupils receive an excellent quality of support and guidance. Pupils' views have a very good impact on school life.

Main strengths and weaknesses

- All who work in the school are fully committed to the welfare and guidance of every child

- There are excellent procedures and practices to ensure the health, safety and protection of pupils
- The close relationship with the parish provides continuity in the care of pupils and their families

Commentary

18. There is a high level of awareness among staff and governors of health and safety issues. Regular risk assessments are carried out and actions taken to minimise hazards. Fire drills take place each term and there is very good provision for first aid. All staff have recently had child protection training and the headteacher ensures that awareness of the duty of care in protecting pupils is maintained at a high level. They learn about the benefits of good hygiene and a healthy diet through their science lessons and are taught personal safety skills in personal, social and health education lessons. Pupils comment that there are healthy options for school dinners and many of them make the healthy choice. Teachers emphasise the safe use of resources in lessons. The pupils learn about drugs and sex at an appropriate level for their age. Supervision during the mid-day break is very good. The quality of care, guidance and support has improved since the last inspection.
19. Because of the excellent relationships between pupils and the adults who work with them, pupils are confident that someone will help them if they are unhappy or worried about something. The Rainbows Group has been established specifically to help a small number of pupils cope with bereavement and all staff have been trained in counselling. A number of Year 5 pupils have undertaken peer mentoring training through Childline and are available for younger pupils to confide in. Any unsatisfactory behaviour is monitored and, in conjunction with parents, appropriate action taken. Pupils comment that the school is very effective in dealing with any poor behaviour and that measures taken are fair and appropriate. Personal, social and health education lessons provide very good opportunities for teachers to informally monitor and support pupils' personal development and to identify any specific issues that may be troubling them. The very good systems of assessment effectively identify individual strengths and weaknesses and staff target work accordingly.
20. The school council acts as a channel through which all pupils can put forward ideas for improving school life. Recent efforts have raised in excess of £1,000 which is planned to go towards the school's contribution to the new building. Other monies have been spent on playtime resources. The council considers that these resources keep pupils from becoming bored during playtimes and stops them getting into trouble.

Partnership with parents, other schools and the community

The school has a very good, constructive partnership with parents and excellent links with the community. Links with other schools are very good.

Main strengths and weaknesses

- Parents express high levels of satisfaction with the work of the school and value the contribution it makes to their children's personal and academic development
- Parents feel welcome in the school and are confident that their children are well cared for
- Excellent systems deal with any concerns or complaints parents may have

- The close ties with the local community enrich the provision for spiritual, moral, social and cultural development

Commentary

21. The parents who took part in the consultation before and during the inspection spoke very highly of the work of the school. Staff are easy to approach and always make time for them. They are confident that the school takes very good care of their children. They are provided with very good information through the prospectus, the annual governors' report and the regular newsletters. The annual reports on the progress of children are good. They tell parents what their children have done, although it is not always clear how well they have done it. Targets are shared with parents both in the report as well as at the spring consultation meeting. Because the school provides parents with very good information about what their children will be learning, parents focus their help at home very effectively. They read with their children and encourage them to complete their homework. Several parents help in class and many accompany their children on visits out of school. The parents' association organises a wide range of very successful social and fund raising activities, which benefit from enthusiastic and generous support from parents. The funds raised have, in the past, been used to fund computer equipment and the interactive whiteboards. Currently, funds are targeted towards the recent building project. Parents are regularly consulted about school developments and the parent governors have a significant input into decision making. The school takes note of parents views and, whenever possible and appropriate, implements their ideas.
22. The school has excellent links with the local community. The close partnership with the church and parish plays a pivotal role in pupils' spiritual and moral development. Elderly parishioners act as prayer partners with those pupils approaching their first communion and support them through this important milestone. Regular and interesting visits to local amenities increase pupils' enjoyment of school life. Visitors from the community support pupils' personal and social development as well as extending their learning. There are very good links with the other schools which effectively promote a happy start to school life and a smooth transfer to secondary education. The constructive links with other local primary schools enables the pupils to benefit from the skills of visiting artists and musicians.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher focuses excellently on raising standards and improving quality, resulting in very good teaching. Management is also very good as the school runs smoothly and with a sense of purpose. Governance is perceptive and critical, providing very good support and challenge to staff.

Main strengths and weaknesses

- Staff and governors are ambitious for the pupils' success
- The use of data to target improvement is especially effective
- The school has a vibrant and purposeful ethos
- Strategic planning is sharp because it is rooted in rigorous self evaluation

Commentary

23. The school has successfully tackled the issues raised in the previous inspection report, and improved teaching and learning and raised standards. This success is due in no small measure to the often inspirational leadership by the headteacher. Substantial

success in identifying and acting upon priorities has ensured that pupils achieve very well and attain well above average standards in national tests. In addition, the exceptionally strong focus on pastoral care and inclusion of all has enhanced the quality of education provided and resulted in creating a powerful ethos in which all are valued.

24. The headteacher inspires her staff and instils confidence in parents, pupils and governors. The school's system of self evaluation is robust and has resulted in an accurate appraisal of its strengths and weaknesses. Rigorous analysis of the school's strengths and weaknesses and a well crafted strategic plan involving the staff and governors means that the school holds itself to account and is never complacent. Priorities are well defined and governors call the staff to account for delivering improvement. Challenging targets set for performance in national tests are met and the headteacher sets ambitious targets for her staff. Adults work hard, show high levels of commitment, take part enthusiastically in training and are forward thinking in trying different methods to make learning successful. This is because of their belief that every child matters. The school is an ideal provider of initial teacher training because of the high quality of education it provides.
25. Management is very well focused on ensuring that the school runs smoothly and organisational strategies have ensured that good headway has been made in the recruitment, retention and deployment of staff. Finances are used well and prudent savings have enabled the school to make substantial improvements to the building. The very good governors keep a good check on the school's spending. The highly efficient office staff ensure that administrative tasks are dealt with effectively and this frees time for the headteacher and teaching staff to focus on the pupils' learning. The governors ensure that the school uses the principles of best value very well when purchasing supplies and services. Governors also monitor the school's work effectively and have ensured that all statutory requirements are met. There are very good policies and practice to support equal opportunities, racial equality and provision for the disabled.
26. The management of English, mathematics and science is very good because the rigorous use of data and focused monitoring and evaluation of teaching and learning have led to improved standards. The management of the Foundation Stage curriculum, although satisfactory, requires some further development. The leadership and management of the provision for pupils with special educational needs are especially good.

FINANCIAL INFORMATION

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	496,480	Balance from previous year	3,598
Total expenditure	478,480	Balance carried forward to the next	18,000
Expenditure per pupil	2,267		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

27. The provision for the children in the Foundation Stage is good. The children have a good start to their school life and make good and in some areas of learning very good progress. There are 27 children in the reception class. Attainment on admission fluctuates because the school admits a significant number of children from outside its immediate locality, and from a very wide range of social and economic backgrounds. Most of the children have had pre-school nursery experience. Attainment on entry is average but there is a sizeable number of children who are achieving above that expected nationally, particularly in spoken English. Most of the children's physical and creative skills however, are just below average on entry to school. Leadership and management of the Foundation Stage are satisfactory overall. Good systems are used to assess children's progress.
28. By the end of the reception year it is likely that most children in the current cohort will exceed the expectations for their age in their personal, social and emotional development, communication, language and literacy skills and mathematical development. The children achieve very well in these areas of learning because of the consistently good quality teaching. The children's physical and creative development is about average but could be better. In the area of **knowledge and understanding of the world** it is not possible to make an overall judgements on standards, achievement and the quality of the teaching as insufficient evidence was available. Children make good progress in ICT, producing attractive pictures of a lighthouse using a variety of techniques.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children are achieving well and making very good progress
- They exceed the goals expected for their age

Commentary

29. The children have a very good start to school life. Through the well-planned curriculum and the daily routines, the adults demonstrate a strong commitment to developing the children's ability to accept responsibility for their own actions. Consequently, the children develop a good awareness of, and sensitivity to, the needs and feelings of others. They listen well and have established a very good respect for each other. The children manage their personal hygiene very well. They have very good relationships with the adults and good skills in working alongside each other and in pairs or groups. The children share equipment amicably. This reinforces socially acceptable behaviour well. The good teaching and organisation of most activities allow the children to explore, enquire and discover for themselves through structured play activities. For example, in the water tray they experimented together to see if the boat that they had just made would float. The staff explain clearly what activities are available and the children are given some time to decide which activity to do which helps them to gain independence. As a result, the children sustain concentration for considerable lengths of time at any activity before going on to the next. The staff show a caring and sensitive

approach to all the children's needs, including those with special educational needs, and have good relationships with their parents.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's spoken English is very good
- The teaching is mostly good, and very good in developing reading
- Some aspects of the teaching of writing lack creativity and flair

Commentary

30. Speaking and listening skills are particularly good and the teacher uses every opportunity in the group sessions and during the work periods to enhance them. The children at group time have good opportunities to talk with a partner, for example when learning new vocabulary, exploring the meanings and sounds of the new words and text. In discussion with a small group of children they talked at length about the 'Hungry Caterpillar'. The children are very keen and eager to respond to the very good questioning expressing their ideas, thoughts and feelings with clarity. The adults encourage the children to speak slowly and extend their responses by focusing very clearly on the use of subject specific language such as, that within repetitive rhyme. Similarly, the adults use mathematical language in the same way to good effect. Words are emphasised and repeated using practical equipment so that the children also see the word visually. Another good feature is the way in which the adults correct grammatical errors sensitively and this ensures that the children feel confident and have a sense of pride in their ability to communicate.
31. Very good attention is given to early reading skills. Books are shared daily. All the children listen attentively and are confident in response to the adult's questioning. The high expectation and the challenging questioning by the teacher during story time ensures that the children know that pictures convey meaning and that we read from left to right. The children point to individual common words confidently and competently; they know about authors, identify characters, and recall and sequence events in the correct order. They clearly love books and handle them with care. They are keen to offer observations and comments about the story line, the characters, and discuss the illustrations in the books with an adult. The children are very confident in linking sounds and objects to letters, and can name and sound the letters of the alphabet confidently and competently. They are given very good support at home.
32. Very good emphasis is placed on the basic writing skills. The literacy and guided work sessions are good. Children very quickly grasp that marks, letters and words convey meaning. They use their phonic knowledge well to write simple words and make good attempts at writing more complex words. They are well supported during these activities. As a result, most children achieve well in the formal acquisition of simple sentences and early punctuation skills. The children's progress in pencil control, correct formation of letters is very good and the work is neatly presented. They use writing frames well so that the writing stays in a straight line. Evidence in books, however, shows too narrow a range of writing content. It is too teacher directed and lacks opportunity for creativity and flair. There are missed opportunities to develop independent writing across a range of different purposes such as, lists, stories,

instructions, labels and captions in order to build upon and fit comfortably alongside the more formal approaches to the development of writing. The quality of the assessments made on the individual child's reading and writing is good.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The children achieve well
- The teaching of mathematics is good

Commentary

33. Most children are confident in counting to 20 and beyond. In the whole class activity observed, the children remained well focused and involved in counting in twos, fives and tens up to 100. The session was well timed and with a quiet rigour to match the children's attention span. The teacher introduced the new learning very well and captivated their interest in symmetry. Good emphasis was placed on mathematical vocabulary and practical work so that the children quickly grasped the concept of reflection by using a mirror to see circles. The work was presented in such a way as to challenge and promote the use of mathematical language. Most of the children write numbers accurately. They recognise different shapes, such as, the triangle, square, circle and rectangle and create patterns using these shapes effectively. The children are enthusiastic and keen to succeed. As a result, the children are achieving well and the majority are exceeding the nationally defined Early Learning Goals by the end of the reception year. The adult's on-going assessments are good and are closely matched to national guidance.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The children's finer movement skills are well taught
- There are insufficient resources available to develop the children's larger physical movements
- Teaching and learning are satisfactory

Commentary

34. Progress is satisfactory and most children attain the Early Learning Goals in physical development by the end of the reception year. The staff and children work well together to promote the development of fine movement and mobility skills in the classroom. Children are taught well to handle equipment such as, pencils and scissors. They concentrate well and persevere with tasks and the encouragement by the teacher ensures a high level of success and pride in their achievements. The children are well behaved on the large playground and manage small apparatus such as, balls very well. Although basic ball control is secure there are insufficient opportunities for the children to refine and develop their skills. Currently, limited resources and large apparatus

hamper the children's progress in physical development. There are inadequate resources such as wood blocks, climbing apparatus, or wheeled toys. As a result, achievement is not as good as it should be.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses:

- The children's artistic development is restricted by limited resources and opportunities
- The children have very good musical experiences
- Teaching and learning are satisfactory

Commentary

35. There are limited opportunities for children to develop a wide range of art skills. The provision and available resources are rather mundane. The work displayed and the limited evidence presented shows that the activities are too teacher-directed and this restricts opportunities for the children to explore and investigate. During a literacy session there were insufficient opportunities for the children to select and independently choose from a range of different types of paint, pastels or crayons to support their tasks when practising to write the letter 'n'. Lack of choice of materials such as a range of paints or different size brushes hampers the development of children's skills. The children have limited access to art materials during their 'free choice' sessions both in the indoor and outdoor classroom.
36. Role-play areas are used regularly as a free choice activity. The role-play area is attractive and many children were seen to engage themselves in the role of a pirate or a mermaid. However, there is insufficient adult interaction to effectively develop talk and to foster writing. Music plays an important role and the children have very good experiences in singing and opportunities for instrumental playing. The teacher's planning indicates that a good emphasis is placed on the use of nursery rhymes and simple songs to support language and literacy development. In the class music session a very good emphasis was placed on developing listening skills and the exploration of sound. The children identified the differences between electronic and percussion sounds well and showed a good knowledge of the names of instruments.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average at the end of Years 2 and 6
- The teaching of literacy skills is very good throughout the school
- The leadership and management of the subject are very good
- Pupils of all abilities achieve very well

Commentary

37. The provision for English has improved since the previous inspection. Pupils make very good progress. Those with special educational needs benefit from extra, invaluable support. Most of them are extremely well supported through the structured language programme that is an effective feature of the school's provision. The support staff work sensitively with these children to ensure that they achieve as well as all other pupils. This raises their self-esteem and confidence and contributes well to their personal development. More able pupils are set demanding work. Boys and girls are equally successful.
38. Pupils' reading skills are built up systematically and well supported by the parents, so that by the end of Year 6 the pupils' attainment is high. Reading is a daily feature in all classes and the pupils' progress is tracked very carefully. Pupils in Years 1 and 2 read with accuracy and confidence. The older pupils find pleasure in their reading and talk with ease about favourite authors and books as was seen in a very good lesson in Year 6.
39. Pupils' speaking and listening skills are fostered and encouraged skilfully right across the curriculum. They are built on the very good, often excellent personal relationships between all adults and pupils across the school. The great majority of the pupils are confident and articulate speakers because the teachers give them opportunities to learn from one another through active participation in discussions and debates. They use open-ended questions very well so that the pupils have to think carefully before they make responses. The pupils grasp these opportunities because they are interested and eager to contribute. This was particularly evident in a Year 1 lesson on learning to organise and locate parts of a text for recounting a visit to a farm.
40. The school has focussed a great deal of attention on developing the pupils' writing. Consequently, the pupils are not only performing very successfully in the extended writing lessons, but also using these skills in all other subjects across the curriculum such as geography and history. There is good variety in the forms of writing being developed. Pupils write with care, paying appropriate levels of attention to spelling and handwriting, both of which are taught well in all classes across the school. The different levels of tasks set by the teachers mean that the more able pupils are being well challenged to write more perceptively. This is an improvement from the last inspection.
41. The teachers have a very secure knowledge of how the pupils develop their literacy skills. They implement the National Literacy Strategy very imaginatively to extend the pupils' learning. All make good use of ICT to enliven lessons and, to engage and interest all groups of pupils. The pupils' work is very carefully assessed and analysed which ensures that all abilities are set challenging tasks. The teachers' marking is consistent in helping all of the pupils to improve upon their work. The teachers plan methodically to give all pupils equal opportunities to achieve to the best of their ability. They teach with high levels of competence that promote confidence amongst the pupils.
42. The subject leader very effectively supports the work in English throughout the school by providing support and resources that help all teachers to stimulate interest and enhance learning. She is a very good role model for her colleagues and pupils. All staff work very well together as a team. The library is a good resource, which is used effectively for research and to develop the pupils' enjoyment of reading.

Language and literacy across the curriculum

43. The pupils make very good use of their literacy skills in other subjects. They record their thoughts and opinions perceptively in subjects such as geography and history. The older pupils write the results of their science experiments clearly and communicate their findings well. All pupils' work is presented neatly and with pride and confidence.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average by the end of Years 2 and 6 and pupils achieve very well
- Teaching and learning are very good
- Subject leadership is impressive

Commentary

44. The school has tackled weaknesses in performance identified in the national tests in 2004 and standards at the end of Years 2 and 6 are well above average. This improvement has been achieved through rigorous analysis of strengths and weaknesses, a strong focus on extending the more able and the effective use of setting by ability. Boys and girls are equally successful and they say they enjoy mathematics. Pupils of all abilities are challenged very well. Pupils with special educational needs make very good progress, aided by sharply defined individual education plans and well focused teaching.
45. Pupils' success in all aspects of the curriculum for mathematics is due to a combination of opportunities to practise and learn number facts and to apply them in practical ways to solving problems. The teaching is very successful because of thorough planning and preparation and the very effective use of assessment and target setting to pinpoint the next steps in learning. An excellent and short lesson in Year 1 included several activities to stretch the pupils and to reinforce number bonds. The blistering pace and well matched questioning contributed much to very rapid gains in learning. Lessons provide a good balance of opportunities to improve mental arithmetic and learn new skills and most teachers make very good use of the interactive whiteboard to focus pupils' attention. Objectives are explained clearly and lessons proceed at a brisk pace. In an excellent lesson with less able pupils in Year 3 the teacher built the pupils' confidence through well structured and small steps and the pupils quickly grasped the meaning and spelling of ordinal numbers. The practical activities in a lesson in Year 6 in which pupils used measuring skills and estimation to plan improvements to the playground was especially impressive. Pupils worked hard, quickly and seriously and applied their skills very well.
46. Marking is accurate and in the best examples teachers give guidance for the pupils on how to improve. Regular testing provides good information about the pupils' understanding and the staff use this information to plan the next lesson. Homework is a regular feature and pupils complete it well. In most lessons the support staff are fully engaged in supporting pupils although during introductions this aspect is not as well organised. The pupils use ICT well to support mathematics and the teachers' use of

interactive whiteboards has helped to improve the quality of teaching. In a few lessons the pace was rather slow.

47. Subject leadership has been highly successful in identifying the school's strengths and weaknesses and addressing them. There is incisive use of data to set targets for pupils and staff. The focus on raising the achievement of the more able has been very successful. Assessment is rigorous and is used to plan work.

Mathematics across the curriculum

48. Mathematics is used well to support work in other subjects. There are good examples of the use of tessellation and symmetry in art and design and younger pupils use geometric patterns to improve their understanding of shape. Graphs and charts feature extensively in the presentation of science work and pupils apply their knowledge of data well when carrying out investigations. Particularly impressive are the links between geography and mathematics as pupils use a variety of numeracy skills to enhance their work in maps and physical geography.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are high throughout the school
- All pupils achieve very well, and acquire a very good scientific knowledge and understanding
- The teaching is very good
- Subject leadership is very effective

Commentary

49. Inspection evidence confirms that standards are well above average. Challenging teaching builds upon the very good attainment in Year 2. The assessments made at the end of Year 2 and Year 6 in 2004 were well above average. Pupils of all abilities make very good gains in their learning because the quality of teaching is very good.
50. In a Year 1 lesson, the teacher presented a well-planned and resourced activity that enabled all of the pupils to acquire a very good understanding about a range of fruit and vegetables. Pupils clearly understood that the roots of the plants needed water to grow. Furthermore, the children were well motivated and responded to the teacher's questions in a very enthusiastic and informative way as to why certain fruits like bananas may not grow in England. In the Year 2 lesson, the very good questioning by the teacher challenged the children to think about things that can and cannot change about ourselves as we grow older. Their responses were very perceptive. The use of good role-play promoted and stimulated interest in the next task. Pupils used their observational skills very well when recording facial features. This practical approach promoted enquiry, exploration and discovery effectively and was particularly effective for with special educational needs as it helped them to acquire and understand new scientific vocabulary. The very good teaching from both the teacher and student teacher, who have a very secure scientific knowledge, and the skilful organisation of the lessons, sustained the pupils' interest and involvement.

51. In the Year 4 lesson, the pupils had a clear understanding of the processes of fair testing, and they all responded with enthusiasm to the work on friction. The testing of a range of shoes caused great excitement as they followed and recorded their findings. The pupils interpreted the results very confidently, articulating their answers using scientific vocabulary. Teachers manage practical activities very well. Pupils' participation is encouraged and, through good planning, resources and challenging tasks, the staff ensure that pupils quickly grasp new concepts. In a very effective lesson in Year 3 the teacher skilfully linked stories of a recent flood to enhance their understanding of the impact of water. A significant success in teaching is the way in which the teachers encourage the pupils to co-operate and help each other. Pupils work hard, collaborate effectively and show much enthusiasm.
52. The evidence of work does show that the pupils have a consistent, broad and well-balanced coverage of the science curriculum. A significant feature since the last inspection has been to develop greater challenges for the more able pupils. This has been very successful and through discussion with the pupils in Year 6, it was evident that they could use the vocabulary well to explain their work on microbes and the work of Edward Jenner and Louis Pasteur. The teachers encourage the children to reflect well on their responses to challenging questions and to think about how their work could independently be presented effectively. Sufficient time is given to writing up the investigation findings after whole class discussion and the written conclusions show very clearly through the use of subject specific vocabulary their acquired knowledge and understanding. ICT is often used to present scientific findings. The teachers mark the work regularly and make positive comments on individual achievement.
53. Leadership and management are very good. The co-ordinator leads the subject enthusiastically and effectively using the results of tests to pinpoint any areas for development. This has enabled the school to maintain the high standards reported at the time of the previous inspection. There is good monitoring of pupils' work. The assessment of science is good. Literacy and mathematical skills are used very well to enhance pupils' work and they are enthusiastic about homework projects.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are average at the end of Year 2 and 6
- Pupils make steady and often good progress
- ICT is used well to support other subjects

Commentary

54. The school has made good headway in improving its provision since the previous inspection. Pupils of all abilities achieve well. There is no difference in the performance of boys and girls. Pupils enjoy using computers and apply their basic skills effectively in other subjects. They are especially successful in word processing and use the computers' tools to draft, edit and refine their work. They successfully combine text and graphics and in making multi-media presentations use sound and animation to good effect. Skills in data handling are average and pupils have an appropriate grasp of spreadsheets and their use. Throughout the school, pupils use the Internet with a good awareness of safety rules and they research information competently. Skills in

modelling and control are average but there is a shortage of software and hardware for work on sensors.

55. The teaching is good. Lessons are planned thoroughly and introductions are kept brief so that pupils have plenty of time to practise new skills. Staff are knowledgeable about the basics and make good use of interactive whiteboards in lessons to teach skills in ICT and other subjects. Good guidance is given to pupils, and those with learning difficulties are fully involved as the explanations given are clear. Learning objectives are made clear and teachers assess the pupils' success during sessions so that they adjust their plans and provide extension work to move learning on. Pupils are enthusiastic learners and work hard. They listen well and support each other very effectively when tackling new tasks.
56. The subject leader has a clear understanding of what needs to be done to raise standards and all staff have improved their skills through training. Pupils' work is checked regularly and simple but accurate assessments are made to identify the next steps in learning.

Information and communication technology across the curriculum

57. The school has worked hard in difficult circumstances, due to refurbishment, to ensure that pupils have good opportunities to use ICT to support learning in several areas. Pupils apply their basic skills effectively, especially with regard to research and communication. They are confident in using the Internet and have produced some good work in history and geography based on thorough research using a variety of websites. Good skills in editing text and drafting work are used to produce multi-media presentations. Pupils also have experience of using a variety of software to enhance their work in art and design and science.

HUMANITIES

58. Inspectors observed one lesson in geography and four in history. In addition, inspectors analysed planning and talked to the teachers and pupils about the subjects. They examined a variety of pupils' work. No judgement can be made about the quality of the provision for **geography** but evidence shows that pupils achieve very well and attain well above average standards. Pupils develop geographical skills very well. They take a great pride in the presentation of their work, using literacy and research skills effectively. Year 6 pupils have a wide ranging knowledge of European countries and a good understanding of the geography of Africa, the Caribbean, and South America. They are very confident when expressing their concerns about environmental issues. In the Year 2 lesson seen, the quality of the teaching and learning was very good and the pupils achieved very well, competently identifying features of a Mexican Village. A significant feature of the work was the independent research using a wide range of resources information on buildings, the school's curriculum, food and transport. Pupils work with enthusiasm and apply themselves very effectively and at speed because they find lessons stimulating and challenging. The teacher skilfully questioned the pupils who confidently reported back their findings having been extremely adept at note taking and recording information. ICT is used well to enhance pupils' geographical knowledge and understanding. The extensive range of visits also provides pupils with stimulating experiences.

History

Provision in history is **good**.

Main strengths and weaknesses

- Attainment is above expectations by the end of Years 2 and 6
- Lively and imaginative teaching engages the pupils' interest
- A good curriculum is supported well by visits and visitors

Commentary

59. The pupils show a keen interest in and greatly enjoy their history lessons. Consequently, they achieve well. There has been good improvement since the last inspection and attainment is now above that expected at the end of Years 2 and 6. An understanding of chronology is developed well throughout the school. Lessons often begin with interesting discussions that stimulate the pupils and engage them in historical enquiry. In Year 6, the pupils develop their skills of historical enquiry effectively through imaginative and stimulating use of ICT. All pupils are encouraged to use their literacy skills to write accounts of their research. Scrutiny of their previous work shows pupils have a wide knowledge and understanding of people and events of the past. Year 2 pupils are able to sequence the events of the Great Fire of London and Year 5 pupils followed up their visit to Aston Hall by linking the duties and hobbies of Tudor kings to their own experiences.
60. The quality of the teaching is good. The teachers have high expectations and demand a very good standard of presentation in the pupils' work. The school's very good system for assessing the pupils' progress enables the teachers to plan work relevant to the needs of all children in their class. The interactive whiteboards in classrooms are used well to stimulate the pupils' interest. Furthermore, the school makes very good use of the local area and visiting theatre groups to add colour and depth to the topics. The co-ordinator of history leads the subject effectively. The resources for teaching are good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. Inspectors observed one lesson in art and design but none in design and technology. Four lessons in music and two in physical education were observed. In addition, inspectors analysed planning and talked to the teachers and pupils about the subjects. They examined a variety of pupils' work.
62. In **art and design**, pupils' work shows that they cover a good range of activities, and experiment with a wide variety of materials and media. There are pockets of outstanding work, such as the interpretation of Vatican City in vibrant and atmospheric colours. Overall, the quality of work seen is above average. Pupils develop their skills and techniques consistently and their understanding is enhanced through the study of a wide selection of the work of famous artists. Pupils say they enjoy art and design and the quality of work in portrait and landscape painting shows they have a good eye for detail and accuracy. In the good lesson seen in Year 6, pupils collaborated effectively to create an effective collage using recyclable materials which they displayed outdoors. The teacher and support staff intervened well during the lesson but left scope for individuality and the pupils were careful to include everyone's ideas. Pupils talk knowledgeably about the life and work of famous artists.
63. In **design and technology**, evidence indicates that pupils experience the appropriate aspects of designing, making and evaluating their work. Overall, pupils make satisfactory progress. Government guidelines are used, which ensure skills are taught

systematically. Work scrutiny indicates satisfactory use of numeracy and ICT skills in measuring, model making and research, for example in the vehicles made in Year 6. Pupils in Year 5 were seen making joints from balsa and card in a good lesson that emphasised safe working techniques and skills. Year 1 pupils have used their observations of the 'Log Trail' in the school grounds as a stimulus for a topic on making a playground feature.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- The pupils achieve above average standards and make very good progress in singing, composition and individual playing of musical instruments by the end of Year 6
- Musical skills are taught very well

Commentary

64. All pupils, including those with special educational needs, have very good opportunities to listen to music from a wide range of music from all over the world. They have good opportunities to sing, perform their musical compositions and play instruments. Music has significantly improved since the last inspection and is now one of the school's many strengths.
65. Individual music tuition is very good. Lessons provide pupils with a very secure foundation in the basic rudiments of music, a good understanding of musical learning and mastery of instruments. There are good opportunities to perform and celebrate their achievements. There is a high number of pupils involved learning the recorder, flute and clarinet and they achieve very well.
66. In the lessons seen the work was well-planned, organised and resourced. The quality of the teaching was very good. The specialist teacher has an excellent knowledge and understanding of the subject and this has a positive influence on the above average standards achieved in class lessons. The lessons were conducted at a rigorous pace, so that the learning was purposeful and pupils concentrated throughout. In all lessons there was a strong focus on the development of skills, practice and a thorough evaluation of performance so that pupils refined and improved their playing. Very good strategies are used to support listening skills. Pupils experience and acquire a good understanding of the combination of layers of sound and recognise different instruments within a piece, for instance when listening to South American folk music or Grieg's Hall of the Mountain Kings. In community singing, the pupils sing clearly, hold the flow of the melody accurately and keep a steady rhythm with due attention to note values.
67. The pupils are given very good opportunities to celebrate their achievements and frequently perform during assemblies, concerts and music festivals. They enjoy working with visiting musicians. These activities enrich the curriculum and give a relevance to learning. The local community and parents hold the musical performances of the children in very high regard.
68. The subject leader, who has a positive influence on the school's success in music, has rigorously monitored and evaluated the curriculum. A new scheme introduced recently

has been evaluated and adapted to meet the school's needs. The lessons are taken by a specialist music teacher but opportunities for staff development are missed because class teachers are not present during these sessions.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The pupils attain average standards and make good progress
- Teaching and learning are good
- Extra-curricular activities contribute well to standards in the subject

Commentary

69. Pupils say that they enjoy physical education and are proud of their achievements in sporting competitions against other schools. The wide range of opportunities in football, rounders, cricket and netball, as well as teamwork in cross country, promote an appreciation of healthy lifestyle and good levels of competence and fitness. Although the swimming programme has been curtailed this year, due to the temporary closure of the baths, all pupils swim at least 25 metres by the time they leave the school and have a good knowledge of water safety.
70. Teaching and learning are good. There is a regular programme of dance and the pupils put much effort into refining their movements. In a good lesson in Year 4, pupils explored a variety of movements linked to their topic on Ancient Greece. They moved with grace and poise as they practised throwing an imaginary javelin and used facial expression to add realism. Good intervention by the teacher fostered self criticism among the pupils and led to improved movement. In Year 2, the pupils were taught very well to improve their skills in catching and throwing. Specific guidance from the teacher and enthusiastic demonstration enabled the pupils to make rapid gains in learning and to grasp the basic concepts of rounders.
71. The subject is led and managed effectively and all statutory requirements are met. Developing healthy lifestyles and the teaching of physical education are well linked. Pupils are assessed on their performance. Gifted and talented pupils are identified and given good opportunities to compete at a higher level in a variety of games.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. The school has worked very successfully since the previous inspection to develop **personal, social and health education** and pupils benefit from a wide variety of outstanding opportunities to enrich their understanding of the world around them and their place in it. The pupils are given very good opportunities to be involved in decision making. The school council offers a regular opportunity for pupils to present their views. In Year 6, pupils are currently working in their mathematics lessons on planning, designing and costing improvements to the school's outdoor area. Pupils say that adults respect their views. The school instils in pupils an awareness of citizenship and encourages involvement in local and national initiatives such as the Children's Parliament. There are very good opportunities for pupils to raise funds for charities.

73. The school promotes healthy eating very well. Pupils have daily access to fruit and water and the school meals provide many healthy options which are proving popular. There is a good emphasis on regular exercise and extra curricular activities enrich this provision. In design and technology lessons the pupils make a variety of foods and show a good understanding of a balanced diet. In science, they are taught about food types, health and hygiene. Older pupils benefit from good teaching and information about the positive and harmful effects of drugs. The school has a good policy for teaching about growth and relationships. This programme is taught within the context of caring relationships.
74. Staff take their responsibility to promote fairness and inclusion very seriously. In a delightful lesson in Year 5, the pupils were taught to sign and to increase their awareness of people with hearing disabilities. Many examples of individual care were noted during the inspection and staff are well trained in dealing with sensitive issues such as bereavement.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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