

INSPECTION REPORT

**ST ANDREW'S CATHOLIC PRIMARY
SCHOOL**

Windrush Close, Solihull

LEA area: Solihull

Unique reference number: 104099

Headteacher: Mrs. M Coburn

Reporting inspector: Adrian Simm
21138

Dates of inspection: 18th – 22nd September 2000

Inspection number: 224229

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Windrush Close Solihull West Midlands
Postcode:	B92 8QL
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Appropriate authority:	Governing Body
Name of chair of governors:	Father G Flahive
Date of previous inspection:	11 th – 13 th June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Adrian Simm 21138	Registered inspector	Mathematics Geography History	The school's results and pupils' achievements How well is the school led and managed?
David Russell 13746	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mike Wainwright 11528	Team inspector	Science Information Communications Technology Design Technology Physical Education Special Educational Needs	How good are the curricular and other opportunities offered to pupils?
Pam Weston 7994	Team inspector	English Art Music Under fives Equal opportunities	How well are pupils taught?

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Andrew's Roman Catholic Primary School is for pupils aged between three and eleven years, and serves the local parish of St Thomas More. The school is of average size and currently educates 229 pupils in eight classes, 122 boys and 107 girls. Of these, 24 pupils attend the nursery class during the mornings. A large majority of pupils come from homes that are privately owned. Around 11 per cent of pupils attend from out of the parish by parental choice. Four per cent of pupils are eligible for free school meals, which is below the national average. All pupils come from homes where the first language is English. Whilst no pupil has a statement of Special Educational Need, which is low, twenty per cent of pupils are registered as giving cause for concern with their learning which is broadly in line with other schools. Generally four year olds have attended pre-school provision and attainment of pupils on entry is broadly average. The headteacher started at the school two weeks before the inspection and around 50 per cent the governing body are new to the school within the last six months.

HOW GOOD THE SCHOOL IS

Overall, this is an effective school. The trend towards higher standards in pupils' attainment at the end of Key Stage 2 between 1996 to 1999 in all of the three core subjects is broadly in line with the national trends. Whilst the school has improved in some areas since the last inspection, strategic planning is less satisfactory than in the past and the monitoring of lessons to improve teaching and pupils' achievement, has not been introduced in a planned way. Whilst the school receives income which is above average in comparison with schools nationally, on balance, because of good teaching and learning, consistently high standards in English at Key Stage 2 and the strength of pupils' relationships and personal development, the school provides satisfactory value for money.

What the school does well

- It helps pupils' achieve standards that are consistently high in English at Key Stage 2.
- It provides very effective teaching and learning in the Nursery and at Year 6
- It encourages pupils to like school, which results in pupils' attendance that is very high in comparison with other schools.
- It provides for pupils' moral and social development very well. This results in high levels of respect, values and beliefs. There are good relationships between pupils and between pupils and staff.
- It provides very good quality information to parents of pupils in the Nursery.

What could be improved

- The standards in information and communications technology across the school.
- The quality and use made of information gained from the monitoring of teaching in order to raise standards of pupils' attainment.
- Assessment procedures so that clearer knowledge of what pupils' know and understand can be better used by teachers to raise standards.
- Planning for the whole school so that everyone is clear about the priorities, how and when they are going to be tackled, what is expected of everyone to achieve them and what needs to be planned for within the school budget.
- Information to parents particularly about their children's progress and how the school compares with other schools.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996 and has worked at addressing each of the key issues for development identified at the time. The school improved its monitoring of teachers' planning and the content of individual education plans for those pupils with special educational needs. These plans, however, are still not specific enough to be used as a good means of measuring pupils' progress. Whilst the new computer suite and staff training have contributed well to increasing teachers' confidence in teaching information and communications technology and to improving pupils' progress, standards are still lower than national expectations. Governors are far more actively involved in school life, in setting priorities for development and in monitoring the school's finances than previously. However, whilst the school development plan went through a very detailed and clear phase between 1996 to 1999, it has become far less specific, success criteria are unclear for some developments and the costs are insufficiently included. Assessment is not consistently used in all subjects. Procedures for

monitoring and improving teaching and evaluating pupils' progress towards their targets have not been systematically carried out. Overall the areas for development outweigh the improvements made since the last inspection and as such improvement has been less than satisfactory.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	A*	A	A	B	well above average A above average B Average C below average D well below average E
Mathematics	B	B	B	C	
Science	B	C	D	E	

During the four years 1996 to 1999, trends in pupils' performance by the age of seven showed standards in reading and writing were well above national standards and also above in mathematics. Standards were at their best between 1996 and 1997 but have dropped since then to where in 1999, whilst writing and mathematics were still above the national expectations, reading had fallen below. However, higher than usual numbers of pupils in this particular group received additional support for their learning and the school is expecting standards to have improved significantly for seven year olds this year when comparative information becomes available. In target setting this year, the school set challenging but realistic targets in literacy and numeracy for pupils aged eleven, but results fell short in both subjects. Despite this, attainment in English remained above national standards although in mathematics, it has fallen this year, particularly for boys achieving level 4 or above and results are expected to be lower than national standards. Standards in science fell below national levels in 1999, and were well below average in comparison with similar schools. The school has put much effort into raising pupils' attainment in science and expects this to be higher overall this year. The results at the end of Key Stage 2, for the four years 1996 to 1999, show performance by eleven year olds in English is well above the national average for boys and very high for girls. In 1997, it was in the highest five per cent nationally. During the inspection, a significant number of pupils were achieving above national expectations in English, well above in physical education and in line with national expectations in all other subjects other than information and communications technology (ICT) where it is still low. However, pupils' standards in ICT are developing from a very low level at the time of the last inspection and progress since then has been good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show positive attitudes to school and are keen to learn.
Behaviour, in and out of classrooms	Behaviour is good and the pupils are polite and move around the school in an acceptable manner.
Personal development and relationships	In general, relationships and personal development of pupils are good. Pupils show respect towards staff, visitors and one another.
Attendance	Attendance levels are very high when compared with other schools. This is a strength of the school.

Pupils work on their own, in pairs and in larger groups. They generally persevere until tasks are complete. Higher attainers work quickly and are particularly keen to learn. The working atmosphere developed throughout the school generally allows adults to concentrate on teaching and pupils to concentrate on learning. This is evident particularly in the Nursery and with Years 2, 3 and 6.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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Lessons seen overall	Good	Good	Good
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Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Much effective teaching took place in the school during the week of the inspection. It was satisfactory or better in 97 per cent of lessons seen. Of these, 41 per cent were good and 24 per cent very good or excellent. Teaching was particularly strong in the Nursery and Year 6 with all lessons good or better. Overall, 53 per cent of lessons were good or better at Key Stage 1 and 68 per cent at Key Stage 2. Teaching of literacy is good for the children under five. The teaching of literacy is generally good at both Key 1 and Key Stage 2. Teachers plan carefully and show good subject knowledge and understanding of the National Literacy Strategy. When literacy teaching is very good, lessons are very well prepared and organised, objectives are very clear and tasks set are challenging but achievable. This ensures very high quality work from pupils, and in an interesting manner. The teaching of numeracy overall is good for the children under five and at Key Stage 2. It is satisfactory at Key Stage 1. Teachers demonstrate sound subject knowledge and understanding of the National Numeracy Strategy and plan accordingly. However on occasions there is too much talking from the class teacher, causing the pupils to become restless and sometimes confused. Teachers provide good support for pupils with special educational needs. Work is planned to meet each pupil's individual targets and generally good teaching support is provided during group withdrawal sessions. These mostly support the literacy hour activities. The school continues to identify higher attaining pupils who benefit enormously from the Local Education Authority's enrichment project. However, in school, some higher attainers express concerns that on occasions they are expected to learn some of the same information they have previously covered in younger classes or at other schools before starting at St. Andrew's.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum.	This is satisfactory. All statutory requirements are met and all subjects are planned for well. The school uses opportunities to widen pupils' experiences and has plans to offer more opportunities to pupils for after-school clubs.
Provision for pupils with special educational needs	The school identifies pupils with special educational needs at an early stage and provides for them satisfactorily.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual development is good, moral and social development is very good and cultural development is satisfactory. The school is very successful at developing pupils' attitudes of caring and sharing.
How well the school cares for its pupils	There is satisfactory care for pupils. All elements of health and safety are addressed and the school is a secure and safe environment in which to work. Assessment of pupils' work is not always carried out in all subjects to ensure that staff have full information on which to plan for future lessons.

The school recognises that its development of information and communications technology has been slow to start but now has good plans to improve this area of the curriculum and standards are rising. Opportunities are provided to widen pupils' experience through a range of educational visits. Residential visits are made which provide additional experiences in information and communications technology, geography and outdoor adventurous activities. After-school clubs are linked chiefly to sport and often to selected groups. The school has indicated plans to widen opportunities in this aspect. Parental links are satisfactory. A high proportion of the governing body are parents. This helps significantly when deciding on details of issues of particular interest to parents such as the recently introduced home-school agreements. The very good procedures for monitoring and improving pupils' school attendance are a strength of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher only started at the school two weeks before the inspection. Whilst the school has done much since the last inspection to improve provision, important areas have faded or are still incomplete. As a result, leadership and management of the school since the last inspection is unsatisfactory.
How well the governors fulfil their responsibilities	Governors are more involved in the life of the school since the last inspection. Although some important information is missing from the school's prospectus and the annual report to parents, and statutory requirements are not fully met, on balance they fulfil their responsibilities in a satisfactory way. Around 50 per cent of current governors are new to the governing body in the last six months.
The school's evaluation of its performance	The school sets individual targets for all pupils and has priorities for development. However ways to evaluate this information to ensure a greater consistency in pupils' standards and to ensure that priorities are effectively met are not yet fully in place.
The strategic use of resources	The current school improvement plan relies on separate subject plans such as for ICT and mathematics, to bring more detail and costings to governors' attention. This, however, is not the case for all areas of the plan and is therefore, unsatisfactory. Day to day finances are carefully monitored, and as such, procedures are satisfactory overall.

The adequacy of staffing, accommodation and learning resources are satisfactory. The school does not yet fully gather information systematically in order to improve achievement. Planning currently in place is insufficiently clear about priorities, how and when they are going to be tackled, what is expected of everyone and what needs to be planned for within the school budget. Full information is not consistently given to parents particularly about their children's progress and how the school compares with other schools. However, the school does compare itself with other schools and is attempting to improve standards such as in science over the last twelve months. Governors seek competitive information and are very clear about the need to achieve best value for money when taking major spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • How the school helps pupils to become mature and responsible. • Their children like school. • The good quality of teaching. • How the school helps pupils to achieve their best. • The good behaviour of most pupils. 	<ul style="list-style-type: none"> • The range of activities outside of lessons. • An increase in homework as pupils get older. • The closeness of the school's relationship with parents • Parents' understanding of how their children are getting on in school.

The inspection team agrees with all of the views of parents apart from that of 'pupils being helped to achieve their best'. The school could do more to collect and analyse information. This would help it to improve pupils' standards and to try and make them consistent from year to year.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment of three year olds when they start school is broadly average. They achieve well in the nursely, especially in personal and social skills, but progress slows a little in the reception class where the number of pupils in the class increases. The class has currently 27 pupils on roll. By the time pupils start Key Stage 1, attainment is at least in line with national expectations across all areas of learning. Children with special educational needs are well supported in their learning; they make good progress and are enabled to participate fully in all activities.
2. Although standards achieved by seven year olds in the National Curriculum tests in 1999 were above average in writing and mathematics, unusually for the school they were below average in reading in comparison with schools nationally. The school expects results for the current year to have improved but awaits the national comparative data in order to know by how much. In 1999, the results at the end of Key Stage 2 show pupils' performance in English to be well above the national average for those pupils attaining level 4 and above, and also for those higher attainers achieving level 5. In mathematics, the percentage of pupils gaining level 4 and above was well above the national average with higher attainers also above national levels. In science, pupils attained close to the national average overall, but the percentage of higher attainers was well below the national average. When compared to similar schools, attainment at 11 in English was above average, in mathematics it was broadly similar but in science, attainment was well below the average for similar schools. The school set challenging but realistic targets for the Year 2000 in literacy and numeracy but fell short in both subjects. Whilst the school awaits the full comparative data to carry out an analysis, it expects attainment in English to still be above the national average but mathematics, less successful. The school has put much effort in to raising pupils' attainment in science where attainment levels are expected to be higher in 2000 than in 1999.
3. The results at the end of Key Stage 2, for the four years 1996 to 1999, show performance in English is well above the national average for boys and very high for girls. It is above the national average for boys in mathematics and well above for girls. In science, girls results are close to the national average with boys below. The trend for pupils in all of the three core subjects is broadly in line with the national trend. However, for the year 2000, this is not expected to be the case for boys achieving level 4 or above in National tests in mathematics, where results are expected to be lower.
4. Inspection evidence reveals that in English by the age of seven, attainment in reading, writing and speaking and listening is at the level expected for their age with a good number achieving above. In reading, most pupils have a good knowledge of frequently used words. They read with expression and understanding. In writing, they form their letters correctly and write legibly. By the age of 11, pupils are attaining at least the levels expected in reading, writing and speaking and listening, with a significant number achieving above this level in reading. Their handwriting and presentation of work are good, and a good number are achieving above that expected for pupils of this age. In studying a variety of text, pupils give opinions as to which is the best text, and some reach the conclusion that all texts are valuable in their own right and serve the purpose of informing the reader. They have good ideas and talk about using 'bullet points' and headings for effect in designing instruction leaflets. In reading, pupils know of different authors and express their preference for different kinds of stories and poetry. Pupils have a good understanding of different forms of poetry and when studying "Haiku" are able to construct their own poems in the same style. However, higher achieving pupils in Years 3 and 4 are sometimes insufficiently challenged and there is a danger of them remaining on the class reading book for too long. In writing most pupils have fluent, joined and legible handwriting. They use a wide range of vocabulary with some pupils presenting their work in the form of paragraphs with interesting dialogue.

5. In mathematics, standards are satisfactory and in line with national expectations for the current Year 2 pupils. This is at a time very early in the school year. For instance, the majority of pupils know different terms for the 'take-away' process such as subtraction and minus. They put this knowledge to use in using a number line to 'count back' and relate this to everyday situations in giving change when buying items up to twenty pence. Work from the previous year's Year 2 pupils gives examples of higher attaining pupils by the end of the school year, knowing such things as simple fractions, recognising shapes such as hexagon, rhombus and octagon and using the results of simple questionnaires to make and understand bar charts. Other pupils in the class recognise the value of tens and units in numbers such as 53, use multiples of ten accurately, recognise triangles and circles, and carry out subtraction sums from 10. The standards of the current Year 6 pupils are also satisfactory. In mental mathematics sessions, pupils double and treble numbers from a dartboard mostly accurately although many have difficulty with treble fourteen. Most halve numbers accurately including numbers such as thirteen. Evidence of pupils' work from the previous Year 6 class shows higher attainers able to understand symmetrical patterns, averages, grouped frequencies and how to work out the area of triangles. Others are accurate in dividing two-figure centimetre distances by 10, which result in answers to a decimal point, understanding simple algebra and estimating the addition of three amounts up to about £12.
6. In science, inspection findings are that standards at both key stages are broadly in line with the national averages. By the end of Key Stage 1 pupils know that science is concerned with experimenting fairly 'to find things out'. They predict and know that there is not necessarily a right or wrong answer to be found. By the end of Key Stage 2 pupils have a wide knowledge of the subject. They explain well all elements of science studied and have a clear knowledge of scientific procedures such as understanding the concept 'irreversible' when referring to changes in materials. In information and communications technology, standards are below national expectations and below what is seen in the majority of schools. However, pupils are currently learning well and making good progress. This is as a result of the very positive action taken recently such as the introduction of new computer suite, improved teaching and the greater use of computers to support other areas of the curriculum. Overall, standards in physical education are above those seen in the majority of schools. In particular, standards in swimming are very good with all Key Stage 2 pupils able to swim a minimum of 25 metres, in line with the requirements of the National Curriculum. The vast majority swim beyond this distance. Standards in art and design, design and technology, geography, history and music are all similar to the majority of schools. Whilst the school has put much effort into introducing the National Strategies for Literacy and Numeracy, and to improving science standards, some foundation subjects have not been priorities for development in the last few years. Pupils with special educational needs make good progress throughout the school particularly in English and mathematics where tasks are matched according to ability and some pupils receive additional support.

Pupils' attitudes, values and personal development

7. Pupils show positive attitudes to the school and there is a noticeable enthusiasm to attend. The pupils are keen to learn and there is genuine commitment and involvement in lessons. Most activities outside of the school day are of a sporting nature and for the school teams such as football and netball. Whilst these activities are restricted to a chosen number, the collection of sporting trophies and photographs displayed around the school confirms the success of these activities. However, each week there are opportunities for all pupils to become involved in the school choir and this is usually well supported by pupils.
8. Staff's expectations of pupils' behaviour are high and they consistently reinforce good behaviour both in lessons and during break times. As a result, behaviour is usually good although there are isolated incidences of inappropriate behaviour in some lessons. Pupils are polite and move around the school in an orderly and acceptable manner. There have been no exclusions at the school over the last three years. Whilst pupils are aware of the 'Code of Conduct' requirements which are strategically displayed around the school, some pupils find it difficult to remember some of the numerous "promises" and this reduces its effectiveness for some pupils.

9. During wet lunchtimes, older pupils require the minimum of supervision. They are well behaved and become engrossed in activities like playing chess, working on computers and discussing scientific principles. There is always a willingness to share their experiences with visitors and colleagues. The younger pupils enjoy talking to visitors. They give very detailed, descriptive explanations of their work and things they have seen. Pupils show high levels of confidence in all aspects of school life. The school continues to maintain high levels of good behaviour, good positive attitudes and relationships, as at the time of the last inspection.
10. Personal development is satisfactory. Pupils are willing to take responsibility and undertake tasks assigned to them. Older pupils help to tidy up at lunchtimes and look after the younger pupils at wet break-times. There is great respect shown towards the feelings of others. Moral and social understanding is well established. Pupils work and play well together and are tolerant of each other's needs and expectations. Very good relationships exist between pupils. The high level of trust given by teachers to pupils encourages this.
11. Attendance levels at the school are very high when compared with other schools. Pupils arrive promptly to start school. This makes a positive impact upon pupils' learning. Registers are taken efficiently and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

12. Much effective teaching took place in the school during the week of the inspection. It was satisfactory or better in 97 per cent of lessons seen. Of these, 41 per cent were good and 24 per cent very good or excellent. Teaching was particularly strong in the Nursery and Year 6 with all lessons good or better. Seventy five per cent of lessons were very good in the Nursery with 45 per cent very good or better in Year 6. Overall, 53 per cent of lessons were good or better at Key Stage 1 and 68 per cent at Key Stage 2.
13. Teaching in the nursery is always at least good with 75 per cent of the lessons seen very good. In the reception class, teaching is more variable, but is never less than satisfactory. On an occasion where teaching was satisfactory, this was because the teacher did not fully develop opportunities to extend the children's learning. An example of this occurred during an activity counting handfuls of marbles. Whilst one pupil counted 10 marbles and another counted 9, both showing full understanding of the value of these numbers, the opportunity was missed to build on the two children's learning by introducing the concept of one more than.
14. There are many consistently strong features and few weaknesses in teaching throughout the school. Teachers generally display good subject knowledge and use this to plan a variety of stimulating activities to maintain pupils' interest. Lessons are usually well planned to provide a good balance of direct teaching and pupils' independent learning. On occasions however, in both Key Stage 1 and Key Stage 2, direct teaching can be used for too long. This results in pupils become restless and failing to learn as well as they are able. Despite the inspection occurring in the early stage of the school year, some teachers, particularly in reception, and Key Stage 1, know their pupils well and have organised appropriate ability groupings based on the records. They plan work to build on what pupils already know and in the early years classes and the nursery in particular, have high expectations of both work and behaviour. However, at Key Stage 2, although teachers aim to build on individual pupils' knowledge, they do not always have the same detail of information available. This was evident when some pupils who showed good understanding of dialogue were left to complete the same activity as other less able pupils. Teachers encourage pupils to demonstrate their understanding and overall use questions satisfactorily to reinforce and extend their learning. In some classes such as Year 6, this is used very well. Here pupils know what the aim of the lesson is and assess at the end of the lesson whether they feel that they have achieved that aim and have gained further knowledge.
15. At this early stage of the school year some Year 1 pupils have not settled fully into their new class and in Years 4 and 5 there are a small number of pupils who find it difficult to concentrate and conform to the generally good standard of behaviour. Consequently the time teachers need to settle and motivate these pupils slows the pace of some lessons and detracts from the quality of teaching and learning. This was observed, for instance, in both music and English lessons where the behaviour of some pupils was

very demanding of the teachers' time. Teachers and classroom assistants work very well together and teachers make good use of their assistance. A good example of this is in Year 1 where there was very good work achieved in design and technology and this was supervised by the classroom assistant. Teachers provide good support for pupils with special educational needs and strategies are successful. Work is planned to meet each pupils' individual targets and good teaching support is provided during group withdrawal sessions. These mostly support the literacy hour activities.

16. All adults working with the children under five understand their needs very well. They work very effectively as a team. As a result the quality of the learning that takes place is good and often very good. Teaching of literacy is good for the children under five. It is overall good at both Key 1 and Key Stage 2. Teachers demonstrate good subject knowledge and understanding of the recommended National Literacy Strategy. They plan carefully to provide all components of the framework. When literacy teaching is very good lessons are very well prepared and organised. The objectives for lessons are very clear and, though expectations are high, tasks set are achievable. Teachers' skills generate very high quality work from pupils through interesting lessons.
17. The teaching of numeracy overall is good for the children under five. The teaching in the numeracy hour is satisfactory overall at Key Stage 1 and good at Key Stage 2. Teachers demonstrate sound subject knowledge and understanding of the National Numeracy Strategy and plan accordingly. However on occasions there is too much talking from the class teacher, causing the pupils to become restless and sometimes confused.
18. In information technology and communication skills no teaching was observed at Key Stage 1, but work seen suggests that the teaching is good. Teaching is good in Key Stage 2 and teachers are now feeling more confident to teach this subject. Information and communications technology is making a good contribution to the curriculum generally. The older pupils are quite proficient in the use of some programs and put this to good use when presenting topic work.
19. Work is marked regularly and in the Foundation Stage there is very good use made of good ongoing assessment, with suitable homework sent home and helpful information for parents to support this work. In Key Stage 1 and Key Stage 2 ongoing assessment is not as firmly bedded into the every day teaching as in the Foundation Stage. Teachers know their pupils, but do not always record precisely the progress made in for example science, history and geography. Good use is made of homework at Key Stage 1 and satisfactory use at Key Stage 2 but there is little evidence of increase in the amount of homework as pupils progress through the key stage.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

20. The school provides a broad curriculum so that pupils study all subjects of the National Curriculum and religious education. All statutory requirements are met. There is planned provision for sex education and drugs awareness. Schemes of work are in place for each subject and policies are being updated to take account of recent changes to the National Curriculum. Some schemes are being amended, such as that for design and technology, in order to better provide for pupils' learning. This is an improvement since the previous inspection. Provision for pupils with special educational needs is satisfactory. Needs are identified early and good additional support is provided. Strategies for the teaching of literacy are good, reflected particularly in the high standards seen at Key Stage 2. The effectiveness of the more-recent Numeracy Strategy is not yet being seen to the same extent because assessment of key objectives are not yet fully in place. However it has been implemented satisfactorily. The school makes good provision for pupils' personal, social and health education. Good relationships are encouraged throughout the school. Healthy living is well promoted in science and physical education lessons. Pupils in Year 6 have developed the confidence to share their views, welcome challenges and show concern for others.
21. Opportunities are provided to widen pupils' experience through a range of educational visits; for history and science, for example. Some pupils have opportunity to study at a higher level through the enrichment programme, linked with other schools. Residential visits are made in Years 4 and 6. These provide experience in information and communication technology, geography and outdoor adventurous

activities. After-school clubs are linked chiefly to sport and, in this, to selected groups. The school has indicated plans to widen opportunities in this aspect.

22. There are good links with other schools. Teachers meet to discuss aspects of the curriculum. A strong local schools' sports association provides opportunities for pupils to meet those from other schools regularly. There is close liaison with secondary schools through teachers and pupils exchanging visits, which helps pupils to transfer smoothly when they leave the school. The priest, both in his role as Chair of Governors and in his pastoral role, visits the classrooms regularly and knows the pupils very well. Satisfactory links exist with the broader community. Pupils visit local stores and there is community involvement with the summer fair. Pupils show their awareness of the wider community in their charitable activities.
23. Provision for pupils' spiritual development is good. This stems mainly from the ethos of the school which reflects a clear Christian basis for pupils' education. A sequence of attractive displays can be tracked through the school corridors marking significant moments in the life of Jesus. In daily prayers pupils are encouraged to be like Him, particularly in their treatment of others. Pupils' awareness of and wonder at the world around is insufficiently planned for regularly in other areas of the curriculum. When it does happen, such as in a history lesson in Year 3, pupils are enthralled by handling and discussing artefacts similar to those used in Roman times.
24. The provision for moral development is very good. All teachers, in different ways, make very clear how they expect pupils to behave and any unacceptable behaviour is corrected firmly. Pupils know what is right and wrong and the behaviour of the majority of pupils reflects this. Codes of conduct are displayed in classrooms and there is strong emphasis on treating others in a Christian way.
25. Many opportunities are provided for pupils' social development and this is very good. In many lessons pupils are expected to work in pairs and small groups with fairness and co-operation. When pupils in Year 3 designed their own photograph frames, they were extremely helpful to each other. Year 4 pupils write about feeling 'at home' in their new class and these views are shared and subsequently displayed for others to read. Pupils in Year 2 are given monitorial tasks within the class. Older pupils have wider whole-school responsibilities. Residential visits in Years 4 and 6 provide opportunities for living and sharing together. Positive action is taken to boost the confidence and self-esteem of pupils with special educational needs so that they are able to participate fully and equally in all aspects of the curriculum. During Lent, pupils suggest various ideas to raise money for good causes. Funds raised are often allocated in accordance with pupils' choices.
26. Cultural opportunities are satisfactory. Pupils learn about their own culture through history topics such as the Victorians. Artefacts are displayed showing kitchen utensils from earlier times. Visits are made to museums and nature centres. Some multi-cultural links are made through the music curriculum, with calypsos and Japanese music, and in art lessons where pupils study Islamic and Celtic designs. This aspect has seen some improvement since the previous inspection but is still an area for further development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. The school's level of care for its pupils is satisfactory and maintaining the standards identified during the last school inspection. There is a systematic approach to identifying the educational needs of pupils and additional support is provided for those identified as lower attainers.
28. The school's approach to child protection is satisfactory. All staff are fully aware of the correct procedures. The designated member of staff responsible has received some training but as the school has no evidence of past incidents, procedures for prompt action have never been necessary and identified staff are unclear exactly how they would work.
29. Members of the premises committee of the governing body assess risks around the school. A clearly defined premises maintenance programme ensures the conditions of the buildings are kept in good order. All electrical equipment has been tested. This meets health and safety requirements. Pupils are able to work in a safe and secure environment. A few minor health and safety issues were identified

and corrective actions discussed during the inspection including the insufficient space between pedestrians and vehicles accessing the site by the same gate.

30. The school has worked hard in using information collected from pupils' results in the annual national assessments at Key Stages 1 and 2, from teachers' predictions of what pupils might achieve in national tests, and from directly assessing pupils' work. In the core subjects of English, mathematics and science, this is used to set targets for all pupils to achieve and is generally working well. However, in mathematics, the school is aware it is currently short of ways to collect information about what children know and can do, whether they can apply their skills and knowledge in new situations, and whether any weaknesses remain. Information about what pupils' know and understand, for teachers to pass on from class to class as pupils move through the school, is not available in some subjects. For example, when studying Victorian times, this is planned appropriately to be covered more than once as a pupil moves through school, and at a more mature level. Whilst this works well for many pupils, some higher attainers express concerns about being expected to learn some of the same information again. Their concerns also include other subjects such as geography and mathematics. During the inspection, teachers were having to spend time working out exactly what pupils knew before they could teach at the right levels for all pupils in the class. The school recognises this is happening and has plans to improve their approaches this year.
31. Procedures for monitoring and supporting pupils' personal development are good. Individual target-setting for pupils with special educational needs is generally very effective. Detailed records are kept and used sensibly to evaluate pupil progress. This has a direct impact particularly in English. It is reflected in raising pupils' achievements. The very good procedures for monitoring and improving pupils' school attendance is a strength of the school. The school keeps accurate attendance records. Statistics are monitored regularly to identify trends on absence. There are good follow-up procedures.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

32. Parents are generally satisfied with what the school provides and achieves. Inspection evidence supports many of the views expressed by the parents. For example, children enjoy coming to school, behaviour in the school is generally good and the quality of teaching is good. However, inspection findings also support parents' views that a more interesting range of activities could be provided for pupils outside of lessons.
33. Parental links are satisfactory. A high proportion of the governing body are parents, which helps significantly when deciding on details of issues of particular interest to parents such as the recently introduced home-school agreements. Parents are encouraged to help in school. They hear readers, manage the library and make refreshments for all of those parents and friends who attend mass in the school's chapel each Friday.
34. The school actively encourages parents to become involved with their children's learning at home. Homework is used mostly to reinforce the children's spelling, reading and to a lesser extent, number work. Parents whose children attend nursery for the first time are encouraged to stay until their child feels secure in the nursery environment. This is used to familiarise the parents with the nursery routine and their child's work. The Parent Teacher Association is very active and makes a major contribution to school. It purchases much needed equipment. Staff are very appreciative of this involvement and the benefits it brings to the pupils.
35. However, the quality of information sent to parents is unsatisfactory. The report on pupils' academic progress does not provide adequate information on progress made in most non-core subjects such as art, geography, history and music. The school prospectus lacks information on its special needs policy and provision for special needs children. A summary of the national curriculum assessment results has been omitted from the prospectus. The Governors' Annual Report fails to provide information on the rates of pupils' authorised and unauthorised absence from school. Statutory requirements are not being met in this respect. There has been no improvement in the provision of key information to parents and the community since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The new headteacher only started at the school two weeks before the inspection and around 50 per cent of current governors are new in the last six months. The full governing body had little time to meet with the new headteacher before the inspection.
37. The school was last inspected in 1996 and has worked at addressing each of the key issues for development, identified at the time. The school improved its monitoring of teachers' planning and the content of individual education plans for those pupils with special educational needs although these are still not specific enough in mathematics to be used as a good means of measuring pupils' progress. It continues to identify higher attaining pupils who benefit from the Local Education Authority's enrichment project. The new computer suite and staff training added much to increase teachers' confidence in teaching this subject and in promoting pupils' progress. These at the time of the last inspection were at a very low level. Additional cultural and multicultural resources were bought for the school library and the school's evaluation of this, points to the staff having made 'positive strides' in raising pupils' awareness in these areas. This is currently satisfactory. Governors are far more actively involved in school life, in setting priorities for development and in monitoring the school's finances. They played a major role in ensuring the school received the 'best value' possible from the grants and available budget for the school's building extensions; and more recently, the renewal of many of the windows around the school.
38. However, whilst the school development plan went through a very detailed phase between 1996 and 1999, including clear success criteria and costings that could be linked well to the budget process, it is now far less specific, success criteria are unclear for some developments and few costs are included. It relies on separate subject plans such as for information and communications technology and mathematics, to bring more detail and costings to governors' attention. This is not the case for all areas of the plan. This currently leaves some staff unsure when their areas of responsibility will next be a priority of the school and governors unclear about how exactly they will know if the school is succeeding as well as it might do. Assessment is now planned for in most subjects in order to match work more carefully to pupils' abilities but it is not yet used systematically in science, design and technology, geography and history. It has not yet been fully planned for in information and communications technology. Whilst assessment was very detailed in mathematics up until the introduction of the National Numeracy Strategy, this aspect of provision is not yet fully in place for the school's altered approaches.
39. Teachers' planning for lessons is monitored closely by the headteacher. This ensures that agreed areas of learning are covered and planned for appropriately. Whilst some staff have been monitored while they have been teaching, perhaps in connection with their status in school as a newly qualified teacher or as part of the introduction of the National Numeracy Strategy, a regular and more formal approach is not in place. This restricts the opportunity for senior staff to offer detailed advice and ideas to other staff in order to raise standards. The numbers and experience of staff are well matched to primary aged pupils. A large majority of staff were originally trained in teaching English with a small minority trained in mathematics, physical education, geography, history and music. The school does much to support additional training for staff where original training does not match teaching responsibilities. Overall, the school achieves a satisfactory match of staff to the demands of the curriculum. The accommodation and resources have been much improved recently particularly with a new computer suite and additional books for the library. However, the school already recognises that it needs even further improved facilities for information and communications technology and that the current shared space with the library causes difficulties in access to either facility. The school is extremely fortunate to have its own chapel. This is used to good effect each Friday for Mass when pupils and parents can worship together. Overall, provision here is much improved since the last inspection and is now satisfactory.
40. The governing body is involved much more in school life than at the time of the last inspection. Governors support the school through work on a range of different committees and some governors have specific responsibilities for monitoring areas such as literacy, numeracy and special educational needs. Day to day financial management is sound. Governors have dealt with a number of minor financial issues raised in the school's last audit report including introducing a register for governors to declare any financial interests that could affect their

impartiality in some discussions. Administrative staff are part time but generally organise their work to ensure that the school is supported efficiently. However, as at the time of the last inspection, only one member of the administrative staff has knowledge of the computerised financial system, which means that during the days she is not in school, the system cannot be accessed which is unsatisfactory. Governors keep a careful watch on the school's spending to ensure that money is used wisely.

41. Governors ensure that an up-to-date school prospectus is available for parents and that they issue an annual report to parents about the school's work and successes. However, both of these documents have some details missing such as rates of pupils' authorised and unauthorised absence and a description of the arrangements for the admission of pupils with disabilities. Very importantly, also missing is a summary of the annual national 'National Curriculum' assessment results so that parents and the community can compare these with the school's results to know how well the school is doing. Whilst the school has done much since the last inspection to improve provision, important areas are still incomplete. Overall planning, prioritising and budgeting of the school in one document which clearly records expected success-criteria of priorities and cost and time scale implementation is not in place. The monitoring and improvement of the quality of teaching is not comprehensive. The structured collection of pupils' knowledge and understanding of key objectives through detailed assessment is not going on in all subjects. The evaluation of information to ensure a greater consistency in standards achieved and in reporting to parents the full information to which they are entitled is not happening. As a result, the leadership and management of the school is unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42. (1) Raise standards in ICT for all pupils. (Paragraphs 6, 37 and 89)
- (2) Monitor the quality of teaching in a systematic way and use the information to raise standards of attainment. (Paragraphs 39, 84 and 88)
- (3) Ensure that assessment procedures are consistently used in all subjects so that the teachers are clear about what pupils know and understand, and consequently match teaching to pupils' levels of attainment. (Paragraphs 30, 38, 64, 67, 80, 84 and 88)
- (4) Improve leadership and management by reintroducing three-year planning for the whole school so that everyone is clear about priorities; how and when they are going to be tackled; what is expected of everyone to achieve them; and what needs to be planned for within the school budget. (Paragraph 38)
- (5) Improve leadership and management by meeting statutory requirements. Improve information given to parents about their children's progress in subjects and make sure parents are clear how the school's standards compare with other schools nationally and with similar schools. (Paragraphs 35, 41 and 84)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

59

Number of discussions with staff, governors, other adults and pupils

30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	22	41	32	3		

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	23	211
Number of full-time pupils eligible for free school meals		10

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	3	44

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	3.2
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	13	31

National Curriculum Test/Task Results	Reading	Writing	Mathematics
Boys	14	16	17

Numbers of pupils at NC level 2 and above	Girls	11	12	12
	Total	25	28	29
Percentage of pupils at NC level 2 or above	School	81(93)	90(97)	94(93)
	National	82(80)	83(80)	87(83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	18
	Girls	13	12	13
	Total	29	29	31
Percentage of pupils at NC level 2 or above	School	94(93)	94(93)	100(94)
	National	82(80)	86(83)	87(85)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	17	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	9
	Girls	17	14	16
	Total	27	25	25
Percentage of pupils at NC level 4 or above	School	90(90)	84(76)	83(79)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	17	16	16
	Total	29	28	28
Percentage of pupils at NC level 4 or above	School	97(66)	93(76)	93(79)
	National	68(65)	69(65)	75(71)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		

Bangladeshi	
Chinese	1
White	210
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.35
Number of pupils per qualified teacher	25.27
Average class size	30.14

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	75

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.6
Number of pupils per qualified teacher	23

Total number of education support staff	0.6
Total aggregate hours worked per week	15

Number of pupils per FTE adult	19
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FTE means full-time equivalent.

Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1999/2000
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	£
Total income	413146
Total expenditure	411974
Expenditure per pupil	1971
Balance brought forward from previous year	16925
Balance carried forward to next year	18097

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	211
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	3		
My child is making good progress in school.	47	43	8	1	
Behaviour in the school is good.	39	54	5	1	
My child gets the right amount of work to do at home.	24	41	23	11	1
The teaching is good.	47	49	1	1	1
I am kept well informed about how my child is getting on.	32	45	21	3	
I would feel comfortable about approaching the school with questions or a problem.	59	27	11	1	1
The school expects my child to work hard and achieve his or her best.	54	41	5		
The school works closely with parents.	24	49	20	4	3
The school is well led and managed.	45	41	8	3	4
The school is helping my child become mature and responsible.	55	45			
The school provides an interesting range of activities outside lessons.	11	28	27	27	7

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

43. Children enter the nursery when they are three and attend on a morning-only basis. They move into the reception class in the September before their fifth birthday. The nursery was built a year ago and there is still an air of 'newness' but the overall accommodation is good. The staff have made the rooms bright and stimulating and have developed a warm, welcoming atmosphere; resources have been carefully chosen and limited funds spent wisely. On entry, children's overall attainment is broadly average compared to others of similar age, with a few achieving above that expected of children of this age. They achieve well, especially in their personal and social skills, but progress slows a little in the reception class and this is possibly because of the larger number of children in the class. By the time pupils are ready to start Key Stage 1, attainment is at least in line with that expected of children by the end of their reception year, across all areas of learning with a good number already working at level 1 of the National Curriculum. Children with special educational needs are well supported in their learning; they make good progress and are enabled to participate fully in all activities.
44. **Personal, Social and Emotional Development.**
Children achieve well and make good progress in their personal, social and emotional development to achieve standards normally expected for children of this age with a significant number achieving above that normally expected for children of this age. The children are happy, very well behaved and enjoy learning. They respond enthusiastically to the range of exciting activities prepared for them each day. All staff give positive praise to children to help to develop self-esteem. Great emphasis is placed on sharing; for example when children set the table and help to prepare and serve breakfast in the home corner. They learn good routines, such as lining up and taking turns, and by tidying away their own equipment. Children are taught good manners and set very good examples by all staff. They learn to be sensitive to the needs of others and discuss emotions and feelings in a secure, positive atmosphere. They show increasing levels of concentration as they work hard to complete their tasks and take pride in their personal work. Children are independent in making choices of activities and observe the class rules meticulously, such as 'only four can work here'.
45. **Communication, Language and Literacy**
Very good emphasis is placed on the development of language skills. Every opportunity is taken to facilitate the acquisition of language through play and interaction with staff and other children. Staff spend time listening to the children, and encourage them to relate experiences. Whilst most talk readily and easily a good number in the nursery have speech which is not yet clear. 'Carpet time' is well used to promote speaking and listening skills but some children are still hesitant when speaking aloud in a group. In the nursery the teacher very successfully prepares the children for the literacy hour by using the big book in story time. When reading 'Peace at Last', the children were encouraged to join in with the sounds and actions that they associate with the story. A very good range of books is available in both the nursery and the reception class. Children are developing an interest in books and are encouraged to take books home to read. One little boy in particular in the nursery is repeatedly drawn to the books and will happily 'retell' the story of 'Spot'. Children continue to make at least satisfactory progress in the reception class with some making very good progress. By the end of their reception year they know the correct orientation of letters and are able to produce words with even size and shaped letters. Higher achieving children are able to write familiar words, captions and simple sentences in regular well formed characters. They can for example follow written instructions and colour a picture correctly. Speaking and listening skills progressively improve as children gain confidence, and overall their standard in language development is at least in line with the average by the time that they reach the end of the reception year, with a good number achieving above standards expected for children of this age.
46. **Mathematical Development**
In the nursery the well prepared environment and activities encourage the children to participate in appropriate activities. They are able to match coloured animals to coloured trays and count from one to five. They complete number jigsaws, experimenting with size and shape. By the time they reach the

reception class most of the children can count to ten and some can count to 20. The teacher uses quick number questions, a 'show me' game and number rhymes such as 'Ten Little Monkeys' to develop skills. The children gain good experience of number through a wide range of activities. They compare shape and size in the sand trays and recognise repeating patterns using bricks and counters. They gained experience in data handling when they produced a pictogram to show their favourite wild animals. Children are encouraged to use mathematical vocabulary and a significant number correctly make comparisons such as larger, smaller, thicker and lighter. In the nursery children are not yet using the computer, but this is a deliberate policy to ensure that the children become familiar with their surroundings and the routines of nursery. The computer will be introduced into the timetable after half-term. In reception year, work with computers is well supervised and the children make satisfactory progress working with an adult on programs to consolidate literacy and numeracy skills. Progress is good and pupils attain at least in line with that expected for children of this age by the time that they reach the end of reception, with a good number achieving above that expected for children of this age.

47. Knowledge and Understanding of the World

Children develop a good understanding of the world around them. In the nursery they have visited the Birmingham Country Centre and closer to home, have looked at the houses around school, making comparisons with the various types of brick. There are very exciting pictures available to remind the children of the day the fire service visited school along with the fire engine. These experiences provide a good foundation for historical, geographical, scientific and technological learning. For example the 'Spring Road Show' provided first hand experience of the countryside with visits to the classroom of various farm animals. The children are encouraged to think about national traditions and why they are maintained. One focus of attention has been Pancake Tuesday when the children made pancakes. Photographs suggest these were enjoyed by everyone. Children in the reception class know that the computer responds to instructions and they enjoy working on the simple programs provided for them. When investigating sound they make shakers with different fillings, and play home made and commercial instruments. In geography they are introduced to the early positional language of up, down, next to and over there. In the lesson observed, there was some confusion as pupils viewed a pictorial floor mat from various positions around it. The danger of this form of presentation is that what is 'in front of' for one child will be 'behind' for another, depending on where they are sitting.

48. Physical Education

Through very good appropriate planning, the children in the nursery are developing skills to help them move with confidence and some imagination during their outdoor activity time. They are able to ride their bikes and tricycles with control and co-ordination. They show awareness of space, of themselves and others. They stop to fill up at the petrol station with two pupils forming a queue. The nursery nurse takes the opportunity to observe and assess the children's ability to 'play safely on wheeled toys, having the control to avoid crashes'. Whilst the children benefit from the use of a slide, the provision for outdoor play has not yet been enhanced by other large apparatus, such as a climbing frame. In the reception year in music and movement most pupils show awareness of their own and others' space, although on occasions the boys do want to stay together. They avoid bumping onto each other but so early in the school year they are still somewhat overawed by the overall space of the large hall, and there is a tendency for the boys to travel together whenever possible. The children match movement to the music, listening carefully to the class teacher and the music and this is reflected in their various movements, such as when they travel slowly 'as tractors do'. Fine motor skills are developed well through the use of scissors, pencils, threading and small equipment and, for example, chopping vegetables for a Chinese 'stir-fry' in celebration of Chinese New Year. The celebration of festivals such as the Chinese New Year, contribute effectively to the children's' growing multi-cultural awareness

49. Creative Development

Children in both nursery and reception engage in a good range of creative activities. They paint, cut out, glue, and make models with tactile materials, and successfully explore colour, texture, shape and space in two and three dimensions through the use of construction materials. There is good photographic evidence of this when the children made a 'Dragon's head' and Chinese lanterns. Language development is well promoted through creative activities. Children enjoy singing and clapping to rhythm and learn to listen to sounds that are high and low. In nursery they are encouraged to listen and identify the various sounds of clappers, triangles and the school bell. Role play in the house corner is encouraged and stimulates imagination. Such very good opportunities to enhance speaking and listening skills, include children speaking to adults as well each other. One inspector was invited to have a piece of toast for

breakfast but was told that he would have to "wait a minute while it cooks". It was duly delivered some three minutes later. Overall children achieve very well in this aspect of their development and it contributes well to progression in literacy and numeracy work.

50. Teaching overall is good with very good teaching observed in both nursery and reception classes. The children make good progress and this is because of the good teaching that is taking place across all areas of learning. All the staff have a secure understanding of the needs of the youngest of children, and the way they learn. A broad curriculum firmly based in the six areas of learning and taking account of the new Foundation Stage curriculum, is designed to meet the developmental needs of the children. The links between the nursery and the reception class, however, are not well enough developed. Assessment is ongoing and very well recorded on individual profiles. Children are assessed using baseline assessment on entry to the reception class. Then again when they leave the class. These records are passed to the Year 1 teacher.
51. The nursery class is now in its second year and a very good start has been made. Management of the class is very good and records, reports and assessment procedures are extremely comprehensive and informative. There is a very good monthly newsletter to parents, which keeps them fully informed of the forthcoming curriculum and future dates for their diary. Partnership with parents is a very strong feature.

ENGLISH

52. The results of the 1999 National Curriculum tests show that by the age of seven, pupils' standards in reading were down on the previous two years and below the national average. They were well below when comparison was made to similar schools. Whilst the school awaits the comparative information from this year's tests, results are expected to be much improved. By the age of 11, pupils maintain a high level compared with schools nationally and also well when compared with that of similar schools.
53. The current Year 2 pupils' attainment in reading, writing and speaking and listening is at the level expected for their age with a good number achieving above. There is no obvious difference between the level of achievement of boys or girls. Year 6 pupils are attaining at least the levels expected in reading, writing, speaking and listening, with a significant number achieving above this level in reading. Handwriting and the presentation of work are good.
54. Since the last inspection report, the introduction of the literacy hour is having a positive effect on standards throughout the school, particularly in reading. It is helping to raise the standard of teaching in other subjects as teachers use the framework to introduce other areas of the curriculum. In particular the use of plenary sessions to recap on the work that has been taught and new learning that has taken place.
55. At Key Stage 1 the quality of teaching and learning is good in speaking and listening. Good use of questions enables pupils to respond well in discussions. In Year 2, when asked to explain the word 'instruction' they are able to describe it as a 'bossy' word and relate it to their physical education lesson where they say their class teacher gives them instructions which they must obey. Because the teacher uses good strategies and resources the pupils are able to compare instructions for making puppets with other instructions that they have met. They decide, by a show of hands, that these are good instructions. At Key Stage 2 the quality of teaching and learning is good. In Year 6 the class teacher uses good resources, including the daily newspaper, to encourage pupils to study and discuss text. The pupils consider the key points to a passage and through good questioning techniques are able to think for themselves, enter into class discussions as to why, for example, a castle was built on the bend of a river. Through studying a variety of text, pupils give an opinion as to which is the best text, and some reach the conclusion that all texts are valuable in their own right and serve the purpose of informing the reader. Most pupils are confident when answering questions and express themselves clearly and articulately. They have good ideas and can talk about using bullet points and headings for effect.
56. Teaching and learning is good in reading at both key stages. All pupils have a good attitude to reading, are encouraged to take their books home regularly and are provided with a wide and interesting range of school library books to choose from. Teachers monitor reading very well, books are well chosen to

match the needs of the pupils and they encourage the development of good reading skills. Higher achieving pupils at the lower end of Key Stage 2 are sometimes insufficiently challenged and there is a danger of them remaining on the class reader for too long. By the age of 7 most pupils have a good knowledge of frequently used and familiar words. They read with expression and understanding. This is aided by the very good teaching that takes place during the shared reading session during the literacy hour. Pupils know the roles of the author and illustrator and the functions of the contents and index pages. They enjoy reading a range of texts both for information and pleasure and enjoy talking about the 'blurb' at the back of books. By the age of 11, pupils read from an increasing range of books chosen carefully by teachers to facilitate learning. They know that there are different types of authors and are able to express their preference for different kinds of stories and poetry. Pupils have a good understanding of different forms of poetry and when studying "Haiku" are able to construct their own poems in the same style.

57. Teaching and learning in writing is good at both key stages. By the time pupils are seven, they form their letters correctly and write legibly. Teachers present good role models and their own writing is always of a high standard for the pupils to imitate. Teachers pay good attention to spelling and link this to the teaching of sounds and letter strings. Pupils write in sentences punctuated by full stops and capital letters, and with prompting from teachers, are beginning to consider the audience that they are writing for. Higher achieving pupils use speech marks and a good number of pupils use speech 'bubbles' correctly. Over the past year, teachers have concentrated on giving the pupils time to complete a piece of writing at length and there are good examples of this now taking place. By the time pupils are 11 most write well using fluent, joined and legible handwriting. They use a wide range of vocabulary with some pupils presenting their work in the form of good, interesting paragraphs with interesting dialogue. Teachers plan lessons to enable the pupils to practise these skills and because they present the work in different forms all pupils are able to learn and achieve as well as they are able. On one occasion, pupils who were able to extend their learning were unable to do so because the teacher had not planned for various ability groups. However this is unusual and planning usually makes good provision for all ability levels.
58. The quality of teaching and learning overall is good throughout the school. The introduction of the National Literacy Hour and the extensive training undertaken by the teachers has aided the good and sometimes very good learning which is taking place. Teachers have good subject knowledge that is made use of in other subjects, for instance when studying the 'Victorians' during history lessons. Teachers have high expectations of pupils' work and usually provide effective challenges for them. Most pupils behave well in lessons. However minorities of pupils in some classes demonstrate challenging behaviour and unsatisfactory attitudes to their work. When this happens, it is usually managed very well by teachers but it can detract from the quality of teaching and learning taking place.
59. Every effort is made to ensure that all pupils are included in the learning process. The good use of initial assessments and then ongoing assessment enables teachers to set work at appropriate levels for all pupils, including those with special educational needs. These pupils make good progress in relation to their learning targets. Resources are good and well used. Marking is good and frequently includes encouraging remarks and stickers. Lower attaining pupils learn well from the contributions of others in the class.
60. Overall there is good co-ordination of the subject. All staff work well together in order to implement the National Literacy Strategy throughout the school. Planning and assessment are regularly monitored by the subject manager; but little formal liaison or planning across year groups, currently takes place. A common approach to recording is not yet used to aid the transfer of information about pupils at the end of the school year. Challenging targets are set for all pupils each half term and these are closely monitored. Information and communication technology in pupils' research and in the development of their reading and writing skills is developing and with the provision of the new suite should develop further and make a strong contribution to the pupils learning. The school has a new library and is improving the selection of books available to pupils. However, part of the library has already become a computer suite which restricts the use of both elements at times during the week.

MATHEMATICS

61. Although standards achieved by seven year olds in the National Curriculum tests in 1999 were above average in comparison with all schools nationally, they were below average in comparison with similar schools. The school expects results for the current year to have improved but await the national comparative data in order to know by exactly how much. The results in 1999 at the end of Key Stage 2 show the percentage of pupils gaining level 4 and above was well above the national average for all schools, with higher attainers also above national levels. When compared to similar schools, attainment in mathematics was broadly similar. The results at the end of Key Stage 2, for the four years 1996 to 1999, show performance in mathematics is above the national average for boys and well above for girls. However, for the year 2000, whilst the school set challenging but realistic targets in numeracy, attainment fell short and targets were not met, particularly by boys achieving level 4 or above in the National Tests. The school expects results to be lower than both similar schools and all schools nationally. The school put much effort in to raising pupils' attainment in science during the last year where attainment levels are expected to be higher than in 1999. They intend to do the same in mathematics during this school year.
62. Current standards at seven are satisfactory. For instance, the majority of pupils know different terms for the 'take-away' process such as subtraction and minus, and that zero means 'nothing'. They put this knowledge to use in using a number line to 'count back' and relate this to everyday situations in giving change when buying items up to twenty pence. They know which items cost more or less than other items between the price of five and fifteen pence. Work from the previous Year 2 pupils gives examples of higher attaining pupils by the end of the school year, knowing such things as simple fractions, recognising shapes such as hexagon, rhombus and octagon and using the results of simple questionnaires to make and understand bar charts. Other pupils in the class recognise the value of tens and units in numbers such as 53, use multiples of ten accurately, recognise triangles and circles, and carry out subtraction sums from 10. Standards are also satisfactory with the current Year 6. In mental mathematics sessions, pupils double and treble numbers from a dartboard mostly accurately although many have difficulty with treble fourteen. Most halve numbers accurately including numbers such as thirteen. Evidence of pupils' work from the previous Year 6 class shows higher attainers able to understand symmetrical patterns, averages, grouped frequencies and how to work out the area of triangles. Others are accurate in dividing two-figure centimetre distances by 10, which result in answers to a decimal point, understanding simple algebra and estimating the addition of three amounts up to about £12.
63. The overall teaching and learning during the inspection was good at Key Stage 2 and satisfactory at Key Stage 1, although here, one lesson was unsatisfactory. Some very good teaching was seen at Year 6. Where teaching is good or better, appropriate questions are targeted at the right level for particular pupils which keeps all pupils alert and thinking. This is also supported by open questions for anyone to answer and this ensures a constant 'buzz' of discussion and at times excitement when hard questions are answered correctly. Lessons are fast with lots of change at the right time to ensure concentration and good time is given for pupils either individually, or in pairs and groups, to consolidate and record their learning. This lets the teacher assess the varying levels of pupils' understanding. Good techniques are used to teach mental strategies when calculating number problems. Pupils with special educational needs have relevant and targeted support and the work is matched to their specific learning needs. In the majority of lessons seen, pupils learn well and make satisfactory progress. Teachers use good methods in lessons to assess pupils' learning, and the school analyses yearly results for trends. However, the school's introduction of the National Numeracy Strategy(NNS) has not yet included the full use of assessment to alert teachers to what pupils actually know and can do, whether they can apply skills to new situations and where any weaknesses remain. Information is not currently readily available for teachers to know how far on pupils are in their work as they move from class to class. This results in some pupils early in the new school year being given less than stretching work to carry out as teachers work out for themselves the pupils' knowledge and understanding. Whilst the school has plans to introduce measures to let them assess and monitor pupils' progress, during the inspection, the lack of such strategies meant that some pupils' progress was at times unsatisfactory. On the single occasion that teaching was unsatisfactory, pupils were given just too much new information 'to fully grasp' and insufficient time to consolidate the learning by recording work in their books. This resulted in some pupils becoming frustrated and others bored, and therefore

loosing concentration. Overall, pupils attitudes to learning and their behaviour in lessons are good throughout the school. They are very good in Year 6 where their respect for their teacher and each other is very obvious.

64. Standards at the last inspection in 1996 were judged to be good. These have dipped this year. Children with special educational needs are still generally well supported. Individual education plans now have regard to pupils' knowledge and skills but are still too general to be used as a clear measure of what pupils have learnt and understood over a set time. Whilst assessment was judged as generally sound throughout the school at the time of the last inspection, it is not currently fully in place and linked to the NNS. The NNS has otherwise been introduced well during the last twelve months with good support from the Local Education Authority. Whilst the school has introduced detailed targets for pupils' National Curriculum assessment levels, it does not currently have a structured approach to monitoring the quality of teaching and pupils' progress to help it analyse during the year areas for improvement so that it stands a better chance of meeting its targets. The mathematics co-ordinator has a detailed development plan for the subject. An updated policy in July 2000 points the way to staff assessing pupils' progress against the key objectives of the NNS. The school has made good development in some areas since the last inspection, such as the detailed target setting. However, the underlying strategies to ensure that pupils have the best chance of meeting those targets are not fully in place and as such, development since the last inspection is only satisfactory.

SCIENCE

65. Teacher assessments undertaken at the end of Key Stage 1 in 1999, show that pupils' attainment at level 2 or above was well above the national average. The proportion achieving the higher Level 3 was average. In National Curriculum tests taken at the end of Key Stage 2 in 1999, pupils were below the national average. Latest results show improvement.
66. Inspection findings are that standards at both key stages are broadly in line with the national averages. The school has analysed previous unsatisfactory results and successfully promoted good improvement. A strong emphasis has been placed on the development of specific science vocabulary. Pupils are now using the correct terminology to explain their understanding. Year 5 pupils explain correctly the word 'irreversible' when referring to changes in materials. Emphasis is given to pupils investigating aspects of the subject and teachers ask them to describe what they have found and ask them for reasons.
67. By the end of Key Stage 1 pupils know that science is concerned with experimenting fairly 'to find things out'. They predict and know that there is not necessarily a right or wrong answer to be found. They apply their knowledge to other areas of the curriculum. Year 1 pupils in design and technology show some knowledge of materials when they discriminate correctly between the rough and shiny sides of the card. Pupils write about what they do but the level and detail to which they are required to do this is not in line with their understanding. Higher attainers are insufficiently challenged in this aspect. By the end of Key Stage 2 pupils have a wide knowledge of the subject. They explain well all the elements of science studied and have clear knowledge of scientific procedures. As in Key Stage 1, recording is not always set out as well as it could be, so that when referring to previous work it is not always evident exactly what was carried out. This does not develop in line with understanding so that the oldest pupils are not equipped to select from a range of recording experiences when designing and planning their own investigations. A lack of structured assessment procedures means that teachers do not know exactly the level of pupils' earlier attainment and understanding. Consequently, topics revisited are not always pitched at an appropriate level. This affects particularly the higher-attaining pupils who are sometimes under-challenged. However satisfactory improvement has been made since the previous inspection with standards of attainment increasing and good progress seen in current learning for the majority of pupils.
68. Teaching and learning at Key Stage 1 is satisfactory and at Key Stage 2 is good. Teachers plan thoroughly for progression in learning in each lesson. A lack of knowledge of pupils' earlier learning is sometimes countered by early assessment in a lesson, although takes up time. In a Year 5 lesson the teacher draws out previous learning effectively so that pupils then move forward satisfactorily in the next stage of their learning. Most teachers show secure knowledge, which enables them to impart information as well as to answer pupils' questions satisfactorily. Resources are used to good effect.

Year 3 pupils see models of teeth and use individual dental mirrors to give reality and excitement to their learning. The teacher uses this opportunity to remind pupils of good hygiene practice. In most lessons pupils are required to explain what they have observed or discovered. In a Year 3 lesson a boy uses his mathematics vocabulary to describe his teeth as symmetrical. Year 6 pupils investigate the nutritional value of breakfast cereals. The teacher's persistent questioning enables pupils to remember and discuss high-energy foods and their value for exercise.

69. On occasions there is too much explanation from the teacher so that the attention of some pupils wanes. Usually good listening takes place, although sometimes with a lack of excitement or wonder. Questioning is not always focused to ensure the active participation of all in answering. However teachers are well aware of pupils with special educational needs and are quick to praise any notable contributions they make. Pupils in Year 2 are familiar with subject specific vocabulary and a boy tells the others that scientists use formulas. In the best lessons seen, teachers have high expectations and set clear targets to pupils. In Year 4 the teacher uses the computers as an effective resource for researching information and develops pupils' investigative skills well. Presentation of work does not develop to reflect pupils' capabilities and therefore, standards expected of them are insufficiently high. Marking of work varies from basic acknowledgement of tasks completed and occasionally none at all, to some high quality marking. The books of pupils in Year 4 are marked thoroughly, with helpful comments and questions to advance pupils' thinking.
70. Good use is made of pupils' literacy skills in explanation. Numeracy skills are used and reinforced when pupils incorporate charts, tables and graphs into their recording. Information and communication technology is also being used increasingly, particularly the internet and CD-Roms as sources of information.

ART and DESIGN

71. Displays of work, observation of lessons and scrutiny of sketchbooks indicate that standards of work in both key stages are in line with national expectations. All pupils, including those with special educational needs, progress well in the acquisition of new skills and techniques, and in their ability to express ideas. Pupils are taught to use a variety of different media and tools carefully and safely.
72. The previous report found that standards were good at Key Stage 1 and very good at Key Stage 2. No lessons were observed at Key Stage 1 on this inspection. At Key Stage 2, four lessons were observed and attainment was found to be higher with Years 3 and 4.
73. Teaching and learning is good overall. The teachers show good knowledge of the subject and set high expectations. At Key Stage 1 this is evident in the quality of work on display. From their earliest days in school pupils learn to be independent in experimenting with different media. They learn about colour, often mix their own and develop this through pattern texture and colour shades. Younger pupils create simple free drawings and by Year 2, pupils begin to look closely at the work of well-known artists such as Turner. Here they consider the colours of water as interpreted by Turner. Using pencil crayons they try to match these colours. With good teaching they are able to improve on their technique of blending, layering and creating new colours.
74. At Key Stage 2 the good teaching and sometimes very good teaching and learning continues. Teachers enable pupils to build very effectively on their previous learning. In their sketch books younger pupils practice their observational drawings by sketching for example a variety of plants. They look closely at the plants as they endeavour to transfer as much detail as possible to their sketches. In Year 5, as part of their study on Ancient Greece, the pupils make observational drawings of mythical beasts. Here the pupils develop their drawings gradually. Practising first by drawing a wing and then a head, until they eventually build up to drawing their own beast. In both classes the pupils show increasing control in the use of graphite and charcoal, with the higher achieving pupils discussing the line and tone of the pictures and developing their shading techniques to a high standard. In Year 6 pupils look very closely at the various forms of pattern. Because resources are well chosen, for example a Lowry picture, a crop pattern, wrapping paper and tessellation, pupils are able to understand the various forms of pattern and that it is a shape that is repeated. They enjoy looking for the various forms of pattern in the samples

provided and produce good work as a result. Relationships are good and teachers make lessons enjoyable.

75. The subject is well managed. There is a very good policy document and scheme of work for teachers to follow. The curriculum overview for the year is supplemented with very good planning for each term's work. Resources are good and readily available to all staff. These include a good number of staff library books and photographic resources.

DESIGN AND TECHNOLOGY

76. Standards achieved in the subject are broadly in line with those seen in the majority of schools and satisfactory progress is made through the school.
77. By the age of 11, pupils have experienced and can select from a range of materials and methods of joining them. They know what they want to construct and its purpose. Clear plans show the ideal finished product with appropriate labels and measurements. However drawings frequently show one elevation only. Pupils reflect on and modify their designs as the work proceeds, and the completed product is evaluated. The quality of finished articles is similar to that seen and expected of pupils of this age.
78. There is steady development in the subject through the school. At Key Stage 1, teachers are concerned to equip pupils with the necessary skills. In a Year 1 lesson the classroom assistant managed the pupils very well and explained carefully, checking their understanding. The pupils subsequently used scissors very carefully and worked with good skill and concentration. Teachers provide good resources. The Year 2 teacher showed a short video, which highlighted a range of materials and fastenings for different types of puppets. The pupils paid rapt attention and it prepared them well for subsequent tasks. One of the strengths of the subject is the investigative approach taken by the teachers. Pupils consider, test and disassemble products as part of their learning. Year 3 pupils considered commercial examples before designing and making their own photograph frames. Year 4 pupils looked at the specific uses and suitability of a range of torches. Good links were made in the lesson with science, with pupils identifying transparency. As a result of these enquiries the pupils are well prepared to design and construct products well matched to their purpose. Curiosity is aroused so that they are enthusiastic to show their own ideas. Teaching is satisfactory in both key stages.
79. No lessons were seen beyond Year 4 but Year 6 pupils remember what they have learned previously. The tasks are often linked to other curriculum areas, such as making Roman chariots in the Year 3 class. Older pupils have insufficient experience of mechanisms and would welcome opportunities for more large-scale challenges; for instance to link to their good knowledge of electricity. There is a lack of clear progression in pupils' planning and evaluation sheets.
80. The school is currently introducing amendments to the scheme of work and the subject co-ordinator is clear about how this is to be done. Effective use is made of numeracy skills when measuring and marking out items. Some links are made with information and communication technology in the use of programmable toys. Satisfactory progress has been made since the previous inspection, although assessment of what pupils' know, understand and do is not yet fully in place.

GEOGRAPHY

81. Evidence from lessons observed, teachers' planning, pupils' written work and discussions with pupils indicate that standards in geography are broadly in line with national expectations and pupils make satisfactory progress across the school. Overall, this is similar to the standards at the last inspection although at that time, attainment was good at Key Stage 1.
82. By the time the pupils leave the school they have studied various places and have made comparisons between human and physical differences. They have reached their conclusions using both secondary and 'first-hand' sources. By the end of Key Stage 1, pupils have a basic understanding of the 'water cycle'. They name and locate accurately on a map the countries of England, Scotland, Ireland and

Wales, and find and plot simple co-ordinates. They use resources such as photographs and adverts to investigate differences between their home area and a seaside area such as Weston Super Mare, and consider different reasons why people go to the seaside. By the end of Key Stage 2, pupils have studied some of the environmental issues surrounding the destruction of the rain forests in South America. They have developed their understanding of grid references on a range of different maps including Ordnance Survey maps, and learnt about a range of river characteristics and reasons for such features as waterfalls, meanders and deltas. They plan to put much of this knowledge to use on a residential field-study. They predict both features they will find and differences between home and Maengwynedd. Whilst using the information to greater effect, pupils are consolidating work previously learnt in Years 2 and 3. A few able pupils feel that they could be stretched more.

83. Teaching and learning was good overall during the week of the inspection. It was always satisfactory or better with examples of very good teaching and learning in Year 2 and good teaching and learning in Year 6. Where teaching is good or better, pupils are very clear what is expected of them and very clear what they have to do by the end of the lesson. Teachers question and interact with pupils in a way that encourages them to observe, question situations, use the right geographical vocabulary and to refine their thoughts but without giving them the 'answers'. Good teaching of literacy skills during lessons and high expectations of pupils' reading, spelling, and discussion techniques ensures the subject is used well to combine improvement in pupils' subject knowledge and extend their confidence in English. Pupils work well, try hard, work easily on their own, in pairs or as a class.
84. At the time of the last inspection, lessons occasionally lacked challenge and the co-ordinator was in the process of developing approaches for assessing pupils' attainment and progress in the subject. This is still a similar position with assessment. The subject does not yet have a planned approach to assessment. Appropriate records are not yet kept which hinders the information given to new class-teachers each year about what pupils know and understand. It is intended for pupils' progress in the subject to be reported to parents annually in a section of the school report that covers information and communications technology (ICT) and other subjects'. However, for some pupils geography is not reported and this is unsatisfactory. The use of ICT as a help to broaden pupils' research skills is only just beginning and the quality of teaching in the subject is not yet monitored by either the co-ordinator or by senior members of staff. Overall, improvement in the subject since the last inspection is unsatisfactory and the co-ordinator is unsure when the subject will next be a priority for development.

HISTORY

85. Evidence from lessons observed, teachers' planning, pupils' written work and discussions with pupils indicate that standards in history are broadly in line with national expectations and pupils make satisfactory progress across the school. They are given a satisfactory range of experiences to develop their understanding of the past. As a result, some written work demonstrates a lively interest in the past. At the time of the last inspection, standards were the same.
86. The pupils make satisfactory progress by broadening their knowledge and understanding of the past and developing their understanding of the chronology of events. By the end of Key Stage 1, pupils have a basic understanding of events surrounding the life of Christopher Columbus and what life was like at the time. This they compare with Victorian times, and with the differences with life today in the classroom, the kitchen and in the games children play. They study famous people of the time such as Florence Nightingale. By the end of Key Stage 2, pupils progressively raise questions and attempt answers. They recognise the value of archeology and use both photographs and artefacts to try and work out the use, the material and the user of different artefacts. In one case this was linked to the Roman civilisation. They consolidate their work about Victorian times by researching for themselves issues to do with a range of famous people of the times and why they were famous; such as Dr Barnado, Stephenson, Dickens and Queen Victoria. They use their knowledge of alphabetical order, index and contents pages well, and develop time lines using an appropriate 'web page' from the internet. This results in pupils who can make judgements on the quality of evidence, take notes and decide on the main points of stories both in book form and on film. They write descriptive work showing their knowledge and understanding of issues such as Tudor medicine, religious change and life at sea in Elizabethan times. At times pupils consolidate work and whilst using information to greater effect, some pupils feel that they could be stretched more.

87. Teaching and learning was good overall during the week of the inspection. It was always satisfactory or better with examples of very good teaching and learning in Years 3 and 4. Where teaching is very good, pupils are very clear of what is expected of them and very clear of what they have to do by the end of the lesson. Relationships are such that pupils can move from class work to group or paired work and back to class work with ease and no loss of time. This allows teachers to use time flexibly for class discussion and individual or paired research. Teachers question and interact with pupils in a way that encourages them to observe, question situations, use the right vocabulary and to refine their thoughts.
88. At the time of the last inspection, school-based artefacts were very limited. Whilst this has improved, they are still not satisfactory. There is a good scheme of work for the subject which contributes well to pupils' cultural development. The subject does not yet have a planned approach to assessment so that appropriate records can be kept and information given to new teachers each year about what pupils know and understand. The use of ICT as a help to broaden pupils' research skills is only just beginning and the quality of teaching and pupils' progress in the subject is not yet monitored in a structured way by either the co-ordinator or by senior members of staff. Overall, improvement in the subject since the last inspection is unsatisfactory and the co-ordinator is unsure when the subject will next be a priority for development.

INFORMATION TECHNOLOGY

89. Standards at the end of both key stages are below the national expectation and below what is seen in the majority of schools. However, from a low level at the time of the last inspection, pupils are currently learning well and making good progress because of the new facilities of a computer suite, improved teaching and the regular use of the computers to support other areas of the curriculum .
90. There is a very clear plan for progression in learning, covering each strand of the programme of study. However the impact of learning now taking place has yet to raise attainment to a satisfactory level. Pupils in Key Stage 1 are able to communicate information with adult help. They are still learning the use of the main keys on the keyboard. Pupils at the beginning of Year 3 can enter text and use the function keys to punctuate, present and amend it. Few pupils are yet able to save their work without adult support. Year 6 pupils find out information by using CD-Roms and logging on to the internet. They search and select information, which is relevant to their studies.
91. Teaching is now good. Teachers are confident and teach the skills progressively and thoroughly so that pupils learn well and remember the lessons. In a Year 3 lesson the teacher maintained good pace so that pupils moved on and maintained keen attention and concentration. They enjoy opportunities in the computer suite and collaborate with partners to good effect. Teachers' confidence is reflected in their planning for the use of computers in various areas of the curriculum. Particularly good links are made in literacy and research takes place for science and history. In art, pupils use computers to produce tile patterns in the style of William Morris. Year 4 pupils use the internet with support to access a 'Victorian' web page, seeking information. The Year 6 teacher checks that pupils are aware of the value of the internet. They know that that they can obtain the very latest information on the current Olympic Games. Year 4 pupils compare sensibly the values of books and CD-Roms.
92. The school is benefiting from the knowledge and skills of the new subject co-ordinator who is sharing skills and enthusiasm with both pupils and adult colleagues. Good progress has been made since the previous inspection, with additional adults to support the work in school. The local education authority provides considerable support in advice and training. Many pupils have access to computers at home and there is a range of skills in each year group. When an audit of individual skills has been taken, assessment can be fully introduced and tasks can then be differentiated to further improve pupils' progress.

MUSIC

93. The previous report found that attainment was good at Key Stage 1 and very good at Key Stage 2. During this inspection no lessons were observed at Key Stage 1 and only three lessons at Key Stage 2. Discussion with the co-ordinator and the diary of the annual school

events, suggests that standards of work in both key stages are at least similar to those found in most schools and are therefore, lower than at the time of the last inspection.

94. Music has not been a high priority on the school timetable over the past few years. The peripatetic instrumental tuition stopped and initiatives such as numeracy and literacy have tended to overshadow the subject. However, the school is aware of this and steps are now being taken to give the subject a higher profile. It is hoped to restore the individual instrumental tuition for those pupils who request it. The co-ordinator intends to form an after school recorder club. One area of strength in the school is singing; obvious during morning assembly and mass. There is an after school choir club which is available for all interested pupils. During a session of the club, pupils followed the example of the very good model the leader gave and performed very well. They showed good breathing skills, clear diction, pitch control and a sense of expression. This was a very good example of pupils thoroughly enjoying an activity whilst achieving a great deal.
95. In the few lessons seen at Key Stage 2 good teaching enabled good learning to take place. There is a good scheme of work that teachers use for guidance. The good use of part of the 'Planet Suite' by Holst, 'enabled younger junior pupils to experiment, rehearse and demonstrate control of untuned instruments. Because of good subject knowledge the teacher was able to plan a good lesson which enabled pupils to extend their understanding of correct musical language as they listened carefully for the 'time signature'. One pupil whispered "Was Mars the god of war" because the music reminded her of marching. The good choice of music means that all pupils are able to recognise the strong beat. In Year 6 the pupils show a good knowledge of the names of the 'instrumental family' and in particular percussion. They listen to 'Toccata for Percussion' by Chavez and are able to recognise the sound of the individual instruments being played.
96. Pupils enjoy music, singing in particular. However there is a small minority of pupils, and this was evident in Year 5, who take the opportunity in class lessons to behave poorly. This spoils the content of the lesson and achievement of all pupils. In other lessons seen the pupils concentrate and are keen to follow instructions and are pleased with their own success. Relationships between pupils and adults are usually good with pupils sharing equipment carefully and sensible. They take turns amicably. Pupils with special educational needs are well integrated into these lessons.
97. There is a policy document, a scheme of work and assessment in place. All of which will need to be updated. There are musical events that the school participates in regularly, such as the Warwick Arts Festival. The Year 6 'leavers' play is usually a musical and there are usually school performances for parents at Easter and Christmas. Resources are adequate and storage is only just satisfactory. The resources are sited in the co-ordinator's classroom, which does not make them easily accessible to all staff. There is no separate provision for nursery and reception. The co-ordinator is keen and anxious to make a start co-ordinating the subject more fully. At present she does not have a full 'over-view' of music throughout the school, for example she does not see individual teachers' lesson plans. It is intended to review procedures in the light of the new curriculum and this should enable her to take a more active part in the subject.

PHYSICAL EDUCATION

98. Overall, standards achieved by the age of 11 are above national expectations. Pupils, including those with special educational needs, are making good progress in the acquisition of skills as well as in their attitude to the subject and their personal development.
99. The provision for swimming is very good with all Key Stage 2 pupils having one full term each year. Consequently standards achieved are above the national average. All pupils leave the school able to swim a minimum of 25 metres, in line with the requirements of the National Curriculum. The vast majority of them proceed to swim well beyond this distance.
100. During the inspection, teaching at both key stages was satisfactory with one outstanding lesson seen in Key Stage 2. Pupils in a Year 1 dance lesson worked very hard at their task of using skipping steps, individually and in groups. They checked their heartbeats so that they became aware of the effect of vigorous exercise. Firm management and organisation kept the activity moving and pupils used the space sensibly and safely. The teacher took an active role, which resulted in purposeful activity and

good teamwork. Games skills in Year 2 were taught thoroughly but with a lack of pace. Pupils are insufficiently active at times so that although learning is satisfactory it does not proceed in line with pupils' potential.

101. Teaching of games at Key Stage 2 is based on good planning for progression in skills. Teachers move from basic practices to implementing them in game situations. Pupils show a high level of competence in throwing and catching large balls. Most Year 4 pupils use hockey sticks to control, pass and stop the ball successfully. The teacher makes clear teaching points. However lessons lack pace on occasions, when teachers are over-aware of some pupils being off-task. Management in these situations would be helped by more briskness and change in activity so that pupils are fully occupied. An outstanding lesson in Year 6 was based on football skills. Excellent subject knowledge was evident throughout. 'Crisp' pupil management and constant expectation of pupils to react quickly helped to maintain vigorous activity throughout. All pupils responded with a high level of application and enjoyment. The teacher assessed progress and amended the tasks accordingly so that challenge was increased. Pupils showed above-average skills in close control, passing and awareness of good use of space in game situations. They play hard and fairly. Excellent progress was made.
102. Provision for physical education is good with all aspects of the curriculum included. Pupils in Year 6 make a residential visit to Wales where they enjoy and benefit from a range of out-door adventurous activities and team-building opportunities. The attitude promoted towards the subject, with smart dress and emphasis on teamwork and fair play makes a good contribution to pupils' personal development. Pupils with special educational needs are fully included and teachers take positive action to ensure this is so. The Year 5 teacher made a particular boy a team leader. This boosted his self-esteem much. Overall, standards in physical education are good and there has been satisfactory progress since the previous inspection.