

INSPECTION REPORT

HOLY CROSS RC PRIMARY SCHOOL

Whitwick, Coalville

LEA area: Leicestershire

Unique reference number: 120214

Headteacher: Jan Butlin

Lead inspector: David Marshall

Dates of inspection: 27th – 30th October 2003

Inspection number: 256476

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
Number on roll:	174
School address:	Parson Wood Hill Whitwick Coalville
Postcode:	LE67 5AT
Telephone number:	01530 832799
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Appropriate authority:	Governing Body
Name of chair of governors:	Karen Rennocks
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

Holy Cross is an average size, Roman Catholic aided, primary school with 174 pupils on roll; 91 boys and 83 girls. The school is housed in an old building and celebrated its 100th birthday this year. There are reception class intakes at the start of the autumn and spring terms. Children's attainment on entry to the school shows a wide range of ability and variation between intakes, but is generally below average. There are very few pupils who are from minority ethnic backgrounds. There are no pupils with English as an additional language and at an early stage of language acquisition.

Pupils live in a variety of local authority and housing association accommodation as well as private housing in the immediate vicinity of the school. Other pupils travel from outlying villages and even further afield. Very few pupils move to and from the school each year.

Twenty-one pupils are assessed as having special educational needs; four have statements of specific need. The main feature of pupils' special needs is slower than average language development.

The school received a Schools Achievement award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	Science Geography History Physical education Special educational needs English as an additional language
19426	Christopher Farris	Lay inspector	
11901	Patricia Lowe	Team inspector	English Music Art and design Design and technology
10144	Mary Marriott	Team inspector	Mathematics Information and communication technology Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. It fulfils its Catholic school mission statement very well to create a caring, supportive environment that encourages all to achieve their best. Pupils achieve well academically and very well in their personal development. Teaching is good throughout the school, pupils learn very well and standards in many subjects are above average by the time pupils leave school. The school is very well led and managed, and the headteacher motivates and influences both staff and pupils very effectively. **The school provides very good value for money.**

The school's main strengths and weaknesses are:

- The pupils are achieving well due to the consistently good teaching they receive. Their learning is good and many are working at levels above those expected for their age by the time they leave school in English, mathematics and science.
- Achievement in physical education, art and design, design and technology and music is also above the expected levels for their age by the time pupils leave the school.
- The use of the information collected in some of the non-core¹ subjects could be used more effectively to prepare individual targets to ensure maximum pupil progress.
- There is a high level of commitment to include all pupils in all aspects of the school's provision.
- The very good arrangements for promoting and monitoring discipline and pupils' behaviour are consistently applied by all staff.
- The headteacher provides very good leadership. She is well supported by the governors. Other staff, as curriculum co-ordinators, lead their subjects well.
- Pupils assessed as having special educational needs are very well supported. The part-time special educational needs co-ordinator is especially effective.
- The accommodation is unsatisfactory. Classrooms are very small and classes large. The Foundation Stage has no designated outdoor playground, or running water in the classroom.
- The use of specialised software to monitor spending could be more effective.

Since the school was inspected in 1998 the rate of improvement has been **very good**. This is largely due to the very effective monitoring work of the headteacher to build an effective team around her and give a strong lead to all involved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	C	C	C
Mathematics	B	C	B	B
Science	C	C	B	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

In the Foundation Stage, the children are on course to reach the goals set for them in each area of learning and some will exceed them. The children are well taught and achieve particularly well in their personal and social development. Standards in reading, writing and mathematics match those expected of pupils in Year 2. **Throughout the school pupils continue to achieve well and**

¹ The core subjects are English, mathematics and science. Geography, history, art and design, design and technology, physical education, religious education, music and ICT are the non-core subjects.

standards are now above average in English, mathematics and science by the time they leave. Standards in music, art and design, physical education and design and technology are also above average by the time pupils leave. Pupils with special educational needs achieve well. Pupils with English as an additional language achieve well.

Provision for pupils' spiritual, moral social and cultural development is very good. As a result, pupils have very positive attitudes to school. They are enthusiastic, motivated and enjoy coming to school. Pupils' behaviour is very good all times. They form very good relationships, are keen to help each other and enjoy each other's success. The school's attendance rate is well above the national average.

QUALITY OF EDUCATION

The quality of education the school provides is good. The quality of teaching and learning is good. Teachers have consistently high expectations and the care they take to make sure all pupils are involved in all lessons is very good. In the Foundation Stage, the teaching is good and helps children to settle into school well and develop good learning habits. In Years 1 and 2 good teaching reflects teachers' care to give pupils the confidence to express their own ideas, and enables them to achieve well. In Years 3 to 6, teaching is good as teachers have good subject knowledge and very clear planning. The links they make between different subjects produce activities that are particularly valuable. As a result, pupils acquire independent learning skills. The teaching of pupils with special educational needs is very good. The special educational needs co-ordinator is a very effective teacher and ensures that other teachers and support assistants track and respond to pupils' needs sensitively and effectively.

Overall the school provides a very good, well-balanced and stimulating curriculum. The many extra-curricular and additional activities enrich the curriculum well. Literacy and numeracy skills are well developed. The care and welfare of pupils and the support they are given are very good. Partnerships with parents are good. Parents are kept well informed of their children's progress and support the school well. The Friends of the School Association is a very active organisation whose fund-raising has enabled many of the significant changes in the school's learning environment to take place.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher provides very good leadership that promotes a constant drive for improvement. She has established a very clear ethos that contributes strongly to effective teamwork. The monitoring of standards, teaching and learning is strong and is the main factor in the improvement of teaching and learning and pupils' better achievement. The governors organise their work well and make a good contribution to school improvement, and, overall, governance is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high regard for the school and the many improvements the head and staff have secured in the last three years. Pupils enjoy school and the very good support they receive.

IMPROVEMENTS NEEDED

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

1. Use the example of the good assessment procedures in the core subjects to provide targets for pupils' achievement in all other subjects.
2. Review the use of the building so that its deficiencies are not a significant barrier to learning.
3. Amend the use of the school's financial/budget software to give an accurate analysis of spending throughout the year.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good throughout the school. Standards in reading, writing and mathematics are now consistently above average by the end of Year 2. By the time pupils leave the school standards in English, mathematics and science are above average.

Main strengths and weaknesses

- For pupils in Year 2, achievement is good. Due to consistently good teaching, standards have improved significantly since the last inspection.
- By the time pupils leave the school, achievement is good and pupils do as well as they can.
- Standards observed during the inspection in Year 6 in English, mathematics and science were above average. In physical education, art and design, design and technology and music pupils' standards are also above expectations for their age.
- Pupils with special educational needs achieve well.

Commentary

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	16.8 (16.2)	15.7 (15.8)
Writing	16.0 (15.2)	14.6 (14.4)
Mathematics	16.4 (16.2)	16.3 (16.5)

There were 25 pupils in the year group. Figures in brackets are for the previous year.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.0 (26.7)	26.8 (27.0)
Mathematics	27.9 (27.5)	26.8 (26.7)
Science	29.7 (28.6)	28.6 (28.3)

There were 20 pupils in the year group. Figures in brackets are for the previous year.

1. Children's attainment on entry to the reception class is below expectations for their age. Teaching and learning are consistently good, adults manage children very well and relationships are very good. The very good ratio of children to adults ensures that the needs of all children, including those with special educational needs, are met. Achievement is good in all areas of learning, particularly in personal and social development where children's achievement is very good. By the end of the reception year standards are average in most areas of learning, with personal, social and emotional development above that found nationally.

2. Inspection findings confirm the good progress indicated in the national test results above. Over the last three years – 2001 to 2003 – the school’s results in these national tests for both seven and eleven year olds have shown significant improvement. The change for the better has been above the national trend of improvement for both age groups. The relative progress made by pupils between the ages of seven and eleven when compared with all pupils nationally – known as the value added measure – is well above the national average.
3. Results of tests in English, mathematics and science taken by seven year olds in 2002 improved considerably on those achieved in 2001, and there has been further improvement in 2003. Children enter the school with prior attainment generally below average for their age. Results in national tests in reading, writing and mathematics taken by seven year olds have improved significantly over the past three years. When compared to similar schools, pupils’ attainment in 2003 was above average in reading but well above average in writing. The number of pupils reaching average levels in mathematics was very high, but the number who attained the higher Level 3 was below average.
4. When compared with their prior attainment at the age of seven, pupils at the end of Year 6 have made very good progress. In English, mathematics and science the numbers achieving expected levels for their age was well above average. National test results in 2003 show standards in English were average but above average in mathematics and science. Targets for achievement in English, mathematics and science tests in 2003 were exceeded.
5. The consistently good teaching and very good leadership of subjects ensure that pupils achieve above expectations for their age in physical education, music, art and design and design and technology, by the time they leave school. In ICT, history and geography, standards are in line with those expected at the end of both key stages.
6. Throughout the school pupils with special educational needs make good progress and achieve well. The very good teaching and organisation of the co-ordinator and the very good support of classroom assistants contribute positively towards the good progress the pupils make. The school’s ethos of inclusion and the values that underpin its approach to teaching and learning help ensure that the needs of pupils are identified and met by teaching and non-teaching staff. A significant proportion of these pupils achieve average levels in national tests by the time they are eleven.
7. Pupils with English as an additional language achieve well. They are very well supported and their progress is consistent with that of all other pupils in the school as a whole.

Pupils’ attitudes, values and other personal qualities

Pupils have very good attitudes to learning, behave very well and enjoy their involvement in school life. The school provides very well for their spiritual, moral, social and cultural development. Relationships at all levels are a strength of the school. Attendance is very good.

Main strengths and weaknesses

- Pupils have very positive attitudes to their school life and are keen to learn.
- Most pupils behave very well and enjoy the very good relationships they have with staff and with their schoolmates.
- The school is largely free from any form of harassment because staff work hard at eliminating it.
- The provision for pupils’ spiritual, moral, social and cultural development is very good. This helps them to mature, grow in confidence and become well-rounded individuals aware of the needs of others.
- Attendance is very good.

Commentary

8. Pupils have positive attitudes to their work and a well-justified pride in their school. They settle down to work quickly and show an enthusiasm for working even when not directly supervised. They are interested and responsive and enjoy their learning. They are particularly well motivated when the lesson is challenging, as in a Year 2 music lesson when pupils were singing an unaccompanied song in three parts. They work well both individually and collaboratively and they give willing support to colleagues who find the work more difficult.
9. Behaviour, both in lessons and around the school, is very good overall, which leads to a calm environment that is conducive to learning. Staff provide good role models and their high expectations and sensitive approach to managing behaviour contribute much to the freedom from bullying that exists. There have been no exclusions of pupils during the past year. Pupils enjoy very good relationships with staff and with their peers and the intermingling of pupils of all ages on the playground is strong evidence of the genuine spirit of friendship and co-operation that pervades the school. They say they enjoy school – “Can’t wait to get here.” They also say that teachers are kind and always ready to help.
10. The provision for pupils’ spiritual, moral, social and cultural development is very good overall. The school’s clear Christian ethos is the corner stone for the spiritual development of the child. But over and above this, their spiritual development is promoted through teaching and a curriculum that encourages, excites and creates a desire to learn. Pupils’ moral and social development is very well promoted by staff input through the personal, social and health curriculum, through visits and visitors and also through lessons in citizenship that increase their self-confidence and guide them in dealing with a range of life issues. The provision for pupils’ cultural development was unsatisfactory at the last inspection and is now good. Pupils get a good introduction to life in a multicultural society as well as learning about their own culture and developing a good appreciation of cultural activities through art and visits to the theatre and concerts.
11. Attendance is very good overall – a better picture than that at the time of the last inspection that reflects the pupils’ keenness to come to school.

Attendance in the latest complete reporting year 2002/2003

Authorised absence	%
School data	4.9
National data	5.4

Unauthorised absence	%
School data	0.0
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – any other mixed background
Any other ethnic group

No of pupils on roll
143
4
1
1
1

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. This is a very good school. Pupils achieve well and make good progress both academically and in their personal development.

Teaching and learning

Teaching and learning are both good. The school has significantly improved the standards of teaching and learning since the last inspection. The quality of teaching in the Foundation Stage is good. The teaching is good in all other parts of the school, often very good and sometimes excellent. As a result, pupils learn consistently well throughout the school. Good assessment procedures are consistently applied, but the use of the information collected in some subjects could be more effective.

Main strengths and weaknesses

- All lessons are well planned and prepared, so pupils are appropriately challenged and purposefully occupied at all times.
- The pace of lessons is brisk and teachers use a good range of methods and groupings that are well matched to the lesson's purpose.
- Teachers have very good questioning skills and explain tasks well, and so pupils learn well.
- Teachers and assistants support pupils well, mark pupils' books well, and use praise very effectively, and there are very good relationships throughout the school.
- The provision for pupils with special educational needs is very good and promotes good achievement.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2(5%)	15(39%)	16(42%)	5(13%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

12. The quality of teaching in the Foundation Stage reflects good subject knowledge and skilled management. The teacher and classroom assistants provide a broad, interesting curriculum that engages children effectively. They draw on their knowledge of individual children to ensure that learning is relevant to their developing needs. Expectations in terms of learning and social skills are always high and this attention to detail results in good progress overall and challenge for all children, including the most able. Classroom support is very effective and well organised. This helps to ensure that the least able children also progress very well and gain satisfaction from learning.
13. The good teaching in Years 1 and 2 turns pupils' energy and enthusiasm to very good account, using it skilfully to inspire progress in learning. Carefully targeted questioning, appreciation of pupils' ideas and well-judged use of praise motivate pupils and carry learning forward very well. Teaching in Years 3 to 6 is also good overall. Teachers plan lessons carefully, ensuring that lessons challenge pupils well and take account of the full range of needs. Classroom assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning.
14. The provision for pupils with special educational needs is very good. The special educational needs co-ordinator is very effective and ensures that teachers and support assistants track and

respond to pupils' needs sensitively and effectively. They build pupils' confidence and social skills alongside their other learning. Support is very thoughtfully managed to do the best for each pupil. The amount of noise, due to the unsatisfactory building, that pupils withdrawn from their classes in the hall or the small special needs teaching space have to contend with is unhelpful. It is a further example of the effectiveness of the special needs staff that this has little effect on the achievement of pupils. **See example of outstanding practice below.**

15. Teachers manage pupils very well, insisting on and securing high standards of behaviour. The care, patience, understanding and firm discipline exhibited by the teachers and learning support assistants support the learning of all pupils very well. Teachers ensure the inclusion of all pupils in all activities. There is a good school policy for marking pupils' written work that encourages the frequent use of feedback to pupils, which is related to the aims for learning in the lesson. Homework is used appropriately and well to support pupils' progress throughout the school.
16. Assessment arrangements for English, mathematics and science are detailed and informative. In some subjects, for example geography and history, while the procedures are satisfactory, better use could be made of the information gained to set targets so that pupils are clearer about what they need to do to improve.
17. The school has a mixture of experienced teaching staff and some who are recently qualified. Teaching assistants support pupils very well in classrooms.

Example of outstanding practice

The use of the part-time special educational needs co-ordinator's time is very well planned, and her expertise enables some pupils to make exceptional progress.

In a withdrawal group for three excited Year 5 pupils, the special needs teacher used a very simple, large, game of snakes and ladders to engage the pupils. At the beginning all three pupils were convinced they could not add and subtract to 20 – by going forwards and backwards. But because of the excellence of the relationships with this teacher they all felt they “could have a go”.

The pace of the session observed was very brisk, quiet and on task. Throughout, the teacher insisted that pupils always took turns and waited for each other. They all understood the very well-structured format and followed without exception – this was outstanding for these pupils. To watch them thinking hard and then adding together the numbers on the dice and then subtracting them from 20 was inspiring. Teacher and pupils moved their counters with increasing, quiet enthusiasm until there was a winner.

What the pupils had not realised was that they were now doing complex calculations in their heads without a moment's hesitation. The fact that they had beaten the teacher was a bonus they all appreciated.

The curriculum

The curriculum is good in the Foundation Stage and very good in Key Stages 1 and 2. It is particularly strong in the provision for special educational needs and pupils' personal, social and health education. All groups of pupils are included very well. The extra-curricular activities provided are good and enhance the opportunities for pupils well. Resources are good in most subjects, although there are gaps in the provision for information and communication technology (ICT). The accommodation is unsatisfactory in places and has an impact on pupils' learning at times.

Main strengths and weaknesses

- Very good curricular opportunities are provided from Years 1 to 6.
- There are good opportunities for extra-curricular enrichment for all pupils.
- Provision for special educational needs is very good.
- Provision for pupils' personal, social and health education is very good.
- The school is fully inclusive and all pupils enjoy equality of access.
- The school has very good links with other schools and provides effective preparation for pupils as they move through the school.
- Participation in the arts is good.

- Classrooms are very small and classes large.

Commentary

18. The curriculum enables all groups of pupils to achieve well in all subjects and areas of learning because it is organised well to challenge pupils of different ability. The school currently has a full complement of suitably qualified staff who are very well deployed to make the best use of their skills and experience. Teachers plan carefully and review their plans in the light of pupils' learning to make sure that the work is suitably demanding. Good quality training, particularly in mathematics and English, careful briefing by class teachers and careful allocation to the needs of pupils ensure that assistants make a very effective contribution in lessons, particularly for the higher attaining pupils and those with special educational needs.
19. From the Foundation Stage onwards teachers make effective links between subjects so that children can see how their learning fits together. For example, in history the study of the Ancient Egyptians is carefully interlinked with ICT. Teachers include opportunities to reinforce aspects of literacy and numeracy in other subjects of the curriculum.
20. Levels of ICT equipment are good and match the current national average. The lack of some more advanced equipment to enable pupils to engage in monitoring and control aspects of the curriculum hinders work at the higher levels of the subject. Subjects are otherwise generally well resourced.
21. The grounds enhance opportunities for learning. There is also a computer suite and a well-stocked library. Despite these good features, the accommodation is unsatisfactory. Many of the classrooms are very small and classes large. Teachers work very hard to ensure that all pupils are fully involved in their lessons and some are withdrawn into the hall for teaching and learning. This enables teachers to make best use of the limited space in their classrooms. The Foundation Stage lacks a designated outdoor playground and does not have running water in the classroom. This means that children are withdrawn to the hall space for their creative and physical development. Although the staff work hard to ensure that the lack of provision does not affect children's learning, there are some opportunities not available to pupils due to the lack of space. Also the amount of noise at times due to the inevitable movement around the school is a distraction to pupils. Resource provision is good overall and particularly good in the core subjects. This enables pupils to benefit from the educational opportunities offered.
22. There is a good range of extra-curricular activities for all pupils and these support the arts and sport taught in the school. Very good links with other schools help prepare pupils for the next stage in their education.
23. The school has made very good improvement since the last inspection. The curriculum now provides a good range of extra-curricular activities. All schemes and policies have been reviewed and the school has provided a computer suite. Curricular provision in the Foundation Stage has improved and is now firmly based on the early learning goals.

Care, guidance and support

Overall, the school cares for the pupils **very well**. The pastoral support provided is **very good** and pupils are happy and thrive well in a safe and secure environment. There are **satisfactory** arrangements for seeking pupils' views

Main strengths and weaknesses

- Staff look after the pupils very well and provide very good support as they grow in confidence and experience.
- Relationships between staff and pupils are very good.
- Child protection and health and safety procedures are all securely in place.

- The school prepares children well for their start in the reception class
- Pupils receive good support based on reliable information about their needs.
- The school provides satisfactory opportunities to involve pupils in its work, and listens to their views carefully.

Commentary

24. The pastoral support provided by the staff is very good. The school is a warm and friendly place in which pupils are happy and secure and can enjoy their school life. Staff provide a high level of affectionate support and the very good relationships that exist make it easy for pupils to share their troubles with the staff, knowing they will get a sympathetic hearing. Such relationships significantly boost pupils' confidence and self-esteem. Personal development of the pupils is well promoted through the curriculum, assemblies, individual support and the high expectations that teachers have. Through their careful and generally well-applied monitoring procedures, pupils get very good academic support from the teachers, with support for pupils with special educational needs being particularly outstanding.
25. The physical well-being of pupils has a high priority. Child protection procedures, which were barely satisfactory at the last inspection, are now good. The headteacher has overall responsibility and has had appropriate training. Staff receive training updates and are briefed as necessary on individual cases. Class teachers are aware of pupils' needs and any concerns are noted so that early support can be given.
26. There is a good policy for health and safety and the day-to-day management of this is also good. A governor carries out regular inspections together with the headteacher. Some risk assessment is undertaken, mainly of out-of-school activities. This assessment now needs to be extended to include more in-house activities. Fire drills take place each term and the fire alarm is regularly tested. Testing of portable electrical appliances is up to date. First aid procedures are good. Accidents are properly logged and parents are notified in writing in the event of a bump to the head or more serious accident.
27. Children starting in the reception class enjoy a smooth and confident start to their school life because of the good support given by the staff. Good support is also given to pupils who start at times other than the usual, and very good examples of such support were seen during the inspection.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents and **very good** links with the community and other schools.

Main strengths and weaknesses

- Parents have positive views of the school and approve of the education provided to their children.
- Parents make a good contribution to their children's learning at school and at home.
- There are very good links with the local community and good use is made of the local area.
- The school has very good links with other schools.

Commentary

28. Parents' views, as expressed at the pre-inspection meeting and in the questionnaire, are very supportive of the school. Parents are happy with the education their children receive. They see the school as well led, with good teaching that encourages their children to work hard and try their best. They see their children liking school and being helped to become independent as they mature and develop. The inspection findings endorse these views. On a less positive note, some parents find it difficult to meet their child's teacher and the school needs to find ways of making this easier.

29. Many parents provide good support for their children's work at home. Homework and reading diaries are generally well used for two-way communication. A good number of parents help in the classroom on a regular basis and provide additional support that the school itself could not afford. The school keeps a register of particular skills offered by parents. The school has canvassed parents' views through a questionnaire and some of these views, for example the sending of termly curriculum and topic details to parents, have been included in the school's own improvement plan. The Friends of the School Association raises significant funds that are used to provide additional equipment and resources that benefit the pupils' learning.
30. The school is very active within the community. As well as its obvious close links with the parish, close links with other organisations enhance the pupils' education and widen their horizons. Pupils sing for local senior citizens. Local sports organisations provide coaching in basketball and tag rugby and a theatre group has organised a drama workshop for pupils. Out and about, pupils have visited a farm and garden centre and Year 1 pupils make 'listening walks' in the locality, observing and learning about different features in the area.
31. The school has a very good relationship with the nursery within the school grounds. Children from the nursery are regularly involved in activities within school and this eases their transition to full-time education. The school also has very close links with the neighbouring primary school, with some joint curricular activities taking place and with regular sports fixtures. There are very good links, too, with other primary schools within the area, with collaboration between them on a literacy project when an author came into school. Currently there are plans for music collaboration, leading to a joint production. Within the diocese, Year 6 pupils from several schools meet each year and join with secondary students in a choral production. Pupils in Year 6, who are due to move on to secondary education, get a very good introduction to their new school with three taster days enabling them to familiarise themselves before starting full time at their new secondary school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good.

The leadership of the headteacher is very good and the leadership of other key staff is good. The school is managed well. Governance is good.

Main strengths and weaknesses

- The very good leadership of the headteacher has created a very effective staff team. Their commitment to inclusion, equality of opportunity and the needs of individuals are excellent.
- Leaders provide very good role models for other staff and pupils.
- The good management of the school enables all resources to be used effectively.
- The governors have a very good understanding of the strengths and weaknesses of the school.
- The school overspent last year and carried a deficit into the current year.
- The school's accounting system is not used to full advantage in the control of the budget.

Commentary

32. Leaders create very effective teams and provide very good role models for other staff and pupils. The leadership of the curriculum and teaching by the headteacher is very good. Leadership of the curriculum and teaching by other key staff is good. Leaders inspire, motivate and influence staff and pupils. This has enabled pupils to learn well throughout the school and has led to the consistent rise in standards in the last three years. The commitment of all leaders to inclusion, promotion of equality and concern for the needs of individuals is excellent. All staff work very well together, united by shared values and common purpose. This includes

the very well organised and highly motivated office staff who not only give unfailing support to the head and staff, but also create a very good first impression on visitors entering the school.

33. The headteacher and key staff have a very clear vision for the future development of the school and place strong emphasis on improvement and the achievement of all pupils. The school has high expectations of pupils and staff. Strategic planning is good. It reflects and promotes the school's aims and priorities. Leadership development is encouraged and supported by the headteacher and the governing body. Innovative practice and in-service training have led to good improvement in teaching and learning, particularly in English, mathematics and science.
34. The management of the school is good. There are effective systems in place for carrying out monitoring and evaluation of the school's performance. This provides evidence of pupils' progress in English, mathematics and science and highlights the achievement of different groups of pupils, enabling prompt and effective action to be taken, as required. Most staff have opportunities to monitor teaching and learning but have little involvement in the tracking of pupils' progress. The school manages the recruitment, retention and deployment of staff well. Performance management of staff is effective in bringing about improvements. The continuing professional development of staff is good.
35. The governance of the school is good. The governing body is well organised and takes advantage of training opportunities to improve its performance. It has a very good understanding of the strengths and weaknesses of the school and takes an active role in shaping the vision and direction of the school. The governing body ensures that the school fulfils its statutory duties, and checks that the school's policies in relation to special educational needs, English as an additional language, race equality, disability and gender are fully inclusive. It has a strategic influence in leading the school's development with a clear focus on improving the quality of provision and standards. The governing body challenges, as well as supports, the leadership and management of the school. It is prepared to take difficult decisions when necessary.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	305,475	Balance from previous year	3479
Total expenditure	320,702	Balance carried forward to the next	-15227
Expenditure per pupil	1833		

36. The school budget is appropriately driven by the priorities in the school improvement plan. Approaches to financial management are satisfactory and help the school to achieve its educational priorities. The head and governors' understanding and application of the principles of best value are good. Due to a combination of circumstances, mostly outside the school's control, the school overspent on its budget last year and has carried a deficit of around five per cent into the current year. A major factor in this was the long-term illness of a key member of the premises staff, who was not covered by sickness insurance. Consequently the school carried an additional salary for an extended period. The school has reviewed its policy on sickness insurance cover.
37. The school's resultant difficult budget position is not helped by the financial reports that are generated by the computer-based accounting system. The current reporting format merely shows the actual expenditure plus known commitments for each cost centre as a percentage of the annual budget for that cost centre. It does not show whether the expenditure for the year to date is more or less than the amount budgeted for that period. This means that expenditure

cannot be controlled as tightly as it needs to be. The system can readily produce reports in a form to achieve this and the school should review its financial reporting procedures accordingly.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is satisfactory.

38. Children enter the school in the year in which they are five. The school has a two-phased entry, in September and January. Attainment on entry to the reception class is below the national average. Achievement is good in all areas of learning, particularly in personal and social development where their achievement is very good. Teaching and learning takes place through a balanced approach of teacher-directed learning and child-initiated activities. All adults manage children very well and relationships are very good. The very good ratio of children to adults ensures that the needs of all children, including those with special educational needs, are met. By the end of the reception year standards are likely to be average in most areas of learning with personal, social and emotional development above that found nationally. The curriculum is firmly based on the early learning goals which is the curriculum for young children. This is an improvement since the last inspection. Although management and organisation of the classroom are restricted by the building, the space available is not being utilised to the best advantage. There is also no designated outdoor area in which to develop children's physical skills.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There are good induction procedures and close links with parents.
- Children are encouraged to make choices and develop initiative from an early age.
- A calm but active learning environment has been established and this ensures that children's social and emotional development is effectively developed.

Commentary

39. Teaching and learning in this area are very good and as a result children achieve well. Care is taken to ensure that the transition from home to school is managed well. A range of information is sent to parents, including a booklet explaining the use of the phonics system that the school uses. Parents are invited into school with their child so that they can familiarise themselves with teachers and classroom. These procedures result in children being happy to come to school and settling down quickly to productive learning.
40. Very good teaching allows children to make choices and develop independence from an early age. All adults encourage the development of social skills in a variety of ways. For example, children are encouraged to take turns in the role-play areas and when using the computer. Children with special educational needs are fully integrated and receive good support. They and others are encouraged to maintain concentration through a range of activities and good teaching. As a result, children are able to listen to a story and take part when asked, for example during the story of 'The Rescue Party'. A calm atmosphere pervades the classroom and results in children feeling secure and safe. By the end of the reception year most children are likely to exceed the learning goals expected for their age.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Speaking and listening skills are well developed because of the consistent focus on this area of development.
- Parents are supportive at home and this helps children achieve well in their reading.

Commentary

41. Teaching and learning are good in this area of development. Consequently by the end of the reception year most children are likely to achieve the early learning goals. Children enjoy listening to stories, for example 'The Rescue Party'. This story was used very well by the teacher to engage the whole school. The teacher had "found a lost rabbit" on her way to school, he had a piece of paper in his hand which said that his sister, Lucy, "was lost". This resulted in the children making posters to put up around the school asking if anyone had seen Lucy. This engaged all children in the school who were enthusiastically involved in 'hunting for Lucy'. Children start from a low base in writing when they enter the school. The use of this theme, and many others, develops children's writing skills well. A good emphasis on the sound of letters and words – phonics – is helping children to write new words.
42. The development of reading skills is good. Children are encouraged to take their books home to share with their parents. Parents also receive useful advice on how to support the phonics scheme at home and this helps children to write new words.

MATHEMATICAL DEVELOPMENT

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Adults question children well and use a wide variety of activities to support learning.

Commentary

43. Teaching, learning and achievement are satisfactory. Consequently most children are likely to achieve the goals expected for this age by the end of the reception class. Adults facilitate a wide range of first-hand experiences that enable children to learn about number, shape and size. Adults question children while they are engaged in a variety of activities to encourage mathematical understanding. Children use numbers through a range of games and further develop their skills by chanting a range of number songs, for example 'Ten Green Bottles'. This activity was used well by the teacher to reinforce number skills and sequencing of numbers to ten. The focus on mathematical language enables children to use the language of subtraction well and this develops their understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Commentary

44. This broad area of the curriculum is covered and taught in a satisfactory way and as a result achievement is satisfactory. Most children learn well and are likely to achieve the early learning goals by the time they leave the reception class. Children plant bulbs and spring plants in

containers outside the classroom. They learn to plant bulbs the correct way so that they will flourish and grow. Children investigated ways to rescue the rabbit from the 'well'. They constructed a 'well' using large building blocks. They excitedly tried to find ways to 'rescue Lucy from the well'. The teacher made good use of the story 'The Rescue Party'. Children used the concept keyboard with the computer to develop their understanding of sounds in words. All children take turns to use the computer and are developing their skills, knowledge and understanding well.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Good use is made of the indoor environment to enable children to move with confidence and show a developing awareness of space.
- Their fine control, such as for holding pencils or handling tools, is developing well.
- The outdoor area is unsatisfactory. However, the school ensures that this does not have an impact on children's physical development.

Commentary

45. Teaching and learning are satisfactory and because of this children's achievement is satisfactory. In a lesson observed the children used their skills well as they found a space to stand in. They moved carefully around the hall taking care not to bump into each other. They developed their skills in using small and large equipment as they threw and caught large and small balls. All children develop their manipulative skills by handling scissors, small toys and paintbrushes. Adults teach skills carefully. Children are given many opportunities to experiment with a wide range of tools.
46. The lack of an outdoor area is unsatisfactory. The school is aware of this and ensures, by using the hall, that the children's physical skills are not underdeveloped. Most children are likely to achieve the early learning goals by the end of the year.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Creative skills are appropriately developed through a wide range of interesting activities.
- Children enjoy their singing and music making.

Commentary

47. Teaching and learning are satisfactory and because of this children's achievement is satisfactory. Children express their feelings through exploring a wide variety of materials and media, music and movement, story making and imaginative play. Good resources have been assembled to enable them to do this. Art work on display, for example 'The Rainbow Fish', shows that children have used their imagination and with help have completed a collage using different materials. Children are given opportunities to experience paint in different ways, for example using a ball to draw a line; children enthusiastically took part in this activity.
48. In their music, children were invited by the visiting teacher to become a character from the book 'The Rainbow Fish'. This very good lesson extended and developed children's imagination and

their skills in playing un-tuned percussion instruments. Most children are likely to achieve the goals expected of them by the end of the reception class.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Literacy skills are taught well across the curriculum.
- Targets are set and are reviewed regularly.
- Cross-curricular links are very good.
- Assessment is thorough and is used well to respond to individual needs.

Commentary

49. Standards in reading and writing match those expected of pupils in Year 2. Standards in English are above those expected of pupils in Year 6. All pupils make good progress against their prior attainment and achieve well. Pupils with special educational needs achieve very well against the targets in their individual education plans. Inspection findings show pupils' standards in reading and writing are likely to at least match national expectations at the end of their time in Year 2. They also show that pupils in Year 6 will meet the challenging targets set for them and will exceed the national average by the end of their time in Year 6. There are no significant differences between the attainment of different groups of pupils.
50. Standards in speaking and listening match those expected in Year 2 and are above those expected of pupils in Year 6. Pupils listen carefully to each other and to adults and contribute well to discussions. There are planned opportunities to develop speaking and listening skills in every area of the curriculum. Pupils in Year 4/5 developed their knowledge of history as they discussed what they had found out about Queen Victoria from their research, organised their information into categories, recorded the information on a spider gram, and wrote a non-chronological report about Queen Victoria.
51. Pupils' attainment in reading is tracked and analysed to improve standards. Regular focused reading sessions and a consistent approach to the teaching of phonics, spelling and reading have been instrumental in improving standards, which are above the standards expected of pupils in Year 6. The support of parents is invaluable. Pupils are encouraged to practise their reading and spelling at home and most parents support their children well and help them to make good progress.
52. The school's focus on writing is having a positive effect on raising achievement. Standards match those expected of pupils in Year 2 and are above those expected of pupils in Year 6. There are planned opportunities for writing in most subjects. The clear progression in pupils' learning, over time, shows that the school's continuing emphasis is having a positive influence on standards. The opening verse of a poem entitled, 'My Feeling Poem' by a girl in Year 2 stated, "Happiness makes me feel really well; it makes me think of a cold, blue, bright, sparkling river." The writing of many pupils in Year 6 is varied, thoughtful and interesting. One boy started his biography of Queen Victoria, thus: "Have you heard of Queen Victoria? If not, this is the place to be to find out more about this excellent woman who ruled over England for an impressive sixty-four years."
53. The quality of teaching and learning is good. The strengths of teaching are the promotion of equality of opportunity, teachers' insistence on high standards of behaviour, the use of teaching

assistants, the encouragement of pupils, and teachers' ability to engage and sustain pupils' interest. The strengths of learning are pupils' application to their work, their productivity and their capacity to work independently and collaboratively.

54. The subject leader provides good leadership. She analyses school test results in detail and suggests changes of emphasis in teaching, in the light of what the tests reveal. Assessment is good and the results of assessment are used well to respond to pupils' individual needs. The quality of provision, based on effectiveness, has improved significantly since the last inspection. Leadership and management, the curriculum, the use of assessment, progress and teaching, all show good improvement.

Language and literacy across the curriculum

55. The National Literacy Strategy has been implemented well. It provides a structure for the progressive development of pupils' speaking, listening, reading, writing and spelling skills in all areas of the curriculum. Additional literacy support is provided for pupils who experience difficulties. The curriculum is enriched by work in other subjects such as Queen Victoria in history and after a visit to the theatre at Stratford-on-Avon.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils do very well in the National Curriculum tests at the end of Year 6 because of a good revision programme and strong teaching.
- There is good coverage of all aspects of the National Numeracy Strategy with a clear emphasis on investigation.
- The higher attaining pupils receive consistently high challenge through Years 1 to 6 and opportunities are given to them to extend and develop their skills, knowledge and understanding.
- Teaching assistants are very well used and support learning well.

Commentary

56. Pupils enter the school with standards that are below average. By the end of Year 6, standards are above the national average. This shows good progress over time. The overall standard of work during the inspection was broadly average at the end of Year 2, and above the national average at the end of Year 6. These standards represent good achievement for most pupils. Higher attaining pupils do well. Pupils achieve particularly well in their number work and when investigating and problem solving. There has been good improvement and standards continue on an upward trend
57. Teaching and learning are good in Years 1 and 2 and very good in Years 3 to 6. Overall the quality of teaching is very good. Teachers know their subject well. They use skilful questioning in particular to adapt the National Numeracy Strategy to the learning needs of their pupils. Teaching assistants are well trained and have a good knowledge and understanding of the mathematics curriculum. The support that they give to their pupils is very good and has a good impact on the standards that the pupils achieve. Teachers and teaching assistants help their pupils to understand their learning as they talk to them about the work they are doing. This helps pupils to know what they need to do next to help them improve their work. Pupils enjoy their lessons and work hard. Assessment is well used by teachers and forms an integral part in planning work for pupils to do.
58. Because of the good leadership and management of the subject, teachers and teaching assistants have received good training in how to teach mathematics. The co-ordinator has

worked hard to ensure that the National Numeracy Strategy is embedded. Other teachers are seen teaching and pupils' work and test results are carefully scrutinised. As a result of these initiatives there is a clear drive to improve standards in the subject further.

Mathematics across the curriculum

59. In most subjects a good focus is given to relevant mathematical techniques and calculations. For example, time lines are used in history and calculations in art and design.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school, and attain standards above those expected for their age by the time they leave school.
- Teaching and learning are consistently good. There is a very good focus on investigations. These skills build well as pupils progress through the school.
- The subject is well managed with good monitoring and support.
- There are good systems for tracking pupils' progress and identifying strengths and weaknesses.
- The subject is now well resourced.

Commentary

60. Infant pupils attain average standards by the age of seven. This reflects good progress as many pupils come into school with little knowledge and understanding of the world. The lack of confidence in speaking that some pupils also have on entry to the school restricts their progress when undertaking the well-planned investigations. However, pupils progress well in all aspects because of the consistently good teaching they receive and this is sustained through the school.
61. By the time they leave the school, most pupils are confident in their investigative skills and achieve above average standards in all aspects of science. They conduct themselves well, know how to make a test fair and have learnt to be neat in all their presentations. More able pupils draw on a wide scientific vocabulary and range of expression and make few mistakes. They take pride in the quality of their writing and present their work attractively in a well-formed fluent hand.
62. Teachers manage pupils well by good use of praise and recognising their achievements. This enables all pupils to meet the high expectations teachers have at all times. Good questioning makes lessons interesting, keeps pupils interested and inspires them to do their best. Teachers know pupils well and work is carefully planned so that pupils of all abilities progress and achieve well.
63. The subject leader provides good leadership. She monitors planning well and gives good support to staff and groups of pupils. There are good systems in place for the assessment and tracking of pupils' progress and this has enabled the significant improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Teaching of ICT is good. The school has a computer suite that is used well by all staff.
- Each class has time each week in the ICT suite which helps develop their skills.
- The school employs a technician and so resources are always available and teachers' time is used effectively.
- There is a lack of resources to support modelling and control technology.

Commentary

64. Pupils achieve well overall, and the standards they achieve are in line with expectations for their age by the time they leave. Pupils make satisfactory progress except in modelling. Improvement since the last inspection has been good. However, the school lacks enough resources to enable pupils to improve their skills in modelling and control technology. The school recognises this and has taken steps to improve this position.
65. Pupils' confidence and ICT skills progress well because they are taught well and enjoy using the computers. Pupils use the computers with increasing confidence and work well together. The use of ICT is having an increasing impact on the standards of the pupils who have special educational needs.
66. Teaching of ICT as a discrete subject is good. The confidence of the teachers in using computers has improved through the good quality training and support. Teaching was good overall in lessons seen in the computer suite and very good in a lesson seen in classrooms. Effective use was made of available resources. Pupils show great interest in the subject and their enthusiasm was a contributory reason why good learning takes place. For example, pupils in Year 5 were learning how to design a multi-media page. Their developing confidence in using their skills and knowledge was seen as the lesson progressed
67. Subject leadership and management are good. The co-ordinator has worked hard to implement the use of the suite and this has had a positive impact on standards.

Information and communication technology across the curriculum

68. Good use is made of ICT in other subjects and this helps pupils in their work. For example, when designing a poster, pupils used their understanding and knowledge gained in a history lesson on the Victorians and this developed their ICT skills well as they followed on-screen instructions.

HUMANITIES

The provision for history and geography is **satisfactory**.

Main strengths and weaknesses

- Pupils' attitudes to learning are very good and so they are on task in lessons and achieve well.
- Teachers use ICT well in history to enhance pupils' interest.

Commentary

69. Infant and junior pupils' achievement in history and geography is sound. Infant pupils begin to link cause and effect, for example, in their studies of the Great Fire of London. They show

sound knowledge of facts and events and a suitably developing sense of chronology. They discuss the emotions of people who experienced the fire and begin to discuss its impact on their lives. In geography, pupils show satisfactory awareness of their own locality and its features and compare them with those of a contrasting locality. They refer, for example, to building materials and food sources and begin to associate the features of peoples' daily lives with the resources and physical features of the places in which they live.

70. By the end of Year 6, pupils have a secure sense of the passage of time and can use some dates accurately and meaningfully. They have a sound factual grasp for their age of periods they have studied, such as World War II, and empathise with the experience of people living at different times, for example, with the predicament of evacuees. They begin to understand the motives behind events such as the Viking invasions and discuss the strength of different kinds of evidence. In geography, pupils show suitable progress in their understanding of the human and physical features of different places. They discuss at an appropriate level how people have changed their environment, and speak of the need to care for it.
71. Teachers show secure management, and planning is linked well with previous learning. This ensures sound overall progress. There are sound assessment processes by which pupils' progress is checked against suitably graded objectives. However, the use of the information collected could be more effective if targets were set for pupils to achieve. The very good quality of relationships and the very good examples set by teachers and classroom assistants promote very good attitudes to learning.
72. The subject leaders have an informed picture of strengths and weaknesses in the subjects. They are able to help their colleagues well, and transmit their enthusiasm for their subjects well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good so pupils make good progress and achieve well.
- Skills are developed thoroughly and progressively and this leads to work of high quality.
- Cross-curricular links and the range of opportunities for pupils are very good.
- The use of computers could be developed further.

Commentary

73. Standards in art and design are above those expected of pupils in Year 2 and Year 6. All pupils make good progress and achieve well because the quality of teaching and learning is good. Pupils' work over time demonstrates good progress in their development of skills in drawing, painting, collage, sculpture, textiles and print-making. Pupils use their sketchbooks well, as a visual resource. They demonstrate discernment as they study the works of great artists, observe their painting techniques and try to copy their style in paint and oil pastels. There are many examples of high quality work, such as self-portraits, based on pencil sketches, followed by the use of thick paints and tones to develop shade and depth. Pastels are used well to develop clear, observational drawings of a vase of flowers. Landscape pictures using pencils and wax crayons are particularly effective. There are many opportunities for three-dimensional work. For example, pupils used card and paper to build up a monster-shaped door knocker with a gargoyle image and modelling material to develop an animal shape, or other image, as a basis for a pen holder.

74. Teaching is good and leads to good learning. The strengths of teaching are teachers' good subject knowledge and teaching of basic skills, the promotion of equality of opportunity, their insistence on high standards of work and behaviour and their ability to engage and retain pupils' interest. These are major factors in pupils' good acquisition of knowledge, skills and understanding. Through opportunities to appraise their own work and the work of others, pupils develop a good knowledge of their own learning.
75. The quality and range of learning opportunities are very good. The scheme of work provides good guidance to teachers. Pupils' spiritual development is enhanced through opportunities to appreciate great works of art and to express their own feelings through art. Opportunities are taken for pupils to sketch during school visits. A flourishing art club makes a good contribution to the development of pupils' skills.
76. Leadership and management of the subject are good. The subject leader is knowledgeable and enthusiastic. She has a very clear sense of educational direction and has been instrumental in raising pupils' attainment and progress. The curriculum has been broadened and teaching has improved, representing very good improvement overall, since the last inspection.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and leads to high standards and good achievement.
- There is a good planning framework that ensures skills are developed progressively and results in high quality work.
- Provision for food technology is a particular strength.
- There are very good learning opportunities, many of which contribute strongly to pupils' cultural development.
- Good leadership and management have led to significant improvements in all aspects.

Commentary

77. Standards in design and technology are above those expected of pupils in Year 2 and Year 6. All pupils make good progress and achieve well. The scheme of work provides a clear learning structure that ensures the progression of skills. The consistent approach to planning, designing, making and evaluating products results in finished products that are of a high standard. Food technology is a strength of the school. Pupils in Year 2 have made high quality puppets linked to their work in science. They also make wheeled vehicles, pneumatic rockets and wind-up machines, such as a crane. Photographs demonstrate that these are of a high standard.
78. Pupils' cultural development was enhanced in a lesson in Year 4/5 when pupils learnt the stories behind the Bayeux Tapestry (French/English), Ramayana (Indian) and the Willow Pattern Plate (Chinese). Very good links were made with literacy, as pupils compared and contrasted them. They were very keen to plan, design and make their version of one of the stories. Pupils in Year 5/6 planned a wall hanging to tell the story of Holy Cross School. They used their imaginations to plan a design, using annotated diagrams and notes and deciding what fabrics and stitches to use.
79. Teaching and learning are good. The strengths of teaching are the strong emphasis on skills and techniques, which leads to the good development of pupils' knowledge, skills and understanding. Very good management of pupils engages their interest and concentration and inspires them to put creative effort into their work. Teachers' knowledge and understanding are good, teaching methods are effective, and time, teaching assistants, parents and resources

are used effectively to support pupils' learning. Pupils are trained to evaluate their products and carry out improvements; as a result, they gradually develop a good knowledge of their own learning.

80. The quality and range of learning opportunities are very good. The curriculum is enriched through cross-curricular links, visits to 'Think Tank' and 'Making It' workshops, and visitors, for example a puppet-making expert. Pupils develop their literacy skills well as they complete their design sheets and written evaluations and discuss their finished products. They develop their mathematical skills as they measure and make templates. ICT is used for research.
81. Leadership and management are good. The subject leader is experienced and enthusiastic and demonstrates a clear sense of educational direction. She has raised the profile of the subject and standards have risen under her experienced guidance. There has been very good improvement since the last inspection. Attainment, progress, the curriculum and teaching, all show improvement.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The very good leadership of the subject is inspirational.
- All classes are taught by a specialist music teacher so teaching and learning are very good.
- Pupils are highly motivated and keen to learn and so they achieve well.
- Singing is of a high standard and contributes strongly to pupils' spiritual development.
- The curriculum is enriched by a wide range of opportunities to perform to different audiences.

Commentary

82. Standards in music are above those expected of pupils in Year 2 and Year 6. All pupils make good progress against their prior attainment and achieve well. Pupils' singing is of a high standard. The active participation of pupils is encouraged, as in a lesson in Year 2 when pupils practised rap sentences linked with food, for example 'Pasta with Italian herbs and rich, creamy sauce'. Pupils in Year 6 performed to Haydn's 'Creation'. They used instruments to represent chaos, and the abyss with their voices, and performed the creation of the animals and birds, with clear enunciation and depth of feeling. They sang to a new setting of Haydn's 'Creation', with deep spirituality. A 30-strong choir of older pupils concentrated on pitch, diction and dynamics as they learnt the carols, 'Children go! I will send you' and 'Ring, ring, on Christmas Night'. In a combined hymn practice and assembly, pupils in Years 3 to 6 sang 'Shine, Jesus, Shine' tunefully, with attention to the dynamics. 'When the saints go marching in', was performed in two parts, followed by a moving rendition of 'Father, we adore you', in three parts. Pupils demonstrated how to maintain their own part and how to achieve an overall effect, as they sang 'Jubilate'.
83. Teaching in music is very good and leads to very good learning for all pupils. The strengths of teaching are the teacher's very good subject knowledge, her ability to engage and challenge pupils, her high expectations of work and behaviour and her rigorous use of time. Strengths of learning are the progressive development of pupils' knowledge, skills and understanding, their application and productivity and their capacity to contribute independently and collaboratively. Pupils listen attentively, learn and recall sounds with developing aural memory. They combine pitch, dynamics, duration, tempo, texture and silence simply and expressively.
84. The quality and range of learning opportunities are very good. The curriculum is enriched through extra-curricular activities, such as the choir and recorder groups. Pupils have worked with the National Youth Orchestra. They sing at the Coalville Music Festival, individually or in

groups. They perform at a local residential home and at the church, particularly at Christmas and Easter. At 'Carols by Candlelight' they raise money for charity. Individual tuition is available in the violin. Pupils perform at church services and school productions. Leadership by the gifted and enthusiastic teacher is very good. She provides a very good role model for other staff and pupils. There is a strong tradition of performance that is very much a part of school life and worship.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- The co-ordinator arranges a very good range of activities, including competitions against other schools, that contribute to good achievement.
- Teaching is good, particularly the acquisition of skills through teachers' careful planning.
- Very good use is made of outside expert help for games in extra-curricular activities.

Commentary

85. Standards in physical education are above expectations by the time pupils leave the school. There is no difference in standards between boys and girls. The school and especially the co-ordinator have done all they can to improve the range of outdoor work since the time of the last inspection. The effect has been an improvement in the pupils' knowledge, skills and understanding in games activities, particularly in Years 3 to 6. Pupils are now achieving to the limit of their ability.
86. The teaching observed during the inspection was good. Teachers' expectations are high. In gymnastics pupils were encouraged well to perform a range of jumps with good precision. They showed good control and considerable poise, and tried hard to improve. All the pupils concentrated very well and used the lesson time to the full. By skilfully using demonstration, and structuring the lessons so that pupils faced increasing challenges, the teaching ensured that pupils were taken to the limit of their capabilities and, therefore, made good progress.
87. The co-ordinator organises the subject well and it is due to her hard work that the range of additional activities, mainly after school, is making a very effective difference to the pupils' levels of achievement. Her support of her colleagues is good, and due to the very good relationships throughout the school she is able to rely on their reports to monitor the progress pupils are making.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Although no separate lessons were seen it is clear that the optional national programme for personal, social, health and citizenship is implemented very well. The school sees the pupils' personal development as integral to its whole purpose. The school policy is effective and makes a good impact on the care, guidance and support for pupils. The programme includes work on healthy eating, personal safety, sex, and drugs.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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