

INSPECTION REPORT

St Joseph's Catholic Primary School

Hunslet, Leeds

LEA area: Leeds

Unique reference number: 108028

Headteacher: Mrs E Snelling

Lead inspector: Mr J Morris

Dates of inspection: 17th – 20th May 2004

Inspection number: 257754

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4 to 11
Gender of pupils: Mixed
Number on roll: 157

School address: Joseph Street
Hunslet
Leeds
Postcode: LS10 2AD

Telephone number: 0113 2712093
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Appropriate authority: Governing body
Name of chair of governors: Mr M Davey

Date of previous inspection: 27/04/1998

CHARACTERISTICS OF THE SCHOOL

St Joseph's is a smaller than average sized primary school. There is no nursery provision and there are 13 boys and six girls in the reception class. Attainment on entry to the reception class is well below average, particularly in language development and social development. This is lower than at the time of the previous inspection. The pupils' socio-economic circumstances are very unfavourable. The percentage of pupils eligible for free school meals (36 per cent) is above average. The percentages of pupils with special educational needs (15 per cent) and with a Statement of Special Educational Need (1.9 per cent) are broadly average. These pupils have a range of difficulties, with most of them having moderate learning difficulties. Pupil mobility is slightly below average. The vast majority of the pupils are from white British or white Irish families, with about five per cent being from various other ethnic backgrounds. There are currently 11 pupils from traveller families. There is currently only one pupil who is at an early stage of learning English.

The school received a national Achievement Award in 2003. It works closely with the receiving secondary school, an initial teacher training college, a beacon school for science and technology and an environment centre.

The headteacher was only appointed in January this year following the retirement of her long-serving predecessor. At the same time, a new teacher with responsibility for co-ordinating the work in reception, Year 1 and Year 2 was appointed.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23696	Mr J Morris	Lead inspector	Special educational needs Mathematics Personal, social and health education and citizenship Art and design Design and technology Music Physical education
19575	Mr A Sanders	Lay inspector	
2911	Mr E Steed	Team inspector	English as an additional language English Science Geography History
27568	Mrs M Davidson	Team inspector	The Foundation Stage curriculum Information and communication technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good and rapidly improving school. Pupils achieve well from a very low starting point. Teaching and learning are good. Leadership and management are good overall. The school provides good value for money.

The school's main strengths and weaknesses are:

- The school meets the needs of the pupils very effectively by including and involving all of them in their learning.
- Pupils achieve well from a very low starting point. Standards at the end of Years 2 and 6 are above average in information and communication technology (ICT) and well above average in art and design. However, pupils' writing could be better in all year groups.
- The new headteacher is providing very strong leadership with a clear vision and high aspirations for the pupils, staff, governors and parents.
- Pupils' attitudes, behaviour and personal development are very good in all respects. They are happy at school and are keen to learn.
- Teaching and learning are good overall. All teachers have very high expectations and use time very well.
- Support staff and additional specialists make a significant contribution to pupils' learning.
- The commitment of all staff to improvement is very high.

Improvement since the last inspection has been satisfactory overall. The strong Catholic ethos of the school and many other good features identified in the previous report, when there were no key issues for action, have been sustained. Standards have improved at the end of Year 6. Teaching and learning have improved. The recently appointed headteacher has given a new impetus to the school's work, particularly raising standards at Key Stage 1, re-organising staffing structures and reviewing the curriculum.

STANDARDS ACHIEVED

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

*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 relation to their capabilities and prior learning all pupils achieve well overall and at each key stage. Pupils with special educational needs achieve well. Children achieve well in the reception year from a very low starting point and most of them achieve the expected standards in mathematical and physical development. However, overall standards are still below average at the end of the year, particularly in communication, language and literacy.

Standards are currently average in English, mathematics and science at the end of Years 2 and 6, although writing could be better throughout the school. Standards are above average in ICT and well above average in art and design at the end of Years 2 and 6. Standards at the end of Year 6 have increased at a slightly faster rate than they have nationally since 1999, although there was a significant rise in English and a dip in mathematics and science in 2003. Standards at the end of Year 2 in English, mathematics and science declined between 1999 and 2003. There are no

concerns about standards, other than in writing, at the time of this inspection because the headteacher has taken effective action. In particular, teaching and learning are good in Years 1 and 2. In addition, there is a higher proportion of pupils with special educational needs in the current Year 3 than in the other year groups in the school.

Pupils' attitudes, values and behaviour are all very good. Relationships between adults and pupils and amongst pupils at work and play are very good. Pupils are extremely polite and friendly. The major improvements to the playground markings and play equipment last October have resulted in pupils enjoying very happy, harmonious games organised by staff and pupils in Year 6. **The pupils' personal development, including their spiritual, moral, social and cultural development, is very good in all respects.**

QUALITY OF EDUCATION

The quality of education is good overall. Teaching and learning are good throughout the school. They are particularly strong in Years 1 and 2. All teachers expect pupils to behave well and work hard and make very good use of time and the competent support staff. Additional specialists are used very well by the school and make a significant contribution to the pupils' learning, for example in art and design, music and physical education. The curriculum is good, including the provision for pupils with special educational needs. The care provided for pupils is good. Pupils and staff work together in a safe and stimulating environment. Partnership with parents and the community is good and it is very good with other schools and colleges.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher is a very good leader and has achieved a great deal in a short period of time. Other key staff are effective and there is a very strong sense of teamwork. Subject leaders do a good job but they do not have enough opportunities to monitor teaching and learning in their subjects. Governance is satisfactory. Governors are very supportive of the school and have a reasonable understanding of its strengths and weaknesses. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. Many parents are happy with every aspect of the school's work. A small number of parents say they have had some concerns about bullying but incidents have been dealt with well. Pupils are very happy at school. They particularly enjoy lunchtimes and playtimes and lessons in art and design and design and technology.

IMPROVEMENTS NEEDED

The most important things the school should do are:

- improve standards in writing throughout the school.

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 are average in English, mathematics and science but writing is a relative weakness.

Main strengths and weaknesses

- All pupils achieve well from a very low starting point, but standards could be higher in writing.
- Standards are above average in information and communication technology (ICT) and well above average in art and design.

Commentary

1. All pupils, including those with special educational needs, achieve well. The children in the reception year achieve well, but they are still below average at the start of Year 1. This is because they are well below average, particularly in communication, language and literacy and personal, social and emotional development, when they start school. They do best in mathematical and physical development and most of them achieve the expected standards by the end of the year. Pupils in Years 1 to 6 achieve well overall. The school's analysis of test results and other assessment information is that there are no significant differences in the achievements of boys and girls or pupils from different ethnic backgrounds. Inspection evidence supports this assertion.
2. Standards at the end of Year 2 are judged to be broadly average in English, mathematics and science. This is considerably better than it was in national tests and teacher assessments for the last three years. The trend at this age has been below the national trend between 1999 and 2003. This would suggest a possible weakness in the teaching and learning in Years 1 and 2. For this reason, this was looked at closely. Inspection evidence is that teaching and learning are good overall, with very good features in these classes, and that the new headteacher has taken effective action in this area. Furthermore, there is a higher proportion of pupils with special educational needs in the current Year 3 than in the other year groups in the school.
3. Standards at the end of Year 6 are judged to be broadly average in English, mathematics and science. This is broadly how it has been for some years, although last year's results were somewhat confusing. Compared with all schools nationally the pupils' performance was average overall, well above average in English and below average in mathematics and science. This is difficult to explain and the school were very disappointed with the mathematics and science results. Pupils in Year 6 generally perform very well in comparison with those in similar schools based on free school meals. Performance based on prior attainment (where the school's grades at the end of Year 6 are compared with those of schools that achieved similar grades at the end of Year 2) vary considerably and are predominantly less positive. The school's results have improved faster than they have nationally since 1999, despite the dip last year. Nevertheless, this inspection finds that pupils' writing skills throughout the school are a relative weakness. Developing writing skills is a high priority in the current school improvement plan and there is evidence that this is having a positive effect already.
4. Effective leadership has led to significant improvements in resources and the quality of teaching and learning in ICT and the use of ICT in other subjects. As a result standards in ICT are above average at the end of Year 2 and Year 6. Pupils achieve very well in art and design. Standards are well above average throughout the school. Pupils' skills of observation, drawing and painting are particularly strong throughout the school. Some outstanding examples of work were seen in Years 1, 3, 4 and 5.

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

Standards in:	School results	National results
Reading	13.7 (15.8)	15.7 (15.8)
Writing	11.6 (13.4)	14.6 (14.4)
Mathematics	13.7 (15.0)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	28.4 (27.0)	26.8 (27.0)
Mathematics	25.8 (27.8)	26.8 (26.7)
Science	27.6 (28.9)	28.6 (28.3)

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

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Spiritual, moral, social and cultural development are very good in all respects. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Relationships throughout the school are very good.
- Pupils really enjoy school and are keen to learn.
- Pupils have a clear understanding of how to behave and are friendly and polite.
- Playtimes are harmonious.
- Spiritual awareness is very high.

Commentary

5. This aspect remains a strength of the school as stated in the previous report. The very high quality of relationships seen throughout the school underpins the whole ethos of the school. It is a significant factor in the good quality of teaching and is demonstrated through the high level of care shown to pupils, staff, governors and visitors alike. It is not surprising then that all pupils enjoy coming to school, where all are included very well in the full range of school activities. Pupils are eager to see their friends and enjoy lessons, especially art. The children in reception learn quickly through the regular routines and systems of the school day. They soon become very polite and friendly. They achieve well in their personal and social development but few of them attain the standard expected by the start of Year 1. Pupils in Years 4, 5 and 6 have mature attitudes. They are confident in taking on responsible roles and in the knowledge they have acquired at school.
6. The very good behaviour seen in lessons and in the playground is supported effectively by the personal, social and health education and citizenship curriculum and by the opportunities pupils have to talk and share concerns with adults and each other. The introduction of the 'Zone-parc initiative' (a system for dividing the playground into play and rest areas) at lunchtime contributes significantly to the very good behaviour of pupils. Pupils enjoy playing games or sitting quietly in the designated areas. Activities are led well by pupils in Year 6, who have to apply for the position and undergo training. Consequently, they take their responsibilities very seriously. Lunchtimes are busy, exciting and harmonious especially when the headteacher plays cricket! There was one fixed-term exclusion in the last year. This was for good reasons and was managed well.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	139	1	0
White – Irish	3	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – any other mixed background	1	0	0
Black or Black British – African	3	0	0
No ethnic group recorded	3	0	0

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

7. The very high level of spiritual awareness is apparent in assemblies which accurately reflect the Catholic foundation of the school and the school’s mission statement which is manifest in all aspects of its work. Priority is given to the establishment of school and classroom rules. Pupils are reminded through good displays of the principles for discussion times and the ‘ethos statement for the week’. During the week of the inspection this was, ‘We co-operate with each other in work and play’. The effective use of educational trips throughout the school ensures that pupils are made aware of their own immediate environment, its history and development. Many pupils come from families who have lived in or have been closely associated with the area for many years. Pupils are proud of their heritage. The taught curriculum and visitors to the school, for example, the very high quality art and dance activities celebrating African cultures and studies in geography and religious education, enable pupils to become more aware of the cultures and beliefs of others. Charitable projects also support this aspect of development well.
8. Attendance and punctuality are satisfactory. The rate of attendance was below the national average last year but this was largely due to a very small number of pupils who were absent too often. Staff monitor absences carefully and receive good support from the educational welfare service, who visit families when requested, including traveller families. There is a small but significant number of pupils whose attendance gives cause for concern. The school works very hard to ensure that they attend school regularly. Similarly, the punctuality of a small but significant minority of pupils is a concern and this is monitored closely and effectively by the learning mentor.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.2	School data :	0.2
National data:	5.4	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning and assessment are all good. The curriculum is good and accommodation and resources are satisfactory. The care provided for pupils is good. Partnership with parents and the community is good and it is very good with other schools and colleges.

Teaching and learning

Teaching and learning are good throughout the school. Assessment procedures and the use of assessment information in planning lessons and to help pupils understand what they need to do next are good.

Main strengths and weaknesses

- The school meets the needs of the pupils very effectively by including and involving all of them in their learning.
- Teachers have very high expectations of work and behaviour and use time very well.
- Support staff and additional specialists make a significant contribution to pupils' learning.
- There are good procedures to assess what pupils know, understand and can do and the resulting information is mostly used to good effect in planning the next steps in their learning.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	10	16	2	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

9. Teaching and learning are good throughout the school. There are no significant weaknesses. Evidence from lessons is supported by the examination of pupils' books and discussions with staff and pupils. Teachers plan lessons well. The organisation and presentation of classrooms and learning activities successfully stimulate pupils' desire to learn and help them when they encounter difficulties. For example, displays remind them of key words and ideas in literacy, number facts and recent work they have completed. The displays reflect the Catholic ethos of the school and celebrate the pupils' achievements in many aspects of learning, but particularly art and design.
10. Nearly all the lessons seen were conducted at a good a pace and this added to the sense of challenge to the pupils, particularly when tasks were timed and presented as competitive but fun games. Time and resources are used well. Support assistants make a significant contribution to the pupils' learning, mostly, but not exclusively, by helping the least able pupils. The recent appointment of a skilled learning mentor is an important addition to the support staff. A particularly noteworthy feature of this school is the very good use of additional specialists. This well-established approach to teaching in the school has had a significant impact on standards in art and design for several years. Outside specialists are also used to good effect in music, games and dance.
11. The provision of homework is satisfactory. However, not all pupils and their families respond to it as well as could be reasonably be expected. A small number of parents do not share the school's high aspirations for their children's learning. The deputy headteacher is very keen to provide a homework club after school to try to overcome this.
12. Procedures to assess what pupils know, understand and can do are extensive and rigorous. There is a wide range of formal assessments and these have been collected for three years in folders called 'Developmental Records' that go from class to class with the pupils. This information, day-to-day marking of pupils' work and the very good relationships between pupils and all staff result in the teachers knowing the pupils well. Most of the time, tasks are matched well to individual needs, more able pupils are stretched and less able pupils are given good

support. Specific strategies, such as extensions to the National Literacy Strategy, are used well. Most significantly, pupils have a good idea of what they need to do next to improve their learning.

The curriculum

The school provides a good breadth of curricular opportunities and a good range of enrichment activities for all pupils. The adequate accommodation is used effectively and resources are good.

Main strengths and weaknesses

- The school provides a broad, balanced and relevant range of learning opportunities for all pupils. The school is very successful in ensuring that all pupils receive their full entitlement to the National Curriculum and the needs of different groups of pupils are provided for well.
- There is good provision for pupils with special educational needs, but there is no register of gifted and talented pupils.
- The planning of a programme of visits and visitors to enrich the learning that takes place in lessons is good. However, pupils do not receive the benefits of a residential experience.
- The provision in art and design is very good throughout the school.

Commentary

13. The curriculum fulfils all statutory requirements, including the provision of religious education and a daily act of collective worship. All pupils experience interesting and relevant learning activities in all aspects of the curriculum. The governors have a good policy for the teaching of sex education, and appropriate provision is made to combat the misuse of drugs. The very good provision for pupils' spiritual, social, moral and cultural development is linked strongly with the extensive programme of visits and visitors. Literacy and numeracy are linked effectively with other subjects. This helps pupils to understand, for example, that reading, writing, tables and graphs have relevance beyond the boundaries of the English and mathematics lessons. As stated in the last report, policies and planning guidance for teachers are in place for all subjects and these are reviewed regularly in order to ascertain their impact on learning. The minor weaker points given for consideration in the last report have received appropriate attention.
14. The recently appointed headteacher has plans to extend the good opportunities for curriculum enrichment. The lack of a school council does not enable pupils to experience democracy in action by campaigning and voting. However, the regular whole class discussions called 'Circle Time' do allow pupils to put forward their ideas and to have them considered. The lapse of the once available residential experience has removed an important element of social education. Again, the headteacher realises the importance of this need and is in negotiations with the local education authority to make use of a local facility. Pupils with special educational needs receive good support and the school's register is efficiently managed by the very hard-working co-ordinator. She supports class teachers well and liaises to good effect with other agencies. Good use is made of specific aids, for example a radio-microphone in Year 1 to help a pupil with hearing impairment. Whilst there is no register of gifted and talented pupils, members of staff are aware of all pupils' abilities and arrangements are already in operation for specialists from outside the school to cover training in the arts and sports.
15. The school's provision for enrichment opportunities is good overall. There is a satisfactory number of lunchtime and after school extra-curricular activities and the school has plans for additional clubs to be available from the beginning of the next school year. A good feature of the enrichment programme is that relevant visits and visitors are planned to expand on the learning currently taking place in classrooms by offering first-hand experiences through fieldwork or by providing skills that are not available in the school. The input of additional specialists has a significant impact on pupils' learning, for example, in music and physical education. In art and design in particular the frequent input of a working artist over several years has had a very positive impact on the pupils' work and the other teachers' skills. The provision in creative and practical subjects successfully enables all pupils to succeed, including those who might have some difficulties with written tasks in other subjects.

16. The accommodation is satisfactory. Several of the classrooms and the library are small and access to some classrooms on wet days is difficult owing to a lack of sufficient outside doors. However, the use made of the available space by all members of staff is very good. Pupils' work is displayed well and good organisation and management ensure that classrooms are used to the best advantage. The recent acquisition of a dedicated ICT suite is a major improvement since the last inspection and its use has markedly raised standards in specific ICT skills and its use in other subjects. The playground markings are used very well to implement the school's policy for social education and the school grounds support learning effectively, for example, in practical science. Resources have improved, especially in the quality of library books and in ICT. Very good use is made of the local education authority's loan services to supplement information books and artefacts.

Care, guidance and support

Provision for pupils' care and welfare and to ensure that pupils work in a healthy and safe environment are good. Support and guidance for pupils are good. Involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- The school has good arrangements to promote and safeguard the pupils' well-being.
- The school works well in partnership with external agencies to ensure that pupils are well cared for and supported when necessary.

Commentary

17. Procedures for ensuring the care and welfare of pupils are good. This area continues to be strength of the school as previously reported. Pupils feel well cared for, and this sense of belonging has a positive effect on their attitudes to school. The school is well maintained, clean and tidy. It is a welcoming and happy place to be in. The school's procedures for ensuring health and safety are good. An appropriate number of staff have been trained in first-aid procedures.

18. Support and guidance for pupils are good. Pupils of all ages know who to go to at school if they are worried or upset and that any problems will be sorted out. Teachers make good use of 'Circle Time' discussions, during which all pupils can contribute. Although there is no pupil school council, procedures are in place for pupils to raise concerns and make suggestions and their opinions are taken seriously by staff.

19. Procedures for the recording and monitoring of accidents and incidents of bullying or harassment are good. Any lapses in pupils' behaviour are carefully monitored. Lunchtime runs smoothly, pupils are very well supervised and there is harmonious play where pupils mix well and support each other. Pupils are extremely friendly and they are polite to each other and to adults. Healthy eating options are available on the menu at lunchtimes.

20. The good induction procedures include visits to the school by parents and prospective children. Pre-school visits enable pupils to gain confidence and knowledge of the school. Pupils are prepared well for the move to secondary school.

21. The school identifies pupils with special educational needs very well and uses the expertise of the local education authority effectively to assess their difficulties. Liaison with outside agencies is well-established and effective in providing support for pupils who have any specific difficulties. The school manages a register of pupils with special educational needs well and regularly reviews their progress.

Partnership with parents, other schools and the community

There is a good and effective partnership with parents. Teachers use the community well to extend classroom learning. Links with other schools and colleges are very good.

Main strengths and weaknesses

- The school provides good quality information and support for parents and most parents' have positive views of the school.
- Links with other schools and colleges have a very positive effect on the pupils whilst at the school and in preparing them for the next stage of their education.

Commentary

22. Since the last inspection, the school has improved its partnership with parents. Parents feel confident about the school because the new headteacher actively seeks their views about school policies and their children's education. Parents value the opportunity to be able to contribute to school life. The school's written communications to parents are good. Parents express many very positive views about the school. They appreciate the termly information about the curriculum. The termly parent-teacher consultation evenings are well attended and provide good opportunities for parents to see their children's work. Parents feel adequately informed about their children's progress. Annual progress reports are mostly informative and contain evaluations of what pupils know and can do. However, pupils' targets are not always clearly stated in a way that parents can understand what their children need to do to improve. In all subjects, reports focus substantially on work covered. Pupils' attitudes to learning and personal development are reported well.
23. Most parents are very supportive of the school. However, a small number do not share the school's high aspirations for their children by, for example, helping them with their homework. Although there is no formal parent-teacher association, parents help with trips and visits and with classroom support. This is greatly appreciated by the school. Parents confidently approach the school and know that concerns will be dealt with sensitively and efficiently.
24. The school uses the community very well to extend classroom learning. For example, teachers use a wide range of visits to local places. Visitors enrich learning and extend opportunities for pupils' personal development. Pupils take an active interest in the wider community, such as when they discuss and decide which charities to support. The school's involvement with a local college and nearby football club has had a very positive impact on pupils' learning in ICT and sport. For example, external support and encouragement in ICT activities have given pupils broader learning experiences and raised their self-esteem and achievement.
25. Arrangements for children starting in the reception class are well planned. Staff ensure that the children settle well. Links with secondary schools are very good and prepare pupils well for the next stage of their education.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher is very good. The leadership of other key staff is good. The effectiveness of management is good. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher has a perceptive and clear vision for the future of the school.
- All staff show a high level of commitment to school improvement.
- Subject leaders do not have sufficient opportunities to monitor teaching and learning in their areas of the curriculum.
- The governors are very supportive of the school but their strategic role is not as developed as it might be.

Commentary

26. In a very short time, the new headteacher has created an effective staff team, building on the high quality of relationships already existing in the school. She has been very perceptive in identifying areas for immediate improvement. Judicious deployment of staff in Years 1 and 2 is already being effective in raising standards. In particular, the appointment of a new co-ordinator for reception, Year 1 and Year 2 is proving to be effective in a school of this size. A realistic perception of priorities has enabled her to successfully review the school development plan in conjunction with all teachers. She intends that this process of self-review should become more corporate and include greater contributions from both staff and governors. Her friendly and supportive manner, and a willingness to work hard and to listen to her colleagues have ensured that the whole school community is enthusiastic about working with her. The staff work as a cohesive and committed team. In a short time, the headteacher has created a school community which is able to reflect her commitment to 'inner city children achieving highly'. This is the greatest strength of the leadership and is a considerable aid to raising achievement. To a small extent, the effect of this positive drive is reduced by the unsatisfactory attendance and punctuality of a small number of pupils and the support for the school from some parents, for example with their children's homework.
27. Recent changes have been managed very well. The headteacher has been supported ably during her induction period by the deputy head who is also successfully sustaining a large managerial responsibility. The headteacher plans to review and streamline the organisation of key staff so that subject leaders can have time for the further monitoring of their subjects. Although they all monitor curricular planning regularly and many track the progress of pupils effectively, few of them have had the opportunity to support teachers in the classroom. Teachers' understanding of statistical data has greatly improved recently and leaders will now be able to ensure that this knowledge is used to further improve standards. The very high quality of relationships in the school is reflected in the very high level of support given to new teachers and students who are placed in the school. Many of these return to continue to help the school at the end of their placements.
28. The governance of the school is satisfactory. The governing body is very supportive of the school and headteacher. The members are committed to maintaining the individual character of the school as most come from the worshipping community that the school serves. They have an effective and well-documented committee structure. They understand the strengths and weaknesses of the school and fulfil their statutory duties satisfactorily. With the new headteacher's guidance, all are contributing more effectively to the school development plan and gaining more information about subjects so that they can question and challenge decisions more rigorously.
29. Financial commitments are identified clearly and procedures for monitoring expenditure are secure and efficient. Expenditure is matched closely to initiatives identified in the school development plan and reviewed regularly by the finance committee of the governing body. Governors and the headteacher have made sensible decisions about the future funding of the school. The budget is being managed prudently at a time of some uncertainty over pupil numbers. The school provides good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	512,451	Balance from previous year	38,470
Total expenditure	505,230	Balance carried forward to the next	7,221

Expenditure per pupil	3,177
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PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- Children achieve well in all areas of learning. Achievement in writing is satisfactory.
- Children settle into school well.
- Whole class and small group teaching of facts and skills is good.
- Teachers do not include enough structured-play activities in their planning.
- The local environment is used very well to extend children's experiences.
- Children use ICT particularly well in their learning.
- The outside area is not yet fully developed to support learning in all areas of the curriculum.

Commentary

30. Children enter school with overall attainment which is well below average. Standards on entry are lower than at the time of the last inspection and attainment at the start of Year 1 is correspondingly lower. Their low level of competency in language skills influences the children's attainment in many areas of the curriculum. Attainment on entry in mathematical development and some aspects of physical development is below average. Children make good progress in the reception year. Their attainment remains below that expected in all areas except in physical and mathematical development. Few children are likely to attain the standards expected in writing although they make satisfactory progress. Children with special educational needs are supported well. Particular concerns over progress are recorded early and dealt with effectively.
31. Teaching and learning are good. The class teacher knows the children well and listens carefully to answers taking great care to extend thinking and speaking skills for each individual. When lesson planning acknowledges that child-selected activities and exploratory play are important at this age, children learn well because they develop independence and thinking and language skills. For example, children constructed a home for mini-beasts with bricks and made models from dough. The teacher worked with a small group of children, using an interactive whiteboard, to successfully develop writing skills, whilst others wrote about mini-beasts on their own.
32. Assessment procedures are satisfactory. Adequate time is given to observation during the first part of the year. The marking of recorded work is careful and comments help children to know what to write next. Adults do not always record if the children they are working with are making significant progress or having particular difficulties to inform future planning. The curriculum is satisfactory and it is very well enhanced by the use of the local environment. Children make visits to the local supermarket and environmental centre which extend their experiences, thinking and language skills well.
33. Although some children come to school from a distance, the class teacher and headteacher visit all of them at home before they start school, and both children and their families have well-planned opportunities to visit the school. As a result, children settle into school quickly and happily.
34. Leadership and management are satisfactory. High-quality resources and an attractively planned teaching area give good opportunities for children to engage in water and sand play and role-play activities. An area was set up as a florist's shop at the time of the inspection. Children's work and photographs of their activities are displayed in an exciting and stimulating way. The outside area has been successfully established since the last inspection and provides sufficient space and opportunity for the use of wheeled toys and large apparatus. However, it is yet to be developed

fully as an extension to the classroom and this has been identified rightly as an area for improvement.

35. Children achieve well in **personal, social and emotional development**. They learn how to dress and undress for physical education activities through well-established routines. They learn how to behave at playtimes through the influences of older pupils and absorb the ethos of the school while attending assemblies and using the computer suite. These young children feel part of the school, cared for and valued. They are beginning to learn how to take turns and to listen to other members of the class - but this is sometimes hard to do!
36. Good lessons in **communication, language and literacy** ensure that children achieve well in reading, learning letter sounds and enjoying stories. Information and Communication Technology is used very well to support writing. Good use is made of programmes which link with guided reading books. Children love to see photographs of their visits out of school and this encourages them to write a sentence with help from the teacher. However, the children do not make as much progress in writing as they do in other aspects of their learning.
37. In **mathematical development**, interesting games are used well to capture children's attention and promote their acquisition of number facts and skills. They learn how to count back using bean bags in a box or a number line. The more able children make the link between 'take away' and 'jumping back'. Children learn satisfactorily how to record some of their work. Many opportunities are found to count during the day, from register time to buying flowers in Flo's Florists. Occasionally, group sessions require intensive adult support and children are not able to fully develop their independence by selecting their own activities.
38. Children have very good opportunities to use their experiences both inside and outside school to enhance their **knowledge and understanding of the world**. The visit undertaken to the local environmental centre during this inspection was a great success. Children described and drew many small creatures, including worms, slugs, snails and ladybirds. They used their knowledge to sort them by numbers of legs using the electronic whiteboard and, later in the ICT suite, learnt how to draw pictures of them. Secure foundations are in place for the later development of ICT skills.
39. Good use is made of the playground for **physical development** activities and children are learning how to use space well. Most of the children bounce and catch a ball and practise with enthusiasm. The class teacher has worked hard with the children to improve their hand-writing skills and most of them have learnt how to use pencils and brushes well. Children enjoy painting and have good experiences to experiment with collage and printing which promote their **creative development**. Music lessons are well planned and during these sessions children learn to move to music as well as to play percussion instruments. During the inspection, songs were chosen that related directly to the mini-beasts theme and this made learning fun.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision in English is **good**.

Main strengths and weaknesses

- Pupils learn well because lessons are planned well and activities are organised and delivered in ways which motivate them.
- Pupils' listening skills are particularly good and they make good gains in reading. Although standards in writing are average this is a relative weakness.
- Pupils' language and literacy skills are developed well through other subjects.
- Leadership successfully identifies strengths and weaknesses and provision and outcomes and sets clear priorities for improvement.
- The library provision is much improved and is used well to teach library skills and to promote independent learning.

Commentary

40. Pupils achieve well. Pupils' performance in national tests at the end of Year 2 has fluctuated in reading and it has been well below average in writing for three years. At the end of Year 6 standards were well above average in 2003 and average in the previous three years. Standards are average in all classes except Year 3, where standards are below average but these pupils have made good progress this year. The last report stated that standards were above average across the school. At that time, pupils entered the school with below average attainment, but attainment on entry now is well below average. However, in the intervening years the school has maintained the good achievement of all pupils, including those with special educational needs and those for whom English is not their first language.
41. Pupils' listening skills are good throughout the school. This is an improvement since the last inspection when listening skills in Years 1 and 2 were below average. This results in teachers not having to repeat instructions and saves valuable learning time as lessons begin quickly and flow smoothly. Speaking skills are not so secure, but these are continually strengthened as each teacher introduces pupils to new words and draws attention to alternative ways of expressing thoughts. In each lesson seen, teachers encouraged pupils to speak in whole sentences. These good practices result in pupils who are engaged in conversation becoming increasingly confident. This was evident in discussions with pupils in Year 6 who often spoke at length. The school works hard to provide opportunities for speaking and listening, not only in the normal school day, but also by the use of outside speakers and appropriate visits. Consequently, pupils make good progress over time.
42. All pupils make good progress in reading so that, by the end of Year 2, standards in reading are average and sometimes better than this. Letters and their sounds are taught well in Years 1 and 2 and pupils enjoy shared 'Big Book' texts and stories. They very quickly become aware of the pleasure that reading can give. By the end of Year 2, pupils know about title, author, illustrator and blurb and many are using the contents and index pages of non-fiction books to find information. They use illustrations to suggest what a book might be about. More able pupils are beginning to have opinions about the type of books that they like best. In Year 6, pupils use reference skills very effectively to find information from non-fiction books and web sites. They retrieve fiction and colour-coded non-fiction books from shelves. The use of these skills is to a similar standard as that previously reported. The expressive reading of a few pupils is above average and shows good understanding of the use of punctuation to modify the voice. Library provision has much improved. Although the number of reference books is still small, pupils do not suffer because very good use is made of a book loan service to ensure that adequate books are available for each subject. The library is used effectively to promote independent learning from book references but there is no ICT resource available in this area. Those pupils who were

heard reading or who were interviewed stated that they were regularly supported in their reading at home. A few pupils visit a public library with their family.

43. Standards in writing, whilst average overall, are correctly a school target for improvement. This is a sensible decision because it reflects the work already being undertaken to enrich pupils' spoken vocabulary and is helping them to transfer this learning into their writing. The current attention given to encouraging pupils to seek out more interesting words, through the use of thesauri and dictionaries, and to pay stricter attention to past, present and future tenses is having a good effect in all classes. Good attention is given to the quality of handwriting and presentation of work from an early age and to good effect. This high standard is continued throughout the school so that, by Year 6, most of the pupils write in a pleasant joined style and take pride in the manner in which they lay out work on the page. The use of word processing in drafting and redrafting work also enables pupils to consider a range of presentations as they become more familiar with different fonts and ways of organising the text.
44. Teaching and learning are good. The quality of teaching seen during the inspection was usually good. Some examples of very good teaching were also observed. Teachers have high expectations of pupils' work and effort and pupils respond accordingly. All teachers make good use of learning resources, a practice that adds variety and interest and holds pupils' attention. Teachers and pupils share very good relationships and this enables the effective use of discussion and questioning within a secure learning atmosphere. It also means that teachers can use humour in their presentations without any loss of attention or control. The staff's organisation and management of pupils are good. The regular adherence to sensible routines helps pupils to understand what is expected of them as the lessons commence and proceed. Assessment of the previous lesson's outcomes is used effectively to set work. Planning is thorough and different groups of pupils receive work that challenges them appropriately. Pupils are given targets following the regular assessment of their work. The marking of work is regular and encouraging, with better marking informing each pupil what is required in order to improve current standards. In the most successful lessons, the usually brisk pace, often accompanied by the time allowed for each task according to abilities, enables pupils to know what is expected of them. Well-informed classroom assistants support groups of pupils very effectively, promoting learning well. During the inspection, the lessons that were seen engaged the pupils' interest so that attitudes and behaviour were very good.
45. The co-ordination of the subject is good overall. Leadership has maintained the good achievement previously reported. Management is satisfactory. Although the co-ordinator is able to scrutinise planning and pupils' books, her monitoring of standards through classroom observations is limited.

Language and literacy across the curriculum

46. A strong feature is the use that teachers make of opportunities to develop literacy skills in subjects other than English. Pupils write for different audiences within a variety of purposes. Especially interesting examples of this approach were seen where, following fieldtrip visits, all pupils were encouraged to use diaries, informal letters, formal reports or personal memories to record the events.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils learn well because activities and tasks are matched well to their individual needs.
- Teachers and classroom assistants work well together to challenge the most able and support the least able pupils.

- The school analyses available performance data well to identify areas for improvement and takes effective action to improve its provision.

Commentary

47. All pupils achieve well, both in mental arithmetic and written tasks. The results in national tests at the end of Year 2 have fluctuated since 1999 and the trend has been below the national trend of improvement. At the end of Year 6, improvement has been faster than it has nationally. Standards increased every year from 1999 to 2002 but dipped considerably last year. A major factor in this variation is clearly the make-up of different year groups. In addition, the national data suggests a possible weakness in the teaching in Years 1 and 2. There is no evidence to support this and currently standards are average in both Year 2 and Year 6. All pupils have made good progress this year. Pupils in Year 6 demonstrated good awareness of a wide range of mathematical knowledge and skills during a discussion with an inspector. For example, they knew equivalent fractions, decimals and percentages, how to convert pounds to euros and how to read a train timetable. However, their understanding of large numbers and angles was not always accurate.
48. Teaching and learning are good overall. A good number of lessons was observed, and the teaching ranged from satisfactory to very good. Lessons are well planned, following the National Numeracy Strategy. Pupils are grouped by ability in all classes and written tasks are well matched to the needs of the different groups. Learning is very good when teachers use their knowledge of the pupils to challenge pupils of different abilities during whole-class question-and-answer sessions. Support staff play a significant role in supporting less able pupils and those with special educational needs. In a very good lesson in Year 5, the teacher successfully challenged and motivated the pupils through the use of quick-fire activities 'against the clock'. All of the pupils in a lesson in Year 2 were fully involved in a number-guessing game because most of them understood the wide variety of questions, and both the teacher and support assistant sensitively helped those who were having some difficulties with some of the questions. The lessons observed and examination of pupils' books show that nearly all the pupils in every year group complete a good amount of work at the right level on a daily basis. All work is marked and teachers make good use of written comments to move pupils on. There is a good focus on problem-solving and the application of mathematics in real-life situations in much of the work.
49. The deputy headteacher is an effective subject co-ordinator. The school was very disappointed with last year's results and a detailed analysis was carried out to try to explain them. A major factor appears to be that a number of pupils had difficulties with mental arithmetic and did not complete tasks at home designed to reinforce and consolidate their hard work at school. This year, every teacher, apart from recently appointed, has been to observe a leading mathematics teacher in another school. The headteacher is carrying out formal observations this term. Improvement since the last inspection has been satisfactory.

Mathematics across the curriculum

50. Mathematics is used well to support learning in other subjects. For example, pupils throughout the school use their knowledge and understanding of data-handling in science and ICT. Mathematical skills are used in geography when looking at temperature in weather studies and scales and co-ordinates on maps. Many activities in art and design, design and technology and physical education involve estimation and measurement.

SCIENCE

The provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well. They attain average standards from a very low starting point.

- The teaching successfully stimulates the pupils' interest and, consequently, they work hard.
- Investigation and fieldwork activities play an important part in learning.
- Pupils display very good attitudes and their behaviour is very good.
- Assessment information is not used with sufficient rigour to challenge the most able pupils.
- The co-ordinator provides good support and guidance for the other teachers.

Commentary

51. Standards vary between year groups. In the 2003 national tests, teachers assessed standards at the end of Year 2 to be well below average. At the end of Year 6 in 2003, results were average overall, but insufficient numbers of pupils gained the higher level to raise standards above average. Both the current Year 2 and Year 6 are performing at average standards, but insufficient pupils are working at the higher levels.
52. Although overall standards were higher at the time of the last inspection, pupils' achievement remains good because all the very positive points made at the last inspection remain in place. There remains a good emphasis on investigative work and practical activities. A feature of the lessons seen was that pupils are encouraged to observe and think in a scientific manner and to use reference materials to verify their findings. All pupils are given opportunities to predict possible outcomes of investigations and are expected to give reasons for their decisions. This was particularly evident during a fieldwork investigation in Year 6 when the experiences of earlier work were used to predict where certain creatures might be found using knowledge of preferred habitats. Pupils from Year 2 onward have secure knowledge of the reasons for a fair test but not all are confident in devising their own tests.
53. Teaching and learning are good. They are very good in Year 6. Teachers use their good subject knowledge to plan interesting lessons that capture pupils' imaginations. Consequently, pupils are highly motivated and respond well to their tasks. Relationships are very good and this brings about a working atmosphere in which all pupils feel secure in offering their ideas, safe in the knowledge that they will not be ridiculed for 'wrong' answers. Pupils enjoy the practical nature of the lessons, for example, when pupils in Year 2 explored the life-cycles of a range of insects and were surprised as they became aware of the similarities and differences between them. Teachers are careful to use scientific language and vocabulary whenever it is relevant and pupils are pleased when they use words correctly in conversation. During practical activities, pupils co-operate well in sharing equipment and materials and, when called upon to do so, are able to collaborate in coming to decisions. Well-informed classroom assistants support pupils with special educational needs and check on the understanding of pupils for whom English is a second language. However, teachers occasionally pay insufficient attention to what they know about the more able pupils to provide them with additional activities to stretch and challenge their thinking.
54. The temporary co-ordinator has good subject knowledge and she leads, organises and manages the subject well. She is a good role model for her colleagues. Fieldwork and visits to sites of scientific interest are properly organised to fit with learning being undertaken in classrooms. These both enrich and broaden pupils' science experiences. Resources are relevant and used effectively. Good links are established between science and literacy and mathematics, with reference skills becoming increasingly enhanced, as pupils are encouraged to seek out information from both paper-based and ICT sources.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils make substantial gains in their knowledge, understanding and skills as they move through the school.
- Teachers use their own ICT skills well.
- The good quantity and quality of resources and their effective use supports learning very well.
- The subject leader is knowledgeable and dynamic.

Commentary

55. Pupils achieve very well. Standards are above average at the end of Years 2 and 6. This is due to very good teaching. Pupils' make sustained progress throughout Years 1 to 6. High standards have been maintained since the last inspection.
56. Most teachers are very confident and competent in teaching ICT and this enables them to develop both pupils ICT skills and the use of ICT in other subjects well. The well-planned curriculum contributes to the very good teaching and learning. As a result of good training, including the use of exemplar teaching and support within the classroom, teachers' use their own skills well to enhance pupils' learning. For example, the arrangements in the ICT suite allow teachers to demonstrate new skills to pupils at their individual work stations and ensure that they all know what to do. Teachers provide different work for pupils with different abilities. For example, pupils in Year 2 with different levels of literacy skills were able to investigate facts about animals. Some typed in the names of animals, spelling them correctly, whilst other used the mouse to select names from a list. Pupils learn well because their lessons are relevant and the skills learned in ICT help them to learn more about other subjects. Pupils in Year 1 very successfully learnt that data can be collected and presented in the form of pictograms.
57. Procedures for assessing pupils' progress are good and are being continually developed. As teachers have a good understanding of where pupils are, they are able to plan effectively and this contributes significantly to the high quality of teaching and to the pupils' achievement. Pupils compile their own records of work which are stored on the computer system where they can be retrieved and added to. A feature of the good assessment procedures is the way in which examples of work are discussed and graded by staff and used as standard samples.
58. The dynamic leadership of this subject has been the major contributory factor in the maintenance of high standards since the last inspection. Very good knowledge of the subject and the judicious use of grants and allocations have ensured that a good network of classroom computers and a very well equipped ICT suite are in place and used efficiently. Very good use is made of a local ICT centre, where pupils in Years 5 and 6 make significant gains through good experiences working with control systems and devising multi-media presentations. This complements work done in school very well.

Information and communication technology across the curriculum

59. Information and communication technology is used well to support work in mathematics. For example, pupils in Years 5 and 6 are confident in using spreadsheets. In geography, pupils in Year 5 used ICT to help them make complex decisions about a planned holiday in Australia. Information and communication technology skills are also used well to support literacy through the extensive use of word-processing skills to write stories, biographies and produce pamphlets. Pupils in Year 6 are involved in the current development of a school web-site. They are comparing the sites of other schools in the area and use their literacy skills well to separate fact from opinion when planning and designing a suitable page for the school's web-site. The very good number and range of basic programmes give all teachers plenty of options when planning to use ICT to support work, whatever the subject. However, the co-ordinator has identified the need to expand the range of software to support research in history and geography.

HUMANITIES

60. Religious education was not part of this inspection. It is not possible to make reliable judgements about provision, including teaching and learning, in **geography** and **history**. No lessons were seen in either subject. Discussions with pupils and examination of pupils' written work and teachers' planning indicate that standards are satisfactory. Pupils say that they enjoy their work in these subjects and are very appreciative of the visits and fieldwork that they undertake. In conversation, more so than in their written work, pupils used the ideas of similarity and difference, change over time and cause and effect to explain their understanding of the topics that they had studied. Attention to literacy skills was also evident when pupils used the past tense to describe historical events and cited reference books and skills to find information.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. It is not possible to make reliable judgements about provision in design and technology, physical education or music. All these subjects were sampled.

62. In **design and technology**, examples of work around the school were examined and were to a satisfactory standard overall, with a few examples of good-quality work. Pupils in Year 1 have made very good models of a park using a good range of materials and techniques. Pupils in Year 6 have designed and made slippers showing good planning and preparation and good skills in the construction and decoration. Pupils say that design and technology is one of their favourite subjects.

63. In **music**, there are positive indicators for provision and outcomes. A lesson in Year 1, assemblies and brief observations of parts of a choir practice and lessons in Year 2, Year 4 and Year 6 show that standards in singing and playing percussion instruments are at least in line with expectations. Pupils in Year 6 have good recall of a range of songs, from the 1930s to the 1970s, learnt this year. Pupils have satisfactory opportunities to learn to play instruments, including violins and xylophone.

64. In **physical education**, indications are that the school provides a satisfactory range of activities during and beyond lessons. A visiting specialist was briefly observed instructing pupils in Year 3 and Year 4 in cricket and hockey skills. Pupils participated and learnt well and responded positively to the visitor. About 20 pupils from Years 4, 5 and 6, with a good balance of boys and girls, were seen enthusiastically practising netball skills with two teachers and a student after school. Pupils in Year 6 report a good range of experiences, through lessons and clubs, in gymnastics, dance, football, tennis, cricket, netball and rounders. The school teaches swimming in accordance with national requirements.

Art and design

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

Main strengths and weaknesses

- Pupils complete a good amount and range of work to a very high standard. Art is one of their favourite subjects.
- The frequent input of a visiting specialist has had a significant impact on standards, particularly in drawing and painting.

Commentary

65. All pupils, including those with special educational needs, achieve very well throughout Years 1 to 6. Standards are well above average at the end of Years 2 and 6, especially in drawing and painting. In one lesson, pupils in Year 3 made significant gains in their understanding of pictorial composition, colour mixing and using different tones to show the effect of light. There are many examples of high-quality work, on display around the school and in the subject portfolio, that illustrate the pupils' sophisticated skills. The pastel self-portraits by pupils in Year 1 show

astonishing detail in the representation of features such as hair and eyes and very careful observation and use of colour. Pupils in Year 4 have completed very good large copies of a painting by Ford Maddox Brown. The skilled use of shading in the pastel drawings of African masks by pupils in Year 5 very successfully conveys the three-dimensional aspect of the subject. Pupils in Years 3 and 4 have made and decorated a range of different masks, including Zulu, Namibian and Nepalese, to a very good standard. These pupils have also created very pleasing sculptures, using woodland materials, based on the work of Andy Goldsworthy. Pupils in Year 5 have created beautiful printed patterns using stencils of hawthorn and oak leaves. All of this work makes a very significant contribution to the pupils' spiritual and cultural development. Pupils throughout the school have very positive attitudes.

66. Teaching and learning are very good overall. They were good in all three lessons observed in Years 6, 4 and 3. The large amount of completed work examined shows that teaching and learning are more often very good than they are good and that this is the case throughout the school. A specialist teacher, who is an artist himself, works in the school frequently and with pupils of all ages. His knowledge, expertise and skills clearly inspire the pupils and 'rub off' on the class teachers. Pupils are taught how to observe closely by examining reproductions of famous works of art, artefacts and real-life objects and materials. They learn sophisticated skills of mark-making and composition using different media such as pencil, pastel, paint and collage.
67. Leadership and management are good. The high profile of art and design as a subject in the school and the high standards previously reported have been maintained. High-quality work has been sustained over a long period.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The personal development of the pupils is given a very high priority in the school.
- Pupils in Year 6 are mature and responsible and they are prepared well for the next stage of their education.

Commentary

68. The school gives a great deal of thought and care to meeting the different needs of different pupils. Pupils achieve well throughout the school. The promotion of personal qualities and skills pervades the Catholic ethos of the school, assemblies, lunchtimes and playtimes and results in very positive relationships throughout the school community. There are discrete lessons, planned in accordance with the national recommendations and guidance, and the teaching and learning are good. Lessons are planned well and activities are challenging, wide-ranging and stimulating to the pupils. For example, pupils in Year 1 made significant gains in their knowledge and thinking through discussing things that are healthy and things that are not. Pupils in Year 2 wrote well about special people and the teacher gave every pupil who wanted to a chance to talk. A realistic and complex short story was used well to get pupils in Year 6 thinking about how outside pressures can influence our behaviour.
69. There are good displays in the school library, school hall and school dining hall, which remind pupils of the 'theme for the week' and the rules for their regular discussions during 'Circle Time' lessons. Although the school does not have a formal pupil council, these class discussions provide good opportunities for all pupils to express their feelings and opinions. Another good strategy is the provision of suggestion and worry boxes in the school hall. Pupils in Year 6 act as games leaders in the playground every day, and pupils were seen in at least two classes helping the teachers preparing for lessons in the afternoon. The school makes good provision for sex and relationship education and issues such as bullying and raising the pupils' awareness of

harmful substances. Involvement in the healthy schools initiative has had a positive impact on pupils. For example, they are all encouraged to have water bottles at school.

70. The headteacher is an effective co-ordinator for this important aspect of the school's work. It is not possible to make a judgement on improvement because this aspect of the school's work was not inspected previously.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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