

INSPECTION REPORT

ST JOSEPH'S ROMAN CATHOLIC PRIMARY SCHOOL

North Shields, Tyne and Wear

LEA area: North Tyneside

Unique reference number: 108617

Headteacher: Mrs C A Jewitt

Lead inspector: Mrs M Warburton
Dates of inspection: 17th – 20th May 2004

Inspection number: 257760

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 -11
Gender of pupils:	Mixed
Number on roll:	350
School address:	Wallsend Road Chirton North Shields Tyne and Wear
Postcode:	NE29 7BT
Telephone number:	0191 2005077
Fax number:	0191 2005851
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Hayden
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

The school is a Roman Catholic Primary school situated in an area of high social disadvantage in North Shields, Tyne and Wear. There are 350 pupils on roll, making it bigger than most primary schools. The school has a nursery, which provides part-time education for 52 children. Most pupils are of white British heritage and although the percentage who speak English as an additional language is higher than in most schools, none of these pupils is at an early stage of English language acquisition. Mobility levels in the school are lower than average. The percentage of pupils eligible for free school meals is above average, and the percentage with special educational needs is around average. Most of the pupils with special needs have learning, language and communication or behavioural difficulties. The percentage of pupils with a Statement of Special Educational Need is below average. Attainment on entry to the nursery is well below average. In recent years the school has achieved the basic skills quality mark, the healthy schools award, Investors in People, a school achievement award, a curriculum award and a community care award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22522	Mrs M Warburton	Lead inspector	English, information and communication technology, art and design, design and technology.
19335	Mrs S Dixon	Lay inspector	
18027	Mrs S Mawer	Team inspector	Mathematics, science, music, physical education, special educational needs.
31807	Mr D Carpenter	Team inspector	Foundation Stage curriculum, history, geography, personal, social and health education and citizenship.

The inspection contractor was:

Altecq Education Ltd
102 Bath Road
Cheltenham
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet 'Complaining about Ofsted Inspections', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school, which provides a good quality of education for its pupils. Teaching and learning are good and pupils achieve well. Leadership and management are good. The school provides good value for money.

The school's main strengths and weaknesses are:

- The very good provision in the Foundation Stage enables children to get off to a very good start to their time in school.
- By the time they leave in Year 6, pupils' achievement is good.
- Standards in mathematics in Year 2 are not high enough, and there is sometimes insufficient challenge for pupils in this year group.
- Very good support, advice, personal development and relationships make pupils feel safe and cared for.
- Pupils do not always listen well enough to each other.
- The use of assessment is very good in English but this has not been extended to other subjects of the curriculum.
- The new headteacher has made a good start in uniting the key staff and governors to work closely as an effective team.

The school has made good improvement since the last inspection. There is now more good teaching, and no unsatisfactory teaching was observed during the inspection. Pupils' achievement is better, and there is better provision for pupils with special educational needs. The high quality provision in the nursery has been maintained. The key issues identified in the previous report have been addressed. There are now good procedures in place for co-ordinators to monitor their subjects, and the analysis of assessment results has been developed very well in English. However, the use of assessment information in other subjects could be better.

STANDARDS ACHIEVED

Year 6 results

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

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

Inspection findings are that pupils' achievement is **good** overall. The attainment of children on entry to the nursery is well below that expected for their age. In the nursery, the children make very good progress, and they continue to make good progress in the reception year so that by the time they start in Year 1, a significant number reach the goals they are expected to reach in all areas of learning. This represents good achievement. However, attainment remains below the expected levels in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative

development because few children exceed the goals, but it is in line with the expected levels in personal, social and emotional development because of the high quality provision in this area. Achievement is good in Year 1 and satisfactory in Year 2. Pupils make steady progress in English, and many reach the expected levels by the end of Year 2, but attainment remains below average overall. Spelling is good, but listening skills are weak. In science, attainment is in line with the expected levels and achievement is good. However, in mathematics too many pupils do not attain the expected levels because until recently their individual needs have not always been recognised early enough and they have not received sufficient support. Consequently, attainment is well below the expected levels in mathematics in the current Year 2. This year group includes a higher number of pupils with special educational needs than usual. However, pupils' achievement in Years 1 and 2 is improving as the school focuses on developing the subject.

Achievement in Years 3-6 is good, and by the time pupils leave the school, attainment is in line with the expected levels in English, mathematics and science. Spelling is a particular strength and many pupils read enthusiastically with fluency and good expression, but listening skills are weaker. Attainment in the practical aspects of mathematics and science is also good.

In history, pupils make very good progress throughout the school and attain standards that are above the expected levels in Year 2 and Year 6. In all other subjects of the curriculum that were inspected, standards are in line with the expected levels and pupils' achievement is good. In information and communication technology, standards are above the expected levels in word-processing, but below them in control technology because pupils have not had enough experience of this aspect. Pupils with special educational needs make good progress and achieve well throughout the school.

Pupils' spiritual, moral, social and cultural development is **good** overall. Their attitudes and behaviour are good. Most pupils are keen to learn and enjoy their lessons. Social development is very good because pupils are provided with a wide range of opportunities to develop their skills and relationships. Pupils' attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**.

Overall, teaching and learning are **good**. Teaching in the Foundation Stage is very good and is a significant factor in the very good start that the children make to their time at the school. In Years 1 and 2, teaching is satisfactory, with some good and very good lessons, especially, although not exclusively, in Year 1. In Year 2, teachers do not always have high enough expectations of what pupils can achieve. In Years 3-6, most of the teaching is good, resulting in good learning and achievement. Pupils with special educational needs are taught well throughout the school. There are very good assessment procedures in English that are used very effectively to set specific targets for individual pupils, but the use of assessment information has not yet been extended to other subjects of the curriculum.

The curriculum is satisfactory overall. It is good for children in the nursery and reception classes and satisfactory for Years 1-6. A good range of activities is provided outside school hours to extend and enrich learning. Accommodation is satisfactory overall and resources are good. However, there are some shortcomings in the outdoor provision for children in the Foundation Stage.

Procedures to ensure pupils' welfare, health and safety are good. The school provides very good support, advice and guidance for pupils, especially relating to their personal

development. The involvement of pupils in the school's work and development is good. The school has good links with parents, the community and other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The new headteacher is providing good leadership and uniting the key staff to work closely as an effective team. Management is well developed. The governance of the school is good, and governors make an effective contribution to the school's success.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school and appreciative of all that it provides for their children. Pupils have equally positive views of the school and are particularly pleased with the way they are supported and cared for.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics in Year 2.
- Improve pupils' listening skills.
- Provide sufficient challenge for all groups of pupils in Year 2.
- Extend the very good use of assessment in English to other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are in line with the expected levels in most subjects by the time pupils leave the school in Year 6. Pupils' achievement is **good** overall, and satisfactory in Year 2.

Main strengths and weaknesses

- Children make very good progress in the nursery.
- Standards in mathematics in Year 2 are not high enough.
- Pupils achieve very well in reading and spelling.
- Pupils' listening skills are not as good as they could be.
- Standards in history are good.

Commentary

1. In the 2003 tests taken by pupils in Year 2, standards were average in reading and writing when compared to all schools nationally, but were well below average in mathematics. When compared to similar schools, standards were well above average in reading and writing and average in mathematics. Over the past five years, standards in Year 2 have remained close to average in reading and writing, but have often been well below average in mathematics.
2. In the tests taken by pupils in Year 6 in 2003, standards were above the national average in English and were average in mathematics and science. When compared to schools where pupils attained similar standards in their Year 2 tests, standards were well above average in English and average in mathematics and science. Over the past five years, standards have fluctuated, but the trend has been similar to the national trend, with standards generally around the national average.
3. Overall, pupils' achievement is good. When children start in the nursery, their attainment is well below that normally found for children of that age in all areas of learning. They make good progress in the Foundation Stage so that many attain the goals they are expected to reach by the end of the reception year and their achievement is good. However, their attainment is still below the expected levels overall because few exceed the goals. However, in personal and social development the vast majority attain the early learning goals and attainment is in line with the expected levels. In Year 1, pupils make good progress and achieve well. Pupils in Year 2 make steady progress and their achievement is satisfactory. In recent years, pupils mostly attain standards in the national tests that are in line with national expectations in reading and writing, but this year there is a higher than usual percentage of pupils with special educational needs in the cohort, so their attainment is below average. In mathematics, attainment is well below the expected levels, but is improving as the school focuses on developing the subject. In Years 3-6, pupils make good progress and achieve well given their prior attainment. Overall improvement since the last inspection has been satisfactory.
4. Inspection findings are that standards in English are below the expected levels in Year 2. Pupils achieve well in spelling and reading and attain average standards in these aspects. However, standards remain below average in writing. Few pupils write at length or attain the higher levels in this aspect. Standards in speaking are in line with national expectations, but listening skills are below. In mathematics, standards are well

below average in Year 2, but are beginning to improve as the school focuses on developing the subject. Mental skills are a weaker area, but pupils' practical and investigative skills are better. In science, standards are in line with the expected levels. Pupils have sound observational skills and are beginning to understand how to make a fair test. In information and communication technology (ICT), standards are in line with the expected levels overall, with word-processing above average and control technology below because there has been insufficient coverage of this aspect. In history, standards are above the expected levels and pupils' achievement is very good. Pupils have a good breadth of knowledge which encompasses periods, events and individuals from ancient civilisations to the modern day. In all other subjects of the curriculum, standards are in line with the expected levels by Year 2 and pupils' achievement is good.

5. In Year 6, standards in English are in line with the expected levels and achievement is good. Standards in reading are above the expected levels. Pupils read widely and with enthusiasm. They write for a good range of purposes and use a good range of well-chosen vocabulary. Spelling is good. Pupils speak confidently to adults and to each other, but their listening skills are not as well developed. In mathematics and science, standards are in line with the expected levels and achievement is good. Practical work is a strength in both of these subjects, but evaluation in science is weaker. In information and communication technology (ICT), standards overall are in line with the expected levels and pupils make particularly good progress in word-processing, producing work at a higher level than would normally be expected for 11 year-olds. Control technology is weaker because pupils have had insufficient experience of this aspect. In history, standards are above the expected levels and pupils have good knowledge and understanding of events and people from the past. In all other subjects of the curriculum that were inspected standards are in line with the expected levels. Given the well below average levels of attainment on entry to the school, achievement is good.
6. Pupils with special educational needs achieve well. In English, progress is good because pupils are identified early, the qualities of their individual education plans are good and they receive effective teaching and support. Although pupils achieve well overall in mathematics, their progress is slower in Year 2. This is because learning difficulties are not identified early enough and pupils until recently received little extra support with numeracy in Years 1 and 2. The school has recognised this weakness and has recently begun a programme of additional support in these classes. These initiatives are new and have still to impact on the learning and achievement.

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	28 (27)	26.8 (27)
Mathematics	26.7 (26.9)	26.8 (26.7)
Science	28.6 (28)	28.6 (28.3)

There were 46 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 **good**. Levels of attendance are **satisfactory**. The spiritual, moral, social and cultural development of pupils is **good**.

Main strengths and weaknesses

- The pupils' good attitudes, behaviour and their relationships with one another and with adults have a positive effect upon their learning.
- Children in the Foundation Stage have very good attitudes and behaviour.
- The school is a happy place where pupils are caring and responsible.
- Pupils understand the responsibilities of living in a community very well.
- A small number of pupils are persistently late.

Commentary

7. Pupils approach all their lessons with equal enthusiasm. They listen and respond well to their teachers, but there are some occasions when pupils do not listen well to each other. Pupils are able to work well alone and in groups as required. They support and help each other well. Children in the Foundation Stage have very good attitudes because of the high quality provision for their personal and social development.
8. The behaviour in school is good and creates a happy and friendly environment for pupils to learn in. Pupils feel that lunchtime is a generally happy time and they are no significant problems with behaviour or conflict. The school deals satisfactorily with the small number of incidents of bullying that occur. Older pupils think that they would benefit from more varied activities at lunchtimes as they feel that ball games sometimes cause difficulties. The relationships in the school community are good. Pupils are kind and helpful to each other and they play and learn together well. There have been very few exclusions in recent years.
9. Pupils with special educational needs try hard with their work and are keen to do well. They are well supported in class by teachers and teaching assistants. Behaviour is good and because relationships are strong and work is interesting, pupils feel valued and this helps them to relate well to others. Pupils who are identified for behavioural difficulties respond well to the reward systems that are in place in the school.
10. Pupils' spiritual, moral, social and cultural development is good. Pupils are offered opportunities to reflect on life and their own learning in lessons and assemblies. They understand right from wrong and learn to appreciate their own culture and that of others. They show respect for other lifestyles and learn to value themselves and their work. In particular, pupils have a very good understanding of the responsibilities of living in a community. They are offered good opportunities to take responsibility, for example, by helping at lunchtimes and with reading activities, and through the school council and school bank.

Attendance

11. Attendance levels are satisfactory and most parents respond well to the school's good efforts to promote good attendance. Whilst the majority of pupils arrive at school on time, a small number of pupils are repeatedly late and miss the start of the school day. This has a detrimental effect upon the learning of these pupils.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.2
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	242	1	
White – any other background	3		
Mixed – White and Black African	3		
Mixed – any other background	1		
Asian or Asian British - Indian	2		
Asian or Asian British – any other background	2		
Black or Black British – Caribbean	1		
Chinese	1		

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning are **good**, the curriculum is **satisfactory** and is enhanced by a **good** range of additional activities. The school cares **well** for the pupils and gives them **very good** support, advice and guidance. The partnership with parents, other schools and the community is **good**.

Teaching and learning

The quality of teaching and learning is **good** overall. It is very good in the Foundation Stage, good in Year 1 and Years 3-6, and satisfactory in Year 2. Assessment is **satisfactory**.

Main strengths and weaknesses

- The teaching in the Foundation Stage is stimulating and imaginative.
- Setting is used effectively to meet the needs of older pupils.
- Pupils are usually challenged well, although there is some lack of challenge in Year 2.
- Pupils with special educational needs are taught well.
- There are very good assessment procedures in English, but the use of assessment in some other subjects could be better.

Commentary

12. During the inspection, the teaching ranged from satisfactory to excellent, with no unsatisfactory lessons seen. Teaching has improved since the last inspection, and now three-quarters of lessons are good or better.
13. The very good teaching in the Foundation Stage enables the children to get off to a very good start. The enthusiasm of the nursery teacher motivates the pupils so that they are very keen to come to school and enjoy their learning. There are very high levels of care and support for all pupils and their individual needs are met very well. The teachers and teaching assistants work very well together and provide very good role models for the children.
14. In Years 1-6, most lessons are well planned and prepared, with good use made of resources. Teachers explain things very carefully to the pupils, ensuring that they use the right vocabulary. This means that pupils know exactly what is expected of them and work hard. They enjoy their learning and are keen to improve. In most lessons work is matched well to prior attainment, and the pupils respond well to the high levels of challenge. However, in some lessons in Year 2 there is insufficient challenge for the higher-attaining pupils, especially in mathematics and English, so few attain standards that are above the expected levels. The setting arrangements in Years 5 and 6 are very effective in ensuring that the needs of all pupils in these classes are met. Teachers support the pupils well, and teaching assistants contribute effectively in many lessons. However, the lack of additional support for pupils in mathematics in Years 1 and 2 means that until recently the lower-attaining pupils sometimes struggle and do not attain the expected levels. In the best lessons, high levels of enthusiasm of both teachers and pupils, stimulating activities and very good relationships are evident. Occasionally in Year 2, tasks lack imagination. However, even when this happens, pupils' learning is still at least satisfactory, because they have good attitudes and behave well.
15. Pupils with special educational needs are taught well. Individual needs are identified early, and well-planned strategies ensure that they are met. Teachers plan and record pupils' progress carefully, and teaching assistants are well briefed and support the pupils effectively. The pupils are very responsive and work hard to improve, gaining much satisfaction from the progress they make.
16. Assessment is satisfactory overall. In English it is very good, with thorough procedures in place that are used very effectively to identify pupils' needs and to set targets for improvement. In mathematics, assessment is satisfactory and is improving. Procedures are thorough and are beginning to be used well to set targets. In other subjects of the curriculum, assessment is satisfactory. There are clear procedures in place, but more could be done to ensure that the skills relating to each subject are tracked in a more systematic way, and the information gained used more effectively to inform planning and set targets.

Summary of teaching observed during the inspection 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	5 (14 %)	21 (57%)	10 (27%)	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.

The curriculum

The curriculum is **satisfactory** overall. A **good** range of activities is provided outside school hours to extend and enrich pupils' learning. Accommodation and resources are **satisfactory** overall.

Main strengths and weaknesses

- The good curriculum in the Foundation Stage meets the needs of the children well.
- The school makes good provision for pupils with special educational needs, and includes all pupils well.
- There is a good range of activities, including participation in sport, outside the school day.
- There are some shortcomings in the provision for outdoor play for children in the Foundation Stage.

Commentary

17. All subjects of the National Curriculum and religious education are taught on a regular basis and for the recommended amount of time. Despite shortcomings in the provision of outdoor play facilities, the curriculum in the Foundation Stage is good. It is well planned to meet the needs of the children, with a good focus on developing their personal and social, and language and communication skills. The provision for information and communication technology has been improved with the opening of a dedicated computer suite.
18. The school fosters a spirit of equal access and inclusion and strives to meet the aspirations of all pupils. Good provision is made for pupils with special educational needs. They are fully integrated into the life and work of the school. When necessary, the planning of the curriculum is adjusted to enable small group teaching to take place, especially for English. Provision is well planned and fully meets the requirements of the Code of Practice.
19. Activities to extend and enrich learning outside the normal school day are popular with pupils, and participation rates are high. In addition to a good range of sporting activities, pupils are able to learn to play a range of musical instruments, often taught by teachers who come to the school for this purpose. Further enrichment comes from visits to theatres, galleries and museums and older pupils have an opportunity to take part in a residential weekend.
20. Accommodation is satisfactory and is kept in good order by the dedicated caretaker and cleaning staff. The development of the new computer suite has added significantly to the accommodation and resources available in the school and has had a positive impact on teaching and learning in ICT. There is a central library area that is well used and popular, and this is extended by large book collections in classrooms. The provision of outdoor play areas for the Foundation Stage is limited, especially for children in the reception class. The small, grassed area adjoining the nursery is well used. Resources for outdoor play for children in the Foundation Stage are restricted, because it is not possible to leave any outside, but those available are used very well. Learning resources to support the National Curriculum are good overall.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **good**. Support, advice and guidance are **very good**. The involvement of pupils in seeking, valuing and acting on their views is **good**.

Main strengths and weaknesses

- The pastoral support provided for pupils is very good.
- Pupils throughout the school build very confident and trusting relationships with adults.
- Pupils who are new to the school benefit from very good induction arrangements.
- The school provides good opportunities for pupils to express their views.

Commentary

21. The good relationships and behaviour that exist in the school community and the very good provision for social development creates a happy and caring learning environment. Pupils feel they are treated kindly and that there is always someone there to help them.
22. The child protection procedures are good. All the adults employed by the school receive appropriate training. The health and safety arrangements are good overall, although a small number of health and safety concerns have been raised with the school.
23. The academic support and guidance offered to pupils is good. Pupils have a good awareness of their own learning and success is recognised well. Pupils have individual targets for improvement in English that they understand well, although this has not yet been extended to the other subjects of the curriculum. In lessons, pupils learn to evaluate their own work and to consider ways to improve. The marking of pupils' work is helpful and encouraging in most classes.
24. The personal support and guidance offered to pupils is a particular feature of the school. All pupils are very well known and are treated with sensitivity and respect. They are very good support programmes for pupils and their families in times of need or when difficulties arise. This provision is enhanced by the school's very good relationships with other agencies.
25. The school's arrangements for seeking and acting on pupils' views are good. Individual views can be expressed in lessons and there is an effective school council. Pupils feel that they are listened to well and have good opportunities to make suggestions, although they do not always understand the outcome of them. For example, they find it difficult to understand why a solution cannot be found to the vandalism that so badly affects their school and their Millennium Garden.
26. Pupils who are new to the school benefit from very good induction procedures. These include meetings, information packs and many opportunities for children to visit the school and make a settled start to their education.

Partnership with parents, other schools and the community

The partnership with parents, other schools and the community is **good**.

Main strengths and weaknesses

- The partnership with parents has a positive effect on pupils' learning.
- The information provided for parents about school life and their children's learning is good and enables them to feel involved.
- The good links with the community play a part in enriching pupils' lives.
- The links with other schools support pupils' learning and the teachers' professional development well.
- The mechanism for the transfer of pupils to secondary school is good.

Commentary

27. Parents are supportive of the school and are appreciative of all that it provides. In particular, they feel that the school is very approachable and that they and their children are well supported, for example, by the provision of a 'positive parenting' course.
28. Parents support their children's learning at school and at home well. Some parents and family members offer to help in school, and homework is generally well supported. The school is working hard to encourage parents to become more involved in their children's learning and is developing a more imaginative approach to homework with some good examples seen in the Foundation Stage.
29. The information provided for parents about the life of the school is good and there are opportunities for parents to gain some insight into their children's learning by attending assemblies, workshops and performances. Information about the curriculum and the work pupils will do is also provided. Reporting on pupils' progress is generally good, although some sections of the written reports are not as clear as they might be in some classes.
30. The school's links with the community and its partnership with other schools are good and have a positive effect upon learning. The local community provides a good resource to support and enrich learning. Pupils visit the local area and places of interest further afield. Members of the community visit the school to share their skills and experiences. Links with other schools provide good arrangements for the transfer of pupils to secondary school. Professional development is well supported by the links with other primary and secondary schools, and pupils benefit from sharing resources, for example, by taking part in inter-school sports activities.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The new headteacher is providing **good** leadership and uniting the key staff to work closely as an effective team. Management is **good**. The governance of the school is **good**.

Main strengths and weaknesses

- The headteacher has quickly grasped the school's strengths and weaknesses, and is beginning to address the areas for development successfully.
- Governors are committed to the school and make a full contribution to its success.
- The headteacher has created a strong team of key staff, who share a clear purpose in seeking further improvements.
- The leadership and management of Foundation Stage, English, mathematics, science and special educational needs are good, and other co-ordinators are beginning to develop their roles well.

- Staff and governors promote the involvement of all pupils well and good attention is generally paid to the needs of individual pupils.
- Finances are controlled and used well, but the cost effectiveness of spending decisions is not monitored.
- The strategic planning in the school development plan is not linked closely enough to implications of costs and time.

Commentary

31. The recently appointed headteacher is building effectively on the good progress that has been made since the last inspection. In particular, she has strengthened assessment and the role of co-ordinators, and this has led to increased progress and achievement. By improving the systems for monitoring and evaluating the school's performance and comparing it with other establishments, the headteacher has quickly recognised a weakness in the standards in mathematics by the end of Year 2. She has recently put well thought-out procedures in place to help to raise standards, but it is too early for these new initiatives to have had a noticeable impact.
32. The governing body plays an active and effective role in leading the school forward. Although some governors are new to their roles and responsibilities and are in the early stages of challenging new initiatives, others have a good knowledge of all aspects of school life through regular visits and the feedback received from co-ordinators on curriculum areas. Through the work of the various committees, they are familiar with the school development plan and are well informed about the school's strengths and weaknesses. Governors have been somewhat less effective in monitoring and evaluating the effectiveness of major spending decisions on standards and achievement. This is because the one year school development plan lacks a time scale in some targeted areas, and priorities are not linked clearly enough to finances. The headteacher recognises the weaknesses in this interim plan, which was written when she took over the acting role in September. She is currently working with key staff on an improved development plan that will enable governors to monitor and evaluate decisions more easily. The governing body complies fully with all statutory requirements.
33. The headteacher and senior management team meet regularly to monitor and develop the school's work. The headteacher monitors classroom practice regularly and has a clear understanding of its strengths and the areas requiring development and support. Other staff are fully involved in shaping the school's developments. The role of co-ordinators has improved well since the last inspection when it was identified as a key issue. There are now clear procedures in place to monitor and evaluate their subjects in a variety of ways, which includes the tracking of progress in tests, work sampling, examining planning and talking to pupils. The co-ordination of Foundation Stage, English, mathematics, and science is effective and the next stage of their responsibilities will be to carry out some lesson observations in order to increase their monitoring roles. The special educational needs co-ordinator successfully carries out her management duties with great efficiency and uses her time effectively to support groups of pupils and carry out administrative tasks. She is well informed about pupils through good review procedures and has a good understanding of the strengths and weaknesses in provision.
34. The management of the school is good. The performance management process is well established and the successful professional development of staff has strengthened the quality of teaching and learning since the last inspection. Finances are managed efficiently and governors work closely with the headteacher and school secretary to ensure that the principles of best value apply at all times. This has been rigorously applied over the past year along with very close monitoring and control of spending to

enable the budget to move out of deficit. The school secretary gives very good support to the headteacher and staff and makes a valuable contribution to the smooth running of the school.

35. The staff and governors are committed to a good level of care and inclusion for all pupils. This is evident from the allocation of funding for additional staff to provide extra support, the good progress made by pupils with special educational needs and the very good relationships between staff and pupils which promotes an inclusive ethos well. There is a need to extend inclusion further by providing more challenge at times in the teaching for the higher-attaining pupils in Year 2.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	801 338	Balance from previous year	26 459
Total expenditure	815 238	Balance carried forward to the next	12 559
Expenditure per pupil	2 547		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision in the Foundation Stage is **very good**.

Commentary

36. Children enter the nursery on a part-time basis, mainly in September and January, and the majority remain for two years. The analysis of attainment on entry indicates that this is well below average and presents significant barriers to learning. From the nursery, the vast majority of children enter the main reception class, but a small number of older children transfer to a mixed-age class with pupils in Year 1. Evidence from the inspection indicates that no problems accrue from the fact that some children are in a mixed-age class, and good quality teaching ensures that they make good progress in their learning. The Foundation Stage co-ordinator offers inspirational leadership and management of a very effective team. Teachers and children are supported by teaching assistants who make a significant contribution to the overall effectiveness of the team. Planning is fully in line with the goals that children are expected to reach by the end of reception in both the nursery and reception classes.
37. The quality of teaching and learning is very good overall in the Foundation Stage. From the point of entry into the nursery, children receive high quality teaching that overcomes many of the initial barriers to learning that can stem from adverse social and economic circumstances. This very good start is consolidated by the quality of teaching in the reception classes where the children are well prepared for their transition into the National Curriculum. From the very low standards on entry the children achieve well and many attain the goals they are expected to reach in all areas of learning by the time they enter Year 1. However, attainment overall remains below the expected levels because few children exceed the goals, except in personal, social and emotional development, where most children attain the early learning goals because of the high quality provision in this area of learning.
38. Children in the Foundation Stage have access to a play area that has some unsatisfactory features. For children in the nursery there is direct access to a small but attractive grassed area that is used very well to promote physical development and knowledge and understanding of the world. Children in the reception class use the grass area, but have no direct access to it. Vandalism and storage problems limit the amount of large apparatus available, but good quality teaching makes up for many of the shortcomings arising from this. The achievement of children in the Foundation Stage has improved since the time of the previous inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The quality of provision is **very good**.

Main strengths and weaknesses

- The quality of relationships and the caring ethos are a significant strength.
- The high quality of teaching, especially in the nursery, overcomes very low standards on entry.

Commentary

39. Very good, frequently inspirational teaching in the nursery and the strong emphasis on care and support throughout the Foundation Stage ensure that children make very good progress and achieve very well in this area of their learning. By the time they enter Year 1 the vast majority of children are likely to reach the early learning goals in this aspect of their learning. Teachers and support staff make a significant impact on poor language and social skills through their caring and supportive approach and children make huge gains in their confidence as communicators. By the time they enter Year 1, children have developed a good degree of independence and also a sense of being part of the community of the school.

COMMUNICATION, LANGUAGE AND LITERACY

The quality of provision is **very good**.

Main strengths and weaknesses

- The very good use that adults make of opportunities to promote language development has a significant impact on poor initial skills in communication.
- Good use is made of information and communication technology to broaden skills in language and communication.

Commentary

40. The very good quality teaching ensures that children achieve well as they progress through the Foundation Stage. Many attain the expected goals by the time they enter Year 1. Language skills on entry to the nursery are well below expectations and present significant barriers to learning. The very good teaching makes use of structured and incidental opportunities for language development and the style of teaching excites and motivates the children in their learning. Consolidation of language skills in the reception class is well supported by the good use being made of information and communication technology as a tool for learning and development. Early reading and writing skills develop well and children in the reception class benefit from the innovative reading strategies in use throughout the school. Very good use is made of stories, rhymes and songs to foster language and in both nursery and reception classes role-play is used very creatively. During the course of the inspection, improving language and communication skills emerged as a feature of all activities in the Foundation Stage.

MATHEMATICAL DEVELOPMENT

Provision is **very good**.

Main strengths and weaknesses

- Teachers provide many opportunities for independent learning.
- Very good use is made of opportunities for development in other areas of the curriculum.

Commentary

41. Standards in numeracy are very low when children enter the nursery. As a result of the very good teaching in the Foundation Stage, many of children achieve the early learning goals in this area of development by the time they enter Year 1. Many structured and incidental opportunities are used in nursery and reception classes to improve

mathematical understanding. Counting and number games, rhymes and songs are popular with the children and help to encourage the joy of numbers. In role-play there is much calculating and counting and practical activities, such as shopping, which are an important feature of the day. Role-play and use of the sand and water play areas provide many opportunities for independent learning and discovery in mathematics, and the children show the enthusiasm for learning that is a characteristic of the Foundation Stage.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **very good**.

Main strengths and weaknesses

- High quality teaching makes imaginative use of the resources available.
- Information and communication technology is used very well to support the development of knowledge and understanding.

Commentary

42. As a result of very good teaching, many of the children attain the expected goals in this area of their learning by the time they enter Year 1, and their achievement is good. The caring ethos of the school and good use of religious education in the Foundation Stage give the children many insights into the beauties and fascinations of the world. Evidence from the inspection indicates that the use made of the outdoor play area, and its grass and gardens, engenders a love of plants and small creatures and a spirit of discovery that has a significant impact on the social and emotional problems experienced by the children. Effective use of play resources enables children in making a range of discoveries that are further consolidated by the good use of information and communication technology, especially in the reception class. By the time they enter Year 1, children show an appreciation for the passing of the seasons and changes in the daily flow of events in the school. Festivals, ceremonies and occasions such as birthdays are linked very effectively to personal and social development and children in the reception class are able to join with their older peers in events in the parish church.

PHYSICAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- High quality teaching is characterised by resourcefulness and imagination.
- The outdoor play space is inadequate, especially for children in the reception class.

Commentary

43. The very good teaching ensures that many of the children reach the expected goals by the time they enter Year 1 and their achievement is good. Very effective use is made of the school hall for physical education, music and dance, and the teaching in the nursery is excellent. Many of the barriers to learning and the inhibitions that spring from limited social skills are overcome through the teaching in physical development throughout the Foundation Stage. Access to the outdoor play area is unsatisfactory for children in the reception class and they have no direct access to the small grassed area that is also available. In the classrooms, maximum advantage is taken from the opportunities for physical development, and by the time they enter Year 1 the children

can negotiate space physically and socially and are aware of and tolerant of each other. Use of small apparatus, such as scissors, brushes and construction toys is a significant factor in the development of children's manipulative skills.

CREATIVE DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Adults make effective use of structured and incidental opportunities for learning.

Commentary

44. The good quality teaching ensures that many of the children attain the early learning goals in this area of development by the time they enter Year 1, and their achievement is good. Creative play, especially role-play, is a feature of the nursery and reception classes and does much to overcome the lack of skills and social inhibitions of the children when they enter school. The caring ethos and high quality support from teaching assistants ensures that children move quickly from a solitary play style to a situation where they are at ease with sharing and playing together. Use of apparatus and art materials is very effective and children paint, construct and explore with a strong sense of creativity and discovery. Large toys are used creatively indoors and out, and as part of their physical development, children come to use their own bodies in a very creative manner. Growing plants and discovering the wonders of nature links very well with knowledge and understanding of the world and contributes very effectively to the children's spiritual, moral, social and cultural development. Music making, singing and listening are used very effectively throughout the Foundation Stage to foster children's creative growth.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Very good assessment procedures are used effectively to set individual targets for pupils.
- Pupils really enjoy reading and attain standards that are above the expected levels in Year 6.
- Pupils' listening skills are below the expected levels.
- The subject makes a good contribution to pupils' social and cultural development.
- Sometimes there is lack of challenge for higher-attaining pupils in Year 2.

Commentary

45. In the 2003 national tests, standards in reading and writing were average in Year 2 when compared to all schools, but well above those attained by similar schools. In Year 6, standards were above the national average in English, and well above those attained by similar schools. Currently, standards in English are below the expected levels in the current Year 2, and in line with expectations in Year 6. Pupils' achievement is good in Key Stages 1 and 2, given that when they start in the nursery, attainment is well below

the expected levels. The current Year 2 includes a higher than usual percentage of pupils with special educational needs. In the past, attainment in this year group has been in line with the expected levels. Improvement since the last inspection has been satisfactory overall, and good in reading.

46. Standards in writing are below the expected levels in Year 2 and in line with expectations in Year 6. Pupils in Year 1 write instructions and descriptions of characters in stories. They are beginning to use adjectives in their writing, and spell simple words correctly. In Year 2, pupils write for a good range of purposes such as letters, invitations, instructions and accounts of historical events. They punctuate sentences correctly and higher-attaining pupils are beginning to structure their work well and to use more adventurous vocabulary. Spelling is good, usually accurate, and handwriting is neat and legible, though pupils do not use a joined script. There are few examples of any extended writing. By Year 6, pupils write in a good range of styles, including detailed information writing, reports, descriptions and poetry. Higher-attaining pupils structure their work well and choose vocabulary carefully to convey mood and character. Spelling is good and punctuation, including apostrophes and speech marks, is usually accurate. During the inspection, pupils wrote poems in different styles, including raps and a 'renga' – a series of five poems in the Japanese Haiku style, based on one theme. Lower-attaining pupils wrote poems on a similar theme using imagery.
47. Standards in reading are in line with the expected levels in Year 2 and above expectations in Year 6. Many pupils in Year 2 read fluently, with accuracy and good understanding. Lower-attaining pupils use their knowledge of letter sounds and picture clues to help them. Most pupils are keen to read. By Year 6, many pupils have read a good range of books. They name their favourite authors such as Roald Dahl and Anne Fine, and explain why they like their books. Almost all pupils read with good understanding because they are encouraged to read books at the right level. This means that they really enjoy reading and are able to discuss the stories and information they have read.
48. Standards in speaking are in line with the expected levels in Year 2 and Year 6. Most pupils speak confidently to their teachers and other adults, and give clear explanations when speaking aloud to the class. However, listening skills are less well developed. Pupils listen well to adults, but many do not listen to each other in discussions or group work. They sometimes interrupt and talk when others are talking and this has a negative effect on their learning.
49. Teaching and learning are good overall. Lessons are well planned, relationships are good and teachers often provide stimulating tasks and resources that motivate the pupils well. This was seen in the Year 5 and 6 work on poetry observed during the inspection when pupils showed high levels of interest in writing rap-style poems and listening to African poetry on the Internet. Teachers provide good opportunities for pupils to talk and discuss their work, but do not always insist that they listen to each other. Opportunities to develop listening skills are not often included in teachers' planning. Tasks are clearly explained and are usually well matched to the pupils' prior attainment. In a very good Year 1 lesson, for example, all pupils made very good progress because they understood exactly what was expected of them when writing simple poems, identifying rhymes and choosing appropriate vocabulary. However, in Year 2, there is sometime insufficient challenge for higher-attaining pupils, especially in writing, where teachers' expectations of what the pupils will achieve are not always high enough. In Years 5 and 6, setting is used very effectively to ensure that the needs of all groups of pupils are met. Teaching for pupils with special educational needs is good and they are provided with good support in lessons.

50. Good use is made of ICT to support pupils' learning, and in most lessons groups of pupils are provided with opportunities to record their work on the computer, so practising their word-processing skills. Assessment procedures are very good. The school has developed a very good range of tests and assessment activities, the results of which are carefully analysed by the co-ordinator to set targets for individual pupils in reading and writing. However, assessment of pupils' speaking and listening skills is an area for further development.
51. Leadership and management of the subject are good. There is an annual programme in place to review progress and identify areas for development. This resulted in the focus on reading, which included extending opportunities for pupils to read together, and this has had a very positive impact on standards and attitudes to reading. This initiative also promotes a sense of responsibility and community as older pupils listen to younger ones and all adults in the school, including the lunchtime supervisors, enjoy the opportunity to read and play games that develop reading skills together. The current focus on writing which was identified by the good monitoring procedures is beginning to have an impact on raising standards in Years 3-6. The subject makes a good contribution to pupils' social and cultural development as pupils work together and listen to poetry and stories from different cultures.

Language and literacy across the curriculum

52. Good use is made of opportunities to develop pupils' literacy skills across the curriculum. Pupils use their reading skills to research information in subjects such as history, and write for a range of purposes, such as providing instructions in design technology. There are good links between English and ICT when pupils use their writing and word-processing skills together. Opportunities to develop speaking skills are used well, but there are insufficient opportunities for pupils to develop their listening skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well by the end of Year 6, because teaching is good in most classes and there is a strong focus on problem solving in Years 3 to 6.
- The wide range of tracking and monitoring systems in place ensures that the co-ordinator has a good understanding of strengths and weaknesses.
- Although standards are improving in Year 1, the standards in the current Year 2 are well below average.
- There are improving systems for assessing and monitoring pupils' progress and this is helping the most effective teachers to take account of pupils' differing needs in lessons.

Commentary

53. Standards at the end of Year 6 are average and match the national tests in 2003 and the previous inspection. Pupils achieve well because of the effective teaching in most classes. At the end of Year 2, standards are well below average and achievement is satisfactory. This matches the 2003 national tests, but is lower than the average standards found at the last inspection. However, almost half of the current pupils in Year 2 have special educational needs and many have difficulties with mathematics. While the teaching in Year 2 is satisfactory, work is not always matched closely enough

to the needs of these pupils and they have only recently begun to receive additional support.

54. Teaching and learning are good overall, with examples of very effective and challenging teaching in Years 1, 5 and 6. In the best teaching, planning is detailed and caters well for all pupils, resulting in good learning in lessons. All teachers give careful thought to how they will explain ideas in the main part of the lesson, and use well prepared resources to help pupils' understanding. There are brisk starts to lessons with lively mental and oral warm-up sessions that capture pupils' interests well. The endings to lessons are used successfully to draw together what has been learned and help pupils to understand how to improve further. A significant reason why most pupils are achieving well is the importance placed on teaching basic computation skills and planning practical investigations and problem-solving. Pupils are positively encouraged to think for themselves and explore different approaches to calculations, explain their working out and make links between different topics. A very effective lesson in Years 5 and 6 was typical of this approach, when a real life problem was set for pupils to work out the monthly instalments with interest charges for a holiday to Disneyland. They explored different ways of finding the answers using percentages and made coherent links with fractions, money and time.
55. While there are positive features to the satisfactory teaching in Year 2, there is some lack of challenge at times for higher-attaining pupils because work is not always planned to extend their learning. The quality of the 'mental starter' is also a weaker aspect, when not enough time is given to this part of the lesson, the pace is sometimes too slow and too few strategies are used to ensure that all pupils take part in these sessions and are kept motivated.
56. There is good leadership and management and this has had a positive effect on achievement and learning. Progress, which was satisfactory at the last inspection, is now good and there have been positive improvements to assessment and the use of ICT to support mathematics. There is a strong sense of direction in the leadership of mathematics and the very good role model shown by the co-ordinator in her own teaching is helping most teachers to have a clearer purpose and higher aspirations to improve standards further. The recent improvements to monitoring and tracking progress have resulted in additional support being directed to Years 1 and 2, where it is most needed in order to raise standards.
57. Assessment has been strengthened and is now at least satisfactory and beginning to be used more successfully in most classes to plan lessons that match the needs of different abilities, although further improvements are needed in Year 2. The effective 'setting' arrangement in Years 5 and 6 is enabling higher-attaining pupils to be sufficiently challenged and lower-attaining pupils and those with special educational needs to be well supported in a small group. Both groups are making good progress.

Mathematics across the curriculum

58. The skills of mathematics are taught well across the curriculum. Pupils are given many well-planned opportunities to develop their mathematical skills in other subjects, especially in science, where there is a good focus on measuring and recording accurately. Pupils, for example, measure the distance a car travels at different angles on a ramp, and time and record their pulse rate for a topic on healthy living. The use of ICT to extend mathematical skills is being used in a satisfactory way to support number, shape and data-handling. Regular ICT sessions take place for pupils to practise their basic computational skills. Although this is beneficial for some pupils, it reduces the time for the 'mental and oral starter' in the numeracy lesson in some classes.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards have been maintained since the last inspection and achievement, teaching and provision have improved because of good leadership and management.
- Pupils achieve well and acquire a satisfactory knowledge of scientific facts and principles through the good teaching, although few pupils by Year 6 can evaluate the conclusions they make at the end of investigations.
- In the most effective teaching there is a good focus on learning through investigations.
- Literacy and mathematical skills are used well in the subject.

Commentary

59. Standards in science are in line with expected levels in Year 2 and Year 6 and pupils' achievement is good throughout the school. In Year 6, similar standards were found in the national tests in 2003 and at the last inspection. The standards in Year 2 are not as high as the teacher assessments of 2003, which were above average. This can be explained by a significant number of pupils in the current Year 2 who have special educational needs and who will not reach the expected levels. However, the teachers have worked effectively in Years 1 and 2 to improve the standards in physical processes from well below expectations in 2003 to average standards now.
60. Pupils in Years 1 and 2 acquire sound observational skills when they record the changes that happen to bread when it is toasted and observe different forces at work when cars move down a ramp. By Year 2, they are beginning to predict results and are in the early stages of knowing how to make a test fair.
61. Pupils build on their knowledge and skills satisfactorily as they move through the school. By Year 6, many can plan and carry out a fair test and this is an improvement from the last inspection. When pupils recently investigated the conditions needed for plants to grow well, they understood how to make the test fair, selected their own equipment and planned and recorded the experiment in a systematic way. More emphasis is needed now on helping pupils to consider the validity of the conclusions they make and to relate them to scientific knowledge and understanding.
62. The quality of teaching is good and enables pupils to gain a satisfactory knowledge and understanding of facts and scientific principles. Teachers have a good subject knowledge that underpins their clear explanations of scientific ideas and their good questioning skills. There is a strong emphasis on pupils learning through practical, first-hand experiences. Lessons are planned well and teachers focus on experiments, demonstrations and investigations that pupils find interesting. This motivates them to work hard and improve their knowledge and skills.
63. Science is led and managed well by the co-ordinator, who has made good improvements to the provision since the last inspection. She has strengthened her monitoring role by examining pupils' work and teachers' planning and identified the need to focus on developing pupils' investigate skills more widely. She is also aware that further work is needed to improve assessment procedures, so that the information can be used to set individual targets and plan work at the correct levels for all pupils. She has a good understanding of the strengths and areas for further development in the

subject and opportunities are being planned for her to carry out classroom observations in order to gain a wider view of provision.

64. Good use is made of opportunities to develop pupils' language and mathematical skills. Technical vocabulary is given due emphasis, for example, when Year 6 study a topic they make a glossary of key words being used. Pupils explain what they have found out in experiments and record their work in different ways. They are taught to use their mathematical skills to measure accurately when carrying out an experiment and to record their findings in tables and graphs. Teachers use ICT resources in a satisfactory way to illustrate key points in the teaching and to enable pupils to carry out research and present their work in projects.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Many pupils use computers independently and with confidence.
- Pupils' word-processing skills are above the expected levels by Year 6.
- Provision for control technology is inadequate.
- The subject co-ordinator provides good support for staff.
- The school provides good opportunities for parents to develop their skills so that they can support their children.

Commentary

65. Overall, standards in ICT are in line with the expected levels in Year 2 and Year 6. Standards are above the expected levels in word-processing, but are below in control technology. Given the low level of pupils' skills when they start school, their achievement is good. There has been satisfactory improvement since the last inspection.
66. By Year 2, most pupils have satisfactory skills in using the mouse and the keyboard. They create pictures using a paint and draw program, and collect and answer questions about data using pictograms. By Year 6, pupils search the Internet for information on the various topics they are studying, print out relevant pages, use hyperlinks, cut and paste, save pictures and text and import them into a word document. They know how to use a search engine, and prepare leaflets and posters to give information about safety, using a range of fonts, sizes and colours in their work. They record and interpret data using appropriate software. In most lessons, many pupils work well independently and are confident in opening programs, experimenting and saving their work. Standards in control technology are below the expected levels throughout the school because there has been insufficient focus on this area, although this is being addressed through the subject co-ordinator's development plan.
67. Teaching and learning are good in Years 3-6. In Years 1 and 2, insufficient lessons were seen to make a secure judgement about the quality of teaching and learning. In Years 3-6, planning is good and clearly identifies the intended learning. Teachers give clear instructions, taking care to use and reinforce appropriate vocabulary. Teachers give good support and use questioning well to challenge the pupils to think for themselves. Pupils work purposefully, showing good levels of interest in the tasks they are set. Assessment procedures are satisfactory and the information gained is used

well to track pupils' progress, although its use to set targets is an area for further development.

68. Leadership and management are good. Through secure monitoring procedures, the co-ordinator has a good understanding of the subject's strengths and areas for development. She provides good support and training for the staff and has made good use of local education authority consultants to support the development of the subject. Under her leadership, standards are beginning to improve. The curriculum is well organised, with good opportunities for pupils to learn and practise skills in the new ICT suite during extended sessions and then to use these skills in other subjects back in the classroom. Good use is also made of laptop computers to provide further opportunities to consolidate learning. Overall resources are good. The school involves parents in ICT well by providing opportunities for them to learn some basic skills in special classes, so that they can help and support their children.

Information and communication technology across the curriculum

69. Good use is made of ICT across the curriculum. There are many opportunities for pupils to use and develop their skills, especially when they use word-processing to record their work. This is one of the reasons that standards in word-processing are above the expected levels. Good use is made of the Internet, for example, to find out about Van Gogh in art and design, or the Victorians in history. ICT is used well to support pupils in mathematics when they use a program designed to develop and assess their mental arithmetic skills, and pupils in Year 4 used a branching database to classify Ancient Greek scholars.

HUMANITIES

70. Insufficient evidence was available to support judgements on the provision in **history** and **geography**. Two lessons in history were seen and one lesson in geography. Sampling of the work done by pupils in their books and in displays indicates that standards in history are above expectations and those in geography are in line with expectations for the age groups.
71. Discussions with pupils, analysis of their work in books and the two lessons observed provided evidence that they have a good breadth of knowledge in history, which encompasses periods, events and individuals from ancient civilisations to the modern day. By Year 2, pupils have a good understanding of change over time and the significance of historical events such as the Great Fire of London, and people such as Florence Nightingale. By Year 6, pupils have good recall of various periods of history, and particularly good knowledge of the Victorians. They are less well informed about the history of their local area, which reflects some shortcomings in the opportunities available for local fieldwork. Knowledge of sources and the use of books and the Internet shows a good approach to independent learning.
72. In geography, pupils have a satisfactory knowledge of the use of maps as tools for the geographer. Knowledge of the local area is put to good use in comparisons with contrasting localities, but opportunities for fieldwork have been limited, although a residential field trip has been planned.
73. In the small number of lessons observed, teaching was good and resources were used effectively to support learning. Resources in both subjects are used well, although there are some shortcomings in the availability of artefacts for use in the teaching of history. Leadership and management are satisfactory overall and the recently appointed co-ordinators for each subject have a good knowledge and a sense of vision for future

developments. Good use is being made of adapted national schemes of work, and pupils' work is sampled, allowing monitoring of progress and performance over time.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. There was insufficient evidence to make a judgement on provision in **design and technology** or **music**. Analysis of documentation, work samples and discussions with pupils and the co-ordinators show that these subjects are covered in sufficient depth and meet the requirements of the National Curriculum.
75. In **design and technology**, work on display indicates that standards are in line with the expected levels in Year 2. Pupils use a range of materials to make models of houses and vehicles with moving parts. Pupils in Year 1 carefully selected suitable materials to fit with their designs. Older pupils in the school have designed and made board games to support work in history on the Romans, investigated and made mechanisms with moving parts, designed, made and evaluated slippers and made Toby jugs out of plastic bottles and papier maché. Standards by the end of Year 6 are in line with the expected levels.
76. In **music**, there are satisfactory opportunities for pupils to sing and play at concerts and in assemblies and occasionally to join other schools at festivals and special events. From the evidence of hearing the singing in assembly of Years 3 to 6, pupils find it difficult to follow the taped accompaniment and keep their voices in tune, and showed some reluctance to sing with enthusiasm. About 20 per cent of pupils in Years 3 to 6 are learning to play the recorder, while about 10 per cent are learning an orchestral instrument.

Art and design

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

Main strengths and weaknesses

- Good provision is made for gifted and talented pupils, who attain standards above the expected levels.
- There has been a good focus on developing three-dimensional work and on evaluation.

Commentary

77. Standards are in line with the expected levels in Year 2 and Year 6. Given the very low standards on entry to the school, pupils' achievement is good. There has been satisfactory improvement since the last inspection.
78. Pupils in Year 2 produce good observational drawings and paintings of plants, flowers and animals in the local environment. They have produced detailed pictures of leaves using charcoal and chalks. They used a rubbing technique to create satisfactory pictures of buildings in the local area, and further work on this topic included making three-dimensional clay tiles to represent parts of the school building. By Year 6, pupils produce good pastel drawings of portraits and William Morris designs using pencil and crayon. Their collages and masks inspired by Stravinsky's *'The Firebird'* are of a good standard, and paintings of Queen Victoria are satisfactory. Pupils are beginning to evaluate their work well, saying and sometimes recording what they think they have done well and how it could be improved. They have satisfactory knowledge of artists such as Picasso and Turner. Gifted and talented pupils have been identified, and an art

club has enabled these pupils to attain standards above the expected levels, for example, in water-colour painting. The masks that these pupils produced in a link project with the local secondary school are of a particularly high standard.

79. Teaching and learning are satisfactory overall, and some good teaching was seen during the inspection. Teachers take care to use the correct vocabulary and encourage the pupils to evaluate their work. Pupils show good levels of interest in their art lessons, and in good lessons they are motivated well by the encouragement they receive. Assessment is satisfactory, with tasks set regularly to assess the standards that pupils have reached. However, assessment is not used to set targets or to focus on the development of specific skills.
80. Leadership and management are satisfactory. The co-ordinator uses the school's clear procedures well to monitor the subject and identify priorities for development. The subject has not been a recent priority for the school, but an annual action plan ensures that any weaknesses are recognised and dealt with. The subject makes a good contribution to pupils' spiritual and cultural development as they study and appreciate art from different cultures and times.

Physical education

Provision is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well because teachers focus effectively on helping pupils to improve their skills.
- Teaching is good in nearly all lessons and very strong relationships ensure that pupils are enthusiastic and keen to do well.
- Leadership and management are improving with the participation in a national sports co-ordination programme.
- There is a good programme of extracurricular activities and enrichment to the provision for pupils in Years 3 to 6, which adds value to their learning.
- Assessment is unsatisfactory.

Commentary

81. It is not possible to make a judgement about standards and achievement in all aspects of physical education. However, in gymnastics and some games, the standards are in line with expectations by the end of Years 2 and 6. Standards are also average in swimming by the end of Year 6, as most pupils swim the required 25 metres and a few pupils are confident with greater distances. The good teaching in these aspects of physical education enables pupils to achieve well. While resources are good and support the learning well, the accommodation, although satisfactory, has some shortcomings. In particular, the multi-purpose use of the hall makes it difficult to provide enough lessons for every class and the grassed area outside is too small for some games and events. The school makes the best use it can despite the restrictions in the accommodation.
82. Teaching and learning are good. Teachers plan their lessons effectively to make sure that there is a good focus on learning and reinforcing new skills. In nearly all cases, the good management and organisation of the lesson ensures that a brisk pace is maintained and pupils learn well. A strength of teaching is the very good relationships that exist between pupils and teacher. This results in pupils making a great deal of effort and determination to show that they can improve their movements. They

demonstrated this well in a Year 2 class when practising different defending skills with a ball. In many lessons, the teacher gives effective demonstrations or uses pupils to show their movements and this helps pupils to improve their own skills and try out new ideas.

83. There is satisfactory leadership and management in the subject, and this is improving with the participation in a national sports co-ordination programme. It is helping the co-ordinator to be better informed in managing her role and responsibilities as well as improving her knowledge and understanding of the subject. She has learnt a lot about assessment on the course and is in the early stages of considering a suitable system of assessment for the school that can be linked closely to the teaching and learning. At present, there are no formal systems in place and assessment is unsatisfactory.
84. The subject is enhanced well with a good range of after-school sporting activities and competitions with other schools. These have a positive effect on developing learning. The pupils in Year 6 stay at an outdoor centre as part of a residential visit. They benefit significantly from being taught to take part in a very good range of outdoor activities and problem-solving, as well as learning important personal and social skills in working with others to meet different challenges.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. Provision is good. Personal, social and health education is a regular feature of pupils' learning and links effectively with other areas of the curriculum such as science. Very strong links are maintained with the programme of religious education throughout the school. Pupils are made aware of the effects of drugs and other harmful chemicals and their impact on health and personal development. Sex education is taught through the science curriculum. Pupils from Year 2 to Year 6 are represented on the school council, which meets on a regular basis to discuss issues raised by other pupils, or through the day-by-day management of the school. The school actively promotes healthy lifestyles and encourages pupils in developing a mature approach to the world around them. Preparation for the transition to high school is very thorough and much appreciated by pupils themselves.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
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	2
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	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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