

# INSPECTION REPORT

## **ST MONICA'S CATHOLIC PRIMARY SCHOOL**

Appleton, Warrington

LEA area: Warrington

Unique reference number: 111332

Headteacher: Miss Angela Williams

Lead inspector: Mr Mike Whitaker

Dates of inspection: November 18-20, 2003

Inspection number: 259773

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 - 11
Gender of pupils:	Mixed
Number on roll:	136
School address:	St Monica's Close Appleton Warrington Cheshire
Postcode:	WA4 3AG
Telephone number:	01925 267609
Fax number:	01925 268464
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Mary Rollings

Date of previous inspection: November 2<sup>nd</sup> 1998

## CHARACTERISTICS OF THE SCHOOL

St Monica's is a one-form entry Roman Catholic (Voluntary Aided) Primary School catering for boys and girls in the 4 -11 age group. The school is situated in Appleton, a semi-rural area on the south side of Warrington. The percentage of adults in the area around the school with higher educational qualifications and the proportion of children from high social class households are above the national average. The proportion in overcrowded homes is below average. At 0 per cent the proportion of pupils entitled to free school meals is well below average. However, the overall ability of the intake is average, although a minority of children have better skills than those expected for the age group and a few have special educational needs. The school is smaller than average with 136 full-time pupils. The majority of children entering the reception class have had some form of nursery education. There are currently 26 children under the age of five attending the school. There are 18 pupils on the register of special educational needs, which is below the national average. The proportion of pupils with statements of special educational needs (2.9 per cent) is well above the national average. The school serves the Roman Catholic parishes of St Monica's in Appleton and St Mary's in Warrington. Admission of any other children is at the discretion of the governors. The school strives to live as a Christian family, and in accordance with the Gospel values, to promote the development of each child as a unique individual and to deliver a quality education. The academic life of the school is developed within its Catholic ethos.

Since the change of authority from Cheshire to Warrington Unitary Authority, the admissions criteria for the high schools in Warrington has changed from zoned to parental preference based on partner school attendance. Despite the school's high standards in the national tests, over the past 2 years parents have withdrawn their children from St Monica's in Key Stage 2 so that they can secure a place in high schools that are not partnered with St Monica's. This has brought about significant instability in the school roll, reduced funding and created a need for the careful management of the finances of the school to maintain a staffing structure appropriate to the school's changing needs.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1424	Mike Whitaker	Lead inspector	Mathematics
			Physical education
			Information and communication technology
			Personal, Social and Health Education and Citizenship
			English as an additional language
9652	Colin Herbert	Lay inspector	
18819	John Atkinson	Team inspector	English
			History
			Geography
			Special educational needs
31012	Ann Welch	Team inspector	Foundation Stage
			Science
			Music
			Art and design
			Design and technology

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St Monica's Catholic Primary School is a good school and provides good value for money.**

The learning environment is very positive and the considerable care and attention that all pupils receive reflects the Christian ethos of the school. The headteacher provides very good leadership and management and has the respect of parents, pupils and staff. Good teaching enables pupils to achieve well and reach high standards of attainment. The school is very successful in securing very high levels of attendance and including all pupils in the full life of the school.

The school's main strengths and weaknesses are:

- The high standards of attainment in English and mathematics.
- The very good behaviour and very positive attitudes of the pupils, although a small number of pupils present very challenging behaviour.
- The excellent attendance of the pupils.
- The good quality of teaching and the use of support staff.
- The very good start that children make in the reception class.
- The very good provision for pupils with special educational needs.
- The excellent involvement of pupils in all aspects of school life.
- The very good leadership of the headteacher.
- There is some underachievement in science.
- Health and safety procedures are not monitored rigorously enough.

The school has made good improvement since its last inspection in 1998. The school has maintained its high standards of attainment, improved the accommodation and provides very effectively for pupils before and after school. The quality of provision for the children in the reception class has improved and they make a very good start to their education. Resources in information and communication technology (ICT) and music have improved. Teachers now use their assessments of pupils to set targets for pupils and this is instrumental in helping them to achieve what they are capable of in nearly all subjects. The school has a very clear vision for its role in providing high quality catholic education and has very good links with its associated high school.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A	A
mathematics	A*	A	A	B
science	A	A	B	D

*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.*

**Pupils achieve well.** Children in the reception class achieve well in all areas of learning and the provision for their personal, social and emotional development is very good.

Pupils in Years 1 and 2 achieve well in reading, writing and mathematics and reach standards that are well above the national average. A high percentage of pupils reach the higher levels and pupils' writing skills have improved considerably over the years.

Pupils in Years 3 – 6 achieve well in English and mathematics where they reach high standards of attainment. They are confident and articulate speakers, have a good appetite for reading and write imaginatively for different audiences. They are good at working out mental calculations and solve a range of problems using their mathematical skills. Their achievement in science is not as good as it

should be and this is an area for improvement. Pupils' skills in ICT and physical education are satisfactory. There are no differences in achievement for boys and girls and pupils with special educational needs achieve well in reaching, and sometimes doing better than the targets that they have been set.

Pupils are thoughtful, considerate and tolerant and act in a mature manner. They thrive on taking responsibility and are very actively involved in the school council where they robustly represent the interests of other pupils. **Their spiritual, moral, social and cultural development is very good.** Attendance is excellent because pupils enjoy coming to school. Pupils' behaviour is very good and the staff's management of a small number of pupils with very challenging behaviour is effective. The majority of pupils have very positive attitudes to learning and are very keen to participate in the many extra activities that the school offers.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education. Teaching is good** and this means that pupils learn well and want to improve all of the time. What pupils learn is often interesting and exciting because teachers work hard to involve pupils actively in what they are doing. They use a good range of strategies to capture pupils' attention and motivate them. The use of good resources means that pupils are attentive and prepared to work conscientiously at the tasks that they are set. Although satisfactory overall, some aspects of teaching in science are not as good as they should be and this contributes to under achievement in this subject. Pupils experience a good curriculum that is enriched through visits, visitors and additional activities before and after school. Pupils are cared for very effectively and there is a strong family and community ethos to the school. The school works very closely with parents, keeping them well informed about their children's progress through school. The school works very well with its associated Catholic high school to make sure that pupils and parents are confident that the next stage of pupils' education is thoroughly planned for.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The headteacher provides very good leadership and has the respect and confidence of the staff, pupils and parents. She is highly visible in and around the school and takes firm and decisive actions to ensure that the school's aims and aspirations are met. She is well supported by a good management team who fully share her ambitions for the school. The governing body is very involved in the work of the school and is very supportive of recent difficult decisions that needed to be taken to ensure the vibrant future of the school. Although meeting its legal responsibilities the governing body does not monitor its Health and Safety procedures with sufficient rigour. Leadership and management in science have been unstable in recent years and this has contributed to pupils' under achievement in this area.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very pleased with the quality of education and care that their children receive. They recognise the high standards that pupils achieve and are very supportive of the Catholic education that their children receive.

Pupils are very happy at school. They are proud of their school and enjoy the care and involvement that the school gives them.

## **IMPROVEMENTS NEEDED**

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

- Improve the achievement in science.
- Monitor the procedures for health and safety more rigorously.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Achievement is good overall. Children in the reception class achieve well, particularly in their personal, social and emotional development and standards of attainment by the end of reception are above average in all areas of learning. Pupils continue to achieve well in Years 1 to 6. By the end of Year 2 standards of attainment are well above average. However the current Year 6 pupils, although achieving well, are currently not online to achieve the high standards in previous years because of the effect of staff changes and disruption caused by a high number of pupils leaving the school. The school is aware of this and is taking appropriate action.

#### **Main strengths and weaknesses**

- Standards are well above average in English and mathematics by the end of Year 2 and Year 6. Pupils achieve well in these subjects.
- Standards in science are average by the end of Year 6. Pupils do not achieve as well as they should in this subject.
- Children receive a very good start to their education during their reception year.
- Pupils with special educational needs achieve well.
- There has been a fluctuating trend in the school's test results when compared with national trends. Standards have remained high but have been affected by the high number of pupils leaving the school during the juniors.

#### **Commentary**

1 In the Foundation Stage children's personal, social and emotional development is nurtured very well. Children are kind, considerate and care for each other. Children look after themselves and aware of the needs of others. They are mature in their skills to organise themselves and tidy things away, and change and dress themselves competently for lessons in physical development. Children's language development is good and they share books with adults so that the main elements of stories are understood and enjoyed. More able readers tackle simple texts confidently and less able children 'read' the story using the pictures as clues. Most children write their names independently and form letters accurately when copying words. Children's mathematical development is good and they begin to relate addition to combining two groups of numbers and develop a good sense of number sequence and can count in order. Children's physical development is also good and they learn to move with increasing confidence, balance and control and show a good awareness of space. Their skills in manipulating small tools, scissors and pencils develop well because of the good opportunities they have to practise and apply them.

2 The Year 2 tests show that pupils are consistently achieving high standards in reading, writing and mathematics. Over the past three years there has been a good improvement in writing and a high number of pupils achieved the higher levels in the 2003 tests.

3 The Year 6 results in 2003 were well above average in English and mathematics and the number of pupils achieving the higher levels was well above the national average. In science the results were good and above the national average but pupils are capable of doing better and therefore there is some underachievement in some aspects of science.

4 Teachers are very good in questioning pupils and encouraging them to express their ideas and opinions. This leads to pupils being confident and articulate speakers who listen very well to others and respond to different points of view in a sensible and mature manner. Pupils are keen readers and develop very good attitudes to reading. They read frequently, enjoy both fiction and non-fiction books and make very good progress as they move through school. This means that by



the age of eleven most pupils are independent readers who select books carefully based on an appreciation of the type of book and a preference for particular authors.

5 Standards of writing continue to improve each year. Pupils have many opportunities to write for different purposes and are shown how to structure writing so that they can produce work of depth and quality. Pupils' handwriting and spelling are good and they use language well to express themselves with imagination.

6 Standards in mathematics are high and have remained so for a number of years. Standards in both Year 2 and Year 6 are well above average. In the 2003 national tests almost half of the seven year olds and more than half the eleven year olds achieved higher levels. Pupils have good mental mathematical skills and are quick at working out calculations in their head. They are also good at explaining how they arrived at their answers. Pupils pick up new ideas easily and can apply their all round mathematical skills to solving problems.

7 Although standards in science were above those nationally in 2003, they were not as high as in 2002. Also, more able pupils do not do as well in science as they do in English and mathematics and their achievement is not as high as it could be, particularly in Years 3 to 6. Although the quality of teaching is satisfactory overall, there are weaknesses that prevent it from being better. Pupils are taught to carry out an investigation, make and test predictions and decide if tests are valid, but, too often, too much help is given and the work is teacher directed. This is a weakness which affects independent learning. Teachers are not systematically using their marking to support and reinforce points made in lessons and to indicate how pupils can improve.

8 In ICT, physical education and art and design achievement is satisfactory and standards are in line with what is expected for pupils aged seven and 11. No firm judgements about provision in geography, history, design and technology or music could be made.

9 Pupils with special educational needs achieve well and make good progress in the targets that they have been set.

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

Standards in:	School results	National results
reading	17.9 (18.7)	15.7 (15.8)
writing	17.1 (16.8)	14.6 (14.4)
mathematics	18.0 (19.4)	16.3 (16.5)

*There were 23 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	29.8 (29.4)	26.8 (27.0)
mathematics	29.0 (29.8)	26.8 (26.7)
science	29.4 (29.8)	28.6 (28.3)

*There were 15 pupils in the year group. Figures in brackets are for the previous year*

**Pupils' attitudes, values and other personal qualities**

Pupils' personal development is very good. Attendance is excellent and pupils are rarely late. Pupils' attitudes and behaviour remain very good. The very strong provision for pupils' spiritual, moral, social and cultural development has been maintained since the last inspection.

## Main strengths and weaknesses

- Attendance is excellent.
- Pupils enjoy coming to school and are very positive about their work.
- Relationships are very good at all levels.
- Pupils behave very well and are increasingly mature.
- Strategies to enhance pupils' spiritual, moral, social and cultural development are very effective, although their knowledge of life in a multicultural society is more limited.

## Commentary

10 The main reason why attendance is excellent is because of pupils' keenness to come to school. From the time they join the reception class pupils enjoy being at school. Relationships with their teachers are very good and consequently, pupils respond by working very hard. When teaching is good or very good, there is a discernible eagerness on the part of pupils to acquire knowledge, they are keen to participate and respond well to challenging questions. Occasionally, and particularly in science, when teachers' explanations are repetitive and long, pupils lose interest and become restless.

11 Behaviour throughout the school is very good overall. Discipline has a low profile yet is extremely effective. Boys and girls play well together and there are very few incidents of unacceptable behaviour. Pupils think the rules are fair and they do not consider that bullying is a problem, they have confidence in the school's procedures to nip it in the bud should it occur. They say that the school is a friendly place to be. There are a small number of pupils with very challenging behaviour but they are handled very well by teachers and assistants so are able to take their full part in lessons and other activities. One recent temporary fixed term exclusion (one day) was the first for many years.

12 Pupils' personal development is very good and consequently, many are mature for their age. Children in reception learn in a warm atmosphere of approval which gives them self-esteem and confidence. There is a willingness in pupils to show initiative and take extra responsibility and they talk proudly about their roles as monitors and the various awards they can win. Their understanding of their own learning targets and the standards they are achieving also develops well so that by the end of Year 6 they are confident and articulate and very well prepared for the move to secondary education.

13 Provision for pupils' spiritual development has improved and is now very good. Its strengths lie in the very caring ethos of the school and the way adults celebrate pupils' achievements. While promoting its very strong Catholic faith, the school ensures that pupils also recognise and respect the beliefs of other world faiths. The issuing of certificates and praise in front of the whole school does much to raise pupils' self-esteem. One Year 6 pupil commented 'You feel very proud when the whole school knows how well you have done.'

14 All staff promote a strong moral code very effectively in all aspects of school life. Pupils appreciate the time teachers take to discuss what is right and wrong and the impact of their actions on others. They also appreciate the opportunities during personal, social and health education (PSHE) when they can air their problems or gain an understanding of other pupils' problems so that they can help.

15 The school engenders a strong community spirit. This is obvious from the photographs on display, which record the work of the school and give examples of a community where everyone gets on well. Teachers provide many opportunities in lessons for pupils to work together in pairs or small groups, to share equipment and to help each other. Because this approach is fostered from the word go in the reception class, pupils collaborate in a very natural way and show patience and tolerance towards each other. The many extra-curricular activities and the annual residential visit for older pupils help to develop social skills in a less formal setting.

16 Provision for pupils' cultural development has remained good. Visits to local museums, theatres and places of interest are built into the curriculum and pupils make a study of the history and geography of Appleton. Close links with the church ensure pupils develop a good knowledge of Catholic traditions and parish culture. However, pupils understanding of life in a multi-cultural society is limited and has a low profile within the school.

## Attendance

### *Attendance in the latest complete reporting year (97.1%)*

Authorised absence	
School data	2.9
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*

Categories used in the Annual School Census
White – British
Mixed – any other mixed background
Asian or Asian British – Indian

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
134	0	0
1	0	0
1	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The quality of teaching, learning and assessment is good. The curriculum and pupils benefit from a very good range of opportunities that enhance pupils' education. The school provides a high quality of care and guidance and is excellent in involving pupils in the life of the school and listening and responding to their ideas and opinions. The school has very good links with parents and is the centre of many of the parish's activities. The links with the catholic high school are very good and the transition arrangements to all secondary schools are effective.

### Teaching and learning

The quality of teaching is good and leads to pupils learning well and enjoying all aspects of their education. Assessment is good and identifies how pupils are making progress and results in pupils reaching the targets set and achieving well.

### Main strengths and weaknesses

- Teachers question pupils skilfully and engage them in lively discussions.
- The very good relationships between adults and pupils.
- The good teamwork between teachers and support staff.
- The high expectations of learning and behaviour.
- The thorough assessment and tracking of pupils' progress.
- Appropriate targets are set, challenging pupils' to improve further.
- The good quality of marking in English and mathematics.
- Too much time is spent on whole class introductions in some lessons.
- There are only limited opportunities for independent learning in science.

## Commentary

### Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	10 (32%)	13 (42%)	8 (26%)	-	-	-

*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.*

17 In the reception class teaching is now good overall with very good teaching observed in personal, social and emotional development and communication, language and literacy development. Planning has improved to provide a wide range of stimulating and challenging activities that are matched well to all children's needs. Assessment procedures are very thorough and are used very effectively to build up an accurate and informative profile of each child's achievements in the reception class.

18 Teachers plan lessons thoroughly and in most lessons there is a good balance of whole class, group and individual work so that pupils' interest and attention are maintained. In the very good teaching, the transition from one part of the lesson to the next is smooth and the pace and concentration of the pupils is sustained. In such lessons teachers' explanations are succinct and their demonstrations are dynamic and inspire pupils to achieve high standards. The tasks that individuals or groups are set are well matched to what they are capable of and this means that all pupils are fully included and pupils with special educational needs make good progress. Occasionally teachers spend too much time with the whole class sitting on the carpet developing a lesson. In these circumstances pupils become restless and lose some of their interest. In science, teachers sometimes provide too much help for pupils and this reduces opportunities for independent learning and affects their achievement.

19 Teachers are skilful in their questioning of pupils and this captures pupils' interest and attention and leads to their engagement in lively discussions. As a consequence pupils grow in confidence in expressing their ideas and opinions and they learn how to articulate arguments and justify their points of view.

20 Teachers and support staff work very well as a team. Teachers ensure that support staff are deployed effectively so that pupils benefit by making progress in their learning and, where appropriate, work towards the targets that have been set. Support staff have very good relationships with pupils, show great commitment to their role and therefore are successful in focusing pupils on their work.

21 This very good teamwork is also very effective in managing the very challenging behaviour of a minority of pupils. In such circumstances the strategies are very clear, the approach very calm and the outcome successful. The very good relationships between adults and pupils promote a positive learning environment in which pupils want to achieve well and enjoy what they are learning. Teachers praise pupils when appropriate and give rewards when justifiably earned and, as a result, pupils strive to do their best, behave well and help each other.

22 Teachers mark pupils' work in English and mathematics very thoroughly. In doing so they assess how well pupils are doing and use the information to set targets in order that pupils can improve and reach the next level of learning.

### The curriculum

The curriculum is good. It is broad and balanced and promotes high achievement in English and mathematics. It is enriched by a very good variety of activities. Accommodation has improved since the last inspection and is now satisfactory. Resources for learning are satisfactory.

## **Main strengths and weaknesses**

- Monitoring of the curriculum has improved since the last inspection.
- The school provides a very good range of opportunities to enrich the curriculum.
- The provision for pupils with special educational needs is very good.
- Preparation for the move to secondary education is very good.
- Accommodation has improved but still has limitations.

## **Commentary**

23 Monitoring of curriculum planning is now good and has enabled a number of inconsistencies between year groups to be rectified. Planning is particularly effective for English and mathematics and, as a result of full coverage, pupils' achievement is very good in these subjects. Literacy and numeracy skills are used very well across the curriculum. Co-ordinators now take a much more active role in monitoring and evaluating their own curriculum areas and any gaps in provision are being addressed. The curriculum is enriched by many visits, including a residential one for Year 6 pupils to Conway, when work is planned to form very natural links between the arts and other subjects such as history and geography. Extra-curricular provision is very good and includes sporting, art and musical activities, a press club to produce the school magazine, and craft and book clubs.

24 The provision for special educational needs is very good. Pupils facing difficulties are identified at an early stage and receive additional support to meet targets that are clearly set out. Teachers and support assistants work collaboratively to ensure that pupils are fully included in all the learning activities. The work they are expected to do is carefully structured to make sure that they understand what they are learning. As a result they make good progress and develop positive attitudes to learning. A particular strength of the school's provision is its effective management of pupils with challenging behaviour.

25 Liaison between the school and its partner catholic secondary school has improved since the last inspection and is now very productive. There is a close working partnership between both schools that generates effective curricular and pastoral links, and consequently, pupils in Year 6 are fully prepared for the next stage of their education.

26 There are sufficient teachers to teach the curriculum and there is a good balance of experience and expertise. They are helped by teaching assistants who make a significant contribution to the very good provision for pupils with special educational needs, including those with behavioural problems, and to the high standards achieved by pupils in English and mathematics. Resources for teaching and learning are satisfactory overall with good improvement in ICT. The building has been improved and extended and this has addressed most of the problems experienced at the time of the last inspection. However, there are still limitations. The computer suite is an L-shape and is in a thoroughfare near to the main entrance. Also, although the outdoor play area for the reception class has been secured, it is bare and unattractive. Problems with vandalism have caused the situation.

## **Care, guidance and support**

Standards of care, guidance and support are very good. The involvement of pupils in decision – making is excellent.

## **Main strengths and weaknesses**

- The school has a very caring ethos.
- The views of pupils are highly regarded.
- Assessment and monitoring procedures support pupils very well.
- Health and safety procedures are not monitored rigorously enough.

27 Since the previous inspection the school has continued to provide a very caring and supportive learning environment. Teachers use assessment very effectively to ensure that work is matched to the needs of pupils in most subjects so that all can learn well. As a result the self-esteem of pupils is raised and they feel valued.

28 The pupils have very positive views of the school. They feel that their ideas are listened to and their views influence the decisions made. This is a result of the very good relationships between all members of the school community. Pupils in the school council see their role as “making the school a kind place, to cheer people up and to teach people to love each other.” This philosophy is evident throughout the school.

29 Assessment and monitoring procedures support the academic and personal development of pupils very well. Thorough tracking systems are in place with clear targets set in relation to assessed needs. Again this develops confidence in pupils, which enables them to tackle challenges without fear of failure. For those few pupils who present behavioural concerns, the headteacher, teacher and support staff carefully monitor their progress and manage their behaviour effectively.

30 The school looks after the physical and emotional needs of its pupils well. It is a very caring school where this aspect is underpinned by its very strong catholic ethos. Parents and pupils share this very positive judgement. Appropriate records for first aid, fire drills and accident recording are in place but the governors now need to extend their role in this aspect of school life by ensuring that risk assessments are up to date and by monitoring health and safety records more rigorously. This will ensure that all procedures are being carried out effectively. Procedures for child protection are effective. The school looks after pupils effectively at dinnertime and in the playground and improvements have been put in place since the last inspection to ensure that pupils who arrive at school early are cared for well.

### **Partnership with parents, other schools and the community**

The school has very good links with parents, the community, its associated nurseries and its partner catholic high school.

### **Main strengths and weaknesses**

- The school work very closely with parents, keeping them well informed about their children’s progress.
- There is a very good service to care for pupils before and after school.
- The parents are very supportive of their children’s education.

### **Commentary**

31 The school has very good relationships with its parents who regard the staff as very approachable and easy to talk to about their children’s progress. Parents like the fact that the headteacher is out on the playground every morning before school and available to talk to. They appreciate the weekly newsletter and feel that they are helped by the school to help their children. Parents are welcome to help out in school and many do so and this adds to the school’s sense of being a central part of the community.

32 The school has very good links with its partner catholic high school and a member of staff from the high school teaches Year 4 and 6 pupils each week. The pupils really enjoy the work that they do in these lessons and they are inspired and excited by the opportunities that they will have when they move to the high school. The high school’s investment in this is immense but the impact is that pupils are at ease and confident about their move up to the next stage of their education.

33 In response to the criticism of its last inspection the school now has a ‘before’ and ‘after’ school club and the provision for these pupils is very good. Parents can drop their children at

school early and know that they are well looked after in a constructive environment where pupils are happy, secure and developing in many important skills.

34 Parents are actively encouraged to be involved in the life of the school and to support the staff in helping the children to learn. They respond very well by listening to their children read, following up the topics in the curriculum, with visits, trips to the library and talking to them, but, most of all, they give their full backing to all that the school does and help it to be a happy, secure and challenging place to be.

## **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership and management is good. Governance is good. The headteacher and the governing body have provided strong and determined leadership in making difficult decisions in a period of uncertainty for the school because of the falling roll in Years 3 - 6. The new headteacher has very quickly established herself in the school and earned the respect and loyalty of the staff, pupils and parents. Other key staff provide good support and the school is united in its mission of high quality catholic education.

### **Main strengths and weaknesses**

- The vision of the governing body in directing the future of the school.
- The very good relationships between the headteacher and the school community.
- The very good use of self-evaluation to identify the strengths and weaknesses of the school and inform target setting.
- The total commitment to including all pupils.
- The high priorities to making each pupil feel valued.
- The headteacher's strategic and effective deployment of staff.
- The good support of the governing body and its awareness of the school's strengths and weaknesses.
- The strong sense of team spirit and a commitment to high standards.
- Insufficient rigour is applied to monitoring Health and Safety procedures.
- The impact of falling rolls in Years 3 – 6.

### **Commentary**

35 The governing body has responded with determination and resolve in tackling the problem of falling rolls in Years 3 - 6. This has been a potential barrier to the success of the school; but the governing body has made difficult decisions in relation to staffing and the budget of the school and has succeeded in maintaining a high quality of education as a result of these decisions. The governors have a total commitment to Catholic education and have outlined their vision very clearly to parents. Their expectation of the commitment from pupils and parents is very transparent and this has provided strong support to the school in meeting its mission and ensuring good standards of teaching and learning. As a result the decline in the school roll has been stemmed and there is a clear sense of purpose and optimism for the future of the school. The governing body and the headteacher manage the school budget very effectively. They are keen to ensure that major expenditure represents good value for money. Currently the budget is in surplus to ensure that over the next three years the school can maintain its staffing structure and continue to provide a good quality of education. Although the governors meet all of their legal responsibilities they do not pay sufficient attention to monitoring their Health and Safety procedures.

36 The new headteacher provides very good leadership and management. She has rapidly established herself at the helm of the school and quickly earned the respect of all those involved in the life of the school. Her deployment of staff has secured the best provision for all pupils leading to pupils having a sustained period of stable teaching with teachers who know them well and enjoy very good relationships with them. This results in a positive school climate where pupils are happy, staff are united and the rate of achievement is good.

37 The headteacher and key staff work as a team to ensure that all pupils are fully included in the life of the school. Pupils who present very challenging behavioural problems are planned for, supported and receive the additional expertise from professionals outside of the school. The headteacher demonstrates a total conviction of the school's ambition to address the needs of each individual but is also prepared to make difficult decisions when assessing the school's ability to meet the very specific needs of pupils.

38 The leadership and management of the school have a good understanding of the strengths and weaknesses of the school. Their systems for self-evaluation are thorough and pupils' progress is systematically monitored so that realistic targets are set and reached. Performance management is implemented effectively by the headteacher and identifies the training needs that will ensure that the action plans linked to the school development plan are successfully realised.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	454471
Total expenditure	410696
Expenditure per pupil	2520

Balances (£)	
Balance from previous year	87046
Balance carried forward to the next	43774



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

39 Provision for pupils in the reception class is a strength of the school. There have been many improvements since the last inspection, mainly as a result of the diligence and hard work of the co-ordinator. Teaching is now good overall with very good teaching observed in personal, social and emotional development and communication, language and literacy development. Planning has improved to provide a wide range of stimulating and challenging activities which are matched well to all children's needs. Assessment procedures are very thorough and are used very effectively to build up an accurate and informative profile of each child's achievements in the reception class. Leadership and management are very good and a strong team of well-qualified and experienced staff work closely together to ensure that organisation is seamless. Although some improvements have been made to the outdoor play area, there is still some way to go. However, this area is used well to support all areas of learning.

40 Children enter reception in the September before they are five. Their skills and achievements vary widely but overall are generally as expected for their age. The co-ordinator has forged strong links with all the nurseries that children attend so that not only do the children know their new teacher but also their individual needs are known and prepared for before they start school. Parents are right to be happy with the flying start their children get.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children achieve very well because very good teaching ensures that they are challenged and encouraged to work hard and to take responsibility for themselves.
- Very strong relationships between staff and children promote children's confidence and encourage them to work hard.

#### **Commentary**

41 Children's personal, social and emotional development is nurtured very well. Staff are very skilled at promoting this in everything children do and, as a result, most have achieved well beyond what is expected by the time they leave the reception year. Teachers and assistants provide very good role models for children to follow. They are calm and organised and treat children with respect and courtesy. This leads to warm and trusting relationships and helps children to be kind and considerate and to care for each other. One child, who was unable to operate a computer programme was quickly helped by another who made sure he was able to go on without her further assistance. Children are taught to look after themselves and be aware of the needs of others. For example, on the way to the hall, children knew that they must walk quietly and sensibly so as not to disturb the children in the computer suite. Staff set clear expectations and establish routines and habits that will serve children very well as they progress through the school. They are already mature in their skills to organise themselves and tidy things away, and change and dress themselves competently for lessons in physical development.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Every opportunity to develop language skills is taken by the teacher and support staff and, consequently, children's achievement is good.
- The reception teacher has high expectations of most pupils' ability to read and write at an early age.

### **Commentary**

42 A very good feature of the teaching is that staff pay particular attention to developing children's communication skills. Every activity involves asking questions and emphasising words and names. Children are encouraged to talk about themselves and to explain what they have done. The very strong relationship between staff and children promotes their confidence and ensures that they talk with self-assurance and ease, both to adults and to each other. Their achievement in this aspect of language development is very good.

43 Reading is taught well and many activities are based on the development of reading skills including the reinforcement of initial sounds to build familiar words. Plenty of opportunities are provided for children to share books with adults so that the main elements of stories are understood and enjoyed. Already, more able readers tackle simple texts confidently and less able children 'read' the story using the pictures as clues. The willingness of parents to read with their children and to help them to learn new words furthers the children's progress in developing their reading skills and in the understanding of the story content. By providing various opportunities for children to write as part of their play and through more formal activities, staff help them to make good progress with the early skills of writing. Most children write their names independently and form letters accurately when copying words. During their first term at school, children have achieved well and many are on course to exceed comfortably the standards expected by the end of the reception year.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Staff have a good knowledge of how to teach basic numeracy skills through talk and the use of resources.
- Opportunities are taken to develop mathematics in other areas of learning.

### **Commentary**

44 Good teaching, which is well planned to include a variety of activities using eye-catching resources, develops children's interest in numbers. Because the teacher and support staff motivate them, children achieve well and enjoy the challenges provided in this area of learning. A strong emphasis is placed on practical activities to help children to understand the relationships between numbers. They begin to relate addition to combining two groups of numbers as the teacher says 'can you show me four using two hands?' A feature of the good teaching is the daily focus on counting routines and number rhymes that are often used as a means of gaining everyone's attention. The children develop a good sense of number sequence as, for example, when they sing number rhymes, as they get ready for physical education. This good grounding in mathematical development ensures that many will exceed the standards expected for their age by the end of the reception year and they are well prepared for future mathematics work in the first level of the National Curriculum.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

45 Not enough work was seen to make an overall judgement of provision or standards in this area of learning. Planning indicates a very good range of activities to help children widen their understanding of the world and stimulate their curiosity. The activities planned for this area of learning emphasise the way that all areas of learning are developed effectively alongside each other. This is particularly so when children use computers to further their language, mathematical or creative development.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The formal teaching of physical skills is good and children achieve well.
- The reception teacher and staff make the most of the limited accommodation outside.

### **Commentary**

46 As a result of the effective teaching, children learn to move with increasing confidence, balance and control and show a good awareness of space. In a dance session, children were fully engrossed as they rose to the teacher's challenge to 'walk and turn and swirl the scarf'. A good feature of the teaching was the opportunity for children to evaluate each other's work, which led to some improvement in their performance. However, opportunities were missed for children to make up their own dance sequence rather than always to follow the lead of the staff.

47 Opportunities are planned for children to experiment and experience a range of challenging physical activities in the outdoor area. For example, children's balancing skills increased as they walked across a number of balancing bars and they quickly realised the importance of using their arms to control their balance. However, because an adult arranged the beam bars, the children were not given the opportunity to take initiative or to manage the task for themselves. Children's skills in manipulating small tools, scissors and pencils develop well because of the good opportunities they have to practise and apply them.

## **CREATIVE DEVELOPMENT**

48 It was not possible to make an overall judgement of provision or standards. Planning indicates a very good range of activities, with a strong emphasis on using exciting and stimulating role-play areas. Children take on the role, for example, of waiter, cook or customer in the vibrant 'Rainforest Café'. Work on display indicates a wide range of media being used.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Good achievement by most pupils.
- High standards in reading and writing, including handwriting.
- Pupils are confident and articulate when expressing their ideas and opinions.
- The success in raising standards in writing.
- The high quality of marking.
- Setting targets for pupils to improve.
- The very good leadership and management in the subject.
- The wide range of opportunities to write for different purposes and audiences.
- Whole class teaching is sometimes too long and pupils lose interest and their attention wanes.
- The slow pace in some lessons restricts the opportunities for pupils to work independently.

#### **Commentary**

49 In both Years 1 to 2 and Years 3 to 6 pupils achieve well and consistently improve their attainment in reading and writing. Pupils in Years 1 and 2 are confident readers who reach high standards and in the most recent tests almost half of the pupils reached the higher level. High standards continue as pupils move through the school because teachers allocate specific time every day for reading and encourage pupils to read at home. Parents are supportive of the school's approach to reading and this results in pupils enjoying reading and wanting to read a range of books, including fiction and non-fiction. Therefore by Year 6 most pupils are reading independently and select books based on their preference for particular styles and interests.

50 A particular strength of the school is the expectation that pupils are able to express their opinions and ideas with confidence. Many opportunities are given to pupils, in lessons, in circle time and in the school council, to discuss issues, listen to a range of views and take account of diverse opinions. As a result pupils are articulate young people who take responsibility seriously and take decisions democratically. This ability is extended in drama lessons where pupils act out the roles of different characters in a range of contexts and this helps them to understand the feelings and emotions of other people.

51 The school has been successful in raising standards of writing. This is because teachers provide many opportunities for writing for different purposes and audiences. This is evident in Year 2 where many pupils reach the higher levels of writing in the national tests. Pupils are taught how to use specific words to sequence a story and then apply this skill successfully in sequencing a set of instructions on how to make a sandwich. In Years 3 to 6 pupils are constantly encouraged to punctuate work properly and use adjectives and adverbs to make their writing more interesting. They are taught how to structure their writing for different purposes and this results in high standards in both imaginative and formal writing.

52 Teaching is good. Lessons are planned thoroughly to take account of the progress that pupils are making and targets are set to help pupils to improve. In the best lessons teachers skilfully question pupils and engage them in lively discussion that prepares them well for the task that they are going to do. There are also high expectations of behaviour and achievement and therefore pupils work conscientiously and take considerable care to do their best and complete the work on time. There are some occasions when teachers keep pupils together as a whole class for too long and the pace of the lessons slows down and leads to pupils losing interest. This results in some pupils not having the time to achieve what they are capable of.

53 A strength of the teaching is the quality of the marking of pupils' work. Work is marked very thoroughly and comments make it very clear what pupils need to do to improve their work. This has a very positive impact on pupils' motivation and pride in their achievements.

54 Leadership and management are very good. Assessments are very thorough and track pupils' progress carefully. The results are used to set targets for individual pupils and teachers then plan for these targets to be achieved. The co-ordinator has a detailed action plan that sets out planned improvements in the range of books, the use of the library and the teaching of handwriting.

### **Language and literacy across the curriculum**

55 Pupils' writing skills are extended very well in other subjects, particularly in history and geography. There are very good opportunities for discussion in personal, health and social education, including circle time, in drama and in the school council. As a result pupils are articulate and able to justify their opinions with logical arguments.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards are well above average by the end of Year 2 and Year 6
- All pupils achieve well, although the present Year 6 pupils are not on line to achieve their targets
- The pupils make good use of mathematical skills in other subjects such as ICT
- The quality of teaching is very good
- Planning and assessment are thorough and make a positive impact on achievement
- Mathematics is effectively led and managed
- A significant proportion of pupils achieve at the higher levels at the end of Years 2 and 6.

### **Commentary**

56 Standards in mathematics in both Year 2 and Year 6 are well above average. However, the present Year 6 pupils, although reaching high standards are not currently on line to meet their targets. There are two main reasons for this. Firstly, more than half of the year group has left the school in recent years and this not only affects the percentages but has also had an unsettling effect on the group and secondly, the class has been subjected to staff changes. It is now well settled and there are signs that progress is speeding up. The overall high standards are the result of good teaching, careful tracking of pupils' achievements and a well-planned curriculum.

57 Teaching in Year 6 is very good now and, as a result pupils of all abilities are making rapid progress and achieving well. This was epitomized in a lesson concerned with analysing timetables and using a range of strategies to solve problems. The pupils were working in ability groups with carefully graded activities challenging all pupils and enabling them to achieve well. Adult support made a significant contribution to the rate of pupils' learning because they had a clear understanding of what help pupils needed and they targeted their work well. As a result all pupils were able to explain what they had learned and could talk confidently about different ways they could have solved the problem. The use of assessment and the teacher's knowledge of the pupils ensured that tasks were appropriate to the different abilities.

58 Teaching in Year 2 is also very good with very effective learning taking place. Pupils are achieving high standards. Pupils with special educational needs are very well managed. The teaching assistant works very hard, and successfully to ensure that they concentrate on their work and achieve well. The effect of inappropriate behaviour is minimized enabling others to make progress. In reinforcing the three times table the use of a puppet-retained pupils' interest and motivated them to do well they all wanted to do better than the puppet. Work on bar charts following

a survey was well matched to the needs of different groups so that all could progress at an appropriate rate. Social development and problem solving was enhanced by pupils making up questions for other pupils to answer by interpreting the graphs.

59 Mathematics is effectively led and managed by the co-ordinator. There has been regular and detailed analysis of national test results and areas of weakness have been quickly tackled. She is taking effective action to attempt to ensure that the present Year 6 achieve their targets despite the difficulties in recent years.

### **Mathematics across the curriculum**

60 The provision is **good** across the school. Pupils make good use of their skills in ICT lessons for example. They apply formula to create spreadsheets to calculate the perimeter of regular shapes. Number skills are used to support work in science throughout the school.

### **SCIENCE**

Provision in science is **satisfactory**.

#### **Main strengths and weaknesses**

- Less able pupils and those with special educational needs achieve well.
- There are weaknesses in the teaching of the investigative strand of the subject leading to under achievement.
- There is good emphasis on the use of specific technical language.

#### **Commentary**

61 Although standards in science were above those nationally in 2003, they were not as high as in 2002. Also, more able pupils do not do as well in science as they do in English and mathematics and their achievement is not as high as it could be, particularly in Years 3 to 6. There are two main reasons for this underachievement.

62 Firstly, although the quality of teaching is satisfactory overall, there are weaknesses that prevent it from being better. Teachers are not using the information from their records of pupils' progress to identify what different groups of pupils need to learn next. Too often the starting point for investigations is the same for all pupils, and more able pupils have to sit through the same explanation and complete the same task as the rest of the class. Sometimes these lengthy explanations are repeated later in the week and, as a result, pupils often lose interest and this slows their progress. Pupils are taught to carry out an investigation, make and test predictions and decide if tests are valid but, too often, too much help is given and the work is teacher directed. This goes against the very essence of the experimental and investigative approach to science and pupils' achievement in this strand of the subject is not high enough. A further weakness is that teachers are not systematically using their marking to support and reinforce points made in lessons and to indicate how pupils can improve. Some helpful advice is given but too often comments only give 'well done' without identifying what has been done well. There are however, some strengths in teaching. Work is explained in clear scientific language and pupils quickly add the new words to their own vocabulary. Pupils in Year 3 confidently talk about 'magnetism' while pupils in Year 6 use 'soluble' and 'solution' as they describe the rate at which sugar dissolves in water at different temperatures. Also, less able pupils and those with special educational needs benefit from the repetition of explanations and consequently, they achieve well and most reach the expected level by the end of Year 6.

63 The second reason why pupils do not do as well in science as in English and mathematics is that, due to several staff changes, co-ordination of the subject has been changed several times over the last two years. The monitoring of teaching and learning has been haphazard and weaknesses in provision have not been identified. The new co-ordinator, who took up the position

in September, has already drawn up a useful action plan. Although it does not make specific reference to improving the achievement of more able pupils, the school has identified this as an area for development in its self-evaluation. Improvements in this area are necessary if standards in science are to rise to match those in English and mathematics.

### **Information and communication technology**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- There has been good improvement since the last inspection.
- Staff are confident in what they teach.
- Assessment systems are not developed sufficiently.
- Resources are good.
- The location of the computer suite is not ideal.
- Teachers use ICT well to support work in other subjects.

64 Provision in ICT has improved since the last inspection. The school has developed a computer suite that provides a very valuable learning resource. The location of the suite is not ideal since it is part of a thoroughfare close to the school entrance. However disruption is kept to a minimum and standards have improved because of the enhanced resources. The location does have some benefits; because of its open access, pupils use it during non - lesson times more often than they might.

65 Teachers have more confidence in teaching the subject now, as a result of the national programme of staff development in ICT and this is beginning to pay dividends in the achievements of pupils. The school has not yet developed formal systems for assessing and recording pupils' achievements but plans are in place for this.

66 Year 1 pupils can follow instructions and listen carefully to the clear instructions given by staff. They are able to use the mouse effectively, controlling it well to create shapes. They understand how to drag shapes and use the paint pot to colour them. Good teaching from the teacher and support staff ensures that pupils are clear how to perform functions and how the keypad works. As a result sound learning takes place and pupils develop their knowledge and understanding. Tasks also enhance the social development of pupils as they share ideas and work cooperatively in pairs.

67 As they move through the school pupils' confidence and skills develop further. Year 3 pupils have a good understanding of cause and effect as they work on simulation games. They have improved their control of the functions and can explain what will happen if they do a range of things. By Years 5 and 6 pupils are able to devise formula to solve given problems such as working out the perimeter of regular shapes using spreadsheets to illustrate their work. In an observed lesson, effective links with mathematics enabled pupils to recognise that when working with regular shapes they could devise a formula based on multiplication rather than addition. Pupils developed their learning because the tasks challenged them to think about different ways of recording information. The teacher used her good subject knowledge in both ICT and mathematics to develop pupils' knowledge, skills and understanding through detailed planning, challenging tasks and questioning.

68 ICT has been led and managed well by the co-ordinator.

### **Information and communication technology across the curriculum**

69 ICT is used well to support learning in other subjects. Pupils follow up their class work in subjects such as mathematics, art and design and history on their visits to the computer suite and

similarly, class-based computers are used to support learning in subjects and in the development of ICT skills.

## **HUMANITIES**

70 There was insufficient evidence to make firm judgements about standards or the quality of teaching and learning as only one lesson of history and one of geography were observed. However work was sampled in these subjects.

### **History and geography**

71 The planning documents demonstrate that there is good coverage of the national curriculum requirements in both subjects. In discussion with the co-ordinators it was evident that visits to places of historical interest, contrasting localities and the local area were enhancing the pupils' knowledge and understanding of history and geography. An analysis of pupils' work undertaken this term shows that, in geography, Year 3 pupils are able to use a street map to help them write instructions for their journey from home to school and understand why people settle in particular areas and the change this brings about. It also shows that in Year 2 pupils can sequence the events of the Great Fire of London and write persuasive arguments about how cities are safer today than in the past.

72 In the Year 2 geography lesson seen pupils achieved well. They could locate places on a map of the British Isles and explain the different types of transport used to travel between their home city and an island in the Outer Hebrides.

73 In the Year 4 history, lesson pupils demonstrated a very good knowledge about the definitions of 'invaders' and 'settlers' and accurately place the Vikings on a time line, knowing the events that happened before and after the Viking invasion. It was very noticeable that pupils were very enthusiastic about the subject and that the drama work that had been done on Vikings had instilled an enthusiasm and fascination for the topic.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

74 There was not enough evidence to report on any of these subjects because not enough teaching was seen, so no firm judgements on achievement were possible. However, work was sampled in art and design, design and technology, music and physical education

### **Art and design**

75 Three lessons were observed during the inspection. In Year 4, the teaching was very good because pupils were highly motivated to look beyond the 'conventional' view and to sketch objects from unusual angles. In Year 1, the teacher used her expertise well to enable pupils to produce self portraits of good proportion and attention to features, with charcoal and chalk used effectively to enhance tone and shade. Pupils in Year 6 use sketchbooks on a regular basis to experiment and practise their art skills. Evaluations of their work, however, are sparse, either by teacher or pupils and this limits their ability to improve. Two art clubs are held each week and pupils who attend produce work of a high quality. The headteacher recently took over the co-ordination of art and design and acknowledges that there has been insufficient monitoring and evaluation of the subject. Plans to rectify this in the spring term place the school in a good position to raise standards.

### **Design and Technology**

76 Planning in the subject indicates that pupils have opportunities to develop their skills by the opportunities provided to gain experience of a range of materials and techniques. Discussion with pupils showed that they are familiar with the whole design and technology process from the original idea through to the evaluation of the finished product. They clearly enjoy the subject. One Year 6 pupil commented 'Oh it's fun! You get to do it for yourself.' The headteacher also has responsibility for the co-ordination of design and technology and has already rectified inconsistencies in planning



across the school. A review of the scheme of work is planned for spring 2004 with the aim of identifying any gaps in provision.

## **Music**

77 No lessons were observed in music although the whole school was heard singing during hymn practice. Here the very good subject expertise of both teachers, one an accomplished flautist, the other an accomplished guitarist, was used well to help pupils to improve their singing. The occasion was enhanced by the accompaniment of pupils playing flutes, guitars and recorders. This small band of musicians, who flourish under the guidance of the co-ordinator, is an asset to the school. Leadership and management of the subject are very thorough and there is a comprehensive action plan in place to raise standards in music including more emphasis on class and whole school performances.

## **Physical education**

78 In physical education the school ensures that all pupils experience a broad and varied range of activities that is enhanced by a good programme of after school opportunities. The staff have grown in confidence since the last inspection because of the professional development opportunities provided, although the subject co-ordinator recognises that this will need to be repeated because of staffing changes. Effective planning and sample lessons also ensure that teachers feel well supported.

79 Pupils in Year 2, including a number with special educational needs, made sound progress in responding to music to create sea monsters of different shapes and sizes, moving at different speeds and in different directions. Teaching had to be good to manage the behaviour of those pupils with special educational needs and enable all pupils to achieve at an appropriate level. The excellent relationships between the teacher and the support assistant, together with their detailed knowledge of the pupils' needs and the detailed planning of the lesson were key features in the success of the lesson.

80 Very good teaching observed in Years 5 and 6 really captured the imagination of pupils, motivating and exciting them as they create dances in response to "swirling fog" music. Again careful planning together with well-selected resources were significant features of the teaching resulting in very good learning and achievement taking place. Although not a specialist the co-ordinator has provided good leadership for the subject and is clear about how it can develop further. Monitoring has taken place, including lesson observations, but this aspect has been reduced because of time constraints as a result of staffing reductions.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

81 No lessons were seen in this area of the curriculum and so no overall judgement can be made about the provision. However, an examination of the school's planning, a discussion with the co-ordinator and discussions with the School Council and with older pupils demonstrated the importance the school attaches to this area of its work. Planning is extremely thorough and indicates coverage of all areas including, sex education, drugs education and health education. Other topics covered are concerned with an exploration of "Myself and my family", "Myself and others" and the role of different people in the community as well as celebrations and school rules. Pupils' books indicate that these areas have been covered well. Pupils are involved in evaluating their own work and marking is very helpful in guiding pupils' future learning. The work has been supported very well through a programme of staff development in areas such as the use of circle time and the introduction of school council. This has added to the quality of the work undertaken. Pupils really value circle time saying, "You get to know other children's problems and realise how you can help" Members of the School Council similarly demonstrated a very mature and caring attitude describing in detail the importance of being a good citizen and member of the community, looking after pupils who might be distressed and listening to both sides in any dispute.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	1
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
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	2
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	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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