

INSPECTION REPORT

ST BONIFACE R C PRIMARY SCHOOL

Yew Street, Salford, M7 2HL

LEA area: Salford

Unique reference number: 105962

Headteacher: Ms M Neill

Lead inspector: Mr J Morris

Dates of inspection: 13th – 16th October 2003

Inspection number: 259785

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: 3 to 11
Gender of pupils: Mixed
Number on roll: 221

School address: Yew Street
Salford
Postcode: M7 2HL

Telephone number: 0161 7925659
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Appropriate authority: Governing body
Name of chair of governors: Fr P Kinsella

Date of previous inspection: 02/11/98

CHARACTERISTICS OF THE SCHOOL

St Boniface is a Roman Catholic voluntary aided school in Salford. It is average in size for a primary school. There are 221 pupils on roll in total, including 19 in the nursery and 29 in the reception class. The numbers of boys and girls are very similar in the whole school and each year group apart from Year 5, where there are more girls. Currently, just over ten per cent of the pupils are from non-white British families and this is higher than in recent years. The percentage of pupils eligible for free school meals is well above the national average. The percentage of pupils with special educational needs is below average. Overall, the school's socio-economic context is very unfavourable and attainment on entry to the school is below average. The school has achieved several awards and is involved in many local and national initiatives, including having Beacon School status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23696	Mr J Morris	Lead inspector	Special educational needs Mathematics Information and communication technology Geography Physical education
31718	Mrs D Shields	Lay inspector	
30935	Mrs K McArthur	Team inspector	Foundation Stage curriculum Science History Music
2911	Mr E Steed	Team inspector	English as an additional language English Art and design Design and technology Citizenship
21277	Mr S Hill	Team inspector	

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school with a significant number of **very good** features. Achievement, teaching, learning, leadership and management are all good. The school is very inclusive. It is very successful in meeting the different needs of different pupils and in providing a wide range of stimulating and interesting learning experiences beyond the expectations of the National Curriculum. Parents and pupils are very happy with what the school does for them. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well throughout the school in most subjects. Pupils achieve very well in art and design. There are relative weaknesses in the speaking skills, vocabulary and writing of a significant number of pupils in all year groups. Achievement in ICT is satisfactory and improving.
- Pupils' attitudes and behaviour are good in the Foundation Stage and Key Stage 1 and very good in Key Stage 2.
- Teachers know all their pupils very well and take very good care of them. There are inconsistencies in marking and the setting of individual targets.
- Leadership and management are good. The headteacher and senior staff have a strong commitment to the school's Catholic mission and providing the pupils with a very high quality of education.
- The school provides good learning experiences in relation to the requirements of the Foundation Stage curriculum and National Curriculum. There are very good additional opportunities for academic and personal development through partnership with other schools and the community and contributions by other specialists.

Improvement since the last inspection has been **satisfactory**. Significant action has been taken with regard to the issues concerning pupils' literacy skills and the school library. Although the library is a much improved facility, it is not being used to best effect. Many important strengths have been maintained. The school has achieved Beacon School status. The headteacher has been in the school for many years and is held in high regard by all members of the school community. However, she has only been in the position of permanent headteacher for a short period of time and is seeking to establish stability in the staffing. This is for good reason, because there has been a fairly high level of staff turnover and, in particular, significant changes in senior staff and membership of the governing body. For this reason, and because the school has maintained very good standards, it is judged that there has not been any significant change in the effectiveness of leadership and management, although the last report said that leadership and management were very good.

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	D	C	E
Mathematics	A	B	A	C
Science	A	D	C	E

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

Pupils achieve well overall. Pupils generally do well and sometimes extremely well in the national tests for seven year-olds and 11 year-olds. These results mostly compare favourably with all primary schools and invariably compare very favourably with similar schools nationally and primary schools within the local education authority. Variations are due to differences in the abilities of different groups of pupils.

Pupils, especially the more able, do very well in art and design. Achievement is good in English, mathematics, science and history. Currently pupils are not achieving as well in speaking and writing as they are in listening and reading, and this is a priority for the school. Achievement is satisfactory in information and communication technology and provision is improving. Children in the Foundation Stage make very good progress in personal and social development and good progress in the other five areas of learning. Pupils with special educational needs and gifted and talented pupils achieve well.

Pupils' spiritual, moral, social and cultural development is **very good**. Pupils' attitudes and behaviour are **very good** overall. These important personal qualities are better in the juniors than they are in the infants. Attendance is **below the national average**.

QUALITY OF EDUCATION

The quality of education provided by the school is **good** overall. Teaching and learning are **good** and there are no significant differences between the key stages. During the inspection the quality of teaching in Year 6 was very good. The school's curriculum is **good**. Pupils' learning is greatly enriched through all of the following:

- very good provision of activities beyond the classroom, through lunchtime and after-school clubs, and very successful partnership with other schools, education services and the community;
- good provision for pupils with special educational needs and very good provision for the most able pupils;
- very good provision for the pupils' care, welfare, health and safety;
- good partnership with parents.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and other senior staff are **good**. There is a clear commitment to the school's Catholic mission and providing a very high quality of education and care. The school runs smoothly. The governing body fulfils statutory requirements and governance is **satisfactory**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

A very high percentage of parents are extremely positive about all aspects of the school's work. They are particularly pleased with the teaching and the approachability of the headteacher and staff. The pupils are just as positive about school.

IMPROVEMENTS NEEDED

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

- raise standards of pupils' speaking and writing in all subjects;
- raise standards in information and communication technology;
- involve pupils more in their own learning by giving them a clearer idea of what they need to do next through teachers' marking of their work and setting targets with them.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve **well** overall and at times they do very well. Standards are **broadly in line** with national averages and expectations at the time of this inspection and historically they have often exceeded these, which is to the great credit of the school given its context.

Main strengths and weaknesses

- Talented pupils achieve extremely well in art and design. All pupils achieve well in English, mathematics, science and history.
- Children in the Foundation Stage achieve very well in their personal and social development and well in the other five areas of learning.
- The school is giving a high priority to the development of the pupils' speaking and writing skills. This is a correct course of action to follow and the inspection evidence confirms that the acquisition and use of these key skills is a relative weakness for many pupils.

Commentary

1. The pupils do well overall because the school provides a good quality of education and they are made to feel valued and cared for. There are no significant differences in the achievement of different groups of pupils. This is because the pupils are grouped by ability in literacy and numeracy lessons and tasks are provided that are well matched to their needs and abilities. In addition, the school makes good provision, in these and a wide range of other learning activities, for gifted and talented pupils and pupils with special educational needs. An important factor is the good start they get in the Foundation Stage. Children enter the nursery with knowledge and skills that are below average overall, and well below average in many aspects of the key areas of language development and social development. Because the teaching is consistently good in both the nursery and reception, the children make very good progress in personal and social development and good progress in the other five areas of learning. By the time they start in Year 1, almost all pupils have achieved most of the early learning goals described in the Foundation Stage curriculum. However, few of them achieve the goals in the key area of communication, language and literacy in spite of the good progress made.
2. This difficulty with aspects of language acquisition has an impact on many pupils' learning across the curriculum throughout their time at the school. The school has given a very high priority to developing writing for some time and is currently also giving a great deal of attention to improving pupils' speaking skills and extending their vocabulary. It is very significant, then, that pupils achieve well in the vast majority of their work. Inspection judgements, based on lesson observations and pupils' work, are that pupils' achieve well in all subjects inspected in depth at both Key Stage 1 and Key Stage 2, apart from in information and communication technology where achievement is satisfactory and the provision is improving. There are strong indications that achievement is never less than satisfactory in the subjects where insufficient evidence was gathered to make secure judgements.
3. Pupils' results in the national tests for seven and 11 year-olds have often been good and sometimes very good compared with all schools nationally. In comparison with similar schools, these results are generally very good indeed. When results are not so good it is because of the characteristics of a particular group of pupils and not any significant weakness in the school's work.

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

Standards in:	School results	National results
Reading	17.5 (16.6)	15.7 (15.8)
Writing	15.0 (12.6)	14.6 (14.4)
Mathematics	16.6 (17.3)	16.3 (16.5)

There were 30 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	27.4 (26.4)	26.8 (27.0)
Mathematics	28.6 (28.0)	26.8 (26.7)
Science	29.2 (28.0)	28.6 (28.3)

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

Pupils' attitudes, values and other personal qualities

Pupils have **very good attitudes** to school and they listen and concentrate well during lessons. They **behave very well** and form very good relationships with members of staff and with each other. Pupils' **spiritual, moral, social and cultural development is very good.**

Main strengths and weaknesses

- Pupils enjoy school and, consequently, have very positive attitudes to their work.
- Children in the nursery and reception classes very quickly show good personal, social and emotional development.
- Behaviour in lessons and around the school is at least good and there have been no recent exclusions. Attendance is below average.
- Relationships are very good throughout the whole school community. Pupils treat visitors to the school with cheerful, friendly courtesy.
- Pupils' spiritual, moral, social and cultural development is very good. The school places a strong emphasis on these aspects of learning.

Commentary

4. Pupils acquire good attitudes to their work and to school life very soon after entry. Nursery children were seen to leave their accompanying adults on arrival at school and to join their teachers and friends happily. These good attitudes are fostered throughout the infant and junior classes and, by the time they leave the school, they have developed very good attitudes. This prepares them well for the next stage of education.
5. Pupils' behaviour is good overall in lessons in all classes. Where, in Year 4, very few pupils show tendencies to behave inappropriately, the teacher helps other pupils not to react and to maintain self-discipline. Pupils reported no instances of oppressive behaviour during conversations with inspectors. Rather, pupils stated that they felt secure and safe in the school. Older pupils are proud of the good contribution they make to their younger peers. They do this by supervising younger pupils' games and orderly playground activities and by working with younger pupils to help in their reading development. Pupils' personal development is good because of the very good relationships in the school. All adult members of the school

community promote moral and social development. Cultural development is very well promoted through subject teaching and out-of-school activities.

6. Pupils are very quick to say how much they enjoy being in school and are appreciative of the part that their teachers play in their lives. Pupils are encouraged to do their best and they respond by working hard.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	6.3
National data:	5.4

Unauthorised absence	
School data:	0.1
National data:	0.5

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

7. The school has good procedures to promote good attendance.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White - Irish
White – any other White background
Mixed – White and Black Caribbean
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black Background
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
205	0	0
3	0	0
6	0	0
8	0	0
1	0	0
2	0	0
2	0	0
4	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

Teaching and learning

The quality of teaching and learning is **good** overall. Teaching in Year 6 and provision for gifted and talented pupils is very good. There are no other significant differences between key stages, year groups and groups of pupils.

Main strengths and weaknesses

- Teaching and learning were good or very good in nearly three-quarters of lessons seen.
- Teachers' knowledge of the curriculum and the pupils' needs and abilities is good.

- Relationships between adults and pupils, and among pupils, are always good and sometimes very good. Consequently, most pupils want to learn and try hard in most lessons.
- The assessment of pupils' knowledge, understanding and skills is good. However, this information is not always used to best effect to help them understand what they need to do next through the setting of targets and marking of written work.

Commentary

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (14%)	21 (58%)	10 (28%)	0 (0%)	0 (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.

- Teaching and learning are good throughout the Foundation Stage, Key Stage 1 and Key Stage 2, apart from in Year 6 where they are very good. This means that pupils make consistent gains in their knowledge understanding and skills as they move from year to year and this is effectively consolidated and extended in their final year of primary education. The quality of learning that pupils experience in lessons, and the often very high quality, wide-ranging activities provided beyond the classroom, are largely responsible for the pupils' considerable academic and personal achievements.
- Teachers plan well because they have a secure knowledge of the Foundation Stage curriculum and National Curriculum and they know the pupils in their classes well. New skills and knowledge are taught and tasks are set to systematically build on what pupils have done before. In all classes, pupils are always grouped by ability in literacy and numeracy and this is often the case in other subjects. Teachers provide a good level of challenge for all pupils. A very good example of this was seen in a numeracy lesson in Year 6. Good support is given to less able pupils, especially those with special educational needs. This important role is often fulfilled well by support staff but, in an information and communication technology lesson in Year 3, the teacher took on this role very effectively, whilst the teaching assistant worked with the rest of the class. Very good provision is made to stretch pupils who are identified as being gifted and talented.
- Teachers do not always use their knowledge of the pupils to the maximum. Although there is a policy of setting pupils individual targets, this is not carried out consistently by all teachers and sometimes these targets are not expressed in a way which helps pupils understand exactly what is expected of them. Where teachers have recently given pupils targets, they have not always discussed them with the pupils. Whilst most pupils spoken to know that they have targets, very few can recall what they are. Pupils with special educational needs are not invited to contribute prior to their annual review, although the targets that are agreed upon are discussed with them after the meeting. In a similar way, the quality of teachers' marking of pupils' written work does not always fully reward achievements or move pupils on by helping them identify and overcome difficulties.
- A small number of pupils, mostly boys in Year 4, have behavioural difficulties. This behaviour does at times have a negative impact on the learning of others. However, these pupils are given good support and guidance by class teachers and the learning mentor to help them get better. They understand what they are expected to do and the consequences of unacceptable behaviour. Some of them have daily charts that record their performance and this information is shared with their parents. Consequently, the disruption they cause is less than it might be.

The curriculum

The basic curriculum is **good**, and enrichment through extra-curricular activities and partnership with other education providers and the community is **very good**, with some excellent features.

Main strengths and weaknesses

- The enrichment of the curriculum, through extra-curriculum activities, visits and visitors, is very good.
- The provision for pupils with special educational needs and for pupils who have displayed gifts and talents is good.
- The provision for pupils' equality of opportunity and access to the curriculum is good.
- The resources for art and design, and their use, are very good.

Commentary

12. The curriculum fulfils all statutory requirements, including religious education and a daily act of collective worship. Literacy is linked effectively with other subjects helping pupils to understand, for example, that reading and writing have relevance beyond the boundaries of the English lesson. The school provides very well for the effective inclusion of all pupils, all of whom enjoy equality of access to the curriculum. The curriculum for pupils with special educational needs and those identified as gifted and talented is good. Policies and schemes of work are reviewed regularly to ensure that pupils' curricular experiences are always relevant. Appropriate attention is afforded to sex education and provision is made to combat the misuse of drugs. The provision for extra-curriculum activities, including visits and visitors, is a strength of the school and has a very positive effect on pupils' enthusiasm for school life. Planning for this aspect of the curriculum properly recognises opportunities for the development of social skills and relationships. The school provides very well for pupils' entry into the next stages of education.
13. A strong aspect of curriculum provision is that the school introduces pupils to activities that are not usually found in primary schools. For example, specialist teachers teach golf, squash and Italian. Visiting artists-in-residence has worked with gifted and talented artists, using media and techniques normally seen in high schools.
14. The school grounds are used well, particularly to teach science and to help pupils to appreciate the wonders of God's world through studies of aspects of nature. The environment around the school is used to great effect in pupils' observational studies in drawing. Resources are good overall and they are particularly good for art and design. The accommodation is spacious and used to good effect and the accommodation for the nursery and Year 6 class is very good. However, one or two classrooms are a little cramped and there is no separate outside area for children in the reception year.

Care, guidance and support

The school caters for pupils' care, welfare, health and safety **very well**. Pupils receive **good** support, advice and guidance. The school's arrangements to involve pupils in its work are **satisfactory**.

Main strengths and weaknesses

- All adults who work in the school know the pupils very well and take very good care of them.
- Pupils are not directly involved in the assessment of their work or in setting personal targets to improve their learning.
- Pupils think highly of the school and feel safe, secure and well supported.
- Induction arrangements in the nursery and reception class are good.

Commentary

15. All adults have very good relationships with pupils, know them as individuals and act quickly if they are seen to be unhappy. Those pupils who are most vulnerable, and sometimes their families, are supported very well. This means that these pupils are, for the most part, able to attend school and make progress with their learning. All pupils, including those with special educational needs and those at risk of exclusion, speak highly of the teachers. They say there is an adult in the school they can turn to if they are unhappy or worried and are confident that help and advice would be given. The good links with parents of children starting in the nursery and reception classes, and the sensitive arrangements for supporting them, help children to quickly feel at home and adjust to the routines of school life.
16. The school provides a caring and happy atmosphere in which pupils feel safe and secure. When responding to the inspection questionnaire, almost all pupils indicated very positive views about school life. These views were confirmed during the inspection in the many discussions with pupils throughout the school. Pupils, however, have a less positive view of behaviour in the school than inspectors do. Pupils are encouraged to respect one another and their teachers. The school rules are understood by them, although only in some classes do they have any direct involvement in agreeing a set of classroom rules for the year ahead.
17. Staff follow the agreed policies and practices relating to health, safety and child protection well. They notice when pupils are having difficulties and take action to put matters right. The school is quick to seek advice and guidance from specialist agencies in order to support individuals, for instance in trying to overcome behavioural problems.
18. Pupils are very enthusiastic about the School Council. They know who their class representatives are and how they can raise points for discussion at the meetings. Pupils feel their views and suggestions are listened to and, where possible, acted upon, not just through the School Council, but when offering opinions in lessons and when talking to adults in the school. They talk enthusiastically about the results of their suggestions, such as play equipment for lunchtime and can't wait for work to start on the development of the playground, which incorporates their specific ideas.

Partnership with parents, other schools and the community

Links and liaison with the community, schools and other education providers are **very good**. The school has developed a **good** partnership with parents.

Main strengths and weaknesses

- Very good involvement with the parish, community and business enriches the curriculum and enhances pupils' personal development.
- Very good links with other education providers improves the quality of pupils' education.
- Parents are not provided with sufficient information about the progress that their children are making.
- The headteacher and staff are very approachable and listen to suggestions and concerns.
- The school tries very hard to encourage parents to get involved in their children's education.

Commentary

19. The school is very much involved and at the heart of the local parish community. Pupils take part in many events linked to the development of their religious knowledge and helping those less fortunate than they are. The wider community provides a very rich source of visits and

visitors that are used very well to broaden pupils' experiences and improve achievement. Business and commerce are also very involved with the school. A range of ongoing activities and events that pupils can take part in help them to grow in self-esteem and confidence. The school organises a breakfast and after-school clubs which the most vulnerable pupils can attend. They speak highly of this and obviously enjoy the activities they are able to take part in.

20. Despite the fact that pupils transfer to several different secondary schools at the age of 11, arrangements to transfer information and for pupils to gain first-hand experience of their new schools are very effective. Close links with three other primary schools have been established as a direct result of the school accepting Beacon School status. A major joint initiative, "Living in Harmony", is underway. It is only in the early stages of development but directly links with the school's priority to raise pupils' understanding of life in a multi-ethnic society. A great many benefits for staff, pupils and parents have resulted from the school's inclusion in the Salford East Education Action Zone, including specific arrangements for gifted and talented pupils and a very wide range of music and sport activities. These have had a very positive impact on pupils' personal development and academic achievements, the professional development of staff and the development of links with parents.
21. The school seeks the views of parents on a range of specific issues and acts on the suggestions they make, such as making some amendments to the school's race equality policy. It encourages them to come in at any time if there are concerns or issues to discuss. Parents say that they very much appreciate this approachability, as well as the more formal opportunities to meet with teachers. They attend events in school, such as masses, concerts and class assemblies.
22. Over the years, the school has encouraged parents to attend a whole range of activities and courses designed to provide them with a greater understanding and involvement in their children's education. However, it has often not received the support it hopes for. Some courses, for example aromatherapy and craft and design, have had a better attendance. Courses to be run by the local college had to be cancelled as there were not enough tutors available. Parents say they hold the school in very high regard but, despite this, they do not all support it by involving themselves in the work their children do, either at home or in school. The school has clear plans to continue to encourage parents to take part in the academic side of school life.
23. Parents receive a written report each year that gives them a visual representation of their children's effort and attainment over the year. These reports, however, do not provide parents with sufficient information about the progress their children have made, their strengths and areas for development in all national curriculum subjects. There are inconsistencies between classes in the amount and content of information provided for parents, especially about what pupils will be learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**.

Main strengths and weaknesses

- There is a strong, shared commitment to implementing the school's Catholic mission.
- The headteacher has a clear vision to create a haven where pupils feel safe, and benefit from a broad education that prepares them to become useful citizens.
- The leadership and the governors are totally committed to including all pupils in all lessons and activities offered by the school.
- Senior management are united in working to form a strong staff team, developing staff strengths and taking all opportunities to broaden the education offered to all pupils. Subject leaders have too few opportunities to monitor teaching and learning.

- The governors have good knowledge of the school and provide good support. Governors are not fully involved in setting priorities and are less aware of areas for development or of the principles of best value.

Commentary

24. At the previous inspection, leadership and management were judged to be very good. However, there have been significant and substantial staff changes since then. The recently appointed headteacher acted as headteacher for the past three years. There has been an acting deputy head for three years. A significant number of new staff have been appointed, several of whom were newly qualified. Consequently the staff team has radically altered and the headteacher is correctly giving a high priority to establishing stability in the staffing.
25. The leadership of the headteacher and other key staff is good. Apart from a dip in one year, standards have been maintained successfully. A new staff team is being built through close collaboration between senior managers and governors, and this is positively supported by all members of staff. The Catholic mission of the school provides the strong foundation for the shared aims of the leadership and the governors and is reflected in the very good attitudes shown by the pupils. There is a strong commitment to each pupil achieving the best they can through the broad curriculum, enriched by active participation in a wide range of local community initiatives. This effectively achieves the school's aim of preparing pupils for future life through a rich education and range of experiences.
26. The management of the school is good. The school evaluates its own performance and acts on the outcomes. The school development plan, which is prepared by the senior management team and discussed fully by the governors, identifies clear targets and effective action. Subject leaders positively influence standards by sharing their knowledge and expertise. They are allocated a certain amount of time to monitor teaching and learning and evaluate performance and the outcomes contribute to the school's priorities for improvement. For example, pupils were found to need more opportunities to plan and carry out science investigations and this is a current focus in every class. The headteacher and acting deputy have also monitored teaching, providing feedback and identifying areas for development. However, the headteacher and acting deputy carry a heavy load of responsibilities that cannot as yet be shared with new and relatively inexperienced staff and subject leaders do not have sufficient time to fulfil their role to best effect.
27. The governance of the school is satisfactory overall. The governors have good knowledge of the school and support the senior management team well. There have been several changes of chair in recent years. Governors have attended local training courses to help them understand their role and develop their skills. Many governors visit the school frequently, not only for their meetings, but also to visit classrooms and attend special events and functions. The governor with responsibilities for special educational needs meets regularly with the special needs co-ordinator. Governors, however, have too little awareness and knowledge of the areas for improvement in the school. Whilst governors discuss the school's improvement plan, for example, they have limited involvement in actually setting priorities. The finance committee monitors the budget, but are less clear about how to apply the principles of best value.
28. Staff and governors are fully committed to including all pupils fully in lessons and all other activities, and work well with local agencies to meet the needs of all individuals who have learning or behavioural difficulties. The professional development of staff is a priority supporting the drive to raise standards. Staff performance management targets are closely linked to the school's priorities, and currently include science investigations and improving pupils' speaking and language skills. Induction procedures for new staff are satisfactory, and allow time away from class to observe good practice and participate in training.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	668,834
Total expenditure	615,223
Expenditure per pupil	2,674

Balances (£)	
Balance from previous year	118,095
Balance carried forward to the next	148,000

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

29. There has been good improvement since the previous inspection. Teaching and learning are now consistently good in both the nursery and reception classes. When children enter the nursery, their attainment is below that usually seen in children of a similar age. The key areas of speaking and language, and personal and social development are well below average. Children achieve well in all of the six areas of learning because they are well cared for, feel secure and valued, and are taught well. Leadership and management are good. The staff form a strong team, all contributing to the well-planned learning activities and enabling all children to participate in all activities. No children in the nursery have been identified as having special educational needs. There is no separate outdoor learning area for children in the reception classes, but they have regular, well-structured learning opportunities outside the classroom.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children are on course to meet the learning goals by the end of reception, which is very good progress from a low starting point.
- Good teaching includes good opportunities to develop personal responsibility.
- Good provision for the care, welfare, health and safety of the children.
- Good induction procedures and well-established routines help the children settle quickly into school.

Commentary

30. The staff work very well as a team, know the children well and are good role models. They create a warm, welcoming atmosphere in which the children are well cared for and valued. Induction procedures are carefully structured so that the children settle quickly and begin learning. There is a high quality brochure of information for parents. Good daily routines ensure the children feel secure. They soon learn to tidy up and take responsibility for their equipment, and 'self register' each morning. Teachers provide good opportunities for the children to work in groups and to develop some independence by choosing from the range of activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children have limited vocabulary and language skills when they start in the nursery. Although they make good progress, only a few achieve this early learning goal by the end of their time in the reception class.
- Good teaching, with many opportunities for language development. Good displays of print and opportunities to make marks and write

Commentary

31. Good teaching constantly encourages the children to discuss their activities and learn new words. Nursery children talked about size, colour and shape whilst they planted spring bulbs, but had a narrow range of words to express their ideas. Lots of praise from the teacher gave the reception children confidence to talk about a story. Most children speak in brief sentences and need a great deal of support to answer questions. The children enjoy books and stories. They listened with rapt attention as the teacher read very expressively and they recalled the main events well. Many children in the reception class are beginning to recognise letter sounds. Only a few can write their own names and more girls than boys visit the writing table.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well and most are on course to meet the learning goal by the end of the reception class. Children often lack the language skills to explain their answers.
- Teaching is good. It is characterised by very good planning, well-structured outdoor learning activities, careful use of mathematical vocabulary and bright, lively resources and linked activities.

Commentary

32. All activities are very well planned to make learning interesting, practical and enjoyable. Teachers use mathematical vocabulary carefully to help the children learn the correct words. The children benefit from bright, lively resources that support their learning well. The nursery nurse provided effective outdoor activities to help lower achieving reception children recognise and count the numbers one to five. Most children in the reception class can count to ten and one counted up to 34 correctly. Although most children recognised the deliberate mistakes made by the teacher when putting the numbers one to ten in order, few had sufficient knowledge of language to explain their answers clearly.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children achieve well. The great majority are on course to meet the learning goal by the end of the reception class. Most children enter the nursery with little general knowledge.
- Good teaching including the use of a wide variety of interesting activities and good displays and resources.

Commentary

33. A wide range of practical activities provide the children with good opportunities to explore the world around them. They use programs on the computer confidently and control actions with the mouse. Reception children investigate phenomena such as magnetism and, although they are uncertain how it works, this effectively stimulates their thinking and develops their skills of observation. Similarly, items on the 'senses' table in the nursery provide good practical experience of smelling and touching. The nursery children busily planted bulbs and talked about waiting until spring to see the flowers, developing a sense of time. The children walk around the school grounds and the locality, observing buildings and the changes in the trees in autumn. Most sessions end with a quiet prayer.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The children achieve well and they are on course to reach the learning goals by the end of reception.
- Good teaching includes regular physical activities both indoors and outdoors.
- Good equipment and wheeled toys. There is no outdoor area designated for the reception class.

Commentary

34. Children learn the importance of 'warming up' before physical activity. The nursery children listen carefully and touch their toes, heads or knees enthusiastically in response to their warm-up song. They show a good sense of balance and improving co-ordination as they climb over and wriggle through the outdoor equipment. By the time they reach reception class, most children manipulate small toys, tools, pencils and brushes well, and use scissors carefully, for example, when cutting out paper puppets. Although the reception class has no designated outdoor area this does not have a significant negative impact on their development. This is because they have regular, well planned outdoor activities and use the school hall for physical education activities.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The children achieve well and meet the learning goal by the end of the reception year.
- Teaching is good.

Commentary

35. Activities are planned well. There are good opportunities for children to express their ideas through exploring different media, role-play, learning a variety of songs and playing musical instruments. The children experience using a wide range of media to paint, model, draw and build. There are also interesting and well resourced role-play activities. They love to dress up in the well equipped 'house corner' or the 'hospital'. These meaningful activities further children's language development effectively. The nursery children have quickly learned familiar songs and enjoy moving to music and using small percussion instruments to follow a rhythm.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH and ITALIAN

English

The provision for English is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school. They attain average standards from a below average starting point. Although the results of national tests vary with each group, when compared with pupils in similar schools the pupils are consistently well above average.

- Teaching and learning are good. Good links are established between English and other subjects.
- The leadership and management of English are good.
- The library is much improved, but it is not used as well as it could be to teach library skills or to promote independent learning.

Commentary

36. Since the last inspection, the composition of the groups of pupils entering the school has changed. There are now more pupils with special educational needs. Consequently, although teaching remains good, and the needs of pupils with special educational needs are met well, the proportion of pupils reaching levels above those expected has fallen. However, the percentage of pupils who attain the expected average level at age seven and 11 remains high. Preliminary results for the latest 2003 tests indicate that at age seven, the percentage of pupils who attained the average level in both reading and writing was well above average. At age 11 an above average percentage of pupils attained at the expected level. These results reflect the determination of the teaching staff to help all pupils to reach their potential. Pupils currently in the school are demonstrating standards at the expected levels for their age. In all classes, there is a small group of pupils who are above average.
37. These standards are partly due to the analysis, by the subject leader, of national and optional test results undertaken by the pupils. This good practice revealed that additional emphasis was required in planning and teaching to raise standards in speaking and in writing. Teachers have taken careful notice of these requirements and have, thereby, raised standards.
38. Throughout the school, pupils' listening skills are good. This results in teachers not having to repeat instructions and this fact saves valuable learning time. Speaking skills are less secure but, as the staff is aware of this, each teacher plans, or accepts, opportunities to introduce pupils to 'new' words, to ensure that tenses agree and to draw attention to alternative ways of expressing thoughts. In each lesson seen, it was noted that teachers encourage pupils to speak in whole sentences, often properly demanding more than single word answers. Owing to this persistent encouragement, pupils engaged in conversation in Year 6 were confident and often spoke at length. The school works hard to provide opportunities for speaking and listening, not only in the normal school day, but also by the use of outside speakers and appropriate visits, for example, to the theatre. Consequently, pupils make good progress over time.
39. When pupils start in Year 1, standards in reading are below average. All pupils make good progress and by the end of Year 2, standards are overall average. Phonics is taught well in Year 1 and pupils become aware of the pleasure that reading can give. By Year 2, pupils know about title, author and illustrator and are beginning to have opinions about the type of books that they like best. By Year 6, pupils also know about publisher and blurb, can use alphabetical order to find information in non-fiction books and to retrieve fiction books from shelves. Although the library has much improved since the last inspection, it is not used effectively to retrieve non-fiction books. This lack of skill and the absence of a computer restrict use of the library for independent learning. Pupils are heard to read regularly by supportive classroom assistants. Those pupils who were heard to read by inspectors all stated that they received support in their reading at home. This home support included some pupils who use the local public library as part of a family visit. Higher attaining pupils in Year 6 are already reading at above the average level.
40. Pupils' attainment in writing when they enter the school is well below average. The school is well aware of this and effective measures have been put in place to raise standards. Good emphasis is placed on handwriting. By Year 3, the majority of pupils are using a clear cursive script with sound attention to neatness. The quality of writing shows improvement as pupils move through the school and most pupils attain the expected level by the time they leave school. Last years year 6 pupils produced well above average writing inspired by the art-work

of the gifted and talented pupils. The current attention given to writing is encouraging pupils to seek out more interesting words through the use of thesauri and dictionaries.

41. The quality of teaching seen during the inspection was good. In Year 6 it was very good. All teachers make good use of learning resources. Teachers use discussion and questioning well within a secure learning atmosphere brought about through very good relationships. The staff's management of pupils is good and adherence to sensible routines means that all pupils know what is expected of them as the lessons commence and proceed. Assessment of the previous lesson's outcomes is used effectively to set work. However, planning is variable because there is no school agreed format for planning lessons. During the inspection, planning was thorough in Year 6 and this resulted in all groups of pupils receiving appropriate work and learning well. In other classes, pupils were too often given the same task and the work produced relied upon the support that was given. In these instances there was over-reliance on in-class assessment to move pupils on. Whilst the pace of lessons never slowed and pupils continued to work at a reasonable pace, there was little use of groups of pupils being given timed tasks to make the pace brisk in accordance with their known abilities. The school has plans in place to set group and individual targets for English. These plans have not yet been implemented in some classrooms. In instances where targets are in place, the targets have been given rather than being discussed and agreed with pupils so that they understand how the acquisition of the targets will improve their current standards.
42. The co-ordinator has good subject knowledge and provides good leadership and management. She has good knowledge of how English is taught across the school through her monitoring of the standards of teaching and learning in classrooms. These observations have been used effectively to support and improve the quality of the teaching of literacy. During the inspection, the lessons that were seen engaged the pupils' interest so that attitudes and behaviour were always good and sometimes very good.

Language and literacy across the curriculum

43. A strong feature is the use that teachers make of opportunities to present literacy skills in subjects other than English. Pupils are given good opportunities to write for different audiences within a variety of purposes. Especially interesting examples of this approach were seen in art and design and history. For example, pupils were inspired to write newspaper reports to describe Aztec ceremonies in a well-planned Year 6 history lesson.

Italian

44. It is not possible to make a secure judgement about the provision in Italian. However, there are very positive indicators. Italian is taught to pupils in Years 4, 5 and 6 by a specialist. A very good Year 6 lesson was observed, in which all pupils had extensive opportunities to speak Italian and many did so very well for their age. Pupils' books contained a very good amount of written work, covering a wide range of vocabulary.

MATHEMATICS

Provision in mathematics is **good** with some very good features.

Main strengths and weaknesses

- Pupils achieve well. Standards in relation to all schools nationally are consistently above average or even higher.
- Teaching and learning are good throughout the school and very good in Year 6.
- Leadership and management of the subject are good.

Commentary

45. Pupils have consistently performed well in the national tests in mathematics at the end of Year 2 for at least three years and at the end of Year 6 for at least five years. This is because of consistently good teaching and effective implementation of the national numeracy strategy. In relation to their attainment on entry, pupils achieve well overall during their time at the school and some achieve very well. There is good additional support for less able pupils, including those with special educational needs. The school provides a good level of challenge for all pupils and is particularly successful in stretching those who are identified as gifted and talented. Some of these pupils in Year 6 benefit considerably from attending advanced mathematics centres on Saturday mornings. These very good aspects of the provision arise from the co-ordinator's analysis of assessment data and classroom observations to identify the most able pupils and common areas of weakness in the pupils' work. This has led to a priority being given to problem-solving and shape, space and measures, in addition to the whole-school focus on oracy across the curriculum.
46. Lessons were observed in all classes and a range of pupils' work was examined with most of this being from Year 2 and Year 6. This evidence shows that teaching and learning are consistently good. In the Year 6 lesson, there was a clear and significant challenge to all pupils. Common characteristics of the best practice are good whole-class discussions, tasks set to different individuals and groups that are well matched to their abilities and good attitudes and behaviour. In one or two lessons there was insufficient use of different tasks for different groups of pupils.

Mathematics across the curriculum

47. When asked about the priorities for mathematics, the co-ordinator stated that, "we could do more numeracy across the curriculum". Inspection evidence supports this assertion. At times, good links are made in a wide range of subjects and situations, including music and physical education. At other times opportunities are missed. For example, in information and communication technology, good use is made of commercially produced mathematics programmes to reinforce and extend pupils' understanding and skills, but not enough work is done using databases and spreadsheets to extend the pupils' learning.

SCIENCE

The provision for science is **good** overall.

Main strengths and weaknesses

- Pupils' achievements are good.
- Some activities link well to other subjects.
- Good provision for pupils with special needs.
- Science is well led and managed, and well resourced.
- Pupils work well together and enjoy their science activities.
- Marking does not show pupils how to improve.

Commentary

48. Standards have been above average for some years but dipped in 2002. Since then, standards have improved again because the school has high expectations for what the pupils can achieve and the great majority of older pupils are on course to reach the expected level in the national tests next summer. The science co-ordinator's careful monitoring of pupils' progress found they needed more opportunities to plan and carry out their own investigations, and lessons are planned accordingly. Pupils experience a range of practical activities in all areas of the science curriculum and this develops their observational and investigative skills well. These activities sometimes make good links with work in other subjects. For example, a Year 6 investigation of the conditions in which microbes flourish was closely linked to their work in history and

geography on the Aztecs and South America. The school promotes an appreciation of the beauty and wonder of the world through science, adding a spiritual dimension to pupils' activities. Pupils know that a test must be fair and older pupils understand how to alter conditions in a controlled situation. They are less confident in making predictions about the outcomes of their tests. In all classes, many pupils find it difficult to explain their ideas and answers due to limited vocabulary and speaking skills. The school has also identified this as an area for improvement.

49. Teaching and learning are satisfactory overall, but some good teaching was observed in the older classes. In the best lessons, teachers challenge their pupils with skilled questioning, explain tasks clearly, and lessons are brisk and purposeful. All teachers set high standards for behaviour and expect pupils to work hard and pupils respond well. Activities are well resourced and most lessons are planned satisfactorily. Sometimes planning is very brief and activities are not well organised, which slows progress in the lesson. The marking of pupils' work is not consistent throughout the school and teachers do not give enough guidance to show pupils how to improve their work. Overall, pupils show good attitudes to their work because they enjoy the activities provided. Pupils work well in mixed ability groups and those who have special educational needs are well supported by teachers and classroom assistants. This gives all pupils good opportunities to collaborate and support each other when planning investigations and sharing information.
50. The leadership and management of science are good. The co-ordinator has good subject knowledge and a good overview of the curriculum. Standards throughout the school are carefully assessed and action taken to improve weaker areas. Individual target setting for pupils is at an early stage. The monitoring of teaching and learning has identified appropriate areas of pupils' knowledge and understanding that need further development. These have been incorporated into the School Development Plan, which includes provision for staff training. All staff are currently focusing on providing more oral work and investigational activities in science lessons. A useful range of computer programs supports pupils' scientific work.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The co-ordinator provides very effective leadership and management and is providing tremendous guidance and support for his colleagues to move provision forward and raise standards.
- Pupils' achievements are satisfactory overall but there is currently too much variability in this between groups of pupils and different aspects of the subject.

Commentary

51. Inspection evidence suggests that pupils are likely to achieve standards broadly in line with national expectations by the end of Year 6. Given their low starting point, this equates to good achievement for these pupils. This prediction, however, relies on the effective implementation of the very good guidance being provided by the subject co-ordinator and recent training having a positive impact. The co-ordinator has done a tremendous amount of work over two years and this is now beginning to bear fruit. He has successfully improved the school's resources both in the information and communication technology suite and the classrooms. National funding has been used well to train staff. The co-ordinator has developed very good guidance to help teachers with their planning, using the national exemplar materials for the Foundation Stage and Key Stages 1 and 2. He has also introduced a very good whole-school model of assessment and recording.
52. At the time of the inspection, achievement was satisfactory. This is because there is considerable variation between classes and because very good plans for the delivery of some

aspects of the subject have not yet been implemented. Pupils' skills for processing and manipulating text and images are developed well from year to year and are good by Year 6. However, other aspects of information and communication technology are not being delivered at this time with same degree of depth and, therefore, pupils are not achieving as much. For example, pupils' folders from last year in Year 6 contained very little, if any, work on databases and spreadsheets. The school accepts that not enough is done in these areas and that the areas of control and modelling are also weak. The co-ordinator and Year 6 teacher assert that this is because the school was in one of the last cohorts to benefit from the nationally funded training.

53. All classes have lessons in the information and communication technology suite but it was only possible to observe a Year 3 lesson. This was taken by the subject co-ordinator and was good in quality. The good teaching and learning of new skills included very good support for the less able pupils who made significant gains in their understanding. Modern technology was used well for whole class teaching in lessons in literacy and numeracy in Year 1 and Year 3.

Information and communication technology across the curriculum

54. The use of information and communication technology to support pupils' learning in other subjects and to reinforce their basic skills, such as using the keyboard, mouse and Internet, is embedded within the scheme of work and subject action plan to 2006. Inspectors examined excellent examples of Year 6 pupils' work from last year and the current term. This work showed very effective links between information and communication technology and literacy, geography, history, religious education, music and citizenship. There were more good examples in some other classes and information and communication technology was used to good effect in lessons in other subjects in Year 1, Year 3 and Year 6. A film animation, based on the work of local artist L S Lowry, produced as part of the work by gifted and talented pupils in Years 5 and 6 with a group of artists-in-residence was of very high quality. However, this practice is not habitual for all teachers and good opportunities to extend or reinforce pupils' learning using information and control technology were missed during the inspection.

HUMANITIES

Religious education was not part of this inspection because of the school's voluntary aided status. No lessons and very little work were seen in **geography** and it is not possible to make any judgements about provision or outcomes.

HISTORY

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils are very interested in their studies.
- There are good links to other subject areas.
- Limited speaking skills and vocabulary often prevent pupils from explaining ideas clearly.
- Some lessons are too long for all pupils to remain fully involved.

Commentary

55. Pupils of all abilities achieve well from a low starting point so that standards are in line with national expectations by the end of Year 6. Pupils are very interested in their work and collaborate well to share books and information. Pupils with special needs are well supported and participate fully in all activities. History makes a useful contribution to pupils' cultural awareness when they study the lifestyles of different civilizations. Pupils use their reading skills

well to research information. However, many pupils have limited vocabulary and speaking skills and cannot give reasons or explain their answers fully.

56. Teaching and learning are satisfactory overall, with good teaching for older pupils. Clear explanations and interesting lessons involve and motivate pupils to learn. Good use of comparisons make pupils think hard about the content of their work. However, some lessons are too long and lack variety for the pupils to remain motivated throughout and they begin to lose interest. There is a good supply of books and pupils sometimes use the Internet to research information. Leadership and management are satisfactory because the co-ordinator has reviewed the policy and carried out some monitoring of the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

57. One lesson was observed in art and design. No lessons were observed in design and technology. Three lessons were observed in both physical education and in music. It is not, therefore, possible to make a judgement about provision in these subjects. Inspectors spoke to the co-ordinators for all these subjects. An extensive sample of pupils' work in art and design and a very small sample of work in design and technology were examined. Two physical education extra-curricular clubs were observed.
58. In **art and design**, the standard of both two and three-dimensional artwork is above average throughout the school. Pupils who have shown a talent for art have been recognised and their abilities have been suitably fostered and developed alongside other talented pupils from local schools. These pupils produce work of a very high standard. The recent contribution of a group of artists-in-residence to the development of talented pupils' skills resulted in work of exceptional quality and range. Observational skills were closely focused on detailed drawings and these were developed into large illustrative 'paintings' that combined different media and techniques very competently. Following studies of the works of the local artist, L S Lowry, pupils concentrated on his painting, 'The Fight', before giving flight to their imagination in writing their own, well above average, stories about the characters shown in the picture.
59. The great prominence given to this work in displays around the school very effectively celebrates the pupils' achievements and shows that art is treated as an important subject. The co-ordinator has very good subject knowledge and this has resulted in the progressive presentation of a broad range of media, skills and techniques that has enabled pupils to acquire knowledge and understanding in a logical sequence.
60. The range of media represented in displayed work is unusually broad for a primary school. Basic skills are given very good attention, with drawing skills being particularly good. Colour mixing of secondary colours and tones is evident in the work of Year 1 pupils. By the end of the year, pupils are applying textures to their work and drawing confidently. The above average progression of skills and techniques is clear in pupils' work as they move through the school.
61. A feature of the school's approach to art knowledge and understanding is the use of sketchbooks by pupils in all classes. Pupils are encouraged to investigate different media from Year 1 onwards. Consequently, their experiments with colour and quality of line are transferred from sketchbook to finished work. It is a strength that "painting in the style of" means just that in the school. Pupils study a painter and then choose their own subject matter to translate in a style rather than producing a mere copy of the painter's work. Studies of the works of other artists include examples of a broad variety of two and three-dimensional media. Because art is often linked to work in other subjects, the subject is effectively planned to make a strong contribution to pupils' spiritual and cultural development.
62. Pupils enjoy art and are proud of the works produced both by themselves and by others. The one lesson seen showed that pupils in Year 1 were already evaluating their work and accepting opportunities to explain how current work may be improved. It is, clear from this lesson and the work seen, that teachers have good subject knowledge and are very skilful in developing the pupils' understanding and skills.

63. In **design and technology** the few models that were available from the previous year's work showed satisfactory standards of basic construction techniques but no designs were seen.
64. Pupils attain satisfactory standards in **music**. Pupils experience all elements of music through regular lessons based on a well-planned scheme of work. They listen to the works of composers from other cultures and times, including Handel's 'Fireworks' and music from South America. There is a good selection of resources to support teaching and learning.
65. In the lessons seen, the teachers used musical vocabulary correctly at all times, providing a good example for their pupils. Very good teaching in Year 6 gave pupils meaningful opportunities to compose music linked to their studies of the Aztecs. They used small instruments and a computer program and were skilfully supported by the support staff. They made constructive comments on each others' work.
66. Several members of staff have musical expertise and use this effectively to broaden pupils' experiences. Some specialist music teaching is available and the school has good links with the local Schools Music Service, currently looking at the assessment of pupils' musical development. Musical activities feature in the school's rich extra-curricular provision. Many pupils participate in school performances and special services and events. The co-ordinator is well qualified and knowledgeable and provides good subject leadership and management. Improvement since the previous inspection is satisfactory.
67. Pupils' performance in **physical education** is broadly in line with national expectations, although there are clear examples of pupils doing better than expected. Although the picture currently is very similar to that reported at the time of the last inspection improvement has been considerable. This is because the school has developed extremely positive links with other providers within the local education authority. This has a very positive impact on pupils' experiences of physical activity during and beyond the school day.
68. The subject co-ordinator was absent during the inspection. She has completed training leading to a nationally recognised award and liaised very closely with the School Sports Co-ordinator based at a local High School. The acting co-ordinator is maintaining these links very well. Several specialists make a significant input into the school's provision by teaching pupils' skills in a wide range of games and dance both during lessons and lunchtime and after-school clubs and training staff. These activities make a very significant contribution to pupils' spiritual, moral, social and cultural development as well as their physical development.
69. Teaching and learning are good overall. This includes consistently good teaching by the school staff and input by outside specialists that ranges from very good to satisfactory. In addition to lessons, two extra-curricular activities delivered by outside specialists were also observed. There is strong evidence of the pupils' making good progress in gymnastics, dance and a wide range of games, including rugby league, basketball and golf. An extensive programme of additional learning experiences for gifted and talented pupils includes a good number of sporting and adventurous activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

70. No lessons in personal, social and health education and citizenship were timetabled during the inspection. Therefore, no judgement is made about overall provision. However, it is abundantly clear that the school gives a very high priority to the pupils' personal development and, from the nursery to Year 6, pupils' achieve consistently well in the development of personal qualities and skills. Personal, social and health education and citizenship is well planned across the curriculum, including good attention to sex education and the misuse of drugs in accordance with the governors' policies. The School Council effectively represents pupils' views. Activities

beyond the normal school day make a very significant contribution to pupils' personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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