

INSPECTION REPORT

OUR LADY'S RC INFANT AND JUNIOR SCHOOL

Tile Cross

LEA area: Birmingham

Unique reference number: 103449

Headteacher: Mr M McConnell

Lead inspector: Mr Don Gwinnett

Dates of inspection: 24-26 November 2003

Inspection number: 259837

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	197
School address:	East Meadway Tile Cross Birmingham
Postcode:	B33 0AU
Telephone number:	0121 464 4459
Fax number:	0121 464 2939
Appropriate authority:	The Governing Body
Name of chair of governors:	Fr David Lacy
Date of previous inspection:	2-5 November 1998

CHARACTERISTICS OF THE SCHOOL

Our Lady's is an average sized Roman Catholic school serving part of the Shard End ward of Birmingham. The socio economic circumstances of the pupils are well below average. Children's attainments on entry to reception are well below average. Whilst most pupils are 'white-British', a very small minority speak English as an additional language, although none are at the early stages of language acquisition. At the time of the inspection there were 197 pupils on roll. There were 40 pupils with special educational needs, ranging from moderate learning difficulties to speech and language difficulties. The proportion with special educational needs is above average, although the proportion with a Statement of Special Educational Needs is below average. The number of pupils leaving and joining the school other than at the usual times is below average. The school received a Schools Achievement Award in 2002 for the rate of improvement in the previous year. The school is part of an Education Action Zone.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16548	Don Gwinnett	Lead inspector	Mathematics Art and design Design and technology Music
9974	Daljit Singh	Lay inspector	
27242	Enid Rice	Team inspector	The Foundation Stage Science Information and communication technology Physical education
27324	Daphne Crow	Team inspector	English Geography History Physical education
23048	Di Wilkinson	Team inspector	Special educational needs English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's **effectiveness** is **good**, and it gives good value for money. Children enter reception with standards that are well below average, with very low standards of speaking and listening. By the time they leave the school at the end of Year 6, standards are average. The quality of teaching is good and most pupils achieve well.

The school's main strengths and weaknesses are:

- Pupils' achievement is good throughout the school. The good quality of teaching contributes to this.
- Good provision in the reception class and good teaching mean that the children get a good start.
- Pupils' very good attitudes and behaviour help them to learn well.
- The very good leadership of the headteacher provides a clear direction and focus for the work of the school.
- Very good provision for pupils' spiritual, moral and social development promotes a happy and inclusive atmosphere in which pupils thrive.
- Higher attaining pupils are not consistently well challenged.
- Girls' achievement is not as high as it could be because some girls lack confidence in their own ability.
- The school has correctly identified that pupils are not encouraged enough to apply their understanding of mathematics and science to everyday situations and this impacts negatively on standards.

Overall, the school's improvement since the last inspection is good. Standards have improved significantly in English and have been maintained in mathematics, although standards have dropped a little in science. There is more good and very good teaching and the key issues have been successfully addressed; standards in information and communication technology are higher than they were and better assessment procedures give pupils a clearer idea of what they have to do to improve.

STANDARDS ACHIEVED

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

Achievement is **good** overall. Standards have risen in English. Year 6 results in mathematics and science were lower than the year before due to weak teaching and too few opportunities for pupils to apply their mathematical and scientific understanding to everyday events. The problems of weak teaching have been decisively resolved; while there are more opportunities for investigative work in science and mathematics, this still needs further work. However, following attention to these areas, pupils are now making good progress. The school was given an Achievement Award in 2002 for the above average improvement in the national tests over the previous two years. Standards in the current Year 2 are average in reading, writing and mathematics. Standards in the current Year 6 are average

in English, mathematics and science. All pupils achieve well except higher attaining pupils whose achievement is satisfactory because they are insufficiently challenged in some classes. Some girls' attainment in national tests is adversely affected by their low self-confidence. Standards in Year R are below average in relation to the goals children are expected to reach by the end of reception in all the areas of learning. However, it is early in the year and these children start off well below average. They are achieving well across all areas.

Pupils' personal qualities are **very good** overall. Their attitudes to work and their behaviour are very good. **Their spiritual, moral, social and cultural development** is overall **very good**. Pupils' attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are **good** overall. Teaching is good in reception and throughout the school. In the best lessons, teachers manage their pupils very well and this means that pupils can work well independently. Teaching assistants provide good support and pupils try hard to succeed. The curriculum is overall good with very good extra curricular provision. The school promotes an inclusive ethos with very good support, advice and guidance to pupils and very good links with the community and other schools. There is good provision for pupils with special educational needs, although higher attaining pupils are not consistently well challenged.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**.

Leadership is very good. The headteacher, ably supported by the deputy headteacher, has a very clear vision and is committed to continual improvement. Other key staff provide good leadership and have a clear knowledge of developments in their subjects. Management is good. Pupils' progress is satisfactorily tracked and the quality of teaching is carefully monitored and action taken if weaknesses are found. The budget is carefully managed so that there are sufficient resources for new developments. The work of the governing body is sound. They provide thoughtful support with strategic planning and are committed to continual improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school in all areas. They feel the school successfully meets its aims of promoting Christian values. They feel that the school is approachable and listens well to their views. They like the good range of activities provided. The inspection team broadly agrees with parents' positive views.

Pupils like everything about the school. Several felt that some pupils could behave a little better. The inspection team found behaviour overall to be very good

IMPROVEMENTS NEEDED

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

- Improve the consistency with which higher attaining pupils are stretched so that they achieve their maximum potential.
- Provide additional support for girls' so that they develop the confidence to achieve as well as they can.

- Improve pupils' performance in mathematics and science by providing even more opportunities for them to grapple with everyday problems.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good in all years. Although children enter the school with well below average attainment, their standards have improved and are below average by the end of the reception year. By the end of Year 2, standards in reading and writing have improved further and are average, although speaking and listening skills are below average. Standards are maintained through Years 3-6 so that pupils have average attainment by the time they leave. Achievement is good because the quality of teaching is good across the school and pupils' attitudes to their work and behaviour are very good.

Main strengths and weaknesses

- Standards have risen in English, art and design and information and communication technology since the previous inspection.
- Pupils with special educational needs achieve well.
- Girls' achievement is not as good as that of boys.
- Although the achievement of higher attaining pupils is overall satisfactory, it is not quite as good as that of other pupils because they are not sufficiently challenged in some lessons.

Commentary

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

Standards in:	School results	National results
Reading	16.2 (15.4)	15.9 (15.8)
Writing	15.7 (14.7)	14.8 (14.4)
Mathematics	15.7 (16.3)	16.4 (16.5)

There were 27 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	27.9 (26.1)	27.0 (27.0)
Mathematics	25.9 (27.2)	27.0 (26.7)
Science	27.4 (28.5)	28.8 (28.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

1. In the National Curriculum tests for 2003, standards for pupils at the end of Year 2 were average in reading, above average in writing and below average in mathematics. When

compared to similar schools, results were well above average in reading, well above average in writing and average in mathematics. At the end of Year 6, results were above average in English, below average in mathematics and well below average in science. Compared to schools with a similar proportion of pupils having free school meals, results were well above average in English and average in mathematics and science. In 2003, results in Year 2 were above the previous year in reading and writing and were broadly similar in mathematics. In Year 6, results were well above the previous year in English but lower in mathematics and science. This is because of some weak teaching that failed to prepare pupils for the kind of questions they would have in the mathematics and science tests. These problems have now been resolved. In 2003 more Year 2 pupils reached the higher levels across the subjects than in the previous year and in Year 6 more pupils reached the higher levels in English and mathematics, but a lower proportion reached the higher levels in science. However, whilst there was improvement, the school accept that further work needs to be done to ensure that all higher attaining pupils reach their potential where possible. In 2002, the school achieved a national award for the improvements to its results in Year 6. Significant further improvements have occurred since then in English. The current Year 6 contain proportionately more pupils with special educational needs and this is why the standards seen in English during the inspection are lower than last years test results.

2. Standards have risen in information and communication technology since the last inspection because far more opportunities are provided for pupils to use computers across subjects and teachers' own confidence has improved following training. Standards have risen in art because the curriculum provides opportunities for once termly projects, where pupils can immerse themselves in the subject for several days, and the school has provided very exciting artist in residence experiences.
3. Pupils achieve well as a result of their very good attitudes to work and the good quality of teaching. Most pupils start school with well below average skills. Standards of speaking and listening are particularly low when pupils first arrive. Good teaching helps children to steadily consolidate and broaden these skills as they move through reception and this gives them a good start so that by the end of reception their standards, whilst broadly below the expected early learning goals, are no longer well below. They build successfully on these skills In Years 1 and 2 and are average in their attainment by the end of Year 2. Their eagerness to learn helps them to maintain their progress through to Year 6.
4. Whilst achievement is good overall, girls' performance in national tests over the last three years is below girls' nationally whilst boys' performance is above boys' nationally. Although teachers give girls just as much help as boys and there is no conscious or unconscious discrimination against girls, they do not do as well in tests as they could. Inspectors feel that this is because some girls lack confidence on the day of the tests and they need a little more help to develop their self belief. This lack of assurance was born out in several conversations that inspectors had with girls where they said things like, "Boys are better at maths than girls and girls are better at cooking and gymnastics". It would seem from these comments that some girls have stereotypical views about the capability of boys and girls and this places them at a disadvantage.
5. The achievement of special educational needs pupils is good as a result of the good support they receive. However, higher attaining pupils' achievement is satisfactory rather than good. They do not achieve as well as other pupils because they are not consistently well challenged in all subjects or across all classes. This is recognised by the school, and corrective action is being taken. There are no subjects where standards are below average.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Attendance is average and punctuality is good. Provision for spiritual, moral, social and cultural development is very good overall.

Main strengths and weaknesses

- Pupils' very good attitudes to learning and very good behaviour in the classroom help them to achieve well.
- Relationships between pupils and between pupils and staff are very good. This is the result of the caring ethos of the school and the very good example set by the staff.
- Pupils are confident and keen to take responsibility because they are given opportunities to become independent and take responsibility from the moment they join the reception class.
- The school successfully applies its aim to promote Christian values

Commentary

6. Pupils listen attentively, enjoy answering questions and are keen to undertake tasks. This is the result of good teaching where teachers are very interested in their pupils, treat them with consideration and courtesy and provide very good role models for pupils to follow. As a result, pupils' achievement is good.
7. Standards of behaviour are very good in classrooms, in assembly, the dining room and the playground where pupils play amicably together. All pupils are fully aware of the high standards expected and respond well to these expectations. The very caring ethos of the school results in pupils knowing right from wrong and showing courtesy and consideration for others. There were no signs of aggressive behaviour and both parents and pupils confirm that bullying does not occur.
8. In reception, children are encouraged to be independent and they willingly take on a range of responsibilities suitable for their age. Responsibilities range from finding their own name to carrying out whole school duties in Year 6, such as helping to lead assembly. Pupils take their responsibilities of living in a community seriously and achieve well, showing good levels of maturity as they move through the school.
9. Pupils play harmoniously together and work very well together in groups. For example, in the playground, pupils from Year reception to year 2 took it in turns to use the large play equipment. There was no squabbling and the youngsters waited patiently and sensibly. The headteacher and staff give a very positive lead in promoting very good relationships, for example, by giving praise and encouragement at every opportunity as well as acting as very good role models.
10. The school provides very good opportunities for pupils to understand and appreciate their own culture, including the traditions of the Catholic faith. The school successfully encourages pupils to understand the background and traditions of others, although opportunities are sometimes missed to celebrate the positive aspects of cultural diversity.
11. The very good ethos of the school helps to promote a sincere regard for spiritual values. Subjects such as personal, social and health education, history and literacy make a good contribution. In reception, good provision for pupils' personal, social and educational development gives them a positive start to their schooling. Many opportunities exist for pupils to marvel at the wonder of living things and to reflect in assemblies.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.3
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	128	0	0
White – Irish	50	0	0
White – any other white background	1	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Black African	2	0	0
Black or Black British - Caribbean	4	0	0
Black or Black British - African	1	0	0
Chinese	1	0	0
Any other ethnic group	3	0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

12. The quality of education is good. Good teaching enables most pupils to make good gains in their learning and achieve well. The curriculum is good overall with very good provision for extra curricular opportunities. The quality of care for pupils is good and there is very good support, advice and guidance. There are very good links with the community.

Teaching and learning

Teaching and learning are good across the school. Teaching and learning are good in all subjects where judgements could be made. Assessment of pupils' work is good.

Main strengths and weaknesses

- Overall high expectations and the good use of support staff means that reception children have a good start.
- Teachers manage their pupils very well and, as a result, pupils work well both independently and collaboratively.
- Teaching assistants support teachers well and contribute to the good achievement.
- Teachers make good use of available resources and time and, as a result, pupils apply themselves well and work productively.
- Most teachers matched tasks closely to the needs of pupils, including those with special educational needs, but in some lessons, tasks for higher attaining pupils were not as closely matched as they might be.
- Teachers mark pupils' work well giving them regular written comments about how they can improve.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	6	13	7	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

13. Children in reception respond very well to the high expectation that they should act responsibly and be ready to learn from their first days in school and this contributes positively to the very good attitudes towards learning seen throughout the school. Examples were seen where the teacher and assistant worked very effectively as a team to extend learning. For example, in a music lesson, children made good gains in singing and playing instruments expressively because the adults showed them what to do with enthusiasm and interest. The adults praised the children's efforts, picked up on the children's comments and made the session enjoyable and productive.
14. Teaching has improved since the last inspection because it is regularly monitored and aspects needing improvement are identified and shared with teachers. As parents accurately identified, teachers are particularly skilled at managing pupils' behaviour. This is done in a firm but non-confrontational way so that pupils want to behave well and work hard. In many lessons, teachers made skilled use of learning resources and time. In a Year 3 mathematics lesson, for instance, various resources including bead strings, building blocks, coloured cards, booklets and an overhead projector were successfully used to help pupils understand simple fractions. They enjoyed learning. In a Year 4 music lesson, the teacher plunged the pupils into practical activity almost straight away and this brought an urgency and enthusiasm to learning.

Example of outstanding practice

In Year 5, mathematics is fun, and in an excellent lesson, learning was very challenging, interesting and relevant so that pupils' achievement was particularly good.

On the day after England won the Rugby Union World Cup, pupils were investigating a range of data from a wide variety of tables and charts associated with this event; for example the capacity of the different stadia used. The opening activity was extremely well planned and executed through exceptionally good use of computer technology to ensure the objective of the lesson was very clear. The group tasks were particularly well matched to pupils' prior attainment as well as being very challenging. For example, they ranged from using data to decide the number of drinks and snacks needed to be loaded on to the plane for the return journey to planning the transfer, flight and hotel accommodation for the team. To present their findings, all pupils, including those with SEN, were expected to present their results in the clearest way. All pupils were proficient at entering information into a worksheet and in choosing the graph or chart which clearly showed information to aid decision-making. Not one minute was wasted as all pupils worked enthusiastically, discussing possible solutions, making effective decisions and carefully calculating the outcomes.

15. Pupils with special educational needs are offered tasks that are well matched to their needs and this means that all are well challenged and learn well. In some lessons, higher attaining pupils are not fully stretched and their achievement is lower than other pupils. This happened in a Year 4 mathematics lesson where the questions were too easy for high attaining pupils and they became bored. By way of comparison, higher attaining pupils in Year 2 were given challenging questions, which stimulated their learning, helping them to achieve well.
16. The school has a good number of talented teaching assistants who are valued members of the team. Many examples were seen where they provided effective support. During the teacher's introduction to a Year 2 mathematics lesson, the teaching assistant noted down which pupils answered questions and which pupils tended to stay quiet. This information was used to target those pupils who needed extra encouragement and support. The learning assistant regularly does this and the knowledge gained contributes positively to pupils' good achievement.
17. The use of assessment is good and has improved since the last inspection when it was identified as a weakness. Teachers use their thorough assessment procedures to track progress and match tasks to the needs of most pupils. They record the National Curriculum levels each pupil is

expected to reach each year and review these regularly. Pupils are given an understanding of what they need to do to improve, particularly in English and mathematics, but less so in science. In the pupils' questionnaire, pupils agree that they are given good help in how to improve. Marking is generally of good quality with regular praise and supportive comments that help pupils to improve.

The curriculum

The school ensures all pupils have a good quality and range of learning opportunities. It provides them with very good opportunities to widen their experiences through extra-curricular activities, off site visits and a variety of visitors to the school. The school's accommodation and resources support their learning well.

Main strengths and weaknesses

- A very wide range of stimulating and challenging activities outside the classroom increases pupils' confidence and self-esteem.
- The provision for pupils with special educational needs is good.
- The good number of long serving experienced teaching and non-teaching staff bring stability to pupils' learning.
- There is not enough planning to meet the needs of the highest attaining pupils.
- The school recognises that there are too few opportunities in mathematics and science for pupils to tackle real life situations.

Commentary

18. The challenging and interesting curriculum is a significant factor in the pupils' good achievement. Whole school projects, for instance the blocked arrangements for art and design and technology, are carefully planned to encourage enthusiastic learning. The 'inspire workshops' encourage all pupils and their parents to participate. By raising parents' awareness these events help to raise pupils' standards and achievement. In their planning, teachers recognise the different levels of attainment within their classes and particularly those with special educational needs, who receive good support and whose needs are well met. However, more could be done in some classes to support the highest attaining pupils. For instance, the work in Year 6 mathematics books show that higher attaining pupils get most of their work right first time and there is insufficient ambitious challenge to really stretch them.
19. The school provides a very good range of extra-curricular activities and particularly so in sport. The very good range of visits and visitors to the school enhance the curriculum and extend pupils' learning in a variety of ways. Members of the community also share their expertise, for example, in the 'Imagineering Club' where pupils undertake exciting engineering activities, contributing positively to the standards attained. Whilst lesson planning is detailed, not enough thought is given in some lesson to the needs of higher attaining pupils.
20. The school realises that it does not provide enough opportunities for pupils in mathematics and science to engage with investigations that use real life situations, although there has been recent improvement. This was a contributory reason to the low test results last year in Year 6. Improvements are underway, although planning still does not provide sufficient scope for the imaginative application of these subjects to day-to-day situations.

21. The comparatively low turnover of teachers, which results from the very good leadership that promotes high teacher morale, brings stability to teaching and learning. The building is well maintained with attractive and informative display to stimulate curiosity and interest. The recent installation of the Reading Recovery Room has a positive effect on pupils' learning. Resources are of satisfactory quality and are well organised. Teachers make good use of them to support pupils' learning across subjects. Although the school is awaiting a new computer suite, available computers are used well to support learning across subjects. The limited storage space does not adversely affect learning because teachers are very tidy and use available space well. The library is very small but is well used for small group work.

Care, guidance and support

22. The school makes good provision for ensuring pupils' care, welfare, health and safety. It provides pupils with very good support, advice and guidance. The arrangements for child protection are secure and enable the school community to value others. The school satisfactorily involves pupils in its work and developments through the school council.

Main strengths and weaknesses

- Pupils feel secure and work in a healthy and safe environment.
- The very trusting relationships between adults and pupils support their learning very well.
- Children are introduced to school life very well.

Commentary

23. From their earliest days in reception, the trusting and caring relationship between staff and their pupils ensures that pupils achieve in a confident and motivated manner. Pupils are taught to value each other and to be considerate and responsible citizens. Their concerns are addressed and achievements celebrated and rewarded. This produces a trusting atmosphere that supports positive learning. On the pupils' questionnaire, nearly all pupils said that they had adults they would go to if they needed help. Parents also agreed that pupils were very well cared for. The personal, social and health programme, advice, support and guidance from class teachers, based on mutual respect and high expectations of behaviour, ensure pupils make informed choices about learning and grow in an emotionally balanced environment.
24. Teachers' productive and fruitful support for those in their care is extended throughout the school and the arrangements ensure a smooth transition to and from the school. There are very good induction arrangements before children start in the reception. Parents and children are seen in their home and invited to ask questions and check procedures in order to smooth the transition to school. Pupils are given frequent opportunities to visit their new secondary schools and provided with useful information, advice and guidance, which enable pupils to settle quickly into their new schools. Pupils meet their new peers and learn new routines and this gives them confidence and raises their self esteem. Parents value the hard work of staff and offer their support, which contributes significantly to pupil's achievements, welfare and wellbeing.

Partnership with parents, other schools and the community

The school has good links with parents and very good links with the community and other schools. The partnership has a very positive effect on pupils' achievement and personal development.

Main strengths and weaknesses

- The very good links with the community help to enrich the curriculum and make pupils aware of their own culture.
- The very good links with other schools ensure that pupils transfer happily on to their next stage of education and also help to enhance the curriculum.
- Parents are well informed about the school and their children's standards and progress.
- Whilst the good contribution most parents make to their children's learning at school and at home makes a positive contribution to their achievement, some parents do not hear their children read often enough.

Commentary

25. The school values its wider community and continues to sustain an invaluable partnership, which ensures that Catholic values, teaching and learning is strengthened by their parish, charity and sports links. Close ties with Warwickshire County Cricket Club and the support of local and international charities, including work in Rwanda, enables pupils to grow into well-informed and well-intentioned citizens. An educational visit by Year 6 to see the Anne Frank exhibition enabled pupils to experience the sufferings of another religious community and helped them to understand the contributions others make to the wider community. However there are few links with other places of worship and opportunities are lost to experience first hand the richness of other cultures.
26. Very close links with the feeder and neighbouring schools underlines the schools commitment to raise academic standards. There are curricular links with the feeder secondary school, which ensure pupils continue to make progress. These ensure a continuity of learning because pupils have already had some experience of what happens in the secondary school before they transfer there.
27. The school also supports work in the community through its links with the International School; a local authority initiative, which provides opportunities for Year 9 pupils to support the learning of Years 1, 2 and 3 in the school. This positive experience ensures that older pupils become responsible citizens and younger pupils gain from working and learning from their counterparts.
28. There is mutual respect between parents and the school. A parents' questionnaire, prepared by the local education authority and completed during the summer term, showed high levels of satisfaction with no areas of significant concern. Staff listen to parents and address their concerns, which enables pupils to learn freely and independently and to achieve well. Parents value the staff and headteacher and make a significant contribution to their child's education by supporting learning in school and ensuring their children behave well, attend regularly and complete their homework. Whilst most parents support their child's learning at home, a minority of parents do not hear their child read often enough. These children make slower progress in their reading skills.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership. The leadership of the senior staff is good. Management is good, and the governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher, ably supported by the deputy headteacher, is committed to continual improvement and creates a happy and caring school.
- The very well managed recruitment, retention, deployment and workload of staff contributes to high teacher morale that supports positive learning.
- The leadership of the curriculum by the headteacher and key staff is good and provides worthwhile experiences that promote active and enthusiastic learning.
- Successful management of the budget by the headteacher and governing body ensures sufficient funds are available for major new building projects.
- The governing body provide good support to the headteacher and staff by helping to shape and reinforce the vision and direction of the school, although governors understanding of the strengths and weaknesses within subjects is not as secure.

Commentary

29. The headteacher provides very strong and caring leadership. As a result, the school has improved its standards since the previous inspection. He is well supported by the deputy headteacher and senior staff who share his vision and work as a team to improve standards and provision. The staff are committed to the inclusion of all pupils irrespective of their background and there is good management of special educational needs provision that helps these pupils to achieve well. The school is in the process of planning more effectively for the needs of higher attaining pupils. Subject co-ordinators monitor what is happening in their subjects and are quick to identify weaknesses in provision or the quality of teaching that might hold back pupils' achievements. Parents' appreciation of the school's leadership and management was clearly expressed in the parents' questionnaire and in the meeting held before the inspection.
30. The governors are committed and uphold the school's vision as a place of caring and high expectations. Whilst most governors give what time they can, other commitments prevent some of them visiting regularly and this limits their understanding of the strengths and weaknesses of the school. Nevertheless they provide good support to the headteacher and act as a critical friend in helping him realise the vision for the school.
31. The school is well managed by the headteacher and key staff. They monitor the quality of teaching and the curriculum and rectify any weaknesses that show through. Test results are analysed and corrective action taken if required. Staff development and performance management are successfully managed so that people know what is expected of them and have opportunities to improve their professional skills. The school has recruited a good number of trained teaching and non-teaching staff with expertise that spans the subjects of the curriculum. The school contributes successfully to initial teacher training.
32. The school manages its budget carefully, ensuring that spending is directed to raising standards and retaining the good level of staffing. For instance, financial support for the building of a Reading Recovery room has had a positive impact on standards of reading. There are sufficient resources for learning, although the school is working hard to improve provision and space for computers in order to raise even further the contribution communication and information technology makes across subjects. The principles of best value are heeded; the school compares its results and achievements with other schools, consults with others who can provide improvement support and ensures that it procures good service and the best possible price from suppliers. The fairly large financial balance from the previous year was to fund the building of the new reading recovery room and the balance to go forward to the next year is to support the planning and building of a the new information and communication technology suite.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	Balances (£)
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Total income	459322
Total expenditure	468952
Expenditure per pupil	2442

Balance from previous year	65596
Balance carried forward to the next	55966

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The children enter reception with attainment that is overall well below average, and a significant number have poorly developed speaking and listening skills. The teachers concentrate on the development of language and social skills; as a result the children make a positive start to the reception class and make good progress. They achieve well because the teaching is good and the curriculum provides a wide range of challenging, stimulating activities that are well matched to their needs. The provision is well managed, and the children's progress is carefully monitored. Children achieved well in the foundation stage in the previous inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because the good teaching encourages them to take responsibility for their own actions at an early age.
- Most children are in line to reach standards expected for their age by the end of the year, even though standards were well below average when they started.

Commentary

33. The teacher and classroom assistant ensure that the environment provided and the ethos of the class, help the children to quickly learn the correct way to behave. They correct the children firmly but gently, supporting self-esteem. For example, they expect the children to be responsible, taking every opportunity to encourage this. Many examples were seen during the inspection where children worked unsupervised for some time, behaving sensibly and sharing resources. For example, they walked sensibly in a line to the hall for physical activities. They take responsibility for tasks for example, helping in the classroom.
34. All adults encourage the development of social skills in a variety of ways. For example, children are encouraged to take turns in conversation times and clear away. Children with special educational needs are well integrated and receive good support. They and others are helped to maintain concentration by the stimulating nature of the activities offered. As a result, even at this stage, many children are able to maintain attention, sit quietly and attempt new work.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop children's language skills and teaching is good overall.
- Some parents do not support their children's reading at home.

Commentary

35. Few children are on course to attain the early learning goals at the end of the reception year. This is because most of the children have poorly developed language skills. For example, some do not speak using full sentences to communicate with others. Achievement is good, even though standards are low and many children have not developed language that can be used to express thoughts clearly by the end of the reception year. The teacher keeps detailed records of the development of language for all children. This ensures that the children with most need get the necessary support. Children develop their speaking and listening skills well and they are given many opportunities, such as role-play, to share their ideas and use them in lessons. In class discussions, they are stimulated to sustain listening skills and are encouraged to respond confidently.
36. The good teaching shows a good understanding of the needs of young children. It is well organised with exciting activities that motivate them. A particular strength is the way in which the teacher offers exciting resources. For example, in a good lesson on matching pairs, socks of different sizes and colours were used, giving opportunities for class and group discussion. A child commented: "I've got socks that match!"
37. The development of reading skills has high priority. Children share books with the teacher and are able to tell the story from the pictures. Most lessons include initial sounds and the reading of simple words. The singing of rhymes contributes positively to the development of these skills. Early reading skills are successfully reinforced by the use of games like picture matching, which children are encouraged to try. All children take books home to share with their parents and the teacher writes useful comments to encourage parents to support their children. However, some parents do not support their children well with reading at home and this impacts negatively on standards.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Adults question children very well and use a wide variety of activities to support learning.
- Children's limited language skills mean it is difficult for them to put mathematical ideas into words.

Commentary

38. Teaching and learning are good. The teacher takes every opportunity to develop the children's mathematical skills and especially the language of mathematics. Adults question children when they are engaged in activities, to try to encourage mathematical understanding. Many activities give children the opportunity for counting. For example, a child counted round the class to find out how many apples would be needed for break-time. Children match colours and numbers through a range of games and develop their skills further through the enjoyment of number songs and rhymes. The children are better at counting and early number skills than they are at aspects of mathematics that demand more language. Most can decide if something is "small" or "big", "the same" or "different" but concepts such as "pair", they find challenging. By the end of the reception year, standards are below what is expected but achievement is good.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- First hand experiences and good teaching mean that children enjoy finding out for themselves in this area of learning. As a result their achievement is good.
- Children develop a good understanding of the Catholic faith.

Commentary

39. A wide variety of activities help children to learn about the natural world. For example, the children successfully learnt that materials could be hard and soft through the activities that they did. One child was able to make a car and discuss where it would be driven and how fast it would go. Standards were mostly below average, for instance the standard of construction work is comparatively random. However, pupils were making good progress as a result of the range of experiences offered and the supportive help of the classroom assistant.
40. The children have developed a good knowledge of their own culture and beliefs, which exceeds the level expected for their age. However, their knowledge of different cultures is not so well developed. They are successfully using computers, but need help to use them purposefully as opposed to simply showing interest and exploring.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The children can use their bodies with good control when they run or make large movements.
- Their fine control, such as holding pencils or handling tools is weaker.

Commentary

41. Whilst standards are overall below what is expected, the children are reaching standards close to what is expected in larger movement. During the inspection children moved in the hall to music. Most children showed good co-ordination skills and awareness of space in a lesson that was taught well. Opportunities for mime, for example “carrying a heavy bag”, were performed imaginatively. During the inspection no outdoor play was observed using large apparatus.
42. All children develop manipulative skills by handling scissors and small toys. Nevertheless hand-eye co-ordination is sometimes weak, causing frustration to some children, especially when they are holding pencils. The teacher is well aware of this and is giving children a wide range of experiences intended to improve their fine manipulation. As a result, some children write their own name clearly and colour pictures with care.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- There is a good range of activities with well-focused adult support.
- Children have little prior experience of imaginative play.

Commentary

43. The teacher provides good opportunities for imaginative play. A travel agents, café and post office are used at different times to help children to develop their ideas. Most children have limited experience of role-play. Children experiment with paint but figures are immature in most paintings and lack detail. They use a range of materials to create pictures, experience mixing colours and print with different objects. Children enjoy singing songs and rhymes, especially action songs and join in with gusto.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The good quality of teaching and learning and pupils' very good attitudes and behaviour help them to achieve well.
- Pupils' presentation of their work and teachers' marking of this work is good.
- Leadership and management of the subject are good.
- Pupils limited vocabulary holds back their learning.

Commentary

44. Standards are rising, particularly in reading and writing at the end of Year 6, as a result of an improvement in the quality of teaching and learning and the introduction of a number of good initiatives. This is evident in the improved results in the latest national tests. The inspection found that in Years 2 and 6, standards overall are in line with the national average with an appreciable minority of pupils attaining standards above the national average. This means pupils are achieving well in relation to their attainment on entry to school, which is well below average. Pupils with special educational needs are well supported in lessons and they make good progress alongside their classmates. Although boys do better than girls, the inspection found no discernible reason for it. In lessons observed, boys and girls were treated equally.
45. Overall, standards in speaking and listening are below average in Years 1 and 2. Most pupils sit quietly when listening to their teachers and are keen to answer questions but many lack the vocabulary to express themselves effectively. This improves as pupils move through the school and by Year 6, standards are broadly in line with expectations. However, their choice of vocabulary is often limited. This prevents them attaining a higher level. The school has correctly identified this as an area for development.
46. Standards in reading are in line with the average for pupils in Year 2 and Year 6. This represents good achievement. The school has implemented a number of good initiatives to support children with learning to read such as the Reading Recovery Programme. In Year 2, pupils make good progress with developing the skills and strategies to read books and unfamiliar words such as picture clues, letter sounds and context. In Year 6 most pupils are able to read a good range of texts confidently, accurately and with understanding.

47. By Year 2, standards in writing are average Pupils write in different forms such as stories, poems and instructions. Most pupils are beginning to develop their ideas into a sequence of sentences using some capital letters and full stops. More able pupils have some understanding of speech marks and spell simple words correctly. In Year 6, most pupils reach average standards. They write effectively for a range of purposes such as reports and reviews and their writing is sometimes imaginative and thoughtful. For example, when writing a letter home in the role of an evacuee. More able pupils write with good punctuation.
48. Teaching and learning are good and have improved since the last inspection. Most teachers have good subject knowledge and manage their classes very well. Therefore pupils make good progress and show interest in lessons. The best teaching occurs where teachers have very high expectations of pupils and make the lessons lively and interesting. As a result, pupils' attitudes and behaviour are very good. They are well-motivated and keen to give of their best. Year 6 pupils showed excellent attitudes and behaviour during a literacy session, remaining focused all the time. Teachers mark pupils' written work, making supportive comments and showing ways in which work could be improved. Consequently, pupils of all ages and levels of attainment take care with their presentation and handwriting.
49. Leadership and management of the subject are good. The subject leader has done much to promote teaching and learning. She has attended training to update her skills and introduced a number of initiatives, which are having a positive impact on achievement. Standards are now higher in Year 6 than they were in the last inspection. Procedures to assess pupils' learning and progress are good and are used effectively to identify areas for development.

Language and literacy across the curriculum

50. Pupils use their language and literacy skills appropriately in other subjects. In a history lesson in Year 6 about the impact of television in the 1950s, pupils scanned texts to find and retrieve information. In a Year 2 mathematics lesson, there was a constant emphasis on reading skills through the use of reading cards and an encouragement for individual pupils to read aloud to the rest of the class. In design and technology, pupils' work in Year 2 and Year 6 showed attention to aspects of writing as pupils completed extended project workbooks.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good and, as a result, achievement is good.
- The subject is well led by the new co-ordinator and progress is now carefully monitored.
- Marking of pupils' work is generally good.
- Mathematics is not applied to everyday situations enough.
- Higher attaining pupils are not sufficiently challenged in some classes.

Commentary

51. Standards are average by the end of Year 2 and Year 6 and achievement is good because of a combination of factors; the quality of teaching is good, as it was in the last inspection, pupils are very eager to learn and the management of the subject is improving following the appointment of a new co-ordinator. The teaching staff work effectively as a team and know their pupils very

well. As a result, most pupils are given tasks that are well matched to their level of attainment. The exception is higher attaining pupils who are not always given tasks that really stretch them in some classes. As a result, their achievement is overall satisfactory, whereas other pupils' achievement is good. Girls do not always perform as well as boys, although there are no signs of overt discrimination. Inspectors feel that the root cause of this is girls' perception that "Boys are better than girls in maths", as was claimed by some girls when being questioned. The result is a lack of mathematical confidence that is reflected in girls' performance in national tests.

52. A very strong feature of the lessons seen was the way that teachers manage pupils' behaviour. For example, in a very good lesson in Year 2, the teacher had a very expressive and engaging manner and used resources imaginatively to hold the pupils' attention. The teacher gave the pupils positive feedback that inspired them to work even harder. Consequently, pupils rapidly learned new strategies for analysing data and representing their results on simple graphs. In one excellent lesson in Year 5, the teacher had the pupils spellbound by asking them to analyse data about the world rugby cup, which England had won the day before. This was a good example of using everyday situations to bring learning alive. In less successful lessons, abstract use of number held little immediate interest for pupils, limiting their enthusiasm for the subject.
53. Teachers' marking is very good with regular comments that help pupils to know which are their weaker areas so that they can concentrate on improving. Teachers use available computers well to underpin mathematics understanding. In every lesson seen, small groups of pupils worked on computerized mathematics applications to reinforce the work they were doing in their exercise books.
54. The leadership of the subject is satisfactory and is improving following the recent appointment of a new co-ordinator. Standards are closely monitored in partnership with the headteacher. The results of monitoring are successfully shared with staff so that they know what to do to improve. Areas of potential weakness are successfully identified and addressed. For example, the recent audit of mathematics across the school showed some gaps. For instance, a discrepancy in the quality of marking was noticed and this is now monitored to ensure pupils get consistently good quality feedback on their work.

Mathematics across the curriculum

55. Numeracy has been satisfactorily developed in other subjects. In science for example, pupils in Year 2 have been helped to understand how to log and interpret simple data when conducting experiments, and this has supported work they are doing in mathematics. In design and technology, pupils are required to make accurate measurements in order to produce plans for constructing toy vehicles, and to accurately measure ingredients from recipes. In a Year 4 music lesson, pupils were counting the beats carefully as they constructed layered compositions containing several instrumental parts. Data handling skills are well developed in information and communication technology as pupils create graphs using a worksheet program.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Achievement is good throughout the school because the quality of teaching is good and pupils have very good attitudes and behaviour.

- The subject is well led by an able co-ordinator.
- There are insufficient opportunities for practical and investigative science.
- Higher attaining pupils are not always challenged to achieve as well as they could.
- Information and communication technology is not used effectively in some classes.

Commentary

56. The school correctly acknowledges the importance of practical and investigative activities as a key factor in raising standards and is developing this area of science. This was a strong feature in the previous inspection and standards have dropped slightly since then, especially for girls. However, the good quality of teaching has enabled pupils to achieve well and standards are average at the end of Year 2 and Year 6. Samples of work show that by the end of Year 2, pupils have a good understanding of healthy eating, and simple electrical circuits. They have successfully investigated which foods help growth and energy and how electricity is used in the home. A pupil commented: “It can make things glow in the dark and make things work!” Pupils’ knowledge of electricity is effectively consolidated and extended in Year 4, where they successfully experiment with metals to find good conductors of electricity, predict results and make sure that their tests are fair.
57. The quality of teaching is good overall. In a very good lesson in Year 6, pupils planned and carried out an investigation to find out how to separate insoluble solids from a mixture. This was an imaginative choice and motivated them well. The pupils worked in groups, deciding who should record the tests and taking turns to try the test. A group who had problems were able to resolve them by discussion. Skilled questioning by the teacher ensured that the test was fair and that pupils understood why. A pupil commented: “It’s interesting when we do this because we’re finding out ourselves!” In a Year 3 lesson, pupils across the ability range successfully identified a range of materials in the classroom and understood their use using appropriate scientific language such as transparent, magnetic and flexible in their discussions. Pupils’ attitudes to learning are very good and they behave very well. This has a positive impact on their achievements.
58. Information and communication technology was used satisfactorily to challenge pupils, for example in samples of work “all about me” in Year 1. Year 3 pupils used a program to extend their work on materials and Year 4 pupils described “crocodile clips”, an exciting program used in a similar way with work on electricity. However, computer programs are not being used effectively in science in all classes and this is an area targeted for development.
59. The co-ordinator is well able to identify where further improvements can be made. The quality of pupils’ work is checked by the co-ordinator to make sure they are making suitable progress and lessons are observed to find out if pupils are working independently, using their developing scientific skills.
60. Satisfactory assessment procedures, that include close monitoring, ensure sufficient challenge for most pupils. As a result, tasks are generally matched to most pupils’ needs, but do not always give sufficient challenge to more able pupils in all classes. Although there are good examples in marking where teachers’ comments help pupils to improve their work, this is not the case in every class. Pupils do not always have their own small targets to work towards to give them a better understanding of their own learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well because of the good quality of teaching due to staff development.
- The subject is well led by an able co-ordinator who successfully plans for improvement.
- Resources are an area for development with a new computer suite planned.

Commentary

61. Standards are average by the end of Year 2 and Year 6. An effective programme of staff training and the use made of support staff has made a major contribution to the pupils' good improvement since the previous inspection when standards were low. Although the planned for computer suite has not yet been built, and this constrains full class teaching of the subject, staff make effective use of the available computers in classes. This ensures that pupils now have regular access and opportunities to develop their skills using suitable software programs.
62. Teachers plan work to build well on previously developed skills and understanding. For example, in a Year 5 lesson on presentations, pupils showed enthusiasm and expertise using an inter-active white board and were able to discuss the process used referring to their previous understanding. The variety of work on display provides a stimulating environment to learn in. For instance, there are attractive and informative displays on how a computer may be used and how the Internet may be used for research in Year 6. Staff make sure that all pupils have equal access to the computers, even though resources are at present limited.
63. The new co-ordinator is having a positive impact on standards. Facilities are being audited and provision is being more closely monitored to ensure that the standards continue to rise.

Information and Communication Technology across the curriculum

64. As well as teaching skills in the subject through weekly timetabled computer lessons, teachers satisfactorily reinforce and develop these skills in other subjects. For example, pupils in Year 4 successfully access pictures of Tudor houses and captions for use in history. Some classes use data handling effectively to record scientific and mathematical information. For example, Year 5 produce graphs of pulse rates before and after exercise and Year 6 find out about areas and perimeters. Word processing skills are satisfactorily used in English to write stories, poems and caption headings. Teachers make appropriate use of programs to support literacy and numeracy lessons, often using the popular Birmingham Grid for Learning website.

HUMANITIES

History was inspected in detail and is reported in full below. Religious education was not inspected as the school has denominational religious education and is therefore subject to inspection by the diocese. In **geography**, there was only a small amount of recorded work in pupils' books in Year 2, which was insufficient to make a secure judgement. Pupils in Year 6 have not undertaken any work in geography this term. However, the evidence available shows that the overall subject planning for the teaching of geography through the school is satisfactory and takes appropriate account of national guidance.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Good teaching and very good attitudes and behaviour lead to good achievement.
- Visits to places of historical interest have a positive impact on learning.

Commentary

65. Standards are in line with national expectations by the end of Year 2 and Year 6. This represents good achievement in relation to their attainment on entry. In Year 2, pupils have a satisfactory knowledge and understanding of the sequence of events that led up to 'The Great Fire of London' and can describe clearly some of the differences in how houses were built then from nowadays. In Year 6, pupils have a sound knowledge and understanding of World War 2 and know that after the war entertainment changed with the introduction of television.
66. The quality of teaching and learning is good. Good links are made with literacy. For example, pupils in Year 6 have written thoughtful poems about the Second World War. Teachers' subject planning for the teaching of history through the school is thorough and takes appropriate account of national guidance. Pupils observed showed good interest in the subject and behaved very well. Older pupils were able to sustain concentration whilst working individually on tasks set.
67. The leadership and management of history is good. Visits to places of historical interest successfully enrich and extend pupils' learning. These include visits to local places such as Blakesley Hall where pupils derive good first hand experience of historical architecture and the context of historical events, which brings their learning alive. Visits also provide good opportunities for cross-curricular work in English and art.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music was inspected in detail and is reported in full below. Work was sampled in art and design, design and technology and physical education. No lessons were seen in art and design or in design and technology because none were timetabled for the week of the inspection. Only one lesson was seen in physical education, which was not enough to make secure judgements about provision or teaching.

68. In **art and design** visitors to the school playground are immediately attracted by the colourful and exciting mosaics that are on the walls of the building. Pupils completed these innovative pieces with a visiting artist in residence in the summer term. Several years earlier, pupils completed an even larger wall mounted mural for the Jubilee 2000 celebrations. Other work on display or in photographic records includes clay tiles produced by pupils in Year 2 following a visit to the local church. Pupils in Year 6 have crafted attractive clay leaves and are shortly to undertake a project to design and make panels for the classroom. This has provided good inspirational opportunities for links to other subjects including history, geography and mathematics.
69. The school has worked closely with the local authority adviser for **design and technology** to introduce curriculum innovation that is having a positive impact on standards. As in art, the pupils complete a block of two and a half days design and technology every term rather than having weekly lessons. Pupils in Year 2 did an extended project on yoghurt making. The exercise was successfully linked to mathematics through the use of flow diagrams and spider diagrams and to English through the written descriptions of the process and the final evaluations. Pupils in Year 6 did an extended project on soft toy making. This successfully reinforced pupils' literacy skills with pupils compiling a written record that began with a detailed contextual account. The standards of the design booklets and finished products were a credit to the enthusiasm of teachers and pupils.

70. Discussion with the subject leader for **physical education** and scrutiny of planning suggests that all strands of the subject are covered i.e. dance, games and gymnastic activities and swimming. The school hall is of a good size for indoor activities and there is adequate space outside for games activities. Arrangements are in place for pupils to develop their swimming skills at the local swimming baths. The vast majority of pupils are able to swim by the end of Year 6. There are very good opportunities provided outside of the school day for pupils to practise and develop their skills. Pupils participate in a good variety of sports and athletics, which include cross-country running, football and hockey, and there are equal opportunities for all pupils to be involved. They compete well in swimming competitions and athletics. Visiting sports professionals, including hockey and cricket coaches, provide skilful support in a number of additional activities such as judo. The school joins with other Catholic schools to arrange matches and tournaments, which supports pupils' social development. For instance, the school holds cross championships for both boys and girls.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- Pupils sing with clarity, accuracy and enthusiasm.
- Pupils have good opportunities to explore music through listening and through class performance and composition work.
- Lack of instrumental teaching limits pupils' potential achievements.

Commentary

71. The music teacher, who takes all classes in Years 1 to 6, was unavoidably away the week of the inspection. Nevertheless, several teachers decided to take classes themselves based on previous learning so that the pupils would not miss out.
72. Pupils' enthusiastic singing and accurate intonation show that they sing regularly. They know a wide repertoire of songs and hymns and enjoy singing to visitors. There are good opportunities to reinforce singing through the weekly mass and through the church services, which many of the pupils attend. The catholic traditions have a positive impact on pupils' learning in music and provide a good context for musical exploration in vocal and instrumental activity.
73. Pupils spoken to are able to describe pieces of music they have heard, drawing attention to musical details, which they describe using simple musical vocabulary. In one younger class, pupils played percussion instruments in a well-controlled way, accurately following the teachers conducting and paying careful attention to the dynamics of the music, which varied between very soft and very loud. In Year 4, pupils successfully constructed compositions in several parts improvising a pentatonic scale for the melody, which was set against a repetitive drone part. In groups, pupils were successfully beginning to explore how to construct a score so that they could recall the music later.
74. Although the music teacher could not be present the week of the inspection, lessons observed had variety and pace and successfully reinforced and extended the work of previous lessons. Pupils spoken to enjoy music lessons and welcome opportunities to perform to others. Whilst the music teacher coaches a large number of pupils in recorder playing, and this helps them to develop a good understanding of musical notation, lack of instrumental teaching provision

means that pupils do not have enough opportunities to develop their musicianship to a higher level.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75. It was not possible to observe teaching of **personal, social and health education** or **citizenship** and so secure judgements about provision cannot be made. Nevertheless, the caring ethos of the school supports pupils' personal development and provides good opportunities to share feelings and to discuss different topics, as it did at the time of the last inspection. Pupils have self-respect and a respect for others' feelings as they progress through the school. As pupils get older, they are given increasing responsibility preparing them very well for the next stage in their education. By Year 6, pupils are confident individuals and are able to form very good relationships, integrating well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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