

INSPECTION REPORT

St William of York RC Primary School

London

LEA area: Lewisham

Unique reference number: 100737

Acting headteacher: Mrs Sharon Lynch

Lead inspector: Marianne Harris

Dates of inspection: 27th – 29th June 2005

Inspection number: 267966

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 – 11
Gender of pupils: Mixed
Number on roll: 245

School address: Brockley Park
Forest Hill
London
Postcode: SE23 1PS

Telephone number: 0208 690 2842
Fax number: 0208 690 3623

Appropriate authority: Governing body
Name of chair of Mrs Marta Tildesley
governors:

Date of previous 23rd November 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

St William of York is an average sized voluntary aided Roman Catholic primary school situated in inner London. It draws from the local Catholic community and is heavily oversubscribed. When they join the school the children are of average ability and come from above average social background and circumstances. This is reflected in the fact that the number of pupils who are eligible for free school meals is below average and the number of children with special educational needs is below average. These needs vary, but are mainly for specific learning difficulties or for speech and language. The school population is culturally diverse and boasts 15 different ethnicities. Most children have a white British or Irish heritage, the rest have a mainly mixed heritage or are Black Afro Caribbean. Although there is a large proportion of children whose first language is not English, none is at an early stage of learning English. The number of children who leave or join the school partway through their education is about average. Over the last few years there has been a certain amount of turbulence with the substantive headteacher leaving and an acting headteacher taking over. In the last term she has stepped down and there is another acting headteacher leading and managing the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23288	Marianne Harris	Lead inspector	English Special educational needs History Geography
9271	Selwyn Ward	Lay inspector	
20003	Suzi Metcalfe	Team inspector	Foundation Stage curriculum Science Information and communication technology
27654	Robina Scahill	Team inspector	Mathematics Personal, social and health education Citizenship Art and design Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St William of York is a **good** school that provides good value for money. Standards are well above average overall and pupils of all abilities achieve very well. Teaching and learning are good, pupils are very enthusiastic about learning and parents are very keen for their children to make good progress in their work. The school is well led and managed.

The school's main strengths and weaknesses are:

- The combination of good teaching, very positive pupil attitudes and very supportive parents has resulted in pupils reaching standards that are well above average and achieving very well.
- The school does not provide enough information for parents as to how well their children are doing.
- There are very many opportunities for children to learn beyond normal lessons, although pupils perceive that they do not do enough in subjects such as history and art and design, as these subjects are studied as 'blocked units'.
- The school takes great care of all of the pupils and is very good at including them all in lessons.
- Teachers have high expectations of all pupils making good progress and involve them well in assessing how much they have learned in lessons. However, there are too many worksheets in some subjects.
- The acting headteachers have worked hard to ensure that the school continues to provide a good standard of education during the unsettled recent past.

There has been **good** improvement since the last inspection in 1998. The weaknesses identified have been successfully tackled so that standards in information and communication technology have risen very significantly. Children in the Foundation Stage experience a good curriculum and all pupils celebrate the rich cultural diversity that is present in the local community. The strengths that were identified during the last inspection, such as pupils' very positive attitudes, have been maintained.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	B	B	A
Mathematics	B	A	A	A
Science	A	A	A	A

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

Inspectors judge pupils' achievement by looking at the progress they make over their time in school, as well as how they do in lessons. Pupils' overall achievement is **very good**. When they come into school they have skills and knowledge that are average overall, although these do fluctuate from year to year. Pupils make good progress in the Foundation Stage so that, by the time they enter Year 1, most children are likely to exceed the goals expected for children by the end of their reception year. This good progress continues throughout the school and, when coupled with pupils' enthusiasm for learning and their very

supportive parents, standards by the end of Year 2 are above average overall. By the end of Year 6 they are well above average. Standards in English and science are similar to those of the national test results, although standards in mathematics have risen so that, by the end of Year 6, they, too, are well above average. Pupils of all abilities achieve very well. Pupils with special educational needs are supported effectively so that they can have full access to lessons and achieve very well. Pupils who are more able have work that is challenging and so they also achieve very well. Standards in information and communication technology are above average and all pupils make good progress in all aspects of the subject.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. All pupils are valued and their cultural heritage celebrated. Pupils are enthusiastic about learning and behave very well in lessons and around the school. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching and learning are consistently **good** and assessment is a strong feature of teaching. Teachers have good subject knowledge and work is well planned. They make very good use of resources so that pupils are interested and eager to learn. However, there are too many worksheets used in some subjects and these restrict the opportunities pupils have to write for themselves. The curriculum is satisfactory overall with very good opportunities for pupils to learn outside normal lessons. However, some lessons are too long and pupils do not have enough time for subjects such as art and design and history. The school takes very good care of the pupils and helps them improve their work by setting challenging targets. The school council is particularly active and pupils know that their ideas will be listened to. The school has built good partnerships with parents and local schools. There is a particularly strong partnership with the church.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The governors are doing a very good job and have managed to maintain a good standard of education during the recent past when they have been unable to recruit a substantive headteacher. The acting headteachers have been successful in maintaining high standards and in creating an effective teaching team who work together well and are mutually supportive. Management is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Although the school has worked hard to build effective links with parents, there is still some way to go. Parents have a generally positive view of the school, are very supportive of their children's education and are very keen for them to do well. They feel that they should have more information on how well their children are doing in school and inspectors agree with this, as reports are very general and not particularly specific to each child. Parents would also like to be better informed as to the situation regarding appointing a new head. The school could do more to keep them informed. Pupils like school and enjoy learning.

IMPROVEMENTS NEEDED

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

- give more time to subjects other than English, mathematics and science, particularly art and design and history;
- keep parents better informed about their children's progress and staffing matters;
- reduce the number of printed worksheets used in some subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils of all abilities achieve **very well** and reach standards that are **well above average** in the core subjects at the end of Year 6.

Main strengths and weaknesses

- Pupils are well supported in school and very well supported at home and consequently make very good progress in their learning.
- Standards are well above average overall.

Commentary

1. When they join the school, children are generally of average ability, although this does vary from year to year. During their time in the nursery and reception class, children make very good progress, learning to settle into school routines and work together effectively. By the time they enter Year 1, many are likely to exceed the expected goals for children's learning.
2. National test results, in 2004, for pupils at the end of Year 2 were well above average in reading, below average in writing and above average in mathematics. This represents a rising trend in improvement that is greater than the national trend. Teacher assessments in science showed standards were average. Standards of work seen during the inspection were higher than indicated from the test results because the ability of each cohort of pupils varies from year to year and the performance of one child can significantly affect the school's overall score. By the end of Year 2, standards in reading and writing are well above average. Pupils are confident readers and write for a variety of purposes. Standards in mathematics and science are also well above average. This represents very good achievement for pupils of all abilities because they make very good progress in their learning.
3. National test scores for pupils at the end of Year 6, in 2004, were well above average overall when compared with national figures and when compared with schools in similar circumstances. Test results in English were above average and in mathematics and science they were well above average. The trend in improvement has been below that seen nationally, but the school has maintained high standards. Work seen during the inspection reflects these results with all pupils achieving very well. This very good achievement is due to many factors. Pupils are well supported in class, whatever their ability, they are keen to learn and have very supportive parents. This combination results in pupils making very good progress during their time in school. Pupils with special educational needs make very good progress and many reach the nationally expected levels in their work. Pupils who are more able have work that is challenging and stimulating so that they make very good progress and reach higher than expected levels in their work.
4. Standards in information and communication technology are above average. This is a significant improvement since the last inspection as standards were judged to be below average, and standards in information and communication technology were a

key issue. The school has kept pace with the changing expectations for this subject and pupils make good progress and achieve well.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	17.3 (17.7)	15.8 (15.7)
writing	14.1 (14.9)	14.6 (14.6)
mathematics	16.9 (17.6)	16.2 (16.3)

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

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.2 (27.8)	26.9 (26.8)
mathematics	28.8 (28.4)	27.0 (26.8)
science	30.6 (30.4)	28.6 (28.6)

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

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Pupils behave **very well** and have **very good** attitudes to school. Attendance is **satisfactory**.

Main strengths and weaknesses

- Pupils are keen to learn and work hard, and this contributes to their very good achievement.
- Behaviour is very good, both in lessons and around the school.
- Pupils get on very well with each other and with the adults in the school.
- The school could do more to discourage parents from taking their children out of school for holidays in term time.

Commentary

5. Behaviour and attitudes, good at the last inspection, have further improved so that they are now very good throughout the school. Even the youngest children quickly develop a strong appreciation of right and wrong that enables them to exercise self-discipline. As a result, the very good behaviour in lessons and in the playground reflects pupils' desire to do what is right rather than being due to staff imposing control. There have been no exclusions. Although pupils report that bullying incidents do occasionally occur, they express confidence that they are dealt with speedily and effectively by teachers.
6. Similarly, pupils develop very good attitudes to learning. They listen carefully and work hard in lessons. As a result, they settle to work without fuss and are able to sustain concentration to the end of lessons, even those that are frequently longer than seen in other schools and sometimes as long as two hours. It is pupils' enthusiasm for learning that contributes to their very good achievement so that, even on those occasions where teaching is pedestrian, pupils of all abilities work hard to get the most out of the lesson.

7. Relationships throughout the school are very good. Pupils get on very well with one another and with their teachers and support staff. Pupils from different social and ethnic backgrounds work and play harmoniously. Pupils collaborate very effectively together when asked to work in pairs or small groups and they readily share tasks fairly. Older pupils show a sense of responsibility for the younger ones in the school and they help and play with them at break time. Pupils of all ages respond well to the many opportunities they have to take responsibility, for example taking on one of the many monitor jobs in class or as a class representative on the school council.
8. Pupils' spiritual, moral, social and cultural development is very good. Grace is recited at the end of each morning and afternoon and this provides a moment of reflection rather than being simply routine. Pupils are helped to develop a growing confidence and self-esteem, with the many trips, including overseas residential trips, contributing strongly to pupils' social development. Pupils look at the work of a range of western artists and produce pictures of their own in a similar style and they learn about cultural traditions beyond their own, which prepares them well for life in multi-cultural Britain.
9. Attendance is satisfactory because it is around the average for primary schools. It is not as good as reported at the last inspection. The school's systems for promoting attendance are satisfactory. Although there are good systems for recording and keeping track of attendance, including telephoning parents on the first day of any unexplained absence, the school has accepted holidays in term time too readily as a parental entitlement and has not done as much as it could to discourage parents from taking family holidays during the school term. Punctuality is satisfactory. Although the vast majority of pupils arrive for school promptly, several routinely drift in five or ten minutes late.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.3
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** standard of education for its pupils. Teaching and learning are **good** and the curriculum is **satisfactory**, with **very good** enrichment. Accommodation and resources are **good**. The school has built **effective** partnerships with parents and other local schools. Links with the community, especially the church, are **very good**. Pupils are taken **very good** care of and know that there is someone they can turn to if they have any concerns or worries.

Teaching and learning

Teaching, learning and assessment are **good**.

Main strengths and weaknesses

- Work is planned well to meet the needs of all pupils.
- Children in the Foundation Stage are well taught.
- Lessons are usually interesting and engage the imagination of the pupils.

- Pupils are actively engaged in assessing their own work.
- There is over-dependence on printed worksheets in some subjects.

Commentary

- Teaching and learning are good across the school. Teachers know their pupils' abilities and interests well and plan work that is carefully matched to their needs. This means that pupils are keen to learn and want to finish their work. Pupils with special educational needs are supported well in class so that they can make the same very good progress that other pupils make in school. Children in the Foundation Stage are well taught so that they are very interested in learning and this motivation stays with them throughout their school life.
- Learning is fun in school. Pupils in Year 1 were very interested in hearing about the toys that children used to play with in years gone by. The teacher arranged for a visitor to come into school to talk to the children about her toys so that they could learn about the differences between toys now and those used some years ago. Teachers use resources well so that all pupils can participate fully in lessons. Very good use of the interactive whiteboards means that all pupils can see what they are supposed to be learning and texts can be enlarged so all the class can join in. However, there are some subjects where there is an over-dependence on printed worksheets and this means that pupils do not always have the opportunity to record findings and ideas for themselves. This happens particularly in mathematics and history. Good use is made of teaching assistants to support all pupils in class and this contributes to the very good progress that pupils make.
- Assessment is good. Teachers mark work well with encouraging comments and suggestions for improving the work. Pupils respond positively. By the end of Year 6 they are actively engaged in a dialogue with teachers about how to improve their work. When work needs correcting or finishing they are keen to make sure this is done. They are beginning to decide for themselves whether or not they have learned all they can from a lesson and enjoy discussing their work with each other.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	3	15	7	0	0	0

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

The curriculum

The curriculum is **satisfactory** overall. The **very good** opportunities for pupils to take part in activities outside lesson time enrich the curriculum very well. The accommodation and resources are **good** overall.

Main strengths and weaknesses

- Pupils achieve very well because the curriculum for English, mathematics and science is good.
- The curriculum lacks depth in some other subjects.

- The school provides an impressive variety of trips out of school which add a great deal to pupils' understanding.
- Many pupils participate in out of school clubs, especially the wide range of sporting activities.
- The curriculum for the youngest children is good and gives them a good start to school.
- The provision for personal, social and health education is good.

Commentary

13. The curriculum covers all subjects, but is not organised and planned to make sure that they are all taught regularly. Some sessions are too long so that it does not leave enough time for regular lessons in subjects such as history and geography. Through enrichment weeks, such as science week, creativity week and many local visits, appropriate time is given to each subject over the course of the year. Despite this, where subjects are taught in concentrated blocks of time, pupils' work shows that they do not learn enough in these subjects and this is what the pupils themselves perceive. The good curriculum and lesson planning for English, mathematics and science is one of the reasons why pupils' achievement is very good in these subjects and has improved since the last inspection. The use of specialist teaching for physical education and music makes a considerable contribution to the curriculum and is greatly enjoyed by pupils. The provision for pupils with special educational needs is good and they make good progress.
14. The provision for pupils' personal, social and health education is good. The school follows a recognised programme for teaching sex education and the dangers of misusing drugs. This programme begins in Year 2 and develops knowledge and skills as pupils move through the school. They learn about forming relationships and about the changes their body will go through as they grow up. Many parents expressed concern over this programme as they think it goes against the Catholic nature of the school. However, inspectors disagree as the programme is used in many schools and provides a good basis for teaching about forming relationships, keeping safe and growing up.
15. The school makes the most of the vast resources available in London and the wide range of trips enrich the geography, history and science curriculum. Residential experiences for pupils in Years 4, 5 and 6, including trips to France and Holland, give them significant experience of outdoor pursuits and chances to work as part of a team. These contribute well to pupils' social and cultural development and to their very good achievement. There are good opportunities for the pupils to take part in activities outside lessons, such as French, drama, art and music clubs. The good range of after-school sporting activities and clubs are well attended by girls and boys.

Care, guidance and support

Pupils' welfare, health and safety are catered for **very well**. Pupils benefit from **good** support, advice and guidance. There are **very good** arrangements for taking account of pupils' views.

Main strengths and weaknesses

- Pupils are made to feel secure and there are very good systems for dealing with medical conditions and child protection concerns.

- Pupils have helpful targets for improving their work, but these are not always communicated as well as they could be.
- There is a strongly established school council that is given a genuine voice in the running of the school.
- Induction arrangements for children new to the school are very good.

Commentary

16. In the last inspection, the arrangements for care and welfare were good. Since that time, there has been good improvement so that the welfare arrangements now are very good. Pupils are made to feel secure at school and there are very effective systems in place for, for example, ensuring the safety of pupils at risk because of serious allergies. Child protection arrangements are very strong. All staff are very familiar with child protection procedures and teachers keep a log so that any concerns are properly recorded.
17. Teachers and other staff know the pupils very well and this helps ensure that pupils' individual needs are met. Pupils have individual learning targets in English and mathematics. These give good guidance to pupils on what they need to focus on in order to improve their work, but not all pupils refer to their targets and the targets are not reported to parents. This, in turn, limits the opportunities for parents to work with the school in supporting their children's education.
18. The information for new parents is very good, ensuring very good induction arrangements for children when they first join the school. Children are visited at home by staff before they start in the nursery and again before the start of the reception year. New parents receive a very helpful pack of information about the school, including guidance on reading with children at home and on how to reinforce phonics. Induction is also smoothed through the support older pupils give in the playground to those younger than themselves.
19. The very active school council, which involves representatives from Year 2 to Year 6, gives pupils a strong voice in the school. The pupils feel that their views are valued and can point to a number of successes, for example over changes to school dinners. Pupils' participation in the school council – which is chaired and minuted by pupils themselves – also contributes to their understanding of the rights and responsibilities of citizenship.

Partnership with parents, other schools and the community

There is a **good** partnership with parents and other schools. Community links are **very good**.

Main strengths and weaknesses

- Parents are very supportive of their children's education and this contributes to the pupils' very good achievement.
- Reports do not give parents a clear enough picture of how well their children are doing.
- The curriculum is enhanced through constructive links with other schools and with the wider community, particularly the Church.

Commentary

20. Parents express favourable views of the school. They are particularly pleased with the teaching and the way in which the school provides for their children's personal development. Inspectors agree with these positive views. A number of parents raised concerns over the quality of reports and, more generally, over communications and the leadership of the school. Inspectors agree that reports could be improved, although other communications, for example through newsletters, are good, with very good information for parents of children new to the school. Worries over the leadership relate to parental concerns over the long period through which the school has been without a substantive headteacher. A group of parents express particular disagreement with the school's sex education policy, which they believe to be inconsistent with Catholic doctrine. It is beyond the scope of this inspection to review or comment on this.
21. The support that parents give their children at home contributes strongly to pupils' very good achievement. Parents support their children with homework and often enter into a productive dialogue with class teachers via the home-school contact book. Through the marking of homework, parents feel they can keep track of how well their children are doing, but many would like better reporting of pupils' individual learning targets, including a reference to them in school reports. School reports are perceived as too impersonal because they are mostly composed of seemingly generic descriptions of work and because they do not give parents information on National Curriculum levels that would enable them to compare their children's progress with their targets or with how well they have done before.
22. Although parents are very supportive of their children's education, some could do more to help their children by avoiding taking family holidays in term time.
23. Last year, the 30 children in Year 6 went on to 16 different secondary schools. Nonetheless, there are productive links with other schools that help to enhance the curriculum. Pupils in Years 5 and 6 benefit from science lessons from a visiting teacher from a local secondary school, as well as having the opportunity to visit the school's science laboratories for lessons.
24. Partnerships with the Church and wider community are very strong. Parents, pupils, teachers and governors all see the school as a part of the wider community rather than as an oasis within it. As a result, pupils benefit from a wide range of visits and visitors to the school but, in turn, the pupils are very aware of their responsibility for others – with pupils taking the initiative, for example to raise money for charity.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. Governance is **very good**. The leadership of key staff is **good**. Management is **good**.

Main strengths and weaknesses

- The various temporary arrangements for leading the school in the absence of a permanent headteacher have been successful in maintaining high standards.
- The staff work together as an effective and mutually supportive team.
- Governors do a very good job.

Commentary

25. The school has been through a period of considerable uncertainty in its leadership over the past three years. Initially the school was asked to share their headteacher in federation with another school. When the headteacher left, arrangements were put in place whereby existing long-serving teachers at the school successively took on acting headship roles pending the appointment of a permanent head. Governors have conducted three recruitment rounds with no success. The perception of many parents is that the school has been without a substantive headteacher for too long and that it has suffered as a result.
26. Although, inevitably, the lack of a substantive headteacher may have delayed the implementation of curriculum innovation and development, it is to the credit of the staff team and the governors that they have not allowed the interregnum to affect adversely the ethos of the school or standards in any of the key subjects. Pupils' attitudes and behaviour are very good and the high standards achieved by the end of Year 6 in English, mathematics and science have been maintained. Despite the continuing lack of a substantive headteacher, the school successfully ensures that all pupils, including those with special educational needs, are fully included in school activities and all are made to feel valued.
27. The leadership and management of the school have an accurate picture of how well the school is doing. Teaching and learning are monitored effectively by staff with management responsibilities and through lesson observations by colleagues. Performance management arrangements are well established for all staff and are appropriately linked to staff training and to the priorities identified in the school improvement plan. Spending is also appropriately linked to the school's identified priorities and the day-to-day management of the school is efficient and effective.
28. Governance is very good. Governors have been very effective in ensuring that all legal requirements are met and that the school has continued to be effective over the period of uncertainty over the headship. Governors ensure that they keep themselves well informed, for instance through visits, which are usually with a specified focus and which are reported on to the rest of the governing body. As a result, governors have a very clear understanding of the strengths of the school and of those areas that could be improved. They also ensure that the principles of best value are applied in making spending decisions and in evaluating their effectiveness.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	868,754
Total expenditure	850,559
Expenditure per pupil	3,471

Balances (£)	
Balance from previous year	-17,737
Balance carried forward to the next	458

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good. Children enter the nursery for either morning or afternoon sessions in the September, after Christmas or after Easter as they become three years old. They have at least two terms there before moving into the reception class. Children enter the reception class full time in either the September or January in the school year in which they will be five years old. Children show a broad range of abilities on entry to the nursery but attainment is average overall. Standards by the end of the Foundation Stage are above average, with many children working within the early levels of the National Curriculum in their English and mathematics work. Achievement, overall, is very good, especially for children with special educational needs and those learning English as an additional language. Parents are very supportive of their children's education and are very keen for them to learn. The quality of education is good overall, with particular strengths in the collection and use of assessment information to plan a good curriculum that challenges and supports the learning of all the children. Teaching and learning are consistently good with some very good teaching seen in both classes. Both teachers have leader teacher status in the local education authority. Leadership and management in the Foundation Stage are good. All staff work as an effective team, holding a clear, consistent view as to how the curriculum should be improved and extended to meet the needs of all the children. There is good systematic monitoring of standards, teaching and learning. There has been good improvement since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make good progress in developing their independence.
- A good range of activities stimulates their interest and curiosity.
- Good relationships ensure children enjoy their learning, are happy and help develop their confidence and self-esteem.

Commentary

29. Children achieve well in both the nursery and the reception class because of the good range of activities available and the secure environment in which they work and play. Nursery children part from their parents and carers with confidence and quickly settle to their tasks. They are encouraged to look after their own possessions, to put their bags and coats onto pegs in the nursery and their activity bags into the correct place in reception because they are taught well and make good and rapid progress in becoming independent. Children in both classes respond well to simple responsibilities and other monitor roles in class, especially tidying away resources and giving out fruit at break times. Reception children run simple errands and pass out resources during lessons. Children in both classes make good progress in forming relationships with their peers and supporting adults and they work and play well together. Nursery activities stimulate their interest and curiosity and they choose effectively what they want to do in free choice activities, showing good concentration for their age. Reception children, moving to a more formal curriculum in preparation for National

Curriculum work, make good progress in developing their social skills, working and playing alongside other children, sharing resources and toys well.

30. Teaching and learning are good overall with much very good teaching seen, especially in involving children with their own learning. By the time children enter Year 1 they have above average personal, social and emotional skills. Both teachers and supporting staff build up children's self-esteem very well through praise and encouragement so that all tackle new activities with interest and confidence.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers stimulate children's interest in books and enjoyment of stories very well.
- Opportunities for children to talk and share ideas are very good, frequent and stimulating.
- Reception children enjoy learning through the wide range of structured activities linked to the national literacy strategy for reception children.
- Information from assessment is used very well to ensure activities meet children's learning needs.

Commentary

31. Children start school with a range of standards, but attainment is generally average. By the time children enter Year 1, standards are above average with only a very few children attaining below the standards expected in the Early Learning Goals. A good number of reception children are working within the early levels of the national curriculum. Children achieve very well because teaching is very good and so is learning as a result. Nursery children are encouraged very well to listen to adults and to each other and to take turns asking and answering questions. They develop their spoken vocabulary very well, mainly through play with their friends and through discussions with their teachers, especially during adult focused work and during fruit time. Reception children, in transition to working within the National Curriculum in Year 1, have more formal literacy lessons where they discuss books and share information in more structured sessions, learning to use standard English well. All adults make sure that they use good, clear speech and accurate grammar at all times when talking to the children, giving them good clues about speaking in sentences and with a wide vocabulary. Children play well with each other and chat about what they doing. The role-play, outside activities and sand and water play areas are good, key spots for imaginative and lively chatter.
32. All adults stimulate children's interest in books and enjoyment of stories and rhymes. Nursery children have the *The Very Hungry Caterpillar* as the basis for their work, being able to identify the story order, the changing size of the caterpillar, the different fruits and foods and use other, non-fiction texts to identify different mini-beasts. Reception children have their early reading and writing skills very well developed through very good teaching to the whole class, to a group of children or to the individual child. Older children are well able to group letters together to make recognisable words to write stories and news and to explain their pictures. Teachers monitor each activity very well. There are very good tracking systems in place, both formally and informally, which are used by both the teachers and the supporting staff

every day. Targets for children's next stage of learning are identified accurately. The information from such assessments is used very well to make sure that activities are well planned to build on what children already know and can do. This helps ensure that children continue to make very good progress in their learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Effective links are made between mathematics and other areas of learning.
- Opportunities to count are promoted in many activities, starting well in the nursery and continued well into the early numeracy strategy in reception.
- Information from assessment is used well to ensure activities meet children's learning needs.

Commentary

33. Teaching is good in both classes and children achieve well. Standards on entry are wide but, by the time children enter Year 1, standards are generally above average, with only a very few children attaining below the levels expected in the Early Learning Goals and most are achieving in the early levels of the national curriculum.
34. Counting is a regular activity throughout the Foundation Stage and most children start to count in response to adults' questions of 'How many are there?'. Number recognition and mathematical skills are well taught and are well promoted in the many activities in the nursery. For example, the teacher encourages well the counting of the days of the week and the foods eaten by *The Very Hungry Caterpillar*. Through playing a range of mathematical games these younger children count along a line to match numbers to dice patterns and over half of the children can recognise the patterns of dots on a die without having to count them and match them to a similar pattern on a game card. Reception children match wheeled toys to their 'garages' in structured play sessions and in more formal numeracy work combine numbers making 'more' and 'less', learning formal symbols for constructing number sentences, symbols such as + for adding one more. Information from assessment is used well to ensure activities build on what children already know and can do so that they make good progress. Opportunities are planned well to extend the learning of potentially higher-attaining pupils carefully. For instance, when identifying and counting coins, and adding one more in the reception class, a small group were given good support and encouragement to learn to give change from 10p using the plus symbol to help them record their sums. There is very good tracking of children's progress so that targets for their next stages of learning are identified.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A very good range of activities promotes children's interest and curiosity.
- What children are to learn from activities is clearly identified.

Commentary

35. By the time children enter Year 1, standards are above average, with children having made good progress during their time in nursery and reception . As they have the opportunity to learn through first-hand experiences, their achievement is good. Teaching and learning are also good. Teachers have very carefully planned a full and rich curriculum in both classes that stimulates children's learning well by encouraging them to think, concentrate, co-operate with others and understand what they are doing and why. Children are very effectively introduced to individual subjects such as science, history and geography as well as design and technology and ICT, with activities in these different areas well linked and carefully interwoven. Natural connections build very effectively on what children already know and further stimulate their interest and curiosity about the world around them. For instance, nursery children have good knowledge about mini-beasts, including caterpillars, their size, habitats and eating habits through using books, through moving as they thought a wasp or butterfly would move and by creating models and painting pictures. Children also have good understanding of what plants need to grow through planting bedding plants into tubs. Reception children are hatching snails and watching the change in tadpoles in the school environmental area, they are learning of the peoples, climates and stories of different countries using a range of clothes and books from Spain, Holland and India. Good opportunities to develop knowledge and skills are promoted through role-play activities, especially in the outdoor classroom as well as through teacher-led activities within the classroom. Both rooms have a good range of computer programs to stimulate children's ICT development, as well as access to cameras and tape recorders to enable children to record their models and ideas.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- There are many good opportunities for children to develop their control skills and to acquire great dexterity on the equipment in the outside areas.
- Fun activities stimulate children's balance and control.
- Reception children have good access to more formal physical education opportunities.

Commentary

36. Standards on entry are average overall and most attain the expected standards by the time they enter Year 1. When children start in the nursery, their movements about the classroom and outside area and control of large apparatus such as wheeled toys are similar to those found nationally. Likewise, their manipulative skills using simple tools, brushes and scissors, and writing equipment, such as pencils and crayons, are average, although most children have had good experiences of using small toys such as cars and construction equipment before starting school. Teaching and learning are good and children achieve well across the whole area of physical development. Good opportunities are provided to strengthen fingers, hand-eye co-ordination and to develop children's manipulative skills so that by the end of the Foundation Stage nearly all children use tools such as scissors with good skill. Letter and number formation is satisfactory with teachers planning good opportunities for pupils to

practise writing in lessons and in the role play areas. By the time they move into Year 1, their letter formation is developing well with most reception children writing recognisable letters that are even in size. Children's pictures show good control and children use a range of equipment well in art to print, paint and sketch. The nursery playground apparatus gives good opportunities for children to work in safety, so pursuing their adventurous games. They are developing good balance, mobility and control in their movements. Fun activities in the reception such as riding bikes and trikes are planned to promote children's balance and control well. However, the outdoor area is not very safe. Some boys in particular raced round the playground on equipment that was too small for them and they could have gone down a set of unfenced steps at speed if they were not being watched continually by support staff.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have a good number of exciting opportunities to express themselves in imaginative play, in art and design and in music.

Commentary

37. Most children start school with creative skills at the level expected for their age. Teaching and learning are good and so children make good progress through the Foundation Stage and achieve well to attain at least the levels expected in the Early Learning Goals by the time they enter Year 1, with many exceeding these expectations.
38. Teachers plan very carefully a good range of opportunities that encourage children to investigate different materials and colours well in art to produce imaginative pictures, textured patterns and detailed drawings as well as free choice paintings. Children develop their imagination well through stories and play out different scenes in carefully constructed role-play areas inside and outside. In work linked to science and ecology, nursery children, for instance, painted symmetrical patterns to make butterfly wings. Children used a range of musical instruments to experiment well with sound, especially creating sounds to match the movements of the caterpillar and how butterflies' wings move. They also enjoy opportunities to sing together. As a result of such carefully prepared opportunities, children's learning is well supported. They are able to co-operate with others, sharing tools and equipment as well as ideas. Their understanding of and their consideration of the health and safety of others, when working together or out in the playground, is well supported by the careful structures put in place by the teachers and supporting staff. For instance, they make sure long skirts and loose shoes don't trip others up in the reception area when dressing up in the clothes from different countries and they wear sun hats and cream in the nursery when necessary.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- All pupils achieve very well because they are well supported in school and at home.
- Marking is of a high quality and helps pupils improve their work.
- There are too many worksheets in other subjects and this limits the opportunities that pupils have to write for themselves.

Commentary

39. Test results in 2004 for pupils at the end of Year 2 were well above average in reading and below average in writing. Standards seen during the inspection were higher than this in writing because weaknesses have been identified and tackled effectively. So, overall, standards are well above average and pupils achieve very well. Test results for Year 6 in 2004, were above average and this is reflected in the work seen during the inspection. Again, pupils achieve very well. This is because they are very keen to learn, have consistently good teaching and come from families where parents have very high expectations for their children and support their learning very well. All aspects of English are promoted well so pupils of all abilities are encouraged to speak clearly and listen attentively. They are expected to read regularly, both in school and at home, and writing tasks are interesting and varied.
40. Teaching and learning are good across the school. Teachers have high expectations and plan work that is well matched to pupils' abilities. Pupils who are more able have work that challenges them and those with special educational needs receive good support in lessons so that they can make good progress. Teachers' marking is particularly good and actively involves the pupils in assessing their own work. Pupils are encouraged to think about what they have learned and to assess whether or not they have met the learning objective of the lesson. Teachers mark work with encouraging comments and give explicit guidance on how to improve. In some cases, pupils have written their own comments and have completed unfinished work when asked to do so. All pupils learn to speak to a variety of audiences and are very confident when speaking to a large group.
41. English is well led and managed in the school. As a result there has been good improvement since the last inspection. Standards have risen and the good provision has been maintained during a time when the school has been without a substantive head. Resources are good and used very well to engage the interest of all pupils. Individual targets are set so that each child knows what they have to do in order to reach higher standards. Most pupils are very familiar with these targets and speak enthusiastically about improving their work.

Language and literacy across the curriculum

42. Pupils' English skills are promoted satisfactorily in other subjects. In history and geography, for example, pupils write short accounts and record their findings in geography. There is, however, an overdependence on printed worksheets and this limits the opportunities pupils have to carry out independent research and record findings in their own words. This is especially true in history so, although pupils write at length in their English books about Anne Frank, for example, there are much fewer opportunities for pupils to do this in history lessons.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- All pupils achieve very well, whatever their ability.
- Lessons are usually lively and fun.
- There is very good provision for pupils with special educational needs and good opportunities for gifted and talented pupils to work at a higher level.
- Pupils' attitudes to mathematics are good and contribute well to their progress.
- There is an over-reliance on published worksheets.

Commentary

43. The 2004 national test results for pupils in Year 2 were above average and for pupils in Year 6 they were well above average. Standards of work seen for all pupils are well above average and achievement is very good. There has been good improvement since the last inspection because more pupils are achieving high standards by the end of Year 6. Pupils enjoy the demanding work and apply the skills they have learned to solve a range of problems as well as investigating patterns that occur in different areas of mathematics. Pupils with special educational needs also achieve very well because they are supported effectively by teaching assistants and because teaching is carefully adapted to their needs.
44. The quality of teaching and learning is good. Questioning at the start of lessons is lively and well directed so pupils of all abilities are keen to answer questions and explain their answers. The good teaching of basic number facts is reinforced in these lively sessions of mental work at the beginning of each lesson. Teachers plan activities well and make good provision for pupils of different abilities. They give clear explanations and demonstrate examples effectively using interactive whiteboards. Pupils are given the opportunity to discuss their ideas in pairs which ensures that they are all involved in the lesson and ready to answer the teacher's questions. Teachers encourage pupils to apply their factual knowledge to understanding problems and working out mathematical rules. Pupils enjoy the systematic and progressively demanding work and so, as a result, they are keen to learn and contribute their ideas. However, in some lessons where teachers question individual pupils for too long, the pace slows and other pupils in the class get restless and lose concentration. Generally pupils' behaviour is managed well because the good pace and lively teaching motivate the pupils well.
45. Over the year, pupils have completed a lot of recorded work, which is generally neat and well organised. Younger pupils record their work on worksheets, which inhibit the development of their presentational skills and independence. They also make it difficult for pupils to refer back to previous work when starting a new but related topic. Teachers mark work regularly, but not all teachers provide consistent feedback to pupils so they can see how to improve their work. This is particularly the case where pupils use printed worksheets. Homework is used very effectively to follow up work done in class and to prepare for future work.
46. The leadership and management of the subject are good. Staff are supported in developing their practice through lesson observations. Detailed analysis of test results is used systematically so the subject leader has a clear understanding of where pupils are doing best and those areas that need further development. From these tests, teachers have identified those pupils who will need extra help and those who will benefit from more challenging lessons. The subject is well resourced and the use of

information and communication technology is having a positive impact on pupils' achievement.

Mathematics across the curriculum

47. Pupils use their mathematical skills well in other subjects. These links are especially effective in science where pupils learn to make accurate measurements and use graphs to record their results. Computers are used regularly to support learning in all areas of mathematics and for pupils to assess their own work.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards have improved because curriculum weaknesses identified at the previous inspection have been addressed well.
- Assessment is used effectively to ensure all pupils make good progress.

Commentary

48. There are no national tests for pupils at the end of Year 2 and teachers assessed pupils to be of average standards. However, their judgements were harsh and work seen during the inspection were well above average because pupils are confident and carry out much of their work through investigations. Test results and standards of work seen for pupils at the end of Year 6 are well above average. The achievement of all pupils, including those of higher attainment as well as those with special educational needs, is very good for each area of the science curriculum. This is because areas of curriculum weakness, especially the involvement of pupils in planning, conducting and evaluating their own investigations and experiments, have been addressed well. Teachers plan well for all pupils to be actively involved rather than just watching demonstrations. This very good achievement was reflected in the teacher assessments made as part of the 2004 National Curriculum tests where many Year 2 pupils attained the higher Level 3, though the percentage was still below those of pupils in similar schools. Very good achievement was seen for Year 6 pupils where there was a well above average proportion of pupils attaining the higher Level 5 compared with pupils in schools in similar circumstances.
49. Teaching and learning are good overall across the school and are similar to those reported at the last inspection. Teachers give pupils good strategies and guidance to help them plan their experiments very well, usually from a practical theme. For instance, Year 5 pupils were given a guidance worksheet to help them plan an investigation to find out which materials make the best sound insulators while Year 2 pupils were looking on the forces acting on classroom objects to move them, investigating pushes and pulls, moving round the room testing out artefacts, including using the vacuum cleaner, chairs and pencils and balls. Teachers have a good understanding of the knowledge to be taught and provide clear explanations. They stimulate pupils' interest and curiosity well, giving pupils time to explore their own ideas. The effective strategies often used in English lessons, such as pupils talking with a partner, are used well in science. When time is given for pupils to share their ideas, their learning is much faster: likewise when teachers make good use of the interactive whiteboards to show and complete a range of charts and graphs, pupils'

acquisition of knowledge and skills is well enhanced. Pupils are eager to talk, demonstrating their confidence and enthusiasm. Teachers effectively identify the scientific language to be introduced in lessons and share the new vocabulary well with pupils to ensure their understanding.

50. Good procedures for monitoring pupils' standards have been introduced. Teachers use this information well to plan activities that build on what pupils already know and can do. This assists overall progress because activities consistently challenge or extend the more able pupils while offering extra support to the less able and those with special educational needs.
51. Leadership and management of science are good. Good strategies are used to monitor planning and the range of pupils' work and there is a good, clear view of standards through the school and of the quality and range of teaching and learning. The curriculum is good and linked well to using pupils' literacy and numeracy skills as well as teachers' knowledge of ICT. Changes to incorporate improvements to areas identified as weak at the time of the previous inspection have been monitored well and pupils' learning is supported by a good range of appropriate resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Achievement is good across the school and standards have improved since the previous inspection.
- Assessment strategies are good and used well to help teachers plan well the next stages of pupils' learning.
- The teaching and learning are well focused on the development of pupils' skills and knowledge.

Commentary

52. Standards are now above average for all areas of the curriculum, for each year group and for all pupils, regardless of their gender or special educational need. This is a good improvement since the previous inspection where standards were judged to be below expected levels. Pupils now use the equipment with confidence, including using the Internet, computerised whiteboards, digital cameras and scanners and mobile computer units (roamers) with competence and confidence. From the youngest to the oldest they open, work, save and exit a good range of programs, identify different icons and use addresses to research on the Internet. By Year 6, pupils understand and work with more advanced programs using presentation packages to compose slide shows and PowerPoint presentations though the more advanced skills, such as the addition of video clips, fade-ins and outs, as well as adding a running commentary, still have to be incorporated into work.
53. The quality of the curriculum is good and has improved well since the previous inspection. This is because the quality of teaching and learning has improved and is now good. Assessment strategies have been improved and are used well by teachers to help them plan work that enables pupils to acquire good skills and knowledge. They now use ICT across the curriculum both within lessons in class and in the computer

suite. Each class has a good block of time in the suite linked to work with an ICT focus within classes. Since the previous inspection, the number of computers within the suite has been extended and matched with computers in classes, all having the same programming so that pupils can practise and extend skills outside regular suite sessions. This is good practice as pupils now have regular, good quality learning opportunities and they achieve well as they progress through the school.

54. Staff are well supported to develop their skills and are encouraged to use a range of programs to extend work in other curriculum areas. Lessons are generally carefully planned and focused upon the development of pupils' knowledge, skills and understanding of how a computer can support their work. In the suite, teachers insist on high standards of behaviour and pupils rise to these expectations. Learning is good and pupils work hard in the suite to produce good amounts of work within the very carefully structured sessions. Time is not wasted. Teachers are good at selecting questions that give good guidance to learning. Pupils listen carefully to instructions, concentrate and are able to work independently as well as collaboratively.
55. Leadership and management are good. The co-ordinator for information and communication technology gives a good lead to other staff. She has time to monitor both teaching and learning in classes other than her own. Since the previous inspection she has focused on providing a range of good quality resources, including the updating of the suite of computers and interactive whiteboards in most classes along with training for staff to develop their skills, knowledge and understanding of what pupils need to achieve well. The scheme of work and policy have been updated in line with national recommendations as the resources have improved. Although the school has updated resources, there is still work to be done. For instance, there is no interactive whiteboard for Foundation Stage and Year 1 pupils in their classrooms, neither is there data logging equipment for extending investigative work in science.

Information and communication technology across the curriculum

56. Information and communication technology is linked well with other subjects of the curriculum. Consequently, skills, knowledge and understanding are promoted effectively in subjects such as science, geography, history and English. Interactive whiteboards are used well in classes and enable teachers to extend the range of examples to support their lessons. Pupils use PowerPoint presentations in their history and geography projects and use spread sheets and graphs in their mathematical and science work.

HUMANITIES

57. One history and one geography lesson were seen during the inspection and so no overall judgements can be made on provision. Both of these lessons were good. However, by talking to pupils and staff and by looking at work it is possible to sample these subjects and describe them below.
58. In **geography** pupils learn about their immediate environment and about contrasting localities. By the end of Year 2, pupils have learned about the seaside and, with the help of Barnaby Bear, have explored some aspects of France. In the one lesson seen a Year 2 child had taken the bear to France and had brought back some French food and many pictures of places they had visited. All of the class were enthralled by this and enjoyed sampling the French sweets and biscuits. By the end of Year 6, pupils have carried out a river study and understand about the water cycle. They have

studied various locations and have learned about the use of symbols on maps and about the climate in countries such as India.

59. In **history** pupils learn about various events and historical figures. By the end of Year 2, pupils have looked at time lines and begin to understand about the passing of time and what happens over a period of years. In the one lesson seen, pupils in Year 1 were learning about old toys and they had a visitor who talked about the toys she used to play with as a child. By the end of Year 6, pupils have learned about the Victorians, the Ancient Greeks and about Romans and Ancient Egyptians. Pupils report that much of the work is done independently, but that they feel they do not do enough. The timetable is arranged in such a way that history is taught in big chunks and pupils do not get enough time to research their topic and discuss various sources of evidence. Coupled with this, there is an overdependence on printed worksheets that hinders the progress pupils can make in researching and recording for themselves what they find out.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

60. No lessons were observed in design and technology and physical education. Only one lesson in art and design and one lesson in music were seen so no overall judgement could be made about provision and teaching and learning in these subjects. Inspectors talked to teachers and pupils and looked at pupils' work and displays around the school.
61. By the end of Year 6, standards are above those expected in **art and design** and pupils achieve well. The one lesson observed was good and, although it lasted all afternoon, pupils remained interested because of the varied activities. There was good reinforcement of learning in other subjects, such as mathematics and literacy, and the use of the interactive whiteboard and digital camera made the learning more relevant. Displays around the school show how pupils improve as they move through the school and the wide range of techniques and media they use. The subject is greatly enhanced by visits to galleries and visitors to the school. Work is often linked to preparing for exhibitions and displays where the whole school is involved. Gifted and talented pupils are given the opportunity to work at a local college on producing a wall hanging of textile paintings. However, pupils say that they feel that they do not do enough art as most of the lessons are for creating displays.
62. **Design and technology** is based on the national guidance for the subject, which highlights the importance of designing and making skills and the need to evaluate finished products. Work samples show that tasks are often linked well to other subjects. Work shows pupils have made moving toys with different mechanisms such as rubber bands and cams and have reviewed and described their work.
63. In **music**, one lesson was seen in Year 5. The teacher developed pupils' confidence in both singing and playing percussion instruments. The pupils worked well in groups, contributing their own ideas to the whole class composition. They achieved well because of the specialist teacher's very good subject knowledge and understanding of the pupils' abilities. Pupils sing tunefully and expressively when they learn new songs and hymns in assemblies. Visitors to the school add greatly to pupils' musical experiences such as projects with members of a London orchestra as well as workshops for guitar and drumming. The choir and pupils who learn to play instruments are given the opportunity to perform at assemblies, Masses and school shows. The wide range of musical experiences makes a good contribution to the pupils' social, cultural and spiritual development.

64. The curriculum for **physical education** is good. All pupils in Years 3 to 6 have swimming lessons so all achieve at least the required standard. A visiting specialist teaches games to all classes. Pupils do well in local competitions and tournaments which include netball, hockey, cricket and football for both girls' and boys' teams. Residential visits for pupils include many outdoor adventurous activities for pupils in Years 4, 5 and 6.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

65. Provision for personal, social and health education is good. It is promoted throughout the school and is effective in raising pupils' confidence and self-esteem. Part of the provision is through specific lessons when pupils can discuss their feelings and views. A large part of the provision, however, is in the day-to-day work of the school. All adults have good relationships with the pupils and have high expectations of pupils behaving sensibly, taking on responsibilities and respecting each other. Teachers deal effectively with health issues, particularly in science where pupils learn how to live healthily and about the need to avoid misuse of drugs and alcohol. The school meets requirements for sex and relationships education and the concerns parents have fall outside the remit of this inspection. The school is part of the Healthy Schools initiative which means that it works hard to educate pupils about a healthy lifestyle, including diet and exercise.

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	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (ethos)	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	4
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	2
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	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	0
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).