

INSPECTION REPORT

ST THOMAS MORE'S CATHOLIC PRIMARY SCHOOL

Bedhampton, Havant

LEA area: Hampshire

Unique reference number: 116377

Headteacher: Mrs D Willis

Lead inspector: Mr B Espiner

Dates of inspection: 9 – 12 February 2004

Inspection number: 257983

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	256
School address:	Hooks Lane Bedhampton Havant Hampshire
Postcode:	PO9 3DR
Telephone number:	023 9247 5909
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs M Thompson
Date of previous inspection:	13 July 1998

CHARACTERISTICS OF THE SCHOOL

St. Thomas More's Catholic Primary School is located in Bedhampton, West of Havant, but serves a wide area, covering three parishes. The socio-economic circumstances vary widely, but are below average overall. The proportion of pupils entitled to free school meals is about average at 14 per cent. Five per cent of pupils are from ethnic minorities, a smaller than average proportion. There is no dominant minority ethnic heritage. No pupil is at an early stage of learning English as an additional language. The proportion with special educational needs (SEN) is below average at 9.2 per cent, and 2 pupils (1 per cent) have statements of SEN, which is about average. Pupils enter the school with below average attainment. Pupil mobility is high. The school is part of a successful Education Action Zone.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school. Pupils achieve well and standards are satisfactory overall. Teaching and learning are good throughout the school. Leadership, management and governance are all good. The school gives **good** value for money.

The school's main strengths and weaknesses are:

- The ethos of the school is very good.
- Standards in writing are not high enough at the end of Key Stage 2.
- Pupils' attitudes are very good. Pupils are enterprising and very willing to take responsibility.
- Relationships are very good, between pupils and adults and amongst pupils themselves.
- Gifted and talented pupils are not always challenged sufficiently except in English and mathematics.
- Marking is inconsistent, and does not always give pupils suggestions for improvement.
- The school uses the support of the Education Action Zone very well.

The last inspection report had five main recommendations, concerning improvements needed in teaching, computer resources, equal opportunities for Year 5 pupils, climbing equipment for reception children, and developing consistency in homework. All these areas have been tackled well or very well. Since the last inspection, teaching has improved well. Leadership and management remain good. Improvement since the last inspection has been good overall.

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	C	C
mathematics	D	C	C	D
science	C	C	C	C

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

Pupils **achieve well** throughout the school. From a start that is generally below average, most pupils in reception achieve the standards expected by the time they enter Year 1, and exceed these in mathematical development and in personal, social and emotional development. At the end of Year 2, standards are average overall, and above expectations in music, dance, gymnastics and mathematics. In the present Year 6, standards are average overall and above average in reading, but below average in writing. The 'D' for mathematics in last year's 'similar schools' comparison has caused the school a certain amount of unnecessary anguish, as the results were actually right on the border with the 'C' grade. Pupils with special educational needs achieve well. Gifted and talented pupils make satisfactory, and often good, progress, but they are not challenged enough in some areas of the curriculum. Pupils from ethnic minorities achieve well. In consultation with the local education authority, the school sets targets for the proportion of Year 6 pupils reaching the expected and higher levels of the National Curriculum in English and mathematics. These targets are challenging and usually realistic. They should be met this year.

Pupils' spiritual, moral, social and cultural development is good. Behaviour is good, and pupils' attitudes are very good. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching and learning are **good** throughout the school and often **very good**. Assessment procedures are thorough and constructive, and generally used well to cater for individual needs, although this needs extending in subjects other than English and mathematics to provide more challenge for those who are gifted or talented. The register of gifted and talented pupils has only very recently been extended to include science, and this has yet to have a measurable effect on standards here. All aspects of the National Curriculum are covered, and the curriculum is supported well by extra-curricular activities. The school cares for its pupils well and provides them with good support, advice and guidance. The partnerships with parents and the community are good, and there are good links with other schools and educational establishments.

LEADERSHIP AND MANAGEMENT

Leadership and management are both **good** and effectively delegated to subject managers, who lead their subjects well. Leaders are very good role models for other staff and pupils. The dedicated and hard-working governors fulfil their statutory duties well. They have a good understanding of the school's strengths and where it needs to improve. Strategic planning is very good, and the school improvement plan gives priority to improving writing standards, which the school has started to tackle, successfully so far in infants. The Education Action Zone gives very good support to the school, and the school's senior management team use this support very well; for example, in provision for information and communication technology (ICT) and by funding a home-school liaison worker.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very supportive of the school. Parents report that the school expects their children to work hard and do their best, and pupils virtually all agree with this. Pupils and parents also agree that staff treat children fairly. A small minority of parents raised concerns about poor behaviour or bullying, some were not satisfied with the information they received about their children's progress, and a few criticised the range of activities outside the curriculum. The inspection team was unable to substantiate any of these concerns. Behaviour is good in general and the school deals effectively with incidents of bullying. Information to parents is good and there is good support for learning outside the school day.

IMPROVEMENTS NEEDED

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

- Improve standards in writing.
- Extend the register of gifted and talented pupils beyond English, mathematics and science, and ensure that these pupils are suitably challenged in all subjects.
- Ensure that all marking gives suggestions for improvement wherever necessary and appropriate.
- One minor safety item has been discussed with the governing body.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are broadly average in Years 2 and 6. Pupils enter the school with attainment that is below average, so pupils' achievement is good. There was not enough evidence to make a judgement of standards in design and technology or history.

Main strengths and weaknesses

- Standards in writing are too low in Year 6, and the progress of some pupils is unsatisfactory.
- Standards in scientific enquiry are above average in Years 2 and 6.
- In Year 2, standards are above national expectations in mathematics, music, dance and gymnastics.
- In Year 6, standards in reading are above average.

Commentary

1. Children enter the school with standards that vary widely, reflecting the widely-varying socio-economic circumstances of the school's intake and the variation in children's pre-school experience, but are generally below average overall. In the Foundation Stage, they make good progress and achieve well, and sometimes very well. By the time they move into Year 1, most children have reached the nationally expected levels in most of the six nationally agreed areas of learning and have exceeded these in mathematical development and in personal, social and emotional development.

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

Standards in:	School results	National results
reading	17.8 (17.6)	15.7 (15.8)
writing	15.4 (14.5)	14.6 (14.4)
mathematics	17.4 (17.3)	16.3 (16.5)

There were 32 pupils in the year group. Figures in brackets are for the previous year

2. These point scores show that, in last year's national tests, pupils in Year 2 were about two terms ahead nationally in reading, a few weeks ahead in writing, and a term ahead in mathematics. Inspection evidence on standards in the present Year 3 confirms this. Standards in the present Year 2 are broadly average in reading and writing and above average in mathematics. They are also above average in dance, gymnastics and music. Standards in all other subjects judged are in line with national expectations.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.3 (26.3)	26.8 (27.0)
mathematics	26.5 (26.8)	26.8 (26.7)
science	29.2 (28.3)	28.6 (28.3)

There were 39 pupils in the year group. Figures in brackets are for the previous year

3. These point scores show that, in last year's national tests, Year 6 pupils were about half a term ahead nationally in English and science, and broadly average in mathematics. Their achievement in juniors had been generally satisfactory. Compared with other schools with similar results in the 1999 Year 2 national tests, progress in mathematics had been exactly on the borderline between satisfactory and unsatisfactory. The inspection team could find no reason for this result, and extensive analysis by the school can also find no reason. The school did not reach its target, agreed with the local education authority, for the numbers attaining the expected Level 4 of the mathematics National Curriculum. This target had been too ambitious initially and the school was unable to change it when it became apparent that this was the case. Nevertheless, the proportion reaching the expected level was a disappointment to the school. Apart from this one mistake in prediction, targets are realistic and challenging. All other school targets were achieved or exceeded last year, including the proportion of pupils attaining the higher Level 5 in mathematics. Targets this year are all challenging but realistic, and should be reached. The school has high pupil mobility, but the inspection team did not gather enough evidence to make any conclusions about the effects of this on the apparently different standards at the end of key stages, although it is generally the case that high pupil mobility depresses results in Year 6.
4. In the present Year 6, standards are above the national average in reading, below average in writing, and broadly average in all other subjects judged. Apart from writing, this represents good or very good achievement since these pupils were in Year 2 in 2000, when their national tests and tasks, and school records, showed that standards were generally well below average. The apparent differences in standards in Years 2 and 6 are not now due to better provision in infants than in juniors, although teaching and learning were relatively weaker in lower juniors in the past. There are natural fluctuations from year to year in the ability of particular classes and the proportion of pupils with special educational needs. The improvement over time in performance in Year 6 tests is above the national trend.
5. Pupils' achievement is good. Historically, there has been better progress by pupils in infants than in juniors, largely because of the slowing down of pupils' progress in lower juniors. Good management decisions, including staffing changes, have ensured that progress in juniors is now as good as in infants. Pupils enter the school with standards that are generally below average and leave it with standards that are broadly average. The exception to this is in writing, where the achievement of some pupils is unsatisfactory. Improving standards in writing is the main priority of the school improvement plan, with a greater concentration on speaking and listening. This is working in infants, but will take time to affect standards in Year 6. Pupils with special educational needs and those from ethnic minorities achieve well. The main reasons for the generally good achievement of pupils are good teaching, well-delegated and competent leadership and management, and thorough and constructive assessment systems.

Pupils' attitudes, values and other personal qualities

Attendance is satisfactory. Behaviour is good and pupils gain confidence and take an interest in school activities. Pupils have very good attitudes. Overall, spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Behaviour is good, with no racial disharmony or bullying seen.
- Relationships are very good between pupils and adults and amongst pupils themselves.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence

Unauthorised absence

School data	4.8
National data	5.4

School data	0.65
National data	0.4

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

6. The pupils enjoy coming to school and this is supported by information from the parents and from the pupils themselves. Attendance has remained in line with the national average for some years and there are good procedures for following up absences and linking with the Education Welfare Officer. At present there is a small core of pupils whose attendance is causing concern to the school. Punctuality is satisfactory. Registration is quick and efficient, enabling pupils to settle down quickly to work.

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	183	4	0
White – Irish	3	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	1	0	0
Black or Black British – African	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	6	0	0

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

7. The majority of the pupils are enthusiastic to learn and participate in lessons. Behaviour is good and pupils are encouraged to take responsibilities to develop their confidence and independence. There is a school council, representing all age groups except reception, which is elected in a democratic way. Members have opportunities for finding out the views from their class and ultimately helping to make decisions affecting the school. Older pupils help with the younger ones and encourage playground activity at break times. All pupils are proud of their school, which is reflected in the care they take of it. Discussion with pupils indicates that they care a great deal for their teachers who, they say, give them so much. There has been one exclusion this year and exclusions are dealt with well, being the last resort in a sensible sequence of sanctions. Pupils with special needs and those from ethnic minorities are fully included in the life of the school and all pupils are well supported in the caring atmosphere.
8. Pupils with special educational needs respond well to the support given to them by teachers and teaching assistants. They achieve well. Some pupils are identified as being gifted or talented in English, mathematics and science. There is little provision for these outside the appropriately challenging work given in English and mathematics. Pupils with talents in other areas, for example, drama and art, are not catered for fully. This is unsatisfactory.
9. Spiritual, moral, social and cultural development is good overall. The provision for this has remained good since the last inspection, with spiritual elements seen across the curriculum. There are good links with the local Catholic Church and the Catholic secondary school. The school sets good standards in its values, which the pupils understand and respect. Pupils relate well to each other and to the adults in the school and are welcoming and helpful to visitors. They have good opportunities for different social activities including visits connected with the curriculum such as museums, sports activities and visits from various groups such

as authors, artists, a symphony orchestra and actors. A week is planned for artists to talk about their work next term. Opportunities to broaden the pupils' knowledge of different types of culture are taken as they arise. Pupils collect money in a variety of ways for specific charities, which enables them to think of those less fortunate than themselves as well as to learn about the charities. Displays around the school depict the spiritual, moral and cultural dimension of the school, although the multi-cultural aspect is more limited.

10. There is a range of appropriate teaching to ensure pupils' personal, social and health development, including sex and relationships education and drugs and alcohol awareness. The lessons are based on the Hampshire Programme, which is tailored to meet the needs of the pupils. There is the opportunity for role-play, which enhances the confidence of the pupils. The programme includes sex education for the older pupils. For the whole school, the awareness of healthy living and keeping safe is paramount. The induction of children into the Foundation Stage is good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good.

Teaching and learning

Teaching and learning are good throughout the school.

Main strengths and weaknesses

- Pupils are encouraged and engaged well overall and very well in the Foundation Stage.
- The teachers' insistence on high standards of behaviour is consistently very good, resulting in orderly classrooms with a quiet working atmosphere.
- Pupils are enthusiastic about learning and apply themselves well.
- Teaching assistants are used well, and often very well, as part of a successful team.
- Teachers have high expectations of what pupils can achieve, and pupils respond to this with confidence and expect to do well.
- Assessment systems are good and assessment is used very well to plan lessons in English and mathematics in order to cater for pupils' individual needs.
- Marking is inconsistent, so pupils do not always know what they can do to improve.

Commentary

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (17%)	25 (53%)	13 (28%)	1 (2%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

11. As can be seen from the table, 70 per cent of observed lessons were good or better. The one unsatisfactory lesson was in junior history, where the teacher wandered away from the learning objectives of the lesson and pupils did not learn enough. This was an aberration, as the other lessons seen with this teacher were good or very good. All teachers, in every school, occasionally give a lesson where learning is not as good as it could have been. Good practice was seen throughout the school.
12. Teachers have a good knowledge and understanding of primary subjects and the National Curriculum. They enthuse the pupils by planning interesting lessons that engage them well. There is a universal expectation of high standards of behaviour and of the potential of pupils

to learn and succeed. Pupils respond well and their productivity is high. Most lessons proceed at a good pace. Teachers use resources well, particularly human resources. Teaching assistants are used well as part of the team. They are dedicated and hard working and, in the case of information and communication technology (ICT), an invaluable asset to the school.

13. Teaching in the Foundation Stage is good and frequently very good. Teachers, teaching assistants and other adults who work with the children work well as a team. Routines are well established and children know what they are expected to do. Relationships with the children are warm and friendly. Teachers have good expectations of them and the children respond well.
14. The teaching and learning of pupils with special educational needs are good. Effective planning and preparation by the teachers and support from the teaching assistants ensures that pupils learn effectively.
15. The last inspection report said that teaching and learning were not as good in Years 3 and 4 as they were in the rest of the school. Since then, staffing has changed, and the senior management team has ensured that very experienced and competent teachers have been moved or appointed in order to raise the standards of teaching in the lower juniors. This has been very successful, and teaching and learning in Years 3 and 4 are now good and often very good, in line with the rest of the school.
16. The school has a very thorough system of assessment, which enables senior managers and teachers to track the progress of pupils very closely across all subjects. This enables teachers to match learning very closely to the needs of their pupils in English and mathematics. It is particularly effective in monitoring those pupils with special educational needs. However, pupils need to be made more aware of how they can improve, as this is not always clearly explained through the marking of their work. Also, the most-able pupils are not always extended enough in subjects other than English and mathematics, as their gifts and talents have not been formally recognised and planned for regularly in lessons. This recognition has been extended to science very recently, and has not yet had time to have an impact on these pupils' achievement.
17. In the Foundation Stage, careful assessments are made and records kept. On entry to the school, reception teachers make a preliminary judgement of what individual children know and can do. This follows discussion with the parents during home visits. Assessments are made by all the adults who work with the children. Some are kept as brief notes of observations while others record in detail how well children are doing in the activities which help them achieve their goals by the end of the reception year.

The curriculum

The school provides a satisfactory curriculum. The opportunities for pupils to engage in extra activities, including sport, are good. The support for pupils with special needs is also good and this reflects the good access given to the curriculum for all pupils. There are limited opportunities for pupils to use their writing skills in other subjects.

Main strengths and weaknesses

- There is insufficient curricular planning to support opportunities for writing across the curriculum.
- The curriculum provides for challenging gifted and talented pupils in too narrow a range of subjects.
- The strong emphasis on personal, social and health education increases pupils' confidence in learning.
- The provision for pupils with special educational needs is good.

- The wide range of extra-curricular activities creates interest for the pupils and supports learning well.
- The well-maintained and pleasant accommodation supports effective learning.

18. The curriculum is broad and balanced and meets the requirements of the National Curriculum. Team planning is a strong feature and has contributed to improved standards in English. However, opportunities are lost in not allowing pupils to use their literacy skills in other subjects. The extensive use of worksheets in some subjects, especially history, does not help pupils to develop writing skills confidently.
19. Access to the curriculum for most pupils, including those with special educational needs, is good. More-able pupils are identified as such in English, mathematics and science and their needs are met within English and mathematics, although their identification in science has been too recent to have a measurable impact. The overall provision for these pupils to use their gifts and talents in other areas of the curriculum is limited. Pupils who may be able in other areas of the curriculum, for example, art or drama, do not receive any extra provision.
20. In the Foundation Stage, children receive a well-planned, broad curriculum that covers all six areas of learning. The provision of outdoor climbing equipment has reinforced work in physical development and in personal, social and emotional development as children play together.
21. The school provides a good range of extra-curricular activities including chess, art and sport, the latter through a local arrangement, designed to boost sport in schools, responding well to a national initiative. There is a good range of visits to places of interest to enliven learning. The involvement of pupils in a school landscape project is adding an extra dimension to learning in art and design and about the environment. The very effective opportunities available for pupils in personal, social and health education contribute greatly to the good relationships within the school. Good arrangements are in place to ensure effective support for pupils moving from Year 2 to Year 3, and from Year 6 to secondary school.
22. The well-maintained and attractive building provides a welcoming and pleasant place for pupils to learn. The accommodation is good and the site manager takes a pride in the interior of the school and the grounds. These grounds are extensive and are used well, particularly by the younger pupils in their geography lessons. Library and computer facilities are well sited. They are well used because of their easy access by all pupils. There is a good match of teachers to the curriculum and this, together with a good match of teaching assistants, contributes to the steady improvements within the school, seen in the fact that Year 6 results have improved at a higher rate than those nationally.

Care, guidance and support

The school makes good arrangements to ensure pupils' care, welfare, health and safety. It provides very good support, advice and guidance based on monitoring of the pupils' progress.

Main strengths and weaknesses

- Staff know the pupils well and pupils are confident in approaching adults.
- Child protection arrangements are good.
- There is very good support from the Education Action Zone, and the school uses this very well.
- Links with other schools are effective in sharing difficulties and looking at new initiatives.
- There is a safety problem that has been brought to the attention of governors.

Commentary

23. Pupils are well cared for. Staff know the pupils well and have a concern for their care, health and welfare. Pupils are confident in approaching staff with any questions and staff are always ready to listen.
24. The headteacher is the designated person responsible for child protection. Both she and the staff have had the relative training and know the procedures to follow.

25. The school liaises well with other professionals to enable pupils to receive the help and support needed in their different individual circumstances. There is a good programme supported by the Education Action Zone that helps pupils with behaviour difficulties, peer relationships and anger management, working in conjunction with parents to ensure that, overall, these are good features of the school. Relationships within the school are very good, enabling pupils to develop confidence and independence.
26. The school has a good induction programme for new pupils, and parents are well informed about school procedures. Teachers have a “weekly surgery” for parents who wish to discuss their children, although they are welcomed at any time. Parents are welcome to attend all assemblies; Friday assemblies are for “Celebration”, and pupils report that they enjoy these. Year 6 pupils say that they feel ready to transfer to secondary school, and procedures for transfer are good. They visit the school prior to transfer and have several opportunities to build links.
27. Support given to pupils with special educational needs is good. Effective identification and monitoring of pupils ensure that they learn effectively.
28. The school council is used well to assess the pupils’ views and some of the suggestions made have been put into action. An example of this was the buying of certain types of play equipment that the pupils felt would enhance playtime.

Partnership with parents, other schools and the community

The links between parents and school are good. There are good links with the community, the Catholic Church, local schools and teacher training institutions.

Main strengths and weaknesses

- Contact and communication between school and parents and parents and school are well developed.
- Links with other educational establishments are good.
- The friends of the school support the school well.
- The input from the Education Action Zone has a very positive effect on pupils’ achievement.

Commentary

29. The school maintains good links with parents and they think highly of the school. Parents are welcomed into the school and the teachers hold weekly surgeries for parents who wish to discuss issues pertaining to their children, as well as the formal consultation evenings. They are also welcomed to assemblies when pupils’ achievements are celebrated. Before the children are admitted to the Foundation Stage, the staff make home visits and parents and children visit the school. Parents escort their children to the classroom at the beginning of the day, which enables staff to see them and cement relationships. A few parents help in the classrooms, but the number has decreased since the last inspection.
30. In the Foundation Stage, the good links with parents are brought about by the many opportunities they have to share observations about their children with school staff and the very good induction arrangements. These include home visits, opportunities to visit the school and a workshop for parents to explain the curriculum and how their children will be taught. There is also a very good guidance booklet for parents.
31. The regular newsletters are informative and the prospectus covers all the statutory issues and gives a wide picture of the school. Parents are invited to a meeting during the autumn term to enable them to discuss how their children have settled down. In the spring term,

parents receive a written report giving information on core subjects and personal, social and health education. In the summer term, parents get a full report with comments. These are clearly presented. Parents say that it is a very caring school and they are pleased with the progress that their children are making. The school encourages parents to express their views and holds Parents' Forums to enable them to do so, but there has been little support. Concern was expressed by a small minority of parents regarding bullying but the inspectors did not see any during the time they were present in the school, and school records show that the school deals with bullying incidents well. The great majority of parents agree with this. There are good systems to discourage bullying. There are good extra-curricula activities both at lunchtime and after school, so the inspection team cannot endorse the views of a very small minority of parents who felt that these were inadequate. Parents are aware of the homework their children are expected to do and in Years 1 and 2 home/school books are used.

32. All parents are members of the Friends Association but only a small number are active. Discos and other social events are arranged as well as other money-raising activities. There are links with other schools through cluster meetings and sports. Links with providers of initial teacher training and nursery nurse courses are very good and enable students to go into the school. The school is aware of the community around them and consulted the local residents on the landscape project that the school is involved in. There are some limited contacts with a local business.
33. Appropriate contact is made with other professionals to help in development of 'the whole child'. The priests visit regularly. Good links are maintained with local support agencies and the Educational Action Zone.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall, and delegated well. Several aspects are very good, and none are unsatisfactory. Leadership is good. Management is good. Governance is good.

Main strengths and weaknesses

- Leaders inspire, motivate and influence staff and pupils very well, and provide very good role models for other staff and pupils.
- Strategic planning reflects the school's ambitions and goals very well.
- The school makes a very good contribution to initial teacher training.
- There are no real weaknesses in leadership and management.

Commentary

34. When the headteacher took up her position in 2000, the local education authority (LEA) identified the school as needing significant support. In 2003, the LEA judged that the school was effective, and reduced the number of visits by their inspectors to only one a year, rather than the usual one a term. The deputy headteacher was appointed immediately after the headteacher, and they make a very good partnership, ably supported by the rest of the senior management team. While remaining judgementally very sharp, they have a subtle and persuasive style that works very well in taking the governing body and the rest of the staff with them. This is picked up by pupils, and contributes very well to the very good ethos that is apparent everywhere in the school so that, ultimately, it improves pupils' achievement and standards.
35. Leadership and management are delegated well. All subject co-ordinators produce a good annual development plan that feeds into the very good school improvement plan. This is clear, comprehensive and well written. Subject co-ordinators are keen, knowledgeable and enthusiastic about their subjects and work hard.

36. The inspection team had several letters from the partner initial teacher training institutions concerning what the school provides for their students in practical experience, and discussed provision with the one student who was in the school at the time of the inspection. Every comment was overwhelmingly positive, and supported by school/college documentation. The school is very successful in providing support for training teachers.
37. The leadership and management of special educational needs are good. However, the arrangements for supporting gifted and talented pupils across the whole range of subjects are limited.
38. There is only one aspect of the 22 considered by inspectors in evaluating leadership and management that was judged only satisfactory rather than good or better, and this concerns management of the curriculum, particularly writing and history. The history curriculum is not sequenced so that later periods in history, such as the Victorians or the home front in World War 2, can support older pupils' writing by giving them access to copies of original documents written at the time. This is not a problem with curriculum content overall, but a problem with the management of the curriculum. The school has identified improvement in writing as a high priority. However, it is a problem only in this area, and the management of the curriculum is satisfactory overall. In most areas, leadership and management of the curriculum are good, and sometimes very good.
39. The governing body fulfils its statutory obligations well. The dedicated and hard-working governors have a good knowledge and understanding of the strengths of the school and where it could improve. They are involved well in the school's strategic planning, and challenge and support senior management intelligently and whenever necessary, thus helping to shape the vision and direction of the school well. The chair of the governing body was very helpful to the inspection team in giving a very honest history of the school since before the last inspection. Financial management, always taking good account of the principle of best value, helps the school to achieve its educational priorities well.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	630,345
Total expenditure	611,516
Expenditure per pupil	2,622

Balances (£)	
Balance from previous year	-1,095
Balance carried forward to the next	17,734

40. The school gives good value for money. This is a good improvement since the last inspection.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**, and **very good** in some areas. The children enter reception with attainment that is below average in language development and some aspects of physical development. They make good progress, overall, and firmly develop and consolidate their skills. They achieve well in all the areas of learning and very well in their mathematical development and in their personal, social and emotional development. This is because the overall quality of the teaching is good and frequently very good. Activities are well matched to the children's needs. Provision is well managed and children's progress is carefully monitored.

Induction arrangements are very good and ensure that children settle happily. These include home visits, opportunities to visit the school, and a workshop for parents to explain the curriculum and how their children will be taught. All of this is accompanied by a very good guidance booklet. Most children have had some pre-school experience in play-groups. They enter their new school on a full-time or part-time basis, after discussion between teachers and parents.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children exceed the standards expected for their age by the end of reception because of the very good teaching and the warm and relaxed relationships evident in the classrooms.

Commentary

41. Children enter the classrooms happily in the morning and settle down with books that they sometimes share with a friend until it is time for the register to be taken. The classroom routines have been very well established in a relaxed atmosphere and children know what they have to do. They respond politely when spoken to, taking turns to ask and answer questions in class teaching sessions. During group and individual activities they settle and approach their tasks competently. They undertake small responsibilities, such as taking the register to the office. In music lessons, they readily perform for the rest of the class, who are an attentive audience. They form good relationships with adults and other children and share equipment when they work in groups. The children achieve well in this important aspect of their development.
42. Teachers and teaching assistants work well together and have the same warm approach to, and high expectations of, the children. They know the children well, have the same expectations of them and share observations about how well individuals are progressing. Both make home visits together, before the children start school, and begin to know the children and their families. Children who have special educational needs are well supported and make good progress.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- From a comparatively low level on entry, particularly in writing, children achieve well because the teaching is good and often very good.

- The good individual support from teacher and teaching assistant and the range of activities provided offer many opportunities for the development of language skills.

Commentary

43. Most children are on course to achieve the goals they are expected to reach by the end of the reception year and a few have already reached them, particularly in reading. Children in both classes enjoy looking at books, understand that print carries a meaning and particularly enjoy the class lessons where all study the big books used by the teacher. They enjoy hearing traditional stories, such as *The Little Red Hen*, and can retell the story. The more advanced readers can read small books sufficiently well to enjoy the stories, with some making good use of their developing knowledge of word sounds as they tackle unfamiliar words. Most recognise letters and their sounds as they build words with the teacher. Children are beginning to form recognisable letters and to write small sentences. In both classes they have made individual books, drawing and writing about the things they can do, with the more advanced writers having a good attempt at spelling. Children listen attentively and respond to questions in ways that show that they have understood. In role-play areas, such as the cafe, children 'work' as chef, waiter and customers and decide what they want to eat from the menu.
44. In the classrooms, teachers provide reading and writing areas that are attractive and inviting to the children. Labels around the room encourage the development of early reading skills and commonly used words and carefully written letters are on the walls for children to refer to. Adults teach children to hold their pencils properly as they write. They make learning exciting by a good use of puppets as was seen in a session where the *Little Red Hen* made deliberate mistakes when she picked up and named objects. The children listened carefully and eagerly corrected her. All the adults who work in class, including some parents, interact well with children and encourage them to talk about the work they are doing.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- The teaching is very good and, because of this, children achieve very well, with many already reaching and exceeding goals for the end of reception.
- The teaching of counting and the recognition of numbers is particularly good.

Commentary

45. Teachers and teaching assistants take many opportunities to develop children's mathematical skills. For example, having taken the register, children helped the teacher to check by counting those present. This was double-checked by one pair who took all the name cards of those present and counted them in a corner. In a class lesson, children eagerly counted forwards and backwards from 1 to 20 and then from 7 to 23. They then counted in tens from 10 to 100. In practising addition, children refer to the number square and also use their fingers, as when they worked out how one number is more than another. In group activities, children handle real coins as they choose what they want to buy and check to see if they have enough money. In the cafe, they consider prices when they select from the menu. In a colourful display, children's work on shapes could be seen in bright pictures and a group used three-dimensional shapes to build structures with a building kit. In the water tray, children found that some containers are heavier than others.
46. Teachers plan activities well and these reinforce what children have learned in the whole-class sessions. All of the equipment is to hand and children settle without fuss and without having to ask what to do. No time is wasted. This aids independence. Good use is made of

puppets to focus children's attention in discussions. Children's work is attractively displayed so that they are in a bright environment and can see and recall what they have already learned.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Adults provide an interesting curriculum where children have a broad range of experiences.

Commentary

47. Children acquire knowledge of the characteristics of different materials through their play with sand, water and salt dough. As part of their work in language and mathematics they use the computer. In an introduction to map-making, a group of children walked around the school with the teaching assistant, looked into many of the rooms and then drew a plan of their journey, recalling it well. Children made bread and shared it with the rest of the class. In early science and with a good link to mathematics, they have studied and sorted objects into sets. They identified metal and plastic objects, and magnetic and non-magnetic objects. They have also identified those which are hard, soft, smooth and rough. At the end of this work, they carefully recorded their findings through drawing and labelling.
48. Teachers and teaching assistants work well with the children, engaging them in discussions about the work in hand. Children are in line to reach the goals for this work by the end of reception. They are achieving well in this wide-ranging area of the curriculum which makes strong use of language in speaking, listening and writing.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children are making good progress in the development of the fine motor skills, which are seen when children use pencils and fine tools such as needles. This is a weakness on entry to the school.
- Children's gross motor skills, seen when they climb and handle large objects, are developing well.
- Children achieve well and are on course to reach the goals expected by the end of reception.

Commentary

49. Teachers provide suitable activities for children's physical development. The skills of using pencils are well taught, necessary when children write and practise letters and numbers. Sewing activities allow children to use large needles to make felt teddies. In the hall, during a physical education (PE) lesson, pupils climbed on and jumped from apparatus, using and developing their muscles and their sense of balance. When getting ready to go for PE or when handling coats to go outside, children showed a satisfactory dexterity.
50. The teaching is good. The children are taught to use their bodies and to handle equipment carefully. The provision of climbing equipment, recommended after the last inspection, has given children further opportunities to develop gross motor skills.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children enjoy singing and listening to music, where they achieve well.
- They are given experience of a range of media for art work.
- The music teaching is very good.

Commentary

51. Children are in line to reach the goals for this area of their development. Children's work seen on display and in samples show that they use paint well to portray flowers and people that they know. They draw lively pictures to illustrate their own writing. They use salt dough to make models and have cut out colourful wiggly mobiles. In a link with mathematics, they select coloured sticky squares to produce pleasing geometric patterns.
52. In music, they sing relatively tunefully and compose their own very simple tunes, playing them to the rest of the class on maracas and claves. When listening to music from The Nutcracker, they were able to identify which of a selection of toys, brought in by the teacher, was represented by the music. Having done this successfully, they moved in time with the music, keeping the beat and interpreting it well for their age.
53. Direct teaching of art was not seen, but music lessons are well taught and the school makes good use of a music specialist from the county's music service to take some lessons. Children achieve well, so the teaching is good.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- Standards in English are improving.
- Teaching and learning are good.
- The emphasis on developing speaking and listening skills has improved the confidence of pupils.
- Assessment information is used very effectively to provide support for pupils in their learning.
- The standards in writing are below those of reading and could be better.
- There are too few opportunities for using literacy skills across the curriculum.
- Assessment information is not always shared sufficiently so that all pupils can understand how to improve.

Commentary

54. Standards have improved in English in recent years. This is primarily due to effective teaching and the use of assessment data to target and support pupils in their learning. Standards in reading are above average at 11. The school has developed opportunities for pupils to improve their speaking and listening skills effectively. This was partly in order to improve standards in writing. However, standards in writing are below average. Although means have been introduced to improve writing within the literacy hour the pupils have too few opportunities to practise their skills in other subjects.

55. Pupils enjoy reading and become confident at an early age. Pupils keep a record of what they have read and in Year 6 pupils are beginning to assess their own reading skills. They also become confident speakers and good, respectful listeners.
56. The majority of the ten lessons seen were good or better. Teachers are confident in their subject knowledge, have high expectations of the pupils and use assessment data very effectively to challenge and support individual pupils. Consequently, support for pupils, particularly those with special educational needs, is well focused, especially when a teaching assistant is involved.
57. The very high expectations of pupils' behaviour by teachers ensure that pupils are very well behaved and enthusiastic about their learning. In Year 2, pupils write profiles of a single character and use their whiteboards to compile words to describe that character. In a Year 6 lesson, pupils developed a narrative story by examining ways in which character and the situation can be developed to create excitement and interest. Although pupils in Year 6 develop a well-formed style of writing that is largely grammatically correct, their use of words is unadventurous.
58. Teachers know their pupils well and this results in the effective match of learning to the needs of all pupils. However, this information is not always shared with pupils in such a way as to help them to understand what they need to do to improve. Higher attaining pupils are recognised effectively as being gifted and talented in English and their needs are satisfactorily addressed through planning in lessons.

English across the curriculum

59. There are limited opportunities for pupils to use their reading and writing skills across the curriculum. More opportunities for pupils to carry out research and to write in a wider range of situations are needed to improve standards. The range of texts available in other subjects, for example, history, should also challenge pupils.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good and, as a result, pupils' achievement is good.
- Standards are above average in Year 2 and are average in Year 6. This shows good progress for Year 6 since their national tests in 2000 when they were in Year 2. This is better progress than that made by last year's Year 6 pupils.
- There is a good emphasis on different methods of calculation and pupils can explain their strategies well. However, while pupils know their targets, marking does not always clearly show them how to improve their work.
- The subject is well managed and pupils' progress is carefully monitored by an assessment system that is clear and informative.
- Numeracy skills are developed well in other subjects.

Commentary

60. There are several reasons why pupils are doing well and making good progress in their work. The subject manager gives good leadership and sets a high standard in teaching the subject. Teachers, some of whom are job-sharers, work effectively as a team. They assess how well pupils are learning and provide well-chosen activities which challenge pupils of all levels of attainment. Teaching is good, and frequently very good, throughout the school. Teachers

and teaching assistants work well together. Teaching assistants are well briefed before they work with groups.

61. A good feature of the lessons seen was the way that pupils were encouraged to explain how they had arrived at a particular answer. For example, in a very good lesson for pupils in Years 5 and 6, held in the ICT suite, the teacher made good use of the interactive whiteboard to teach the class about different kinds of angles and how they are measured. Pupils were attentive and interested and some came to the front of the class and used the whiteboard to explain the difference between acute and right angles. They demonstrated how to use a protractor to take accurate measurements. Before estimating, all the pupils discussed together, in pairs, which were the smallest and largest angles shown. They then estimated the number of degrees and justified their answers. In a very good Year 2 lesson where pupils added and subtracted numbers in mental arithmetic, the teacher encouraged them to explain how they used the patterns in numbers to arrive at the answers.
62. Teachers use assessment well to check pupils' understanding, sometimes using tests. They also assess as the lesson progresses, stopping work on tasks to re-teach an aspect of the work which pupils have not understood clearly. For example, a Year 6 group had not fully understood how to record co-ordinates but, due to a timely and careful review by the teacher, were confident by the end of the lesson. Pupils know their targets but there are few comments or indications in marking to help them improve their own work. Also, in some classes, there are few examples of pupils' own work on display on the walls. As a result, pupils do not see much of the work of others in the class and do not, therefore, have enough opportunity to judge their own work.

Mathematics across the curriculum

63. Numeracy is being developed well in other subjects. For example, younger pupils used a floor robot for their work on shape and space and older pupils developed the same kind of work on computer screens using 'Logo', a programming language developed specifically for this purpose. In science, Year 2 pupils, experimenting with vehicles running down a ramp, carefully measured the distances travelled in centimetres. In geography, pupils have conducted traffic surveys and produced frequency tables and graphs. Work on shape links well with art and design, notably when pupils make colourful geometrical pictures using the correct mathematical vocabulary.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school.
- Standards are above national expectations in the very important area of scientific enquiry.
- Teaching and learning are good.
- Assessment is good.
- The subject is led and managed well.

Commentary

64. Pupils enjoy science, as the school rightly gives scientific enquiry a high priority, ensuring that they experiment and find things out for themselves. Consequently, pupils achieve well in all areas of the subject, and standards in scientific enquiry are above national expectations. By the end of Year 2, pupils already have some sound ideas about what constitutes a fair test and how to go about ensuring it. By the end of Year 6, most pupils can choose what equipment they will need as they plan an experiment. Pupils also learn the importance of predicting the outcome of an experiment at an early age, and are confident in doing this and

not embarrassed if they predict wrongly. Standards in the other areas of the science National Curriculum are broadly average in Years 2 and 6.

65. Teaching and learning are good. One lesson, concerning forces with infants, was very good. Although teaching is good in all aspects, it is very good on insistence on high standards of behaviour. As a result, lessons are orderly and pupils concentrate and work hard. Teachers are enthusiastic and confident, and pupils catch this. Teachers have a good knowledge and understanding of the subject, and all subscribe to the sensible philosophy of concentrating on practical work in order to get a deeper understanding of underlying principles. The school enlisted the help of the local authority in 2000 when the co-ordinator and senior management team decided that science teaching should be better, and the local authority reported in 2001 that this had been successful. The success continues.
66. The subject is assessed well. The procedures are thorough and constructive. Pupils' progress is tracked in all areas, and all pupils have targets in the front of their exercise books. Assessment is usually, but not always, used in planning lessons to cater for individual needs, especially those of the most-able pupils. Science has only recently been added as a category in the register for gifted and talented pupils, and this will take time to have an effect on standards.
67. The subject is led and managed well by an enthusiastic science specialist. The Education Action Zone funds her release to attend meetings and visit other schools in order to improve her own subject and managerial knowledge further and share good practice. The science section of the school improvement plan is good and helps to raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**, a good improvement since the time of the last inspection and a very good improvement in some areas.

Main strengths and weaknesses

- Assessment procedures are very good but the information gained is not used to challenge more-able pupils enough.
- The knowledgeable ICT technician is also a highly competent teaching assistant and contributes extremely well to pupils' achievement.
- The very good support of the Education Action Zone has ensured very good improvement in equipment and software since the last inspection.

Commentary

68. Standards are in line with national expectations throughout the school, and pupils make satisfactory and often good progress. All areas of the ICT curriculum are covered. Year 1 and 2 pupils have a good knowledge and understanding of how to give instructions to a floor robot. They are confident in using simple word processing and taking photographs with a digital camera, and are starting to put these together. Year 3 and 4 pupils insert clip-art icons into text, and use the internet to find information and send e-mails. Year 5 and 6 pupils are confident in demonstrating to the class by using an interactive whiteboard. They are beginning to explore algebra by using a spreadsheet.
69. Half the lessons seen were good and half were satisfactory. No lessons were seen in Years 1 and 2, so no judgement can be made there. Teachers' knowledge and understanding of the subject is good. They use the resources, especially the interactive whiteboard, well. The assessment systems are very good, but the assessment itself is not usually used to stretch the most-able pupils, although it is used to cater for groups and individuals with special educational needs.
70. The Education Action Zone supports the subject very well. It has enabled the school to improve its ICT resources from unsatisfactory at the time of the last inspection to good now.

The Education Action Zone also enables the school to employ a knowledgeable and confident technician, who is also a very effective teaching assistant and a real asset to the school.

71. The subject co-ordinator is knowledgeable and enthusiastic. He has sent a list of useful educational websites to parents, and the list is updated in newsletters. Some of these are originally suggested by the parents themselves. In order to cater better for the needs of the gifted and talented, recognised as a weakness by the co-ordinator, the school has just purchased a good commercial scheme of work, which has suggestions to challenge the most able pupils. There is a lunchtime computer club that supports the ICT curriculum.

Information and communication technology across the curriculum

72. Information and communication technology is used well in other subjects. Pupils are confident about using the interactive whiteboard. The internet is used to find information in humanities subjects. Data handling, spreadsheet and shape drawing programs support mathematics well. Word processing and desktop publishing support the learning of literacy. The school plans this provision well.

HUMANITIES

Religious education (RE) was not inspected.

73. **History** and **geography** were sampled, with teaching and learning observed in only three lessons, so no overall judgement can be made about provision in either subject.
74. In the observed infant geography lesson, pupils completed their local study, which had involved them in fieldwork in the local area and included interviewing people. In the good geography lesson seen in Year 4, pupils compiled maps of imaginary settlements based upon their studies of local villages. Pupils understood that villages developed in different ways, some being compact and others developing along main roads. Pupils were confident in their use of maps and with using symbols in a key to represent main features. The teacher and teaching assistant acted together to engage pupils to help them make decisions about the features of their own maps.
75. In the unsatisfactory lesson seen in junior history, pupils practised writing on wax tablets using Greek letters to make representations of their own names. They then listened to an account of the death of Socrates. This was part of their study of education in ancient Greece. Pupils had little opportunity for personal research or to assess evidence from different sources. The learning objective, which was to compare modern English schools with those of ancient Athens, was not achieved and pupils were not sufficiently challenged in their learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. No lessons were seen in **art and design** during the inspection, but displays of and samples of work around the school show that standards are in line with national expectations at the end of both key stages. Pupils are receiving a balanced curriculum and have experience of work in a range of media including clay, paint, pastels and charcoal. They study the work of other artists and keep their own sketchbooks where they record different techniques such as the drawing of moving figures, the effects of colour mixing and the techniques of close-observation art work.
77. No lessons were seen in **design and technology** as it was not taught during the inspection, and it is not possible to judge standards from the samples of work available. However, work seen shows that pupils are being taught the skills of making and they are accustomed to evaluating their work. There was considerably less evidence of the way they design what

they are about to make. The school is taking advice on this from the local education authority and has planned in-service training in the subject.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and are average in Year 6. This is the reverse of the findings of the last inspection.
- Pupils achieve well because the teaching is good.

Commentary

78. Pupils are interested in music and say that they enjoy their lessons and having opportunities to take part in festivals and musical shows with other schools.
79. The quality of teaching and learning is mostly good and the work, throughout the school, is carefully planned so that pupils can progress in their learning. In all the lessons observed, pupils listened to music, composed and played instruments. In these lessons, pupils achieved well. They were seen to work in small groups and as a whole class. In Year 1, pupils cut out and stuck pictures to represent beats as they composed a piece of music. They then played it to the rest of the class, who were an appreciative audience. In this work, they used instruments such as maracas and claves and paid attention to short and long beats. In Year 2, pupils clapped the pattern and rhythm of words and phrases and repeated the patterns on instruments. They held notes for different durations and noted high and low pitch. In Years 5 and 6, pupils listened to extracts from Peter and the Wolf and discussed the characteristics of the instrumental sounds. They then created a rhythmic pattern of at least 12 beats.
80. No singing lessons were seen during the inspection, but the planned curriculum ensures that pupils have a balanced music education with opportunities to perform for others in assemblies, to sing in a choir and to learn to play the recorder or violin.
81. The subject is effectively managed. The school makes good use of the expertise of a specialist teacher from the county's music service, who teaches pupils to play instruments and takes class lessons. Pupils enjoy hearing professional musicians.

PHYSICAL EDUCATION

Provision in gymnastics and dance is **good**, a good improvement since the last inspection.

Main strengths and weaknesses

- Standards in dance and gymnastics are above expectations in Year 2.
- Pupils enjoy the subject and are very enthusiastic.
- Leadership and management are both very good.

Commentary

82. It was possible to see lessons only in gymnastics and dance. Consequently, these are the only areas of the physical education curriculum that can be reported on in full.
83. The school assesses pupils' standards against the expectations of the National Curriculum very well. Records show that 80 per cent of pupils reach the higher Level 3 of the National

Curriculum in gymnastics and dance by the end of Year 2, so standards are clearly above expectations. This was confirmed by lesson observation. Records also show that a similar proportion reaches the expected Level 4 at the end of Year 6. Year 6 pupils report that only five cannot swim the nationally expected 25 metres unaided at present but are expected to do so by the time they leave the school. Standards in Year 6 are in line with national expectations, and often above, in gymnastics, dance and swimming.

84. Teaching and learning are good throughout the school. Teachers have very high expectations of pupils' behaviour and work-rate, essential to lesson management in this subject more than any other. Teachers have a good knowledge and understanding of gymnastics and dance, having had training in these and in games. This is helped by a good scheme of work in both areas, which is to be extended to games in the near future. The last inspection report criticised the lack of a comprehensive scheme of work, as this did not direct teachers to concentrate on developing essential skills. The school now does this well.
85. The school is responding well to the government initiative on increasing the amount of time that pupils spend on physical activity in order to improve health and fitness. The school gives physical education a high profile and recognises its importance. They recently had a "Jump Rope for Heart" event for junior pupils, and raised over £1000 for the British Heart Foundation and the school. The school's proportion of the funds raised was spent on balls and skipping ropes. Many pupils regularly skip, individually and with longer ropes, at playtimes, thus improving their general fitness and health.
86. Pupils report that they are given many opportunities in a wide variety of sports, and various clubs support their development. The school is trying to encourage more parents to take part in running these clubs, but parental support is often disappointing. Physical education is led and managed very well by a co-ordinator who gives her time and effort above and beyond what is actually required because of her dedication to the subject and the pupils. Resources are good, and pupils are very enthusiastic about using the new wall-bars in the hall.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. Not enough evidence was gathered to report in depth on the provision of this subject. Pupils are encouraged in their pursuit of becoming good citizens through the broad teaching of personal, social and health education, which is enhanced well by extra-curricular activities. Pupils are given good opportunities to develop the knowledge, understanding and skills they need to develop relationships, pursue a healthy and safe lifestyle, and become responsible and thinking citizens.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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