

ADDENDUM

ST. ALBAN'S ROMAN CATHOLIC PRIMARY SCHOOL

Inspection no. 195327, 8 October 2001

In the first paragraph under the heading '**INFORMATION ABOUT THE SCHOOL**', page 6 of the main report and page 1 of the parents' summary, reference is made to the number of pupils who have a statement of special educational need. This number should be four and not three as previously stated. The amended paragraph is given below.

St Alban's is an average sized Roman Catholic primary school close to the centre of Blackburn. The area surrounding the school has a mix of council owned properties, low cost housing and light industrial premises. Some redevelopment of the council housing is presently taking place. There are currently 188 full time pupils and another 32 children attend the nursery class on a part time basis. Almost all pupils are from Catholic homes and about a quarter travels some distance to attend the school. Forty-one pupils are registered as having special educational needs, mostly for learning difficulties in English and mathematics. This includes four pupils who have a statement of their special educational needs. Both these figures are broadly average. Fifteen pupils are from minority ethnic backgrounds. Twelve of these pupils speak English as an additional language but none find the language difficult. Fifty-eight pupils are eligible for free school meals. This is an above average proportion.

INSPECTION REPORT

**ST ALBAN'S ROMAN CATHOLIC PRIMARY
SCHOOL**

Blackburn

LEA area: Blackburn with Darwen

Unique reference number: 119706

Headteacher: Mr P Keegan

Reporting inspector: Keith Bardon
11807

Dates of inspection: 8th – 9th October 2001

Inspection number: 195327

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Trinity Street
Blackburn
Lancashire

Postcode: BB1 5BN

Telephone number: 01254 57582

Fax number: 01254 679102

Appropriate authority: The Governing Body

Name of chair of governors: Canon J.J.Harrison

Date of previous inspection: 16 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
11807	Keith Bardon	Registered inspector
19741	Trevor Smith	Lay inspector
11938	Sheridan Earnshaw	Team inspector

The inspection contractor was:

Nord Anglia School Inspection Services Limited
Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Alban's is an average sized Roman Catholic primary school close to the centre of Blackburn. The area surrounding the school has a mix of council owned properties, low cost housing and light industrial premises. Some redevelopment of the council housing is presently taking place. There are currently 188 full time pupils and another 32 children attend the nursery class on a part time basis. Almost all pupils are from Catholic homes and about a quarter travels some distance to attend the school. Forty-one pupils are registered as having special educational needs, mostly for learning difficulties in English and mathematics. This includes three pupils who have a statement of their special educational needs. Both these figures are broadly average. Fifteen pupils are from minority ethnic backgrounds. Twelve of these pupils speak English as an additional language but none find the language difficult. Fifty-eight pupils are eligible for free school meals. This is an above average proportion.

The home circumstances of the pupils vary considerably. On balance the attainment of the children on entry to the school is broadly average but the range of basic skills they first bring to the nursery is very wide. This profile of the pupil population has altered slightly since the school was last inspected in 1997. The proportion of pupils eligible for free school meals is lower and there are indications that children's attainment on entry is slowly rising. Since the school was last inspected it has had a new headteacher who took up his post in September 1998.

HOW GOOD THE SCHOOL IS

St Alban's provides its pupils with a good education and they leave at the end of Year 6 well prepared for secondary school. The teaching is good in most classes, pupils learn well and standards are high in comparison with similar schools. Pupils' attainment would be even better but for some weaknesses in the teaching in the infant classes. The school is well managed and spends the funding made available to it efficiently. Pupils' achievements by the age of 11 indicate clearly that the school provides good value for money.

What the school does well

- When they leave at the end of Year 6, pupils' literacy and numeracy skills are well established and their attainment in English and mathematics is above that of pupils in similar schools.
- The teaching is good in the Foundation Stage and the junior classes and this leads to effective learning.
- Pupils acquire very positive attitudes to school and develop into caring and well balanced individuals.
- The good quality of leadership and management by the headteacher, senior staff and governors provides the school with a clear sense of purpose.

What could be improved

- The teaching in the infant classes leading to higher standards in Year 2.
- The structure and effectiveness of the school development plan.
- Pupils' understanding and appreciation of cultures other than their own.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since it was last inspected in 1997 and the standards Year 6 pupils attain in the national English and mathematics tests have risen significantly. There has been an improvement in pupils' science and their enquiry skills in particular have strengthened. Pupils learn better because much of the teaching in the junior classes has improved. However, the performance of infant pupils in the national tests has not improved sufficiently and standards in Year 2 have remained low. Teachers with management responsibilities have a better understanding of their roles and responsibilities and this has improved their ability to monitor the work of the school effectively. Constructive developments have taken place in curriculum planning and in methods of assessment.

These improvements have given a better balance to the curriculum and provided teachers with much more information about pupils' learning. The school development plan is more clearly focused on the raising of attainment but weaknesses remain which reduce its overall effectiveness. The school is forward looking and has the capacity and the will to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	C	C	B
mathematics	C	C	C	A
science	E	D	D	C

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The national test results for Year 6 pupils in 2001 show that in English and mathematics pupils' attainment was broadly average when compared with the national picture. Pupils did well when compared with Year 6 pupils in similar schools. An increased proportion of pupils attained the higher level in the science tests in 2001 and the school's results were very close to the national average. The school has consistently exceeded the targets it set for pupils' performance, a clear sign that standards are being maintained at a healthy level.

By the time pupils transfer to secondary school they are reading a wide range of books with understanding and writing confidently in a range of different styles. They have a secure grasp of the number systems and methods of calculation and can solve mathematical problems. A very positive aspect of pupils' attainment in English and mathematics is the manner in which they are able to use their literacy and numeracy skills to support their work in other subjects such as history and geography. The school has increased the emphasis it places on the teaching of science enquiry skills and pupils are becoming confident investigators with a broad science knowledge.

Children are given a very positive start in the nursery and reception classes and most five year olds achieve the national targets for the age group. However, this is not built upon sufficiently in the infant classes. Pupils' attainment at the end of Year 2 is too low and a significant proportion of seven year olds fail to reach the expected standard in reading, writing and mathematics. Over recent years the results of Year 2 pupils in the national tests have often been well below the national average and not as good as those of pupils in similar schools.

Pupils with special educational needs receive effective support for their learning and this enables them to achieve well. The small number of pupils from minority ethnic backgrounds have a sound command of English and maintain a similar rate of progress to other pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are enthusiastic about their lessons. They try hard and show a high level of interest in learning.
Behaviour, in and out of classrooms	Very good. Pupils are well mannered and pleasant to talk to. They play and work well together and are polite and attentive in class.
Personal development and relationships	Very good. Pupils respond positively to the responsibilities they are given and grow into well balanced individuals who relate well to others.
Attendance	Satisfactory. Levels of attendance are very close to national averages and pupils arrive punctually.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 - 2	Years 3 - 6
Quality of teaching	Good	Unsatisfactory	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Strong teaching is a very positive feature of many lessons in the Foundation Stage and junior classrooms. The teachers of these classes provide stimulating activities, which make pupils think and encourage them to work hard. As a result their pupils learn well and make good progress. English and mathematics are taught effectively and with a great deal of enthusiasm. Teachers use the national strategies for literacy and numeracy constructively to teach key skills and to promote pupils' interest in reading, writing and numbers. The teaching in the infant classes is less effective than it is in the rest of the school and pupils do not learn enough. The work pupils are given to do is not always appropriate and the manner in which some activities are presented makes learning more difficult than it should be.

Most teachers make careful provision for pupils with special educational needs, ensuring that the work given is appropriate and helping them overcome their difficulties. The specialist teaching provided each afternoon is effective and helps ensure that the pupils for who it is provided maintain a good rate of progress. Teachers take care to ensure that pupils who speak English as an additional language are fully involved in all class activities and learning at the same rate as other pupils. The good rate at which the majority learn can be linked directly to the high levels of interest and enthusiasm pupils show during lessons, the way in which they concentrate hard on the task in hand and the amount of effort and thought they are prepared to put into their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Pupils generally receive a broad curriculum, which is balanced between the acquisition of knowledge and the development of skills.
Provision for pupils with special educational needs	Very good. Pupils receive carefully structured and effective support, which helps to minimise their difficulties and enables them to make good progress.
Provision for pupils with English as an additional language	Good. Pupils have full access to the learning opportunities the curriculum provides and they make similar progress to other members of the class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The provision made for pupils' spiritual, moral, social development is very good. Provision for pupils' appreciation of their own culture is also very good but much less effective in developing their understanding and recognition of other cultures.
How well the school cares for its pupils	Very good. The school is a very caring community, which provides a high level of support for its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides the school with strong and well directed leadership. He receives able support from other senior members of staff and they work effectively as a team.
How well the governors fulfil their responsibilities	Good. The governing body has a close and effective working relationship with school. Governors have a good understanding of the school's strengths and of the areas in which development is needed.
The school's evaluation of its performance	Satisfactory. The school has some productive procedures in place and is developing others to increase the information available to senior managers.
The strategic use of resources	Good. Finances are used correctly and appropriately. Spending decisions are made on the basis of the school's needs and on the effect they will have on pupils' learning.

The school development plan has flaws that make it more difficult to use than it should be. It contains too much information and fails to make clear the school's most important priorities. Some of the success criteria are not sharp enough. As a result of these weaknesses senior managers are having problems monitoring the plan's progress.

What the school is gaining for the money it spends, and the value this represents in terms of pupils' education, is monitored carefully by both senior staff and governors.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children enjoy coming to school.• There is good quality teaching and children are expected to work hard.• The school is well managed and the staff are very approachable.• The school promotes good behaviour and is helping their children to become mature and responsible.	<ul style="list-style-type: none">• A small proportion of parents are unhappy about the amount of homework the school sets.• Some parents feel that the range of out of school activities available to children was too narrow.

Inspectors share the parents' positive views of the school and recognise the basis upon which they have been formed.

The school provides a good range of out of school activities for older pupils and is looking at ways in which more of the younger pupils can be included.

The content and quantity of homework given are appropriate for primary age children and are very similar to that given by other schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

When they leave at the end of Year 6 pupils' literacy and numeracy skills are well established and their attainment in English and mathematics is above that of pupils in similar schools

1. A good foundation of literacy and numeracy skills is laid down in the nursery and reception classes. Teachers in these classes understand the learning needs of young children well. They provide them with interesting and exciting activities, which stimulate the development of early skills in reading, writing, speaking and listening and in the different aspects of number.
2. Pupils' progress slows somewhat in the infant classes but then accelerates again in the junior classes. Between Year 3 and Year 6 pupils make significant gains in all aspects of English and mathematics. As a consequence when they take the national tests in Year 6, pupils attain results that are better than those of pupils in similar schools. Across the school as a whole, pupils' progress in these two core subjects is good and they achieve well in relation to the skills they have when they first join the nursery class.
3. By Year 6, most pupils have developed a fluent and clear style of handwriting and are writing extensively in a range of different forms. They know, for example, how to express their point of view to persuade others of the validity of their opinion and can convert text that is written in a formal style to less formal prose. The quality of spelling varies, but most pupils spell common words accurately. The majority of pupils form and punctuate sentences correctly and are starting to use more complex structures, such as paragraphs, to good effect. They know a range of connectives and can use these correctly when joining clauses. Higher attaining pupils use a wide range of vocabulary and make few mistakes when spelling more unusual words. They have a good understanding of how word combinations can be used for emphasis and are starting to use these with increasing frequency. Lower attaining pupils are able to construct interesting and generally well structured stories. The range of their developing techniques is shown clearly in the parodies of well known stories they compose. However, lower attainers do not have the spelling and punctuation skills of other pupils and find writing in a formal style, such as composing a letter, difficult.
4. Pupils read with interest and enthusiasm. Higher attaining pupils have a good understanding of text structure and know how to read in different ways to get the best from the writing. For example, by reading new poems with a certain rhythm they can link the style the poet has used, to that employed in other, more familiar poems. The majority of pupils carry out regular reviews of the books they have read and enjoyed. These are clearly expressed and indicate a good level of understanding of what has been read. They also show pupils' appreciation of the need to justify opinions in order to strengthen a review and give it credibility.
5. The majority of Year 6 pupils have a secure understanding of number systems and can make accurate calculations using the four main operations of addition, subtraction, multiplication and division. They know what the places in a decimal number represent and are able to use number patterns such as that only numbers ending with five or zero are divisible by five, to good effect. They have a broad mathematical knowledge. Most are able to draw and interpret graphs, describe the properties of common geometric shapes using correct terminology and work with a range of different measures. Higher attaining pupils are able to convert quite complex fractions to decimals and show a good

understanding of terms such as ratio and proportion.

6. Teachers provide regular opportunities for pupils to use and apply their mathematics and carry out investigations into the relationships between numbers. This helps pupils to understand what to do when faced with a new situation and pupils' ability to solve problems is a very positive feature of their mathematics. Many pupils, and particularly the higher attainers, are able to make decisions about how best to tackle a calculation and the most effective strategies to employ. Most Year 6 pupils have the mental skills expected of the age group. Pupils' capacity for working things out in their heads is helped considerably by the good range of number facts that many retain and are able to draw upon. This is an area in which lower attaining pupils have difficulty. As a result they are unable to work with large numbers or to calculate at the same speed as others. They tend to make more mistakes when calculating and do not have the range of strategies at their fingertips that other pupils use. The wide range of work pupils experience gives them a depth of understanding of numbers, which holds them in good stead for the future.

The teaching is good in the Foundation Stage and the junior classes and this leads to effective learning

7. The enthusiasm that most teachers show, coupled with their good personal knowledge of different subjects and teaching methods, results in lessons that are lively, well structured and confidently taught. Pupils respond by concentrating hard and putting good levels of effort into their work. This combination of effective teaching and conscientious learning is the main reason why, in most classes, pupils achieve well.
8. Nursery and reception teachers provide the youngest learners with a wide range of stimulating activities, all of which have a clear focus. They carefully balance tasks between those that are led by an adult and those children go to by choice and on which they work independently. This provides a learning environment in which children are constantly coming across something new and exciting that requires them to use and apply the knowledge and skills they are developing. Children apply themselves readily because they are extremely interested in what they are doing and keen to find out new things. Teachers and adults talk to children frequently, encourage them to converse with each other and ask them a variety of well structured questions. As a result, children who may be shy and quiet when they first enter nursery, learn to communicate effectively and in both Foundation Stage classes children confidently talk as they work. Teachers promote good personal and social skills by teaching children to clear up after themselves and to work co-operatively when carrying out tasks such as model making with construction toys.
9. The teaching of English in the junior classes is good. The national strategy for literacy is used constructively to provide lessons that are well matched to what pupils of differing attainment need to learn next. The different aspects of the subject are taught equally well and pupils are given a broad subject diet that includes elements such as poetry, drama and creative writing. Year 4 pupils were much enthused by the story of "Fantastic Mr Fox" upon which the teacher had based their daily literacy lesson. Through the teachers well considered approach pupils were able to appreciate how the text could be converted into a playscript and learned much about characterisation and writing style in the process. Pupils learn to read with understanding because teachers regularly discuss the structure and meaning of the text with them. This helps pupils recognise how the story has been constructed and what techniques the author has used to enliven the writing. Teachers use well chosen examples to give pupils access to new and sometimes complicated ideas. Using this technique well with Year 6 pupils, the teacher was able to help them understand how connectives are used to join clauses. By the end of the lesson many

pupils were constructing complex sentences with confidence and understanding.

10. Teachers challenge pupils in a positive way, encouraging them to think hard and giving them clear insight into the skills they should be using. In mathematics lessons, for example, junior pupils learn to make predictions so that they can judge whether the answer they have arrived at is logical and likely to be correct. In a Year 3 lesson about measurement pupils had had to estimate first and then choose from a range of instruments the one that would enable them to measure with the greatest accuracy. This was a very challenging task for pupils who, not too long ago, performed poorly in the national tests. However, the teacher's clear explanations and enthusiastic approach gave the pupils the confidence they needed to attempt and in the vast majority of cases, succeed with the task. Pupils made considerable gains in both knowledge and technique. The good teaching of mathematics in the junior classes is built firmly around the national strategy for numeracy. The framework it provides is used well to plan lessons that build progressively upon each other, helping pupils to develop their understanding in logical steps.
11. Teachers place appropriately strong emphasis on pupils' active involvement during lessons. The quality of science teaching has improved since the last inspection because pupils are given far more opportunities to carry out investigations for themselves and through this to develop the skills of scientific enquiry in combination with a knowledge of science facts.
12. Teachers make good use of the opportunities other subjects present to extend pupils literacy and numeracy skills. They insist on the same quality of reading, writing and number work in subjects such as science, history and geography as would be attained in English and mathematics lessons. Through this pupils learn to use their literacy and numeracy skills effectively in a wide range of contexts. Teachers have a good grasp of the difficulties some pupils experience with literacy or numeracy and those with special educational needs receive good support for their learning. On occasions pupils with special educational needs are taught in small groups by a specialist teaching. These are particularly productive periods that help pupils develop very important basic skills. Teachers provide pupils who speak English as an additional language with appropriate experiences and activities, which helps them to learn effectively alongside other pupils.
13. A particular strength of much of the teaching is the very constructive feedback and guidance given to pupils about the quality of their work. For example, when marking pupils' work teachers praise what has been done well and give clear pointers as to how it can further improved. As a result of teachers' very positive approach, pupils become confident in their own abilities and appreciate that however good a piece of work there is always something more to learn that will make it better. This confidence and positive approach can be seen in many lessons. In mathematics, for example older juniors readily explain the methods they are using and how they are going about solving problems and making calculations. They have learned their multiplication tables, not just because the teacher has asked them to but because they see the advantages this gives them when they are making calculations. By celebrating what they do well and sensitively guiding their future learning, teachers give pupils a pride in their own achievements. This is one of the reasons why pupils at St Alban's have such an enthusiasm for school.

Pupils acquire very positive attitudes to school and develop into caring and well balanced individuals

14. Pupils approach lessons with enthusiasm and are keen to learn. They know that teachers and their parents expect them to work hard and get a great deal of pleasure

from meeting the challenging targets that are set in many lessons. New knowledge interests them and they take a pride in learning something different or acquiring new skills. When a new piece in the learning jigsaw falls into place they readily share their new understanding with other members of the class. On occasions this can be something of a problem when the teacher wants pupils to work individually and try things out for themselves but most of the time pupils learning from other pupils is a very effective process. Pupils readily offer answers to the teachers' questions and most are prepared to have a go even if they are not fully convinced they are correct. They listen attentively to instructions and try to follow them carefully. In the majority of lessons pupils maintain good levels of attention and sometimes have to be told quite firmly to finish what they are doing because they are not satisfied with how far they have got.

15. Pupils are polite and happy young people who value the education they are receiving. They feel they attend a good school and that not all children are given the same advantages. Asked why they enjoyed school, a small group of Year 6 pupils said it was because all their teachers were kind. The kindness pupils are shown rubs off on them and is reflected in how well they get on with each other and the respect they show for individuals. Older pupils help younger ones at playtime and around the school. They hear them read and take them to mass. This helps to create the family atmosphere that is at the centre of the school's ethos. These caring attitudes extend well beyond the school. Pupils readily give up things so that those less fortunate can benefit. Skip a snack day, in which pupils missed a treat and gave the money to charity, is just one example of pupils' developing social and moral responsibility.
16. Pupils have a well defined set of values. When the question "What is good about St Alban's?" was put to the Year 6 pupils the response was immediate and all were in full agreement; "Pupils and teachers are well mannered". Pupils' gregarious nature comes through strongly when they all agree that they would much rather be at school working with their friends than at home playing on their own. Lunchtimes are noisy but sociable occasions with pupils chatting happily to each other, sharing life's experiences and listening to each other's viewpoints. Talking to Year 3 pupils during this period left a strong impression that they had thoroughly enjoyed their morning and after a run around in the playground would be ready to tackle the interesting things that would be waiting for them when they got back to the classroom.

The good quality of leadership and management by the headteacher, senior staff and governors provides the school with a clear sense of purpose

17. The headteacher provides the school with good leadership. He receives strong support from the deputy headteacher and other senior members of staff and together they form an effective management team. The involvement of many members of staff in school management at appropriate levels is something the headteacher had developed since he was appointed in 1998. The approach works well and helps to provide those involved with the pupils' education with a clear and shared sense of direction and purpose. This is a school that celebrates what it does well while at the same time looking carefully at how it can improve further.
18. Subject leaders carry out their responsibilities conscientiously and have a good understanding of the quality of educational provision the school is making in their designated areas. They know what needs to be done to maintain the momentum of improvement and are able to contribute constructively to school development. For example, by carefully analysing pupils' test results the mathematics coordinator has been able to identify for teachers the areas in which pupils are making most mistakes and where improvements are needed in the teaching programme. The English coordinator

has carefully sorted and categorised the reading books used for literacy lessons to ensure that they build pupils' reading skills progressively as they move from class to class.

19. Some systems for monitoring the work of the school are in place and others are being developed but the school is only just beginning to benefit from the information these provide. The school's managers are clear about what the school is achieving and are now working on procedures that will help them to determine why.
20. The governing body works closely with the school and carries out its responsibilities diligently. It shares the school's sense of purpose and supports its aims and objectives. Governors know the school well and are regular visitors. They monitor its achievements closely and provide help for its development. The constructive relationship between the management team and governors has a very positive effect on the smooth and efficient running of the school.

WHAT COULD BE IMPROVED

The teaching in the infant classes leading to higher standards in Year 2

21. It is clear from the work pupils do and from past results in the national tests that teaching is much less effective in the infant classes than it is in other parts of the school. The positive start pupils are given in the Foundation Stage classes is not built upon as well as it should be. There are several weaknesses in the teaching that hinder the pupils' learning. In too many lessons insufficient allowance is made for pupils' differing attainment. Work that is pitched at an inappropriate level often fails to stretch pupils who are capable of more or proves too difficult for those who are lower attaining.
22. In some lessons pupils work together in groups, with each group doing different tasks. This works satisfactorily when the teacher has the help of other adults and groups can be given continual support. However, problems arise from the activities provided for the groups that are not working directly with the teacher or another adult. Pupils in these groups often have difficulty understanding what they have to do because they have not been given clear enough instructions or they cannot read or follow the worksheet the teacher has asked them to complete. Subsequently they gain very little, both in academic terms and in their ability to work independently.
23. The mismatch of activity to pupil is a major weakness in the teaching in the infant classes and indicates a lack of understanding of how to style learning opportunities for pupils in this age group, many of who are still coming to terms with the basics of literacy and numeracy. The problems have been recognised by the school and by governors and plans are in hand to help teachers improve the quality of their lessons and raise standards. This is the school's most pressing priority.

The structure and effectiveness of the school development plan

24. The school development plan is a carefully constructed document, which accurately reflects the direction in which the school needs to move. However, the way in which the information is put together and the number of initiatives the plan contains obscure what the school needs to focus upon most. Too many of the criteria the school will use to judge how successful it has been are difficult to use because they are not sharp enough. The senior managers of the school are having difficulty monitoring the progress of the plan and evaluating their level of success, mainly because the plan in its current form prevents them from seeing the wood for the trees.

Pupils' understanding and appreciation of cultures other than their own

25. Pupils receive a very good range of opportunities to learn about and appreciate their own culture through religious education, music, art and design, history and geography. However, the school does too little to raise pupils awareness and understanding of diversity and the richness of other cultures in modern Britain and further afield. Although the library contains some books about different religions there are few books that reflect the literary heritage of different cultures. Opportunities to broaden pupils' experiences by incorporating materials from different ethnic origins into lessons such as science are often missed by teachers because they do not recognise the possibilities. Consequently, pupils have too little awareness of the richness of cultures beyond their own. The school recognises that this particular aspect of the curriculum is too narrow and training has been arranged for a number of teachers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The headteacher, staff and governors should:

- (1) Raise standards in Year 2 by improving the quality of the teaching in the infant classes. (paragraphs 21 to 23)
- (2) Restructure the school development plan to improve its clarity, and ensure that it is monitored regularly and evaluated systematically. (paragraph 24)
- (3) Provide more opportunity for pupils to develop an understanding and appreciation of cultures other than their own. (paragraph 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	7	6	1	0	0
Percentage	0	22	39	33	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	16	188
Number of full-time pupils known to be eligible for free school meals	0	58

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	1	40

English as an additional language

	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.1

Unauthorised absence

	%
School data	0.5

National comparative data	5.2
---------------------------	-----

National comparative data	0.5
---------------------------	-----

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	11	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	10
	Girls	9	9	9
	Total	17	18	19
Percentage of pupils at NC level 2 or above	School	77 (76)	82 (76)	86 (100)
	National	84 (84)	86 (85)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	9	9	10
	Total	17	18	19
Percentage of pupils at NC level 2 or above	School	77 (76)	82 (76)	86 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	11	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	8	8	9
	Total	22	23	24
Percentage of pupils at NC level 4 or above	School	82 (79)	82 (75)	86 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	10	9	11
	Total	23	23	26
Percentage of pupils at NC level 4 or above	School	82 (71)	82 (82)	93 (79)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	5
Indian	2
Pakistani	6
Bangladeshi	0
Chinese	0
White	142
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	22
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	51

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	16
Total number of education support staff	1.0
Total aggregate hours worked per week	32
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/1
	£
Total income	469005
Total expenditure	467288
Expenditure per pupil	2473
Balance brought forward from previous year	52805
Balance carried forward to next year	54522

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	208
Number of questionnaires returned	135

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	16	1	0	0
My child is making good progress in school.	73	23	3	1	0
Behaviour in the school is good.	72	21	3	0	3
My child gets the right amount of work to do at home.	39	36	11	2	7
The teaching is good.	79	18	1	0	1
I am kept well informed about how my child is getting on.	65	25	7	1	0
I would feel comfortable about approaching the school with questions or a problem.	79	17	1	0	1
The school expects my child to work hard and achieve his or her best.	86	13	0	0	1
The school works closely with parents.	61	31	6	0	1
The school is well led and managed.	81	15	3	0	1
The school is helping my child become mature and responsible.	80	19	1	0	0
The school provides an interesting range of activities outside lessons.	45	25	10	1	17