

INSPECTION REPORT

ST JOSEPH'S RC INFANT SCHOOL

Wembley

LEA area: Brent

Unique reference number: 101546

Headteacher: Mrs P Gibney

Reporting inspector: Martin Beale
19385

Dates of inspection: 11 – 12 July 2000

Inspection number: 197230

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Aided
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Waverley Avenue Wembley Middx
Postcode:	HA9 6TA
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Pearson
Date of previous inspection:	26 February 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Joseph's is a mixed Roman Catholic Voluntary Aided infant school for pupils from 3 to 7 years of age, with an attached nursery. There are 207 pupils on roll with 60 children attending part-time in the nursery. The school is considerably over-subscribed with 18 pupils on the waiting list for September. Thirty-five per cent of the pupils are from minority ethnic backgrounds. Fifty-four have English as an additional language, which is a high figure. Nineteen are at an early stage of language acquisition, with 17 supported through funding for ethnic minority children. The number of pupils with special educational needs is close to the national average and there are no pupils with statements. The number of pupils eligible for free school meals is close to the national average. The attainment of the pupils on entry to the school is broadly average overall.

HOW GOOD THE SCHOOL IS

St Joseph's is a very good school. It provides a very good education in a caring, Christian environment and enables the pupils to achieve high standards. The school is well led by the headteacher who is ably supported by senior staff and governors. Much of the teaching is of a high quality, with the result that the pupils make good progress. In spite of the high budget surplus, the school provides good value for money.

What the school does well

- The very good results achieved by seven-year-olds in national tests are reflected in the work seen by the time that the pupils reach the end of Year 2.
- The teachers' high expectations enable the pupils to learn quickly and ensure a calm working atmosphere in all classes.
- The strong leadership provided by the headteacher and senior staff sets a clear direction for the school's drive to maintain high standards and to raise them further.
- Living its mission statement from day to day has produced a strong school family where the contribution of each individual is valued and cherished.
- The school provides well for its pupils' personal development, with the result that pupils are keen to learn and their behaviour is very good.

What could be improved

- The large budget surplus that has accrued in recent years needs to be reduced by imaginatively supporting further school improvement.
- Insufficient use is made of information technology to support learning.

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 very good progress since the last inspection in 1996. Standards have improved and National Curriculum test results are higher. There has been a considerable improvement in the quality of teaching, particularly at Key Stage 1, with much more now that is very good or excellent and much less that is unsatisfactory. The teaching and the provision for physical education have improved. Teachers now plan lessons from the information obtained from thorough assessment procedures, including activities and support for pupils with special educational needs. Co-ordinators play a more prominent role in supporting their colleagues and monitoring the quality of the provision for their subjects. Class sizes have been reduced. The health and safety items raised in the last report have been dealt with.

STANDARDS

The table shows the standards achieved by 7-year-olds based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	A	B	B	A	well above average A above average B average C below average D well below average E
Writing	A	A*	A*	A*	
Mathematics	A	B	B	B	

The results of the National Curriculum tests for reading, writing and mathematics taken by the pupils at the end of Year 2 have improved since the last inspection. There have been some differences between the three subjects, and boys have tended to achieve comparatively better results than girls in the last three years. Standards in writing in 1999 were very high (as they were also in 1998), putting the school in the top five per cent of schools nationally. The writing results were also very high when compared with similar schools. Standards in reading and mathematics were above average and above average when compared with similar schools in 1999. The writing results were better than those in reading and mathematics largely because of the high proportion of the pupils who achieved above the national average. The proportion of pupils assessed by their teachers to have achieved at least Level 2 in science was above the national average and above average when compared with similar schools, while the proportion achieving Level 3 was well above average in both cases. Results in 2000, in both reading and mathematics, have improved considerably, with a much greater number of pupils achieving above the nationally expected Level 2 in both subjects, while results in writing are slightly lower.

The work seen during the inspection reflects these high standards by the end of Year 2. Pupils achieve well in most subjects and make good overall progress, this being most marked in Year 2. The pupils develop good phonic skills and can write for a range of purposes. They handle number well, with their skills of mental recall developing considerably since the introduction of the daily mathematics lesson. Standards in science and music are also good. Information technology (IT) skills are not sufficiently developed, as insufficient opportunities are provided for the pupils to use IT to support their learning. Pupils with special educational needs and those with English as an additional language are making good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to learning and enjoy being in school. They are keen to learn and are interested in their lessons.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good and sometimes excellent. This has a positive effect on learning and life in the school.
Personal development and relationships	Relationships between pupils are friendly and helpful. The good relationships between pupils and staff significantly contribute to pupils' motivation and learning. The pupils gain an increasing sense of responsibility during their time at the school.
Attendance	Attendance is below the national average, but there are no unauthorised absences.

The school is very successful in fulfilling the aims of its mission statement to promote positive attitudes to work, good behaviour, and the pupils' personal development. This takes place within a strong

Christian ethos based on care and respect for others, and where all are included in the school's family. Pupils and staff live the mission statement on a daily basis and this makes for a calm, happy and welcoming atmosphere in which the contribution of everyone is valued.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Good	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.

Teaching is good overall. It was good or better in 66 per cent of lessons observed and very good or excellent in 35 per cent. There is a greater proportion of the very good teaching in Reception and Year 2. Teachers have high expectations of their pupils' work and their behaviour. They challenge pupils, so that rapid learning takes place. The teachers' good knowledge of the subjects that they teach is seen to most effect in the interesting activities that they set and the questioning used. Questions are targeted so that the higher-attainers are extended and the less able can participate with confidence. This ensures that the pupils concentrate and work hard on tasks set. Lessons are very well planned with clear objectives, which are shared with the pupils and reviewed at the end of each lesson. This gives the pupils a clear understanding of how well they are doing. Tasks are pitched at different levels to cater for the full range of abilities in each class. Literacy and numeracy are both taught well. The literacy hour has been successfully introduced and adapted. The daily mathematics lesson has also been successfully introduced with a particular feature being that pupils learn mathematics through an investigative approach. This deepens their understanding and helps them to learn to apply the skills that they have learned. Effective support is provided for pupils with special educational needs and English as an additional language, which enables them to participate fully in all learning activities. In the seven per cent of lessons where teaching was unsatisfactory, it was because of insufficient control of the pupils' behaviour leading to learning being slow. A general weakness in many classes is that insufficient use is made of information technology to support learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, with very good provision for English, mathematics and science. The curriculum is enriched by a range of visits, visitors to the school and very good links with the local parish.
Provision for pupils with special educational needs	Pupils are supported well in class by the effective use of classroom assistants and carefully chosen tasks matched to their particular needs.
Provision for pupils with English as an additional language	The pupils are given good support by classroom assistants and the teacher with responsibility for developing their understanding of the English language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's mission statement is lived out in practice ensuring very good provision for the pupils' personal development. The pupils learn right from wrong and how to live together in a caring community.
How well the school cares for its pupils	The school successfully ensures the welfare of its pupils. It provides a caring environment and has good arrangements to deal with day-to-day first-aid and medical needs.

All National Curriculum requirements are being met. A high priority is given to developing basic skills but not at the expense of a broader curriculum. Procedures are in place to deal with child protection issues, although no recent formal training has taken place. Great care is taken to ensure the well-being of the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The effective leadership of the headteacher, deputy head and senior staff has been instrumental in bringing about improvements and ensuring that the high standards are maintained and raised further.
How well the governors fulfil their responsibilities	The governing body understands its role and has fulfilled most of its duties effectively, particularly since the recent introduction of a committee structure to support its work.
The school's evaluation of its performance	Staff reflect on and evaluate all that they do, taking effective action to deal with any identified areas for improvement.
The strategic use of resources	Developments are carefully planned and well resourced; however, a large budget surplus has accrued in recent years, largely because of the large class sizes, which are to be reduced by the introduction of an extra class.

The school works hard to develop the close family atmosphere enshrined in its mission statement. There is a clear commitment to maintain the high standards achieved and to raise them further. Careful planning that has committed resources to the classroom has been based on seeking best value from spending decisions made. It also needs to put in place as soon as possible a plan that indicates how the large budget surplus is to be reduced and finances managed in the long term following the introduction of the extra class.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The school's expectations of hard work and good behaviour. • Parents feel that the teaching is good and their children make good progress. • The way the school helps their children to grow up. • They find the staff approachable and feel that the school tries hard to work closely with parents. • The school is well led and managed. • They are kept well informed about their children's progress. • The amount and type of homework set. 	<ul style="list-style-type: none"> • Some parents would like to see more extra-curricular activities.

The school is very highly regarded by parents. The inspection team supports their approving views. They are virtually unanimous in their support of the school, its strong Catholic ethos, the education it provides, standards achieved and the progress made by pupils; however, some are concerned about forthcoming changes that will result in mixed-age classes. Some would like to see more extra-curricular activities, as would the headteacher.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The very good results achieved by seven-year-olds in national tests are reflected in the work seen by the time that the pupils reach the end of Year 2

1. The school enables its pupils to achieve high standards. The good teaching, the pupils' positive attitudes to their work and the interesting learning opportunities all have a significant impact on the progress that the pupils make. By the end of Year 2, virtually all pupils achieve nationally expected standards in English and mathematics, with a considerable proportion achieving beyond this. Standards are also good in science and music.
2. The children make satisfactory progress in the nursery and develop an interest in learning. The overall attainment of the children when they enter the main part of the school is broadly average. The majority of the children progress well in Reception and most achieve standards expected for their age by the time that they are five. Some higher-attainers are already beginning to achieve standards within Level 1 of the National Curriculum, particularly in English and mathematics. They develop good social skills and a considerable readiness for their future study of the National Curriculum. Good progress is made overall in Years 1 and 2, particularly in English and mathematics. Although in Year 1 the standard of work is broadly in line with national expectations, standards improve considerably in Year 2, where some pupils make very good progress in response to the high quality of much of the teaching that takes place. Effective support is provided for pupils with special educational needs and English as an additional language, which enables them to participate fully in all learning activities and to make good progress.
3. The school's decision to teach the literacy hour for three days each week and to have English lessons on the other two has enabled the teachers to provide opportunities for the pupils to extend the writing that they attempt. The standard of the older pupils' written work is particularly impressive. They learn to write in a wide variety of styles, such as stories, poetry, reports and letters. Their spelling is particularly good. The results achieved by the pupils in the National Curriculum tests for writing have been consistently good over the last few years. In 1998 and 1999 the results were very high, putting St Joseph's in the top five per cent of schools nationally. In 1999 virtually all of the pupils achieved at least Level 2 (the standard expected for their age) and almost a third achieved the higher Level 3. Results in 2000 show a slight decline at Level 3, but again a particularly high proportion achieving at least Level 2.
4. Pupils learn to read well by Year 2. An enjoyment of books and reading is fostered from the nursery onwards. Books are taken home daily, and parents participate considerably in the development of early reading skills. The pupils develop good phonic skills well through teaching in the literacy hour. They use these skills to enable them to read unfamiliar words. Many are keen and avid readers. They read fluently and with expression. The 1999 National Curriculum test results for reading were above the national average. They improved considerably in 2000, particularly the proportion of pupils achieving Level 3. As with writing, virtually all of the pupils achieved at least the expected Level 2 and almost a half achieved Level 3.
5. Standards of numeracy are also high. The pupils can calculate accurately. By Year 2 many are beginning to recall mentally simple number facts, such as their multiplication tables. They learn about the properties of two-dimensional and three-dimensional shapes and can draw graphs and charts of data they obtain from simple surveys. A particular strength is their use and application of their mathematical skills to investigations and the solution of simple problems. The successful introduction of the daily mathematics lesson has been a major factor in the improvement in standards. The 1999 results were above the national average. As with reading, these results improved considerably in 2000, particularly the proportion of pupils achieving at Level 3.

The teachers' high expectations enable the pupils to learn quickly and ensure a calm working atmosphere in all classes

6. The high quality of a considerable proportion of the teaching is a major reason for the good progress that the pupils make and for the high standards that they achieve. Teachers have high expectations of their pupils. They constantly challenge their pupils so that learning takes place at a fast pace and high standards of behaviour are achieved. Teaching is good overall. It was good or better in almost two-thirds of lessons observed and very good or excellent in over a third. There is a greater proportion of the higher quality teaching in Reception and Year 2.
7. Most teachers have a good knowledge and understanding of the subjects that they teach. They use that expertise to make their teaching interesting, generating an enthusiasm for learning in their pupils. The teachers' capabilities are shown to best effect in their lesson planning and in their skilful questioning and explanations of new ideas. Lessons are carefully planned, with teaching and activities based on a clear understanding of the next stages needed in each pupil's learning. This includes challenge for the more able and support for those who need it. Questioning is carefully targeted so that higher-attaining pupils are extended and the less able are given confidence that they can also participate. Skilful questioning is also used to retain the pupils' interest and attention, while ensuring that they concentrate and persevere with tasks set. Teachers share their aims for each lesson with their classes and review whether or not they have been achieved at the end of each lesson. These plenary sessions are also used to reinforce and to extend learning.
8. Many of these features were seen in a Year 2 literacy lesson to improve the pupils' punctuation. A very brisk introduction gained the full attention of the pupils and ensured that they concentrated on their task. A very brisk pace to learning was generated by rapid questioning that reviewed previous learning and retained the pupils' interest. The teacher's high expectations, excellent subject knowledge and competence in teaching basic skills resulted in considerable gains in the pupils' understanding. A Reception numeracy lesson also had a very brisk introduction and clear objectives for the pupils' learning. As a result of the pace and challenge generated, the pupils learned quickly and concentrated fully on the tasks given.
9. A particular feature of good mathematics and science lessons is that teachers plan for the pupils to learn through investigations. Two good examples of this were observed in Year 2. In a science lesson, the pupils planned an investigation to see which material might make the best insulator and to develop their understanding of the conditions for a fair test. A good introduction and discussion about the investigation encouraged the pupils to predict which material might be a good insulator, and why. The pupils then undertook the investigation, taking care to follow the principles of a fair test. Their collaboration improved as the session progressed, and the teacher clarified their understanding in a well-handled plenary session. Parallel mathematics lessons in two classes investigated various statements presented by the teachers about the properties of odd and even numbers. The activities were planned well, each having an extension task. Many of the pupils investigated successfully, testing the statements by searching for counter-examples and applying their mathematical knowledge well.
10. Teachers use praise and encouragement, balanced with clearly understood expectations for pupils' behaviour, to develop a calm atmosphere for learning in their classrooms. This helps the pupils to concentrate on each part of a lesson and to feel that their contributions are valued and their efforts rewarded. A very effective working atmosphere was generated in a Year 1 mathematics lesson with a mental warm-up and main activities based around the development of addition skills. Learning was made fun by the enthusiasm and enjoyment that the teacher generated. The pupils responded well by working hard and sharing their ideas with others.
11. Pupils also make good progress because of the well-organised curriculum, the interesting learning opportunities provided and the enrichment of their experiences by a range of visits, visitors to the school and links with the community. The curriculum is well structured, with high priority given to developing basic skills, but not at the expense of the broader curriculum. The national strategies for literacy and numeracy have been adopted and adapted creatively to meet the needs of the pupils in the school. Visitors to the school include actors, artists and parents, all talking about their

jobs in the community. The local priest visits regularly to take lessons and assemblies and local parishioners are invited to school concerts.

The strong leadership provided by the headteacher and senior staff sets a clear direction for the school's drive to maintain high standards and to raise them further

12. A major reason for the continued success of the school is the strong leadership of the headteacher and the support of the deputy headteacher and other senior staff, which has kept a clear focus on maintaining high standards and raising them further. The headteacher has high expectations of the staff and provides a framework of support within which all can strive to improve the quality of their teaching. This strong leadership also ensures that the school remains focused on promoting and fulfilling its mission statement to develop an ethos based firmly on Catholic traditions. Parents are very happy with the direction in which the school is moving and most believe the school to be well led and managed, although some are concerned about the introduction of an extra class that will result in mixed-age groups from September.
13. Co-ordinators play an important role in supporting their colleagues with training, advice and assistance over planning. The science co-ordinator, for example, holds a weekly surgery so that staff can improve learning in science through an investigative approach. Co-ordinators are also provided with non-teaching time, which has been used to look at the provision of their subject from which they have identified areas for development and provided guidance on how improvements can be achieved. This has been particularly successful in the introduction of the daily mathematics lesson and the adaptations made to the literacy hour to meet the identified needs of the pupils in the school.
14. Governors are very supportive of the work of the school and the direction provided by the headteacher. Many members of the governing body are also governors of the junior school, thereby providing good continuity and supporting close links between the two schools. Their expertise and effectiveness are growing since the introduction of a committee structure this year to support their work. They have a clear understanding of their role. They have a clear picture of the school's strengths and areas that need development through regular attendance at training, the advice from a consultant, links with subject co-ordinators and visits to the school where they sit in on lessons.
15. The structures and process for monitoring the work of the school have been used effectively to bring about change and improvement. Observations of teaching by the headteacher and deputy headteacher have been used effectively to identify strengths and areas that need developing. Action then taken has helped to bring about a considerable improvement in the quality of teaching since the last inspection. Assessment data are also carefully analysed to identify progress being made and areas that might need reinforcement. The information gathered from monitoring is used to support the process of planning for school improvement. Careful consultation, the identification of priorities backed up with targets by which success in achieving them can be evaluated, and the careful allocation of resources have made the school development plan a successful tool for managing change and raising standards.

Living its mission statement from day to day has produced a strong school family where the contribution of each individual is valued and cherished

16. Parents are very pleased with the school and the education that it provides. One particular feature of which they speak highly is the way in which the school lives out its mission statement on a daily basis. Staff endeavour to develop a school in which each person is a respected and valued member of the community and has a role to play. By their own example of courtesy, respect and kindness staff help pupils to learn how to work together. There is a strong sense of the school as an extended family. The school ethos is based firmly on Christian values of care, love and respect for the individuality of every member of the school community. This comes through in all that the school does, from excellent assemblies to the care, concern and support shown for all. This results in a calm, welcoming atmosphere that is apparent from the minute a visitor enters the school.
17. Relationships throughout the school are based on trust and mutual respect. The relationships between pupils are friendly and helpful. They collaborate well in lessons and play happily

together at break and lunchtimes. The good relationships that have been established between teachers and their pupils contribute significantly to the pupils' motivation and the standards that they achieve. Most pupils are keen to do well and to please their teachers, who in turn praise and encourage each individual's achievements, however small.

18. Strong links have been forged between home and the school. Much information is provided about the curriculum being taught, how parents can support their children's learning and the progress that they are making. Parents are encouraged to play an active part in the life of the school and many do so willingly. They speak of the school as a family and are conscious of the role that they can take in their children's learning. They support the development of reading, by sharing the books taken home. Many also voluntarily help around the school, supporting in lessons where they can. The sense of family is strengthened further by close links with the local parish and with the junior school to which all children transfer at the end of Year 2.
19. The high quality of the displays around the school is a testament to the value placed upon the work of each child. They set the tone and atmosphere from the moment of entry to the school. The building is enhanced and the learning environment made more stimulating by the bright and lively displays on every spare space available. Pupils' work and their achievements are displayed prominently and carefully mounted for all to see, while other displays are used to focus the pupils on a particular learning activity taking place. Pupils were observed on several occasions taking a moment to look at a display, whether it was of books of stories from around the world or key words for a particular lesson.
20. The pupils learn how to appreciate each other's differences and similarities, and to value the customs of other cultures. They have many opportunities to reflect on the values and ethos of the school through the excellent school assemblies, such as when thinking about how to use their gifts to make the world a better place. Some children dressed up in different costumes from the countries that their families came from, while others held up flags from around the world to represent God's family. Teachers take care to plan opportunities in which they can extend the pupils' spiritual development within the classroom. They are encouraged to develop a love of literature, to appreciate beauty in works of art and pieces of music and to reflect on the wonders of the natural world in science. For example, in a Year 1 science lesson the teacher engendered excitement and wonder in the pupils when they looked at the root systems on the broad bean plants that they had been growing.

The school provides well for its pupils' personal development, with the result that pupils are keen to learn and their behaviour is very good

21. The school is very successful in all that it does to promote positive attitudes to work and good behaviour. The pupils are taught to be polite to each other, to school staff and to visitors. They learn to tell right from wrong and how to live together in a caring community where respect, care and tolerance are strongly promoted. The pupils' behaviour around the school is very good, making it a pleasant, friendly and happy place to be in. The pupils are proud of their school and value the opportunities that it offers them. They gain an increasing sense of responsibility during their time in the school. It is difficult at times to remember that the oldest are only seven years old, such is the maturity that they display. Parents recognise this and are particularly pleased with the way in which the school fosters this aspect of their children's development. Pupils are given many opportunities to take responsibility for school property and for each other. Resources and displays are treated with great care and respect.
22. All staff work hard to develop these good attitudes and behaviour, and a willingness in the pupils to work hard and to enjoy learning. Many are extremely successful in this and the pupils respond well in their classes. The behaviour policy, based on giving praise and encouragement, and recognising and rewarding good behaviour is effectively implemented in most classrooms. The pupils respond well and many become keen and enthusiastic learners. They behave well in

lessons, and because there are few distractions they can concentrate on tasks set and work hard to complete them. They take a pride in their work and want to do well. They are keen to participate in lessons and readily answer their teachers' questions.

WHAT COULD BE IMPROVED

The large budget surplus that has accrued in recent years needs to be reduced by imaginatively supporting further school improvement

23. Over the last few years funding provided for the school has not been spent fully on the pupils in the school at the time, with the result that the budget surplus has steadily increased. At the time of the last inspection the surplus was high, at 12 per cent of income, although its reduction was not made a key issue for action. Since then this surplus has steadily increased and stood at 40 per cent of income at the end of the last financial year. This is largely because the school has been operating for some time with large class sizes and a high ratio of pupils to each teacher. The governing body has taken great care to ensure that all school developments have been funded and resources purchased to support the pupils' learning. It has taken a conscious decision to divert funding to the classroom, as it rightly believes that this is where it will have maximum effect on standards.
24. Although this increasing budget surplus had been identified by the headteacher and the governing body, insufficient action has been taken in the past to bring the increasing surplus under control. The school has received the finance to build a new classroom and to employ an extra teacher under government funding, to reduce Key Stage 1 class sizes to 30, the school matching this by employing a second extra teacher. This, and the proposed development of a new computer suite, is bringing the increasing surplus into control, but is not significantly reducing it.
25. The governing body must tackle this matter urgently to support proposed school developments while bringing the surplus to more acceptable levels. It needs to prepare a schedule of its prospective income over the next few years and establish how this will be affected by the increase in teacher costs from the introduction of the extra class. Once this has been done, the likely cost of major capital works such as the need for a new boiler and improvements to the exterior fencing should be costed and plans drawn up for their purchase.

Insufficient use is made of information technology to support learning

26. The pupils' skills in information technology (IT) are not sufficiently developed, as pupils do not have sufficient opportunity to use computers and other technology as a tool to aid their learning. Schemes of work provided by the Qualifications and Curriculum Authority have been adopted to assist teachers in their planning and to enable them to provide opportunities for pupils to learn IT skills. All computers were switched on in classrooms during the inspection, but were rarely in use. The school has recognised that its current arrangements for the teaching of information technology need to be improved. There are plans to change the library into an information technology suite of 15 computers to improve the teaching of basic IT skills. This clearly has the potential to improve provision considerably if used regularly; however, its full potential will only be realised if its use is supported by planned opportunities for pupils to use the skills learnt to assist learning in other subjects.
27. Co-ordinators need to take responsibility for ensuring that software is available to support learning in their subject, that its possible use and application are fully understood by staff, providing training if necessary, and that their subject schemes of work clearly indicate where IT is to be used. Teachers' planning should then be adapted to show where they intend to provide opportunities to use IT to support learning. These plans need to be monitored and evidence gathered that shows how the pupils have used IT and the standards that they have achieved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. To build on its many strengths and the very good progress made since the last inspection, the school should ensure that:
- long-term plans are drawn up and implemented that reduce the high budget surplus to more reasonable levels while supporting school improvement and enabling the increase in classes to be funded;
 - opportunities are consistently provided for the pupils to use information technology as a tool to support their learning across the subjects of the National Curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
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
6.9	27.6	31.0	27.6	6.9	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	30	207
Number of full-time pupils eligible for free school meals		44

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	-	-
Number of pupils on the school's special educational needs register	5	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	54

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence	%
School data	6.3
National comparative data	5.4

Unauthorised absence	%
School data	0.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	37	31	68

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	35	36
	Girls	31	31	29
	Total	64	66	65
Percentage of pupils at NC level 2 or above	School	94 (89)	97 (95)	96 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	37	37
	Girls	31	31	27
	Total	66	68	64
Percentage of pupils at NC level 2 or above	School	97 (88)	100 (96)	94 (97)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	13
Black – African heritage	13
Black – other	5
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	3
White	92
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	20.7
Average class size	34.5

Education support staff: YR – Y2

Total number of education support staff	4.0
Total aggregate hours worked per week	130

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30.0

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	15.0
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FTE means full-time equivalent.

Financial year	1999/2000
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	£
Total income	572046
Total expenditure	528639
Expenditure per pupil	2231
Balance brought forward from previous year	193148
Balance carried forward to next year	236555

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	237
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	78	20	0	0	1
Behaviour in the school is good.	82	15	3	0	0
My child gets the right amount of work to do at home.	58	38	3	0	1
The teaching is good.	86	12	0	0	1
I am kept well informed about how my child is getting on.	63	32	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	19	3	0	0
The school expects my child to work hard and achieve his or her best.	88	11	1	0	0
The school works closely with parents.	62	35	3	0	0
The school is well led and managed.	82	14	4	0	0
The school is helping my child become mature and responsible.	78	19	1	0	1
The school provides an interesting range of activities outside lessons.	36	32	16	3	14

Other issues raised by parents

Some parents are concerned that the introduction of the extra class will result in some mixed-age classes. They are concerned that this will result in a reduction in standards. The school has done much to allay their fears, with some parents expressing their confidence in the arrangements.