

INSPECTION REPORT

**ST JOSEPH AND ST TERESA CATHOLIC
PRIMARY SCHOOL**

Wells

LEA area: Somerset

Unique reference number: 123842

Headteacher: Mrs P Beasley

Reporting inspector: Mr D Clegg
4341

Dates of inspection: 14th – 15th January 2002

Inspection number: 198262

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Lover's Walk
Wells
Somerset

Postcode: BA5 2QL

Telephone number: 01749 678791

Fax number: 01749 670682

Appropriate authority: The governing body

Name of chair of governors: Mr R Hudson

Date of previous inspection: 21st October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
4341	Mr D Clegg	Registered inspector
11096	Ms M Davie	Lay inspector
4343	Ms S Billington	Team inspector

The inspection contractor was:

Wessex Education

2 Riverside
Athelhampton
Dorchester
Dorset
DT2 7LG

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than average with 103 pupils organised into four classes. In each class there are two year groups. The majority of pupils come from the immediate area although about 25 per cent of pupils come from further afield. Virtually all the pupils are white (UK heritage); a very small number of pupils speak English as an additional language but all pupils are fluent in English.

There are fewer than average pupils eligible for free school meals. About 15 per cent of pupils are on the special educational needs register, a below average proportion. The main difficulties faced by pupils are moderate learning difficulties, speech and language problems and emotional and behaviour difficulties. There is one pupil with a statement of special needs.

The great majority of children who enter the reception class have attended the on-site pre-school group; most are attaining above average standards when they start full time schooling.

HOW GOOD THE SCHOOL IS

This is a good, successful school with many very good features and few weaknesses. Throughout the school pupils attain very high standards. They have very positive attitudes to work and are very well prepared for the next stage of learning. The standards of behaviour are good and often very good. The quality of teaching is good and this enables pupils to achieve well throughout the school. The school is effectively led and managed and has a clear sense of purpose and direction. The school provides good value for money.

What the school does well

- Seven and eleven year olds achieve very high standards
- Pupils have very positive attitudes to learning, they work hard and co-operate well
- Provision for pupils' spiritual, personal and social development is very good
- All staff have high expectations of what pupils might achieve and how they should behave
- There is a strong commitment to working with the local parish and the community of parents

What could be improved

- The quality of the records maintained on pupils with special educational needs
- The standards that eleven year olds attain in information and communication technology (ICT)
- Aspects of the provision for the under fives

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997 and since then the school has improved at a satisfactory rate. The school has undergone significant changes and there has been good improvement in the standards attained by both seven and eleven year olds. The rate of improvement in standards is above the national average.

Progress in the areas for improvement outlined in the last inspection is more modest. Design and technology (DT) is now fully covered for pupils in Years 1 and 2. However, standards in information and communication technology remain below the national expectations for eleven year olds and, although teachers' subject knowledge is better than at the last inspection, it remains weak. There remain weaknesses in the provision for physical development for the reception class.

Curriculum guidance has now been put in place for all subjects and the school has successfully adopted both the national strategies for teaching literacy and numeracy. Subject co-ordinators have recently

been established but it is too early to judge the impact of this. The governing body has increasingly become involved with strategic planning, but their role in monitoring the work of the school is limited.

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	A*	A*	A*	A*
mathematics	A*	A*	A*	A*
science	A*	A*	A*	A*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

These are very impressive results. Eleven year olds consistently attain standards in English, mathematics and science that are not only well above the national average but in the top five per cent of all schools nationally. Results are also very high in comparison with those of similar schools.¹ There is no significant variation in the performance of boys or girls.

Seven year olds also attain high standards. In reading and mathematics, results of national curriculum tests are also consistently in the top five per cent of all schools. In writing standards are well above the national average and above those of similar schools.

The youngest children make a good start and achieve well in the reception class; by the time they start Year 1 all pupils are already working in the early stages of the National Curriculum. Five to seven year olds achieve well and build successfully on the good start. Seven to eleven year olds achieve very well and make very good progress. Pupils with special educational needs also achieve well; many attain average standards in the National Curriculum tests for eleven year olds.

The high standards attained in literacy and numeracy make a positive impact on achievement in other subjects. Good literacy skills make a contribution to the high standards attained in subjects such as history and geography. However, the standards attained by eleven year olds in ICT are below the national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very positive about school, they work hard and maintain a good level of concentration. They are particularly good at working collaboratively.
Behaviour, in and out of classrooms	Behaviour is generally very good. The behaviour of the seven to eleven year olds is consistently very good and often excellent.
Personal development and relationships	Very good. The oldest pupils are sensible and mature. They successfully form constructive relationships with each other and with their teachers. Pupils are very well prepared for the next stage of education.

¹ Similar schools are those schools with a similar proportion of pupils eligible for free school meals

Attendance	Good, above the national average
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	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.

The overall quality of teaching is good. The school is particularly successful in teaching pupils the basic skills of literacy and numeracy and this enables them to achieve high standards in a range of subjects. The youngest children are taught early reading skills well and this good base is effectively built on as pupils move through the school. Teachers have high expectations that motivate and encourage pupils to do well. Resources are generally used well and there is a good working atmosphere in lessons. The teaching assistants make a valuable contribution to ensuring that all pupils benefit from their lessons.

Teachers' subject knowledge in ICT is weak and this impacts on the standards attained, particularly with the older pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and generally meets the needs of pupils.
Provision for pupils with special educational needs	The curriculum provision for pupils with special needs is well matched to their needs and enables them to achieve well. There are weaknesses in record keeping and their progress is not systematically tracked.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a strong feature of the school. There is very good provision for spiritual, moral and social development and good provision for cultural development.
How well the school cares for its pupils	There is a satisfactory level of care and support given to pupils. Teachers know pupils well.

The school places a strong emphasis on pupils' personal development and this results in a good ethos that encourages pupils to be responsible and helps them to mature. There are weaknesses in the outdoor play provision for children in the reception class. The records for pupils with special educational needs lack some important pieces of information.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is effectively led and has a clear sense of purpose and direction. All teachers play a part in ensuring that the school runs smoothly.
How well the governors fulfil their responsibilities	The governing body is very committed to the school and governors fulfil their statutory responsibilities.

The school's evaluation of its performance	There is good use of performance data to identify strengths and weaknesses. Other monitoring and evaluation procedures, such as regular observation of teaching, are not yet fully in place.
The strategic use of resources	There is satisfactory strategic management and the school is very active in seeking best value

Financial management is secure.

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 make good progress • The teaching is good • Their children are expected to work hard • The behaviour is good • The way the school helps pupils to mature 	<ul style="list-style-type: none"> • The range of activities provided outside of lessons

The parents are extremely positive about the school; they have a great deal of confidence in how the school works and what it enables their children to achieve. Their confidence is fully justified. The one aspect of concern was the provision of extra-curricular activities. In fact the school provides a satisfactory range of activities such as music and sport for the older pupils. There are no extra-curricular activities for younger pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Seven and eleven year olds achieve very high standards

1. Throughout the school pupils achieve high standards, particularly, but not exclusively, in English and mathematics.
2. The very youngest children get off to a good start and rapidly build on the above average levels of attainment they generally have when they start in reception class. Good teaching of the basic skills of literacy and numeracy ensures that by the time children start in Year 1 many are already working on the National Curriculum having successfully achieved the Early Learning Goals before the end of the reception year.
3. As pupils move through Key Stage 1 they continue to achieve well. By the age of seven, children have a good base of skills in literacy and numeracy. They have very well established skills in reading, with the majority using a range of strategies to tackle unknown words including 'reading on' and using contextual clues. Many understand the significance of punctuation in introducing expression in reading, responding, for example, to exclamation marks and changing their intonation accordingly. Most children are aware of some of the differences between fiction and reference books and are beginning to recognise some of the characteristics of poetry and plays. Higher attainers name favourite authors and types of books. Children enjoy reading and read regularly at home, benefiting from good parental support that further ensures good progress in this area.
4. Pupils' written work is generally neat and well presented. Handwriting is well-formed and letters are usually joined; almost all pupils accurately demarcate sentences with a capital letter and full stop and some are introducing a range of punctuation including speech marks and question marks. Spelling of common words is generally accurate. Pupils write in a variety of forms, including letters, accounts, instructions and re-telling of stories. Few, however, undertake sustained pieces of written work that enables the detailed development of a theme or storyline. Their illustrated accounts of the Christmas story shows the quality of work that it is possible for pupils to achieve when the opportunity arises. Literacy skills are used effectively in subjects across the curriculum, for example, in noting observations in science, writing captions for stories in religious education and making notes in history on the differences between the past and present.
5. In mathematics, the majority of seven-year-olds are working comfortably with numbers to 100 and beginning to explore patterns of numbers up to 1000. They add and subtract two digit numbers and are working in the early stages of multiplication and division. Higher attainers have a good awareness of the relationship between numbers and of number patterns, calculating, for example, the differences in a series of numbers. All pupils are beginning to apply their numeracy skills to solve problems, for example using money. Higher attainers work on calculating totals and the change from one pound while lower attainers work with amounts to 20p. Even lower attainers are working well up to average levels, although occasionally they struggle to complete the amount of work that they are given.
6. By the time pupils leave the school they are exceptionally well prepared for the next stage of learning. The standards attained by eleven-year-olds are well above those usually reached by pupils of this age. The school has consistently enabled pupils to achieve much higher than average standards in English, mathematics and science.

7. Eleven year olds are articulate and knowledgeable. They talk sensibly about a range of interests, listen to each other and respond to what others say. For example, they had a very interesting discussion about how the book 'Lord of the Rings' compares with the recently released film. They talked about the suitability of the film for very young children and were animated in their discussions about the various 'creatures' on the screen. All this was conducted with good humour and sensitivity, especially in view of the fact that one of the group was not due to see the film until the following weekend!
8. Pupils also talked excitedly about their tastes in reading and exchanged ideas and comments about their favourite characters and events. They have a good knowledge of authors and genres and most have a wide taste in books. They enjoy some of the classic children's fiction such as the Narnia stories by CS Lewis, but also enjoy more modern fiction by Jackie Wilson, Joan Aitken and, of course, JK Rowling. They enjoy adventure stories, including science fiction, information books and poetry. They comment on the features of the books they like, mentioning for instance that some books 'leave things to your imagination' while others 'add hints on every page' to keep you interested. Their project work demonstrates how they successfully use information books to research information.
9. Written work is of a particularly high standard, especially some of the imaginative and creative work. Good teaching focuses pupils' attention on the key elements of successful writing; the use of words and phrases to create effect, the importance of the opening paragraph and the use of detailed description to build character. The impact of this is evident in the written work that shows maturity and a sharp grasp of how to tell a good story. A phrase such as 'they could hear the crunching of the leaves behind them' builds tension as pursuers close on their quarry, and opening lines such as 'I waited where the cliff loomed over the path', create immediate interest. In some instances vivid images are used in a most sophisticated manner to create dramatic effect.
10. High standards of literacy skills are evident in other subjects. Writing in history and geography is also of a high quality; examples include accounts of the discovery of Tutankamun's tomb and analysis of a map of Bristol to find clues about how the city developed. In science, the accounts of experiments are well written and their writing strengthens pupils' understanding about what they have learned by encouraging them to reflect on what they did, what they observed and what the explanation behind their results might be.
11. Pupils have very well developed numeracy skills. They confidently use the four operations when calculating and are very comfortable working with high numbers. They all have a very secure grasp of how numbers work and can use what they know to solve practical problems. They understand the relationship between fractions, percentages and decimals, often working to three decimal places. Again, pupils are very successful in using their skills in other subjects, particularly in science where results of experiments are collated and recorded in graphs and tables. A particularly effective example was the recording of the time taken for ice to melt when wrapped in different materials.

Pupils have very positive attitudes to work, they work hard and co-operate well

12. The very good attitudes and behaviour of pupils contribute significantly to the high standards they achieve by the age of eleven. Relationships between pupils and teachers and amongst the pupils themselves are very good and this significantly benefits pupils' learning. All adults make their expectations clear. The pupils understand

what these are and try hard to live up to them. Pupils are kind, considerate, caring and developing a good understanding of the impact of their actions on others. Parents are very pleased that strong emphasis is placed on this aspect of their children's development.

13. Pupils are well motivated and work hard in their lessons. In the reception class for example, they manage complex phoneme (or sound) matching games because they can be relied upon to move around the room in a sensible manner searching for partners. Once involved in their tasks they work well either in groups or on their own. They require little intervention from their teacher, showing how well they listen to instructions but also demonstrating their strong desire to succeed. Older pupils also collaborate very successfully. In a science lesson the oldest pupils worked very effectively in groups, helping each other and sensibly allocating responsibilities. Pupils' enjoyment in learning and the strong desire to succeed makes a positive contribution to their good progress.
14. High standards of behaviour and social interaction are successfully achieved because the good role models set by all adults help pupils to understand how to behave in different situations. The behaviour statement emphasises that all incidents, no matter how small, will be dealt with in the spirit of trying to get the children to think about how situations could have been handled better. The pupils are very good at trying to sort out any misunderstandings amongst themselves if possible but are confident about seeking adult help when necessary. They are polite and courteous, and very friendly with visitors. Lunchtime is a pleasant social occasion and boys and girls of all ages mix well on the playground, with little evidence of conflict. The behaviour and maturity of the oldest pupils is particularly commendable, contributing greatly to their achievements. Most in Years 1 and 2 behave well and work hard but there are just a few who occasionally find it difficult to concentrate for long periods of time and consequently become restless. This is particularly evident when they spend long periods on the carpet during lesson introductions.
15. Pupils develop moral values through their everyday activities. They respond positively to fund-raising activities to help others who are less fortunate than themselves. These include taking part in a 'Wrong Trousers Day' to support the new children's hospital in Bristol and a 'Non Uniform Day' to help children in Uganda and Romania. Many letters of thanks on display attest to the pupils' efforts on behalf of the charities they support.
16. The school's ethos, based firmly in the Roman Catholic faith, provides a clear framework in which pupils learn to accept responsibility, respect others by acting in a selfless way and develop a sense of their own identity which allows them to reach out and accept others. Pupils feel valued as individuals and say one of the things they really like about their school is how kind everyone is. They are accomplished at reflecting on all aspects of school life as was clearly demonstrated in choir practice when they took a moment or two to be quiet before singing, to ensure that the words were 'really coming from their souls'.

Provision for pupils' spiritual, personal and social development is very good

17. Spiritual development is very successfully promoted. Prayers are a daily feature of school life and even the youngest are familiar with the words of the school prayer, which they say in a respectful manner. This time of sharing in prayer is made special by lighting a candle, and displaying artefacts that give a focus to children's prayers. In Class 1 for example a small suitcase reminded children about this week's topic which is 'journeys' and a spider in a jar, brought from one of their homes, helps them to think

about being thankful for the wonders of the natural world. By the end of prayers the children are settled and calm, making an excellent start to the day.

18. A strong emphasis on personal, social and health education (PSHE) permeates all aspects of school life. Issues are explored when children get together in a circle and have the opportunity to discuss personal issues that matter to them. Very good emphasis is given to encouraging older pupils to reflect on their own behaviour. They devise and reflect regularly on personal targets, such as taking more responsibility for doing their school work on time or being more patient with younger brothers and sisters. They think carefully and write interesting accounts about how people may feel in difficult situations, writing, for example, about "Being Afraid" during World War II and the immense feeling of relief experienced when a place of refuge is found. Writing about the dry and arid climate of Kenya helps them to reflect on the difficulty of everyday life when getting water becomes so important. Younger children write about the meaning of the love of family and friends and how they can show their love by, for example, helping keep their rooms tidy at home.
19. Very good opportunities to work with others help pupils to build successful and constructive relationships with others. The mixed age classes, extra-curricular clubs such as sports teams, dancing and music as well as regular school productions encourage children of different ages to work and play together freely. Teachers are vigilant about ensuring boys and girls mix together in lessons. In a role play of 'Goldilocks and the Three Bears' the teacher of the youngest children was immediately aware that they had polarised and quickly intervened to guide them in the right direction. The end of year concert gives each child the opportunity to perform a skill in front of their peers which helps to boost their self-esteem and confidence. This has included a group of girls performing a dance, a boy demonstrating his prowess at football and others performing on musical instruments. Some of the pupils also benefited from the social interaction of fundraising for the cancer charity CLIC by taking part in a musical production with four other schools in Wells. The system of awarding house points is used well to help boost self-esteem, as the pupils themselves have helped to determine the criteria used to award them. They say they get immense satisfaction from working together to win the weekly cup. While children up to Year 2 do not take part in this system, they are nonetheless, generously awarded stars for good achievement, which they proudly wear.
20. There is good provision to help to develop pupils' awareness of their own culture and of the many cultures around the world. The school's very strong religious ethos gives children confidence about their own place in society as well as the ability to welcome and accept others no matter what their background is. Much of this work is supported by work with the Church and charities. A visitor from the local charity 'Glade' talked about what living in a multicultural society means; the children have written to introduce themselves to pupils in a school in Malaysia with whom they hope to correspond. 'Barnaby Bear' travels the world when the opportunity arises and has recently come back from a trip to India with pictures and tales about life in that country. There is a good selection of books about other faiths and places around the world, but a limited selection of fiction focusing on other cultures.

All staff have high expectations of what pupils might achieve and how they should behave

21. Key elements in the school's success are the high expectations shared by all staff. These expectations are evident in all aspects of the school's work. Staff, both teaching and non-teaching, communicate to pupils the importance of paying attention to detail,

both in the way they behave and in the work that they do. Classroom assistants are assiduous in giving attention to any pupils who are struggling or who are not quite paying the attention that they should. The very youngest children are very effectively introduced to the routines of the school so that, by the time they begin Year 1 they are well versed in the routines and the expectations and so well prepared for future learning.

22. High expectations are a feature of the good quality teaching. In the most successful lessons teachers have a very sharp grasp of what pupils should be learning and this guides the teaching and makes sure that lessons have a sense of purpose and direction. Teachers ensure that the questions they ask are sufficiently challenging and, equally important, that the answers are sufficiently thoughtful. Teachers' questions often encourage pupils to reflect carefully and this leads to deeper understanding. This was particularly evident in a very good science lesson with the oldest pupils. The teacher's questions, prior to the investigation, were speculative and searching and possibilities were raised to provide the pupils with 'food for thought'. This was motivating and helpful in setting the appropriate ethos for the nature of the investigation. At the end of the session, the questions were equally searching in exploring what the pupils had observed and recorded in a manner that encouraged them to think carefully about what they had achieved. In reading an enlarged text with Years 1 and 2, the teacher clearly conveyed her expectations that the pupils would apply their developing skills in reading. She often suggested that they 'read on' in their heads before reading aloud so that they could take account of punctuation. At one point, when their reading was rather flat, she made it clear that they could do better and insisted that the sentence was read again with better expression.
23. Another good example of the impact of the teachers' high expectations is the quality of the singing. The choir in particular provides the school with a focal point in seeking excellence. The gently demanding nature of the teaching draws pupils' attention to the details of performance; this raises the level of the performance. In a choir practice with Year 3 to 6, the pupils confidently switched from major to minor scales and back again in response to the teacher's signal. They very quickly organised themselves to sing in rounds with minimal intervention from the teacher and could maintain their parts, starting and finishing with a good degree of accuracy.
24. There is a strong ethos of care and support and the pupils themselves are aware that the staff is very keen for them to behave well and put into practice the school's mission. The pupils talk about the fact that the 'smallest thing is sorted out' and that nothing is left unresolved. In this sense the school is very proactive in addressing any potential problems. Pupils respond very positively to the high expectations. Pupils have a very strong sense of the 'norm' within the school and this results in significant peer pressure on all to behave in a responsible and sensible manner.

There is a strong commitment to working with the local parish and the community of parents

25. Strong links with the parish help to build a warm, family atmosphere within which pupils, staff, parents and friends all work together to fulfil the school's aims. The school community is closely linked with the church of St. Joseph and St. Teresa's, which is within walking distance. It is a focal point for many staff and families and the parish priest is a regular visitor to the school, regularly visiting lessons and getting to know the pupils. Pupils attend a weekly assembly and occasionally mass in Church. Parishioners are regularly invited to plays and other events, and parents are keen supporters of Parish events, running a stall at the Church Christmas bazaar each year.

26. Links with the wider Catholic community help the pupils to appreciate the needs of others both at home and abroad. Harvest festival proceeds are regularly sent to the Little Sisters of the Poor Residential Home in Bristol, and regular fundraising activities such as the Year 6 bazaar help to raise money for the Catholic Children's Society which is active throughout the world.
27. The headteacher works closely with Parish representatives through, for example, the support of the Noah's Ark Playgroup. There is also contact with the parish priest in Shepton Mallet, which helps to ensure links are maintained with another parish within which about 25 per cent of the children live. Parents say they feel they have a strong sense of involvement with the school and speak warmly of the way in which the parish and school work together. Members of the Parent Teacher and Friends Association (PTFA) have worked hard alongside the parish community to give their generous support to helping raise the funds needed to pay for the new school extension which makes a significant improvement to the accommodation.

WHAT COULD BE IMPROVED

The quality of the records maintained on pupils with special educational needs

28. The pupils with special educational needs achieve well, often reaching average levels of attainment at the end of both key stages.
29. However, there are some weaknesses in the way in which records are maintained on these pupils. Their individual education plans (IEPs) are not sufficiently detailed to enable their progress to be tracked. The targets for pupils are generally too vague, citing for instance targets such as 'improving reading' rather than being specific about what aspects of reading the pupils need to focus on. On many of the IEPs there is no indication of what 'stage' the pupils are on, nor any indication of how or when pupils moved from one stage to another.
30. The dates of reviews are generally clear, but parents' involvement in the review progress is not recorded. There is also a lack of detail about the actual progress that pupils have made because the initial targets are too vague and not amenable to being measured.

The standards attained in ICT by the eleven year olds

31. The standards attained by eleven year olds in information and communication technology (ICT) are below the national expectations. Since the last inspection the provision for teaching the subject has been improved substantially with the creation of an ICT suite and teachers are a little more confident about teaching the subject. However, the school has not kept pace with the demands of the subject and consequently the older pupils have gaps in their knowledge. They are reasonably confident when using word processing, but have only rudimentary grasp of how databases or spreadsheets can be used. They communicate some ideas using text and graphics but they have not had the opportunity to produce more sophisticated multi-media presentations that suit particular audiences.
32. One of the key weaknesses remains the lack of teachers' own confidence about teaching the subject at the appropriate level. The school is aware of this and is taking steps to address the weakness. Training opportunities are being provided for all staff and this is beginning to make an impact. The school is also taking steps to increase the range of expertise in the school.

33. The younger pupils are working at an appropriate level. The demands on teacher expertise are less and the training is having some impact, enabling pupils to broadly reach the national expectations, particularly in using word processing. Overall, the subject is slowly making some impact on other subjects and is helping to teach aspects of literacy and numeracy but there is more to be done to enhance the impact of ICT across the curriculum.

Aspects of the provision for the under fives

34. There are weaknesses in the provision for the youngest children in the Foundation Stage². The children do not have access to a designated and secure outside play area and there is no large play equipment. This is making an impact on the overall quality of provision as the school is not able to ensure that children have enough opportunity for physical development within a structured environment using appropriate equipment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. To improve further the standards of attainment and the quality of education, the governing body, working closely with the headteacher and staff should:

Improve the quality of the records maintained on pupils with special educational needs by

- Ensuring that targets are more specific
- Parents are fully involved at all stages
- Reviews are more detailed.

Raise standards attained in ICT by the eleven year olds by

- Ensuring that all teachers are confident enough to teach the subject
- Ensure that all pupils have access to all aspects of the National Curriculum at the appropriate level.

Improve the provision for outdoor play by

- Creating a specific, secure space for children
- Providing access to a suitable range large equipment.

² The Foundation Stage refers to all children in reception classes who have not yet started Year 1.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	3	7	0	0	0
Percentage	0	9	27	64	0	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 nine percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	103
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	22

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.1

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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	7	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (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	7	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A (100)	N/A (88)	N/A (100)
	National	72 (70)	74 (72)	82 (79)

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

Separate boys and girls results are not identified when there are less than ten boys or ten girls taking the tests.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	85
Any other minority ethnic group	

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)	4.6
Number of pupils per qualified teacher	22.4
Average class size	25.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	84

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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	2000/2001
	£
Total income	224,283
Total expenditure	224,584
Expenditure per pupil	2,245
Balance brought forward from previous year	7,886
Balance carried forward to next year	7,585

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	103
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	24	2	0	2
My child is making good progress in school.	74	26	0	0	0
Behaviour in the school is good.	90	9	0	0	2
My child gets the right amount of work to do at home.	43	50	3	3	0
The teaching is good.	83	17	0	0	0
I am kept well informed about how my child is getting on.	57	38	3	0	2
I would feel comfortable about approaching the school with questions or a problem.	64	31	2	3	0
The school expects my child to work hard and achieve his or her best.	88	12	0	0	0
The school works closely with parents.	62	28	7	3	0
The school is well led and managed.	66	28	3	0	3
The school is helping my child become mature and responsible.	78	19	0	0	3
The school provides an interesting range of activities outside lessons.	33	36	19	3	9