

INSPECTION REPORT

**ST AUGUSTINE'S CATHOLIC PRIMARY
SCHOOL**

KENILWORTH

LEA area: Warwickshire

Unique reference number: 125713

Headteacher: Mrs Z. Jackson

Reporting inspector: Mr Anthony Calderbank - 7979

Dates of inspection: 29th – 30th April 2002

Inspection number: 198652

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 to 11

Gender of pupils: Mixed

School address: Hollis Lane
Kenilworth
Warwickshire

Postcode: CV8 2JY

Telephone number: 01926 852943

Fax number: 01926 857073

Appropriate authority: Governing Body

Name of chair of governors: Dr Michael Whelan

Date of previous inspection: November, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
7979	Mr Anthony Calderbank	Registered inspector
9874	Mrs Jackie Darrington	Lay inspector
2465	Mr Geoffrey Yates	Team inspector

The inspection contractor was:

National Educational Services
Linden House
Woodland Way
Gosfield
Nr. Halstead
Essex
CO9 1TH

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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

St. Augustine's is an average sized primary school for boys and girls aged four to eleven years. It is situated in Kenilworth, Warwickshire. Most children live in owner-occupier accommodation. There are currently 223 pupils on roll. Nearly all the pupils are organised in classes containing others of the same age; one class contains a mix of Years 1 and 2 pupils. No pupils are known to be eligible for free school meals. Fifty-two children are on the special needs register. At 23 per cent, this is broadly average. Outside agencies provide support for 15 pupils whose needs include speech, autism, emotional and behavioural difficulties and learning difficulties. Seven children have a statement of special educational needs. This is above average for the size of school. Almost all pupils are of white English heritage. Thirteen speak English as an additional language but do not need support in learning English. Pupil mobility is above average. Last year, ten pupils joined and six left the school other than at the usual time of admission or leaving. When the children start in the Reception class, their attainment is above average.

HOW GOOD THE SCHOOL IS

St. Augustine's is a very effective school and a happy community. It has a justifiably good reputation for its academic standards. All pupils make good progress and standards are very high in English and mathematics and well above average in science by the end of Year 6; in addition their attitudes to learning are very good. The quality of teamwork in the school is very good. The headteacher sets the tone in expecting all to do well. There is a strong work and care ethos. The quality of teaching is very good overall. The school gives very good value for money.

What the school does well

- Pupils achieve very high standards in English and mathematics by the end of Year 6 and well above average standards in science.
- The quality of teaching is very good overall.
- The leadership and management shown by the headteacher and the governing body provide very clear educational direction.
- Very good use is made of assessment information to improve standards in English, mathematics and science.
- The school provides a stimulating learning environment.
- The children behave very well. They are eager to learn and work hard. Relationships are very good.

What could be improved

- The achievement of some of the more able pupils in science and mathematics in Years 1 and 2.
- The monitoring and evaluation of teaching and learning by co-ordinators in subjects other than English and mathematics.

[The school has already identified these areas as being in need of development.]

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good improvements have been made since the school was last inspected in November 1997. The quality of teaching is significantly better and standards have improved in English, mathematics and science. In most lessons children are given tasks which challenge them appropriately and stimulate creativity. Very good improvements have been made in information and communication technology, bringing standards up from below average to now being broadly in line with those found in most schools. The provision for special educational needs is better than at the time of the last inspection and is now very good.

The policies and schemes of work for most subjects have been revised to establish consistent practice. A coherent and simplified format has been put in place for the school development plan, which includes appropriate targets for improvements. Performance management is fully in place and all members of staff take part in an annual review where targets are agreed, and professional development needs discussed. There is now a whole-school approach to assessment and very effective use is being made of the information to plan the next steps in pupils' learning in English, mathematics and science. Communication with parents has improved since the last inspection. More information is provided, for example about children's individual targets for learning and curriculum coverage. The school is well placed to move even further forward.

STANDARDS

The table shows the standards achieved by 11 year olds 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	B

Key

Very high – in the top 5% of schools A*

Well above average A

Above average B

Average C

Below average D

Well below average E

In the 2001 National Curriculum tests taken at the end of Year 6 all pupils reached the level expected for their age in English, mathematics and science. The school's results in English and mathematics were very high and in the top 5% when compared with all schools nationally and with similar schools. The school has received two awards from the Department of Education and Skills in recognition of its very good results in National Curriculum tests. Inspection evidence shows that standards this year are as high and pupils make good progress, especially in Years 5 and 6. The school is likely to meet its challenging targets in mathematics and English. In information and communication technology, pupils achieve standards similar to those found in most schools and use their skills well in other subjects. Standards in art and design are well above average. It was not possible to make judgements about standards in other subjects. Religious education is to be the subject of a separate diocesan inspection.

The youngest children make good progress due to the enthusiasm and knowledge of their teacher. By the end of the Reception year many are showing knowledge and skills higher than expected for their age, especially in personal, social and emotional development, in communication, language and literacy and in mathematical development.

Most pupils continue to make good progress in Years 1 and 2, especially in English, but some more able pupils do not achieve as well as they could in mathematics and science by the age of seven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are keen, eager and enthusiastic learners. They concentrate hard and try their best. They enjoy school.
Behaviour, in and out of classrooms	Very good; pupils show good self-discipline in and out of class. This helps to provide a productive environment for learning.
Personal development and relationships	Very good; pupils are confident and responsible. They undertake an appropriate range of duties sensibly and with a very mature attitude. Relationships between staff and pupils, and among pupils themselves are very good.
Attendance	Very good; well above the national average.

The pupils are willing learners and are keen to be involved in all aspects of school life. They enjoy school and their positive attitudes contribute highly to their learning and to their achievements.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Very 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 quality of teaching is very good overall and a strength of the school. No unsatisfactory teaching was observed and many lessons seen were very good or excellent. This is a significant improvement since the last inspection. Teaching is particularly strong in the Reception class and in Years 5 and 6.

Throughout the school all teachers plan their lessons very thoroughly and most have high expectations of what the pupils are capable of achieving especially in English, mathematics and science but in Years 1 and 2 more could be demanded from some of the higher attainers in mathematics and science. A strength of the school is the systematic teaching of skills in reading, writing, spelling and mathematics, firmly based on

established national strategies. Teachers provide pupils with appropriate opportunities to use their newly acquired skills in other subjects. The quality of learning is very good. In all lessons, pupils show interest, concentrate carefully and try hard.

Very good teaching in the Reception class accelerates children's progress and they find learning fun. The teacher makes very effective use of assessment information to ensure that work is matched to children's abilities. Appropriate opportunities are provided for children to explore and learn for themselves. The quality of learning is very good in all areas of learning.

Pupils with special educational needs make good progress because teachers ensure that work is matched well to their ability. Teaching assistants support pupils very effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; the curriculum is well planned and organised in all subjects, ensuring that pupils are provided with relevant learning experiences. A good range of extra-curricular activities and out-of-school visits adds to the quality of education.
Provision for pupils with special educational needs	Very good; pupils have full access to the curriculum and are involved in all of the school's activities. Pupils with statements of special educational needs are provided with very effective support.
Provision for pupils with English as an additional language	No child needs special provision or additional support in learning English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good; there is a strong focus on spiritual, moral, social and cultural development, which contributes very effectively to the personal development of pupils. It has a significant impact on the very good relationships and on behaviour in and around the school. Appropriate attention is given to raising pupils' awareness of the life-styles in other cultures.
How well the school cares for its pupils	Very good care is provided. Staff know pupils very well and provide a caring and orderly environment in which pupils flourish. The procedures for ensuring the health, safety and welfare of pupils are thorough. Assessment of pupils' progress in English, mathematics and science is very detailed and the information used very effectively to plan for future improvements.

The school provides a very good curriculum which meets all statutory requirements. The provision for care and pupils' personal development are significant strengths. The school takes its relationship with parents very seriously and works hard to build a successful partnership with them. Many parents play an appropriate part in helping in school and supporting their children at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher provides very good leadership, giving the school extremely clear educational direction and purpose. There is a shared commitment to improvement, with an effective senior management team providing good support for the headteacher. Though co-ordinators have been given increased responsibility in managing their subjects, they do not all monitor and evaluate the quality of teaching and learning.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well, contributing very effectively to the management of the school. Governors have a very good understanding of the school's strengths and weaknesses. All statutory requirements are met.
The school's evaluation of its performance	The headteacher and senior management team monitor pupils' progress very effectively. The careful analysis of assessment information enables them to set appropriate and challenging targets for improvement.
The strategic use of resources	Very good; financial planning is very good and resources used well to support the long-term development of the school. The careful use of all available funds has secured significant improvements in the learning environment.

The school is managed very effectively and resources are used to maximum effect to ensure pupils achieve high standards. A stimulating learning environment has been created within the buildings and grounds. Principles of best value are applied conscientiously.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like school. • The school is well led and managed. • Teaching is good. • Children behave well. • Children are expected to work hard and as a result make good progress • The school helps children to become mature. 	<ul style="list-style-type: none"> • The amounts of homework children are given. • The information they receive about how their children are getting on. • The working relationship the school has with its parents.

The inspectors support parents' positive views of the school. They are of the view that the school makes every attempt to keep parents well informed about how their children are getting on. Two formal consultation evenings are held every year. Parents receive an annual report which details pupils' progress and attainment in all subjects. However, targets for improvement could be made more explicit and space

provided for parents and pupils to respond. Parents are made to feel welcome when they approach the school with any problems. The school is doing its best to build up a good working relationship with them. Homework is sufficient and successfully reinforces the work being done in class.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very high standards in English and mathematics by the end of Year 6 and well above average standards in science.

1. Throughout the school there is a determination to promote high standards in a caring and friendly environment. Since the last inspection in 1997 standards have risen significantly. In the 2001 National Curriculum tests taken at the end of Year 6 all pupils achieved at least Level 4 (the standard expected for their age) in English, mathematics and science. The school's results in English and Mathematics were very high and in the top five per cent when compared with all schools nationally and with similar schools. Approximately two-thirds of the pupils attained the higher Level 5 – well above the average of other schools. In science pupils' achievements were well above average compared with all schools and above average compared with similar schools. Nearly half of the class achieved Level 5. The aggregated test results from all three subjects places the school in the top five per cent of all schools nationally. Pupils with special educational needs and those who speak English as an additional language make similar progress to their peers. There is little difference in the performance of boys and girls.

2. All pupils show very good skills in expressing their ideas. They are fluent conversationalists and like performing. Year 5 pupils enjoyed taking the roles of characters from the battle of Thermopylae and pupils in Year 6 debated sensibly issues around the Campaign for Nuclear Disarmament. Pupils' easy use of language is also seen in their reading and writing. They read with expression and a good sense of the storyline. They develop an appreciation of different authors and their styles, such as Lewis Carroll and Alan Garner, and choose books because of particular interests, for example adventure stories. Pupils confidently discuss plot, setting and characterisation. For example, one girl talked about not liking the 'stock character such as a fairy godmother'. The majority can skim and scan to obtain information quickly from non-fiction books. They draw on what they read and say in their writing. Pupils are encouraged to discuss their thoughts in pairs or groups in order to clarify their ideas before putting them to paper. They are reminded by their teachers to 'think it, talk it, write it.'

3. The pupils make very good progress in learning the features of different types of writing. This is a particular strength of the school. The work done in literacy hours has a positive effect. Pupils learn the key elements of formats such as reports, letter writing and stories. For example, Year 6 pupils interviewed the headteacher and then wrote biographical recounts using the information. One pupil wrote, 'A job was offered for headteacher in St. Augustine's R.C. primary school and some people might have jumped at the chance but for Mrs Zofia Jackson it was just to try out for an interview. Little did she know about what was to come!'. Many of their stories have good opening paragraphs and use language confidently for effect and drama as in 'The door slowly creaked open, Mr. Plumly was shaking as he stepped inside the jet black room.' Pupils make very good use of their writing skills in other subjects. In science, a Year 6 pupil described upthrust as 'a force which fights against gravity' whilst in history Year 5 wrote letters describing the symptoms of the Black Death.

4. Pupils' work is usually neatly presented and by the end of Year 6, pupils write legibly in a joined style, set out their work in paragraphs, spell most frequent words accurately and use appropriate punctuation.

5. Pupils make very good progress in working with the four rules of number both mentally and on paper. They have a good understanding of place value and the properties of shapes. All show good command of tables and are familiar with ways to measure length, time, area and volume. Work in the numeracy hour is helping pupils to use a range of strategies to work out and apply numbers and to help pupils explain their thinking. Pupils in Years 5 and 6 displayed a very good understanding of the relationship between decimals, fractions and percentages and were able to use their knowledge to work out problems in their head. For example, they could work out the chart positions of pop albums if 10% more were sold and then 30%. Pupils use and apply their considerable knowledge very effectively in other subjects. In geography they have plotted the height of Conway Castle and undertaken a traffic survey of Warwick Road.

6. By the end of Year 6, pupils have a very good scientific knowledge. They remember facts well and use appropriate scientific terms. Much of the work they study is at a high level of challenge. For example, pupils know how to test for acidity using a universal testing strip and explore whether the temperature of water has an effect upon the speed at which sugar dissolves. They learn how to predict, to carry out investigations and how to record their findings using graphs and information and communication technology. Though pupils cover a range of scientific enquiry, there was no evidence of them setting questions and designing their own tests.

The quality of teaching is very good overall.

7. The quality of teaching has improved significantly since the last inspection and is very good overall. In the lessons seen, all the teaching was satisfactory or better; 85 per cent of lessons were good or better and 70 per cent were very good or better. Teaching is particularly strong in the foundation stage (Reception class) and in Years 5 and 6. Care should be taken when interpreting these percentages as each lesson represents five percentage points.

8. The Reception teacher has a very good understanding of how young children learn. She provides a rich programme of activities which interest and motivate them. A high emphasis is placed on children learning through play and experience. For example, very good use was made of the 'train' in the outside play area to develop children's addition and subtraction skills as they calculated the number of 'passengers' remaining on the 'train' when some got off at a 'station'. This represents an improvement since the last inspection when it was found that sometimes the children had to sit and listen for long periods. The classroom has been extremely well organised to provide a very good range of practical activities. The teacher shows much imagination in the way she uses role-play activities, such as the 'airport', to catch the children's interest and to promote their learning. Planning is very detailed and effective use is made of the classroom assistant to observe individual children and note evidence of their attainment and progress. Children find learning fun and make good progress in all areas of learning.

9. During the past two years there has been a number of staff changes in Years 1 and 2 which has had a detrimental effect upon pupils' progress. The school is now entering a more stable period and the quality of teaching has improved and is good overall. As a result standards are improving. Most pupils are now making good progress but teachers could still provide more challenge for some of the higher attainers in mathematics and science. Teaching is very good in Years 3 to 6 and this is reflected in the high standards being achieved by the time pupils leave the school.

10. Throughout the school teachers are confident in their knowledge and delivery of the National Literacy and Numeracy Strategies. The teaching of English and writing in particular is a strength. Planning is very thorough and ensures that the needs of all pupils are met. All aspects of the subject are

taught very well and the teachers have high expectations of what the pupils read and write. Resources are used well. For example, white boards and a story frame were used to good effect in Year 2 to help the

pupils write their own endings to a story. Older pupils are taught to evaluate each other's work. Some of the comments are very informative. One pupil in Year 6 wrote, 'Your conclusion was very good but in the fourth paragraph you were repeating a few words. I thought you could have used different words. Well done!' In a Year 5 mathematics lesson the teacher employed a variety of teaching styles to make the learning interesting. She used the overhead projector effectively to demonstrate rotation and the pupils were helped to understand the relationship between the six and three times tables by playing a game of bingo. The arrangements for staff with particular expertise to teach English and mathematics in Years 5 and 6 work very well because the teachers enthuse the pupils through their own interest and love of the subject matter. This is one of the reasons why standards are so high in these subjects.

11. The teaching of information and communication technology has improved since the last inspection when it was reported that there was very little direct teaching of skills. Teachers now have a better knowledge and understanding of the subject. For example, in Year 2, the teacher taught the pupils how to give instructions to a 'turtle' so that it could find its way through a maze. There is now a well-equipped computer suite, to which all pupils have access, and teachers make good use of the projector to demonstrate skills. The school's own technology assistant plays a valuable role in helping pupils learn new skills. Teachers make effective use of information and communication technology in other subjects such as in science to record their findings using spreadsheets.

12. All teachers manage pupils very well and create a calm and purposeful working atmosphere in their classrooms. This allows the pupils to concentrate and to do their best. The relationships between staff and pupils are an important strength of the school. Adults treat pupils with respect and pupils respond very well to this. These very good relationships make a valuable contribution towards the quality of the learning and the standards achieved.

13. Teachers make very good provision for pupils with special educational needs. They ensure that the work set for them matches their prior attainment. All teachers place a great deal of emphasis on promoting the pupils' self-esteem. For example, in an excellent lesson with a Year 6 Class the teacher told a group of special needs pupils 'You are going to be the stars of the show today. You are going to write instructions on how to leave the school in an emergency.' They were made to feel special and their confidence grew. As a result the pupils made good progress. The effectiveness of the teaching of pupils with special educational needs can be seen in the results of the National Curriculum tests taken at the end of Year 6 in 2001 when all the pupils achieved Level 4 in English, mathematics and science.

The leadership and management shown by the headteacher and the governing body provide very clear educational direction.

14. The headteacher and governors have been successful in improving the school since the previous inspection. They work very effectively together to promote high standards and establish a Christian ethos in which all pupils can flourish. As a result the school now provides very good value for money.

15. The very good leadership of the headteacher has ensured a clear educational direction for the school. Her influence has been a major factor in school improvement over the past few years. The Department for Education and Skills has recognised the school's success by presenting it with an achievement award. The creation of a senior management team including the deputy headteacher and key stage co-ordinators has ensured that the school is well led in all departments. The deputy head teacher provides good pastoral leadership.

16. The last inspection identified weaknesses in the school development plan. Development planning is now very good. There is a culture of reflection and evaluation at the heart of the school and this is evident in the way the headteacher, staff and governors co-operate effectively in the decision-making process. Procedures for reflecting on what works well and what could be done better are very well developed and as a result the school is able to set its own appropriate targets for improvement. For example, every year it undertakes a comprehensive self-review and evaluation of key areas. This measured response to change accounts for the good improvements made since the last inspection.

17. Governors are very much involved in all aspects of school life and fulfil their legal requirements. They have a very good understanding of the school's strengths and weaknesses. Individual governors are linked to subject areas. Their knowledge and skills are used well to ensure that the school operates efficiently and achieves the best value for money. The school's aims and values are reflected very well throughout all its work.

18. Parents who responded to the inspection questionnaire felt strongly that the school was well led. The inspection team fully endorses this view. The headteacher knows her pupils well and it was very evident during the inspection that they like and respect her. Though she has played an important part in the building of a successful school she looks at ways of improving it further. In a biographical recount of Mrs Jackson one child quoted her as saying, "You can never say, I'm a headteacher and you've finished your journey because there is always a little more you can do."

Very good use is made of assessment information to improve standards in English, mathematics and science.

19. The previous inspection report identified assessment and marking as a key issue for improvement. Since then the school has made significant improvements and the use made of assessment information is now of a very good quality.

20. A baseline assessment profile has been adopted for children entering the Reception class to establish initial levels of attainment. This is used effectively to monitor individual progress and provides the school with the necessary information to make value-added judgements. In the Reception class, careful assessments are made of how well the children have achieved the tasks set for them. This is recorded in a good amount of detail to show how each child is progressing. For example, the classroom assistant was observed recording how well the individuals in her group had grasped the concept of counting on and taking away. The information was then discussed with the teacher and the outcomes used to plan the next stage in the children's learning.

21. Throughout the rest of the school, very effective systems have been put in place to assess and record pupils' progress in English, mathematics and science. These include statutory and optional National Curriculum tests and others which have been introduced to suit the school's own purposes. In Years 1 and 2, for example, the 'Bonds Awards' are appropriately used to test the pupils' knowledge of number bonds.

22. The school is very good at analysing in detail the data from National Curriculum tests and its own internal tests. It notes what has been successful and where improvements need to be made. The school has identified, for example, that in the science tests taken at the end of Year 6 in 2001 most marks were lost when pupils were not specific enough in their explanations. Appropriate action was taken. The pupils were instructed to circle or underline key words in questions to help them focus on what is required to answer the questions accurately and fully in future. In mathematics, pupils' incorrect responses have been

scrutinised to explore where they had gone wrong. It was noted that in data handling most mistakes involved the inaccurate reading of scales. As with science an action plan was drawn up to rectify the situation.

23. All teachers are conscientious in marking pupils' work regularly. Most take time and care and use marking to its optimal effect to provide clear guidance on what pupils have done well and what they need to do next time to improve.

The school provides a very stimulating learning environment.

24. Tremendous improvements have been made since the time of the previous inspection to the school grounds when the only comment made was that 'the playground area was large enough and the playing field provided generous outdoor provision.' The outdoor area now provides an excellent environment for learning and recreation. Everything is well cared for and financial contributions from many sources including the Parents' Association and from 'Seed Challenge' have helped to ensure that the resources are of a high quality. The millennium prayer garden, the environmental area and the low-level play activity equipment are but three examples of what pupils have access to both in lessons and during breaktimes.

25. Pupils appreciate the wide range of facilities available. One child writing about special places says, 'My special place is the quiet area in the playground where you can take your friend when they are crying.' Children in the Reception class benefit greatly from outdoor apparatus such as that developed as part of the 'train station'. They engage in role-play in the 'airport' that allows them to develop their linguistic skills. The outside area is very clean and litter free and the school has received an award for cleanliness.

26. The learning environment inside the school building is enhanced greatly by the quality of pupils' work on display and by the unobtrusive but effective way the school demonstrates the importance of its Christian foundation. For example, the school has a dedicated prayer corner off a corridor where pupils can kneel in silent reflection or say their prayers. A St Francis of Assisi 'Please pray for' book is on display for pupils to record their requests for prayers.

27. The careful arrangement of displays of work helps to celebrate pupils' successes and show that their work is valued. There are some very good examples of work from all age groups. A key strength is that the work reflects a comprehensive range of skills and good use of literacy, numeracy and information and communication technology in other subjects. For example, graphs show how tourists travel to Conway and how pupils make their way home from school. A Powerpoint presentation related to the French town of Annecy shows good use of information and communication technology skills.

28. Pupils are rightly proud of their achievements in art and design and work such as 'Bacchus and Ariadne' demonstrates a high level of expertise. Other displays include artwork based on that of famous artists. The work of Magritte is used effectively as a stimulus for close observational drawings that demonstrate good artistic skills.

29. Pupils' writing is displayed well not only in classes but around the school. For example, a display of letters written to Nelson Mandela reflected on the contribution he had made in confronting injustices such as apartheid. One letter contained the line, 'Your work is a ray of hope and a new beginning'. An 'Awesome Authors' display contains some very good examples of poetry, independent research and persuasive writing. One poem written by a Year 2 child states, 'When I dance I feel I could fly over the highest mountain.'

30. Classrooms have been enlarged and an information and communication technology suite created

since the last inspection. Both these initiatives have helped to improve the environment for learning. The school is very clean and kept in a very good state of repair.

The children behave very well. They are eager to learn and work hard. Relationships are of a very high standard.

31. Pupils' very good attitudes, behaviour and relationships make a positive contribution to the school's Christian ethos and the quality of learning. Comments from parents, both in the questionnaire and at the meeting prior to the inspection, strongly support this view.

32. Much emphasis is placed in the Reception class on children's personal, social and emotional skills. These are developed very effectively. As a result pupils become confident, inquiring and collaborative learners who relate very well to other children and with adults. They behave very well both when asked to work on their own or to take part in group or class activities.

33. In Years 1 to 6 pupils' behaviour is very good. Pupils have a very clear understanding of the school rules. They are courteous and trustworthy, and demonstrate respect both for their own and the school's property. For example, the excellent resources available in the playground areas are constantly in use but treated with great care. Pupils are polite, very caring and friendly towards one another, staff and other adults. This was demonstrated very well during the inspection when two Year 5 pupils explained very politely and clearly to one of the inspection team how the Christian icons on display in the school hall were created during art and design sessions. Pupils know the difference between right and wrong and show notable respect for each other and a willingness to listen to each other's points of view. All staff provide very good role models for pupils and have a positive approach to discipline.

34. Pupils are very eager to attend school, arriving punctually and starting the day in a purposeful manner. They have very positive attitudes towards lessons and learning. For example, in one lesson in Year 5 they keenly put forward their ideas about what words demonstrated the importance of rhythm, repetition and rhyme in performance poetry. Many pupils take part in the good range of extra-curricular activities provided by the school. This is particularly evident in the enthusiastic response to the sports activities open to pupils of all ages after school on a Tuesday. The very positive attitudes pupils show to all they are asked to do play a vital part in the good progress they make in all aspects of school life.

35. Relationships at all levels are very good and a strength of the school. Staff, governors and pupils work together to create a happy, caring and Christian environment where the individual is valued and respected. Pupils with special educational needs and the few who speak English as an additional language are fully integrated into all aspects of the life of the school.

WHAT COULD BE IMPROVED

The achievement of some of the more able pupils in mathematics and science in Years 1 and 2.

36. The school's own analysis of the results of the 2001 National Curriculum tests and teacher assessments taken at the end Year 2 in mathematics and science indicate that the pupils performed well at Level 2 (the expected standard for their age). However, comparison against similar schools shows that at Level 3 the pupils' performance in mathematics was below average and in science it was well below other schools. One of the reasons for this is the number of staff changes during the past two years in Years 1 and 2. This has been unsettling for pupils and has had a detrimental effect upon standards in these subjects. The school is now entering a more stable period and inspection evidence shows that standards

are beginning to rise and progress in Years 1 and 2 is good. Previously completed work in mathematics indicates that by the end of Year 2, all the appropriate programmes of study have been thoroughly covered. Most pupils have a very good knowledge and understanding of number and number operations and have learnt about shape and space. However, some of the higher attainers could be challenged more. Opportunities to use and extend their skills are limited by the demands of some worksheets and when there is extension material provided the pupils do not always complete it.

37. A similar picture emerges in science. By the end of Year 2 pupils have a good knowledge and understanding of the topics they have studied. They can explain ways in which plants and animals are affected by their environment and work on electricity shows that they are familiar with two power sources, battery and mains. Most understand how a circuit must be complete before the bulb will light. However, a scrutiny of work shows that higher attainers are not given enough opportunities to investigate for themselves using first-hand experiences and to think about what might happen before deciding what to do.

The monitoring and evaluation of teaching and learning by co-ordinators in subjects other than English and mathematics.

38. The role of subject co-ordinators has been developed well since the time of the previous inspection. Job descriptions now clearly state what responsibilities they have. All are conscientious and hard working. They monitor weekly plans and look at pupils' work. Both the English and mathematics co-ordinators have undertaken some classroom monitoring. The school has identified as a priority the need to extend the co-ordinators' role even further. Two members of staff have already attended training courses on how to develop their monitoring skills and give feedback to teachers after observing a lesson.

39. Currently not all co-ordinators are given the opportunity to monitor and evaluate classroom practice in any consistent way. As such they do not have first-hand knowledge of what works well and what could be improved in teaching and learning in their subjects and to focus on this to raise the quality of provision. The school is aware of this and is looking at ways of ensuring that all co-ordinators have the necessary skills not only to observe lessons but also to enable them to give constructive feedback to colleagues without undermining their confidence.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

40. As it continues to strive to improve the quality of education, the governors, headteacher and staff should:

- ensure that work set in mathematics and science challenges all the higher attainers in Years 1 and 2.
- provide more opportunities for subject co-ordinators to monitor and evaluate the quality of teaching and learning in their curriculum areas.

The school has already identified these areas as being in need of development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
20	50	15	15	0	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	223
Number of full-time pupils known to be eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	59

English as an additional language

	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.6

Unauthorised absence

	%
School data	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
	2001	16	15	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above	Boys	15	15	15
	Girls	15	15	15
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	97 (91)	97 (97)	97 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 and above	Boys	15	15	15
	Girls	15	15	15
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	97 (97)	97 (97)	97 (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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	23	35

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	12	12	12
	Girls	23	23	23
	Total	35	35	35
Percentage of pupils at NC level 4 or above	School	100 (97)	100 (97)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	11	11	11
	Girls	23	23	23
	Total	34	34	34
Percentage of pupils at NC level 4 or above	School	97 (90)	97 (90)	97 (94)
	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	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	222
Any other minority ethnic group	0

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)	9.5
Number of pupils per qualified teacher	24.7
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	177

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	2001-2002
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	£
Total income	452,208
Total expenditure	468,323
Expenditure per pupil	2,054
Balance brought forward from previous year	35,955
Balance carried forward to next year	19,840

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	223
Number of questionnaires returned	124

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	24	4	1	0
My child is making good progress in school.	61	36	0	0	2
Behaviour in the school is good.	73	26	1	0	0
My child gets the right amount of work to do at home.	42	44	12	2	0
The teaching is good.	75	24	1	0	0
I am kept well informed about how my child is getting on.	30	47	18	3	2
I would feel comfortable about approaching the school with questions or a problem.	65	25	6	3	1
The school expects my child to work hard and achieve his or her best.	80	19	0	0	1
The school works closely with parents.	45	37	12	4	2
The school is well led and managed.	63	32	2	1	2
The school is helping my child become mature and responsible.	71	27	0	0	2
The school provides an interesting range of activities outside lessons.	60	32	6	0	2