

INSPECTION REPORT

ST WILFRID'S C E PRIMARY SCHOOL

Grappenhall, Warrington

LEA area: Warrington

Unique reference number: 111315

Headteacher: Mr I Bowler

Reporting inspector: Mr Jean-Pierre Kirkland
4483

Dates of inspection: 12th – 13th September 2000

Inspection number: 224951

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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:	Church Lane Grappenhall Warrington
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Telephone number:	(01925) 262721
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Appropriate authority:	Governing Body
Name of chair of governors:	Reverend Malcolm B Kelly
Date of previous inspection:	September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Wilfrid's CE Primary School is a voluntary aided school located in the village of Grappenhall on the south-eastern suburbs of Warrington. It is larger than most primary schools with just over 400 pupils on roll. There are 16 staff and 2 classes in each year. Most pupils come from the immediate locality. The school accepts a significant number of pupils part-way through the three key stages. The area served by the school contains many families with professional and managerial backgrounds. The numbers of pupils entitled to free school meals is well below the national average. Attainment on entry to the school is above nationally expected levels in literacy and numeracy skills development and broadly average in personal and social skills development. About ten per cent of the pupils are currently on the school's register of special educational need, a figure well below the national average. The school also has a small percentage of pupils with statements of special educational need, again well below national averages. The school is currently undergoing significant building, with the construction of a new hall and two new Reception classrooms, adjacent to the main school.

HOW GOOD THE SCHOOL IS

This is a very effective school. Children enter the school above average generally, with good levels of literacy and numeracy skills development. Very good progress is sustained throughout the school, so that attainment at age 11 is high. Over half the pupils reached the higher Level 5 in the English and mathematics national tests in the year 2000 and three-quarters reached this higher level in science. Much of this is due to very good teaching in all areas of the school, with a good supportive curriculum adding breadth and variety. The school is very well led and managed and targets for improvement are a prominent feature of the school's determination to seek improvement. With funding per pupil being relatively low, the overall result is that the school provides very good value for money.

What the school does well

- The school enables pupils to achieve high standards in English, mathematics and science by age 11.
- Teaching is very good throughout the school, resulting in very good progress being sustained across the three key stages.
- The school uses assessment very effectively as an instrument for raising standards.
- Monitoring of the curriculum and teaching is of a very high standard, enabling the school to build very effectively on its good practices.
- By focusing on the pupils' very positive attitudes, teachers enhance the quality of learning greatly.
- The headteacher and key staff work in a united way to raise standards through clear and realistic planning and evaluation.

What could be improved

- Better use could be made of information and communications technology (ICT) across the whole curriculum.
- Parents could be kept better and more clearly informed about what their children need to do in order to improve.

The areas for improvement will form the basis of the governors' action plan, although the school has already begun to plan for developing ICT further.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the previous inspection has been very good. The school has acted successfully on all the key issues identified at that time, and assessment, a key issue to address, is now a significant strength of the school. Standards and the rate of progress across the school have both improved. Investigative work by pupils features highly in many subjects. Teaching has improved very significantly and is also a significant strength of the school. Other improvements have taken place in the overall planning and monitoring of teaching and the curriculum. The accommodation is about to improve

significantly with new Reception buildings and a new hall almost complete. The school is well placed to make further improvements.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests in 1999.

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	A	A	A	B
Mathematics	B	A	B	C
Science	B	B	A	B

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The 1999 national test results show pupils at the school achieving well above average standards in English and science, and above average standards in mathematics. These results placed pupils above average when compared to similar schools in English and science and broadly average in mathematics. The most recent results from 2000 show a significant improvement in all three subjects. The percentage of pupils achieving the higher Level 5 in 2000 is high, with over 50 per cent achieving this level in English and mathematics, and 75 per cent achieving this level in science. There are as yet no published national comparisons, or comparisons with pupils from similar schools. Over time, pupils' performances in the end of Key Stage 2 tests have been improving. Inspection findings confirm the high standards achieved in 2000 with high standards already being achieved by pupils in Year 6. At Key Stage 1 in 1999, results were down on the previous year, but still above the national average in all three subjects. This was partly due to a number of staffing problems, affecting in particular the Year 2 pupils in the year 2000 national tests. Inspectors found standards to be well above expected levels throughout Key Stage 1 currently. Progress over time and in lessons observed is very good, with significant increases in the numbers of pupils achieving the higher levels in 2000 at Key Stage 2, when compared to the 1996 Key Stage 1 results for the same group of pupils. Standards were found to be above average in all the other subjects observed during the inspection throughout the school. Standards have risen since the school was previously inspected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Outstanding – pupils love coming to school and work very hard.
Behaviour, in and out of classrooms	Very good in lessons, lunchtime and playtimes. There were no exclusions last year.
Personal development and relationships	Personal development is very good and relationships throughout the school are excellent.
Attendance	Well above the national average and contributing significantly to the high standards and very good progress made.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Very 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.

Teaching is very good throughout the school, a considerable strength, and a significant improvement since the previous inspection. All teaching was judged good or better. Seventeen per cent of teaching was judged excellent, 61 per cent judged very good, and 22 per cent was judged good. Teachers have very good levels of subject knowledge, which they use to great advantage when questioning and challenging pupils, especially in English, mathematics and science. Both the National Literacy and National Numeracy Strategies have been very effectively introduced throughout the school, enabling pupils to make very good progress in developing essential skills such as reading, writing, speaking, listening, investigating, problem solving and calculating. Gifted pupils are given frequent opportunities to excel in their work, whilst great care is also taken to ensure lower attaining pupils and those with special educational needs are well catered for. Work is well matched to the needs of different groups of pupils, based on excellent levels of intricate and detailed planning. This includes the pupil with English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum is broad and interesting for pupils. Information and communications technology is not yet supporting other subjects effectively and this is an issue for the school to address.
Provision for pupils with special educational needs	Very good, with early identification of problems and appropriate strategies for solving them. Individual education plans are of very good quality.
Provision for pupils with English as an additional language	Good, although very few pupils affected. The school is aware of their needs and makes good provision to ensure progress is commensurate with capabilities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school pays particular attention to personal development and other issues through 'special time', which is greatly valued by pupils. Multicultural provision has improved since the school was previously inspected.
How well the school cares for its pupils	Very good provision, with assessment being a significant strength.
How well the school works in partnership with parents	There is a good and effective link with parents throughout the school, with a significant number helping regularly in the school in various ways.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good and a significant strength. Very good teamwork and clear educational direction ensure systems run smoothly so that standards continue to rise.
How well the governors fulfil their responsibilities	Good support from well-informed governors helps the school to work efficiently and effectively.
The school's evaluation of its performance	Very good – the school constantly monitors and assesses, using this information very effectively when setting targets for improvement.
The strategic use of resources	Very good, with a constant eye kept on good value for money as spending decisions are taken.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and make good progress. • Behaviour is good. • The quality of teaching is good, with some excellent teachers. • Expectations of children working hard and succeeding are very high. • The school helps children become mature and fosters good values and attitudes. • Improvements in English and mathematics through setting arrangements. • Improvements since the previous inspection in the buildings, computer resources and assessment. 	<ul style="list-style-type: none"> • More consistency in the setting of homework between classes in the same year, with less set at Key Stage 1. • Better quality information on their child's progress, especially in the annual reports. • Extra-curricular activities are not as good as in some other schools, and some, although advertised, do not function regularly.

Inspectors support the parents' positive views of the school wholeheartedly. Inspectors did not agree with parents over homework, which was found to be of a satisfactory quality and quantity throughout the school. Inspectors found the level of extra-curricular activities to be average for a school of this size. The school's explanation for the cancellation of some activities last year due to staff absence or attendance on courses was accepted. Inspectors also noted an increase in some extra-curricular provision this year, especially in modern foreign language clubs. Inspectors did support parents over the lack of clear information on children's annual reports and this has become an issue for the school to address.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school enables pupils to achieve high standards in English, mathematics and science by age 11.

1. Over the last four years, standards have been rising at a similar rate to the national average, but are well above that average. In the latest test results for pupils aged 11, the school succeeded in passing all previous records, with all pupils reaching Level 4 or above in science, 95 per cent of pupils reaching Level 4 or above in mathematics and 92 per cent reaching Level 4 or above in English. Fifty-five per cent of pupils reached the higher Level 5 in English and mathematics, whilst 75 per cent reached Level 5 in science. This is very good progress: when these pupils took the national test aged seven, only about a quarter of them succeeded in achieving the higher level. Lower attaining pupils also make very good progress. For example, in science in 1996, 11 per cent failed to reach Level 2 (the expected level for seven year olds), but by age eleven, all pupils achieved Level 4 (the expected level for eleven year olds). These results are a significant improvement on the previous year, which were still well above national averages in English and science and above average in mathematics. There are no comparisons yet available nationally or for similar schools.
2. Inspectors confirm the high standards in all three subjects. Pupils' work, some of it going back to the beginning of the previous school year, shows pupils making very good progress in their learning across all three subjects. Lesson observations confirm that pupils have already reached Level 4 at the start of this final year, with many above that level. Writing by higher attaining and average pupils is imaginative and precise with very good use of vocabulary, such as 'the fire gleamed with hot yellow paper burning and shrivelling'. Spelling and punctuation are also of a high standard, with words such as 'eventually' and 'slaughtered' correctly spelled, and speech marks and commas used appropriately in extended writing. Words are used to reinforce meaning and to good effect, such as 'a shiver trickled down my spine'. Lower attaining pupils divide their work up into paragraphs appropriately and they introduce imaginative words into their writing, such as 'revealing' and 'realises'. In conversation, pupils are articulate and clear and express themselves well. This came across well in a Year 6 assembly, taken by two pupils who had written an imaginative script on bullying which they explained clearly to their audience. Also, in a science lesson on habitats, one pupil explained that evidence of animals and insects might be seen through 'bodily waste'.
3. In mathematics, progress since the start of the key stage has been very good for all pupils. They have, by age 11, developed a very good use of technical language and understand phrases such as 'inverse proportion' and 'reflective symmetry', and their graph work develops to a very high standard. Lesson observations in Year 6 show that about half the pupils are already working at Level 5 in number work, being able, for example, to multiply pairs of 2 and 3 digit numbers accurately. All pupils are also able to add pairs of two digit numbers to total up to one thousand mentally, explaining their strategies with confidence. Most of the remaining pupils are very competent with number work, they solve problems mentally and have a good grasp of shapes and measurement.
4. Work in science shows that pupils have a very competent grasp of a fair test and how to make predictions. Work is recorded neatly and diagrams are correctly labelled. Higher attaining pupils lay their work out in an excellent manner so that it is logical and clear; average attainers convert statistics into graphs very competently and accurately; lower attaining pupils have progressed well in their understanding of the properties of different materials and of forces. Progress across the key stage has been very good, building well on the very solid foundations laid in Key Stage 1.

Teaching is very good throughout the school, resulting in very good progress being sustained across the three key stages.

5. All teaching observed was good or better. Sixty-one per cent was very good and 17 per cent excellent, with 22 per cent judged as good. This is a significant improvement since the previous inspection and teaching is now a great strength of the school. Teachers are exceptionally well-prepared. Planning is intricate and detailed. Each stage of the learning process is clearly identified for each lesson, supported from the start by clear and appropriate learning objectives. Pupils are placed in working groups according to prior learning and the tasks set reflect high challenges for each group of pupils. Teachers use their excellent knowledge of pupils' capabilities to outstanding effect when questioning pupils at the start or end of lessons. Resources are always at hand, having been prepared carefully in advance; when helpers such as governors or parents are present, they have a clear role and are given specific tasks to undertake. Pupils are very effectively managed and not a second is lost at the start of lessons, or when pupils move from one activity to another, or around the building when doing other tasks.
6. Especially effective questioning takes place in English, mathematics and science lessons. Year 6 pupils are asked to explain why they think a word is a conjunction, for example, and they are expected to explain the strategies they use to solve problems in mathematics. In Year 5 science, the teacher used very effective and skilful questioning of pupils to help them understand the circulation of blood through the body and how exercise increases the pumping mechanism of the heart, thereby raising pulse rate. As a result, pupils make very good progress in grasping a new scientific principle, which they then test out after having made some predictions based on their learning. In Year 2 mathematics, the teacher used counting sticks very effectively during the final session to ensure that all pupils had grasped the principles of tens and units.
7. Planning is outstanding. Teachers plan in year group pairs so that both classes do the same work. When working in sets, such as in English and mathematics, planning ensures that the needs of each group are carefully met. When pupils in Year 6 were devising problems for themselves, teachers were quick to ensure that pupils challenged themselves sufficiently highly, so that progress and learning could be maximised. As a result, throughout the school, pupils do not find the work too hard or too easy, and they make very good progress in consolidating new ideas and principles. Teachers have very good knowledge and understanding of their subjects and they use technical language very well in lessons. In Reception classes, pupils are challenged to identify battlements on a drawing of a castle and in Year 1, pupils become familiar with terms such as author, illustrator and title page as well as learning that 'tummy' is an acceptable substitute word for stomach in science. By Year 6, pupils have made very good progress in the development of technical scientific vocabulary, using and understanding terms such as 'habitat', 'irreversible' and 'interdependent' for example. Teachers constantly reinforce literacy skills in this respect, making effective cross-curricular links in skills development.

The school uses assessment very effectively as an instrument for raising standards.

8. An issue at the previous inspection, assessment is now another significant strength of the school as an instrument for raising standards and the rate of progress. Assessment procedures are used frequently to help teachers gain a complete view of their pupils. Initial assessments take place during the first few weeks in the Reception classes, so that good knowledge of the children's capabilities may be obtained, any problems might be identified and specific issues highlighted and addressed. This knowledge is built on progressively by regular assessments in English, mathematics and science using the information obtained from the national tests at 7 and 11 years old, as well as interim standard assessment tests in other years. Teachers keep detailed records of the outcomes of these and other tests which they use to place pupils in groups within classes, or in sets for English and mathematics at Key Stage 2. The school now has collections of work in English, mathematics and science which act as a guide for staff on the levels to be expected from pupils at different ages and different capabilities. These enable teachers to target work to meet the needs of each group of pupils, helping to ensure greater progress in learning. Pupils are moved between sets or groups as appropriate, to ensure they are always being challenged at an appropriate level.

9. Teachers use assessment knowledge very effectively when asking questions during lessons. In the mental mathematics sessions in all key stages at the start of the lessons, teachers ensure that individual pupils are given specific challenges reflecting their capabilities, so that all may be made to think at an appropriate level. Similarly well focused questioning occurs regularly in English and science lessons across the school. The pupils, when answering, feel valued and this boosts their confidence, self-esteem and learning effectively. In a Year 4 ICT lesson, challenging questions such as 'what do you think?' or 'what do you notice?' help pupils to focus their thinking more precisely as they learn new skills of cutting and pasting. Teachers also expect all pupils in the class to develop their linguistic skills, so that questions are not only subject specific, but encourage literacy development as well. In Year 5 science, all groups of pupils are expected to learn the meaning of words such as 'exhausted' or 'energised' when experimenting with pulse. This effectively increases their vocabulary, enabling very good progress to occur in language development. Pupils with special educational needs are regularly assessed and reviewed if appropriate. Targets are realistic, attainable and precise.

Monitoring of the curriculum and teaching is of a very high standard, enabling the school to build very effectively on its good practices.

10. The school has firmly adopted the principle of continuous monitoring of the teaching of key subjects as an instrument in helping to raise standards. Subject leaders in English, mathematics and science monitor lessons regularly, with appropriate time allocated in order to carry this out effectively. Staff undertaking the monitoring are thoroughly prepared in what to look for. Using a whole school lesson monitoring sheet, agreed by the staff, classes are visited on a systematic basis in rotation. Feedback is immediate and realistic targets for improvement are set. Staff work towards these targets, which then form the basis of the next monitoring visit. The very significant improvement in the quality of teaching since the previous inspection is one of the more important outcomes of the monitoring.
11. Through a thorough analysis of national test results, and supplemented by the classroom visits, areas for improvement in both teaching and the curriculum are identified. This has led, for example, to more focus being given to investigative work in science, to increased focus on problem solving in mathematics and to an increase in the volume and quality of extended writing in English at both key stages. The monitoring also enables subject leaders to spot any inconsistencies in the teaching or the curriculum between classes in the same year. The monitoring has also identified some slight discrepancies between the new government guidelines and the existing school policy, which have quickly been rectified. Subject leaders also check for consistencies in the quality and quantity of homework being set.

By focusing on the pupils' very positive attitudes, teachers enhance the quality of learning greatly.

12. Pupils bring outstandingly good attitudes to learning into each classroom. They have a thirst for knowledge, which is quickly and effectively developed and nurtured from the Reception classes onwards. Here, for example, initial curiosity is fostered very well by the teacher, who encourages children to experiment with the mouse when using the computer. As a result, children quickly learn the skills of manipulation and control. In Year 1 English, the teacher tells a story with great expression, so that pupils' imagination and interest is captured, concentration levels are high and learning is rapid. Concentration on tasks remains very high due to the interesting and stimulating way in which the pupils are taught. Using visual aids as an aid to learning, after three hours of lessons with only a short break, pupils in Year 2 mathematics showed high levels of interest and a strong desire to succeed, which they sustained until the end of the morning. Similarly in a Year 2 music lesson at the end of the day, by using a range of instruments, and devising a guessing game based on nursery rhymes, the pupils' attention was held until the end of the lesson.
13. Responses on the parents' questionnaire reveals that 95 per cent of pupils like school. Inspectors found that all pupils love coming to school and are keen to learn. Pupils are clear about the subjects they like best, older ones citing English and history as particular favourites. They enjoy

working in groups on experimental and investigative work. Outside, when doing 'step-ups' in Year 5 practical science lessons, they undertake the task with tremendous energy and enthusiasm. In this case, the teachers had prepared them very well, so that the pupils had built up a sense of eager anticipation and excitement in predicting the outcomes of the task. In Year 6, when hunting for evidence of animal or insect presence in habitats, they collaborate very well, learning to debate and discuss, and draw conclusions for whole class discussion. The level of this kind of work has increased significantly since the previous inspection and it is a strong factor in helping to raise standards.

14. Teachers have established a high expectation of good behaviour and developed and fostered very good levels of listening skills across the school. Pupils are attentive and listen carefully to instructions. As a result, no time is lost by the teacher having to repeat information and the rate of progress is accelerated. Pupils settle down to tasks quickly and without fuss, such as in Year 4 history when investigating the reasons for the frequent invasions of the country in the past. Pupils show a mature approach to learning, working co-operatively in pairs or small groups and learning quickly through research. In Year 5 circle time, pupils are encouraged to explore their own attitudes and feelings towards the subject of bullying, working together in groups and sharing ideas later in the lesson. This effective strategy allows pupils to develop and expand their own ideas and helps them formulate their own moral codes appropriately. Because pupils are clear about what they are learning, as expressed in the lesson objectives, pupils keep on task throughout their lessons and an atmosphere of productivity and joy of learning is fostered effectively throughout the school.

The headteacher and key staff work in a united way to raise standards through clear and realistic planning and evaluation.

15. The school is very well led and effectively managed. Taking a lead from the headteacher, key staff have a clear vision of how best to develop their own subject areas, including the work done for the special educational needs pupils. The school development plan, which is informed through full consultation, including contributions from parents, forms a good basis for future planning. It gives clear priorities for action and is supplemented by targets in English, mathematics and science in the continual striving for higher standards. The headteacher and recently appointed deputy have a clear vision for the school, which is firmly rooted in its Christian tradition. The resulting climate for learning in all classrooms throughout the school is very positive, with very good attention also being paid to pupils' spiritual, moral, social and cultural development.
16. Subject leaders have clearly delegated responsibilities and they monitor their subjects regularly. Senior staff are fully aware of the school's strengths and weaknesses, and fully informed governors support any action taken to remedy problems. The stability of management and the thorough consultation ensure that everyone is pulling together in the same direction, while providing a very secure background against which future developments may take place. Very good financial management coupled with very efficient secretarial and support staff give significant emphasis to these positive developments. Staffing problems, especially at Key Stage 1 resulted in lower than expected standards in the most recent national test results. These problems were remedied as promptly as was feasible. As a result, standards for the current pupils in that key stage are well above average as confirmed by the inspection process.

WHAT COULD BE IMPROVED

Better use could be made of information and communications technology (ICT) across the whole curriculum.

17. Although the school has continued to provide ICT equipment such as CD ROMS and other machines both in classrooms and in a new suite, there is insufficient use being made of this to support other areas of the curriculum, with the exception of art. In English, pupils undertake some word-processing, for example, but work in books in literacy shows little evidence of ICT being used in areas such as extended writing, improving the quality of presentation of work, or for illustrating

and enhancing written work. During lessons observed in a number of different classes and subjects, the computers were often switched on, and planning showed an intention to use the machines, but this happened inconsistently. Targets are now being set for developing ICT but these are at an early stage.

18. Similarly in mathematics and science, opportunities to use the computers to enhance work are being missed. For example, in both subjects, graphs are almost exclusively hand-drawn; computers are not being used to analyse data or total tally charts. Work is not enhanced by computer derived illustrations, although many pupils do use computers at home to undertake investigative work for projects. Other subjects that could be enhanced through computer work include design and technology and geography. In both subjects, no evidence was found in books to show that the new technology was part of the learning process.

Parents could be kept better and more clearly informed about what their children need to do in order to improve.

19. Reports to parents at the end of the academic year are generally full and very informative. In fact, some suffer from containing too much detail, which sometimes fail to help parents identify what the main concerns are, in order of priority. More importantly, targets on many reports were found to be either too vague or too complex. This results in confusion over how best parents might support their children's learning and what strategies they might adopt in order to help their children improve. Inspectors support the parents concerns over this matter. In order to help raise standards and ensure better overall progress, targets need simplifying and also need to relate to any weaknesses identified in the body of the main report. The targets on some reports do not relate to any weaknesses written about earlier on in the individual subject sections of the reports. This makes it difficult for parents and pupils to understand their relevance and to what they relate. Further evidence of this occurred when pupils failed to recall what, if any, targets had been set for them on their last reports.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to drive up standards and improve the quality of educational provision, the school should:

- a) ensure, through the planning process, that ICT is used as an instrument for enhancing the quality of learning across the whole curriculum, especially in the practising of essential skills such as graph construction, illustrative work and design (paragraphs 17 and 18);
- b) help to involve parents more fully in their children's learning:
 - by simplifying the targets set in pupils' annual reports so that they are understandable and free from jargon;
 - by ensuring that the targets are precise, realistic and attainable;
 - by giving the targets more relevance through relating them to any perceived weaknesses identified for individual pupils in subject reports (paragraph 19).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
17	61	22	0	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	401
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	42

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	29
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	3.7
National comparative data	5.4

Unauthorised absence	%
School data	0.1
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: 1999

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	33	22	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	33	32
	Girls	22	22	22
	Total	54	55	54
Percentage of pupils At NC level 2 or above	School	98	100	98
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	32	33
	Girls	22	22	20
	Total	53	54	53
Percentage of pupils At NC level 2 or above	School	96	98	96
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2: 1999

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	27	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	23
	Girls	25	20	22
	Total	47	42	45
Percentage of pupils At NC level 4 or above	School	92	82	88
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	23
	Girls	24	23	24
	Total	46	45	47
Percentage of pupils At NC level 4 or above	School	90	88	92
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	1
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	334
Any other minority ethnic group	6

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

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	28.6
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	115

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	608,616.00
Total expenditure	579,648.00
Expenditure per pupil	1,514.00
Balance brought forward from previous year	42,147.00
Balance carried forward to next year	71,115.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	403
Number of questionnaires returned	137

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	45	4	1	0
My child is making good progress in school.	39	53	6	1	1
Behaviour in the school is good.	38	54	5	1	2
My child gets the right amount of work to do at home.	25	53	19	4	0
The teaching is good.	45	49	4	0	1
I am kept well informed about how my child is getting on.	15	47	31	5	2
I would feel comfortable about approaching the school with questions or a problem.	47	39	11	1	1
The school expects my child to work hard and achieve his or her best.	56	39	4	0	1
The school works closely with parents.	24	48	14	4	10
The school is well led and managed.	39	45	3	5	7
The school is helping my child become mature and responsible.	42	50	7	0	1
The school provides an interesting range of activities outside lessons.	13	48	22	13	5