

INSPECTION REPORT

**ST AMBROSE BARLOW CATHOLIC
PRIMARYSCHOOL**

Birmingham

LEA area: Birmingham

Unique reference number: 103465

Headteacher: Mr G Jones

Reporting inspector: Mr N B Jones
20973

Dates of inspection: 13-15 November 2000

Inspection number: 225115

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
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Canon John Gunn
Date of previous inspection:	7 October 1996

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
Standards in English, mathematics and science.	
Teaching	
Leadership	
Provision for pupils' social, moral, spiritual and cultural development	
Care of pupils	
WHAT COULD BE IMPROVED	14
The progress of the more able pupils in mathematics in Key Stage 1	
The role of non-core curriculum co-ordinators	
The school library	
Opportunities for climbing and balancing in the Foundation Stage	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Ambrose Barlow is a Roman Catholic Aided Primary School situated in the Hall Green district of Birmingham. There are 299 full-time pupils (142 boys and 157 girls) aged four to eleven on roll. Around 10% of the pupils are eligible for free school meals which is about half the national average. The vast majority of the pupils are from white ethnic background and very few have English as an additional language. The school's intake includes pupils with a broad range of abilities, but overall their attainment on entry to the school is above average. There are relatively few pupils on the register of special educational needs and no pupils have a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

St Ambrose Barlow is an effective school that provides very good value for money. Effective leadership, a supportive and caring environment and good teaching provide the children with a good all-round education. This enables the children to achieve high standards in English, mathematics and science by the time they leave the school.

What the school does well

- By the time the pupils leave the school, their attainment is well above average in English, mathematics and science.
- The teaching is good and is very good in both classes with Year 6 pupils.
- The headteacher, supported by very active governors and a dedicated staff, provides effective leadership.
- Provision for pupils' social, moral, spiritual and cultural development is very good.
- The care of pupils is a strength of the school

What could be improved

- The more able pupils do not do as well as they should in mathematics in Key Stage 1.
- The role of the subject co-ordinators (other than for the core curriculum) needs developing.
- The school does not have a suitable library.
- Pupils in the Foundation Stage (Reception Year) are not provided with regular opportunities for climbing and balancing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was last inspected in October 1996, St Ambrose Barlow was considered to be a good school achieving above average standards in English, mathematics and science. It has continued to improve standards which have been consistently well above average or higher over the last two years. The quality of teaching has been maintained at a good level, with the teaching of the oldest pupils being very good. Standards in information and communication technology have improved and are now judged to be satisfactory. The school has effectively addressed most of the issues raised in the last report. However, the part played by curriculum co-ordinators in improving standards in subjects other than the core curriculum, is still underdeveloped.

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
	1998	1999	2000	2000
English	B	A	A*	A*
Mathematics	C	A	A	A
Science	B	A	A*	A*

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

The table shows that for the past two years the results of the national tests in English, mathematics and science at the age of eleven have been consistently well above average. Where A* is shown, the school's results are very high and in the top 5% nationally. There has been an improvement in all three subjects since the last inspection. Inspection evidence confirms that by the age of eleven the pupils' attainment is well above average in English, mathematics and science. Writing is a particular strength of the school. The pupils also make good progress in music and by the end of Key Stage 2 a very high standard is achieved in playing the recorder.

The results in 2000 for English exceeded the school's own targets; in mathematics they were close to the target. The school has set even more ambitious targets for 2001 and inspection evidence would indicate that they are likely to be successful in achieving them.

The results of the national tests at the end of Key Stage 1 over the last three years indicate that standards in reading and writing have been consistently well above average but that those in mathematics have fallen well below these standards. In 2000, the percentage of pupils reaching the expected level (Level 2) in mathematics was average and the percentage of pupils reaching the higher level (Level 3) was well below average. This indicates that the more able pupils are underachieving compared with similar pupils in other schools. Evidence from the inspection confirms that insufficient pace and challenge in mathematics lessons in Key Stage 1 results in underachievement by the more able pupils at the age of seven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes to learning and all school activities.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good.
Personal development and relationships	Relationships in the school are of a very high standard. Pupils' personal development is well provided for.
Attendance	Very good. Well above the national average

The ethos of the school is very much geared to sustaining and raising standards but great emphasis is also placed on the children being part of a family group. There is a warmth of feeling in the school

which is reflected in the caring way in which all in the school respond to each other. The headteacher is very supportive of staff and pupils and easily approachable by parents.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall: 32	Good	Good	Good

Overall, the teaching in the school is good and in the classes with Year 6 pupils it is consistently very good. This enables pupils of all abilities to make good progress in most subjects, with very good progress being made in the two classes at the end of Key Stage 2. In 60% of the lessons seen during the inspection teaching was good or better, including 29% that was very good. Over half of the very good teaching was observed in the classes with Year 6 pupils. No teaching was less than satisfactory.

The teachers have high expectations of the pupils' work and behaviour and the pupils respond by behaving well and working very hard. The well resourced lessons and attractive displays in classrooms and around the school also help to motivate the pupils.

There has been a very effective introduction and implementation of the National Literacy Strategy. The teachers are also very good at ensuring that essential literacy skills are developed across many other subjects. Overall, the teaching of mathematics is good but there are variations between Key Stage 1 and Key Stage 2. There is very good teaching in the two classes with the oldest pupils where the pace of lessons is very good and, consequently, the pupils' learn at a fast rate. The scrutiny of pupils' mathematics books shows that in Key Stage 1 there is too much reliance on workbooks which pupils of all abilities are asked to complete. This limits the progress of the more able pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is generally broad and balanced with an appropriate emphasis on literacy and numeracy. A significant number of visits and visitors enhance the curriculum.
Provision for pupils with special educational needs	The relatively few pupils with special educational needs are well supported and make suitable progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. A sense of community and a strong Christian ethos is promoted strongly and developed through assemblies, lessons and in partnership with parents and the church.
How well the school cares for its pupils	The school provides good support, guidance and welfare for its pupils.

There are limited opportunities for children in the Foundation Stage (Reception Year) to play regularly out of doors. Although there are mobile toys that enable them to push, pull and pedal at lunchtimes, there are no regular opportunities for the children to develop their climbing and balancing using large apparatus.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads a hard working and dedicated staff very well. The shared quest for high standards is evidenced in the high standard of pupils' work, presentation and behaviour; in the effective planning and marking carried out by the teachers; and in the high quality displays around the school.
How well the governors fulfil their responsibilities	The school's governors are knowledgeable, active and very well informed. They ensure that planned developments are carried out and, through the finance committee, effectively manage the budget.
The school's evaluation of its performance	The school ensures that teaching and learning is monitored and that challenging targets are set for the staff and the pupils.
The strategic use of resources	The school makes effective use of time, staff, accommodation and learning resources to help provide a stimulating education for its pupils.

The headteacher and governors manage the school's finances very well and ensure value for money when purchasing resources. All of the recommendations of the most recent financial audit have been implemented.

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. • Behaviour in school is very good. • The teaching is good. • Standards of work are very good. • It is very much a community school. • Homework arrangements are good. 	<ul style="list-style-type: none"> • Not enough activities outside of lessons. • The school library is unsatisfactory. • On occasions insufficient information is provided for parents.

Inspectors' judgements fully support parents' positive views. Regarding the areas that parents would like to see improved:

- Although after-school clubs are only provided for upper junior pupils, there are sufficient extra-curricular activities for a school of this size. The staff give their time freely to support the children in many ways out of school hours. However, parents would like their children to receive musical tuition in a range of instruments.
- The addition of an extra class this year has meant that the library has had to be used as a classroom.
- Parents are generally well informed but occasionally opportunities are missed to keep them fully informed.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the time the pupils leave the school, their attainment is well above average in English, mathematics and science.

1. Standards in literacy have steadily improved from the already good position at the time of the last inspection. Standards are now considerably above the national average and are much better than those achieved by pupils in similar schools. The teaching of English is a particular strength of the school.
2. The teachers are particularly effective in their development of the pupils' speaking and listening skills in all lessons. They expect the pupils to listen carefully to each other and to answer questions in detail and at length. The pupils speak clearly and with great confidence. Year 3 pupils presented their class assembly clearly and with a great sense of audience. By the end of Key Stage 2 pupils talk in a mature way using a wide vocabulary. For example, in holding a discussion on the life of John Lennon, Year 6 pupils were able to present sophisticated and detailed arguments matching his political and social views to the lyrics of his songs.
3. The pupils' reading is very good. By the end of Key Stage 1, most pupils read accurately and with understanding. They enjoy books and make good progress, building up their reading skills throughout the key stage. Pupils talk about the characters in stories and the parts that they like best, showing increasing satisfaction and confidence in their reading. By the time they reach Year 6, most pupils read with fluency and with good expression. They are used to responding to challenging questions about what they have read and all exhibit good levels of understanding. They talk about their favourite authors, the books these authors have written, and why they particularly enjoy them. Pupils throughout the key stage strive to improve their reading skills and set their own demanding targets for improvement.
4. The pupils achieve a very high standard in writing. They do especially well in writing stories and expressing their thoughts in accounts, reviews, poems and beautifully written prayers. This reflects their good speaking skills and their easy facility with language. The children in the reception classes make very swift progress and are often writing independently during their first term in school. The pupils make very good progress through the school and by the age of eleven they write easily for a range of purposes using writing that is fluent, joined and legible. Well developed planning and redrafting skills are evident in all of their work. Pupils in the Year 5/6 class were able to develop exciting, thought provoking, complex sentences from simple ideas. Pupils have many opportunities to use their literacy skills in other subjects such as music, history and geography. The range and quality of the writing in their religious education books is outstanding. A noticeable strength in this writing is the sensitivity of it. Pupils of all ages and abilities present their work neatly.
5. By the age of eleven, the pupils' attainment in mathematics is well above average. Although the progress made by the pupils is only satisfactory in Key Stage 1, they make very good progress in Key Stage 2 and by the time they leave the school they are achieving very well in all aspects of mathematics. The scrutiny of pupils' books from the previous year shows that the work provided in Key Stage 1 is fairly mundane, whereas in Key Stage 2 the pupils complete challenging work at an appropriate level for their ability.
6. The scrutiny of pupils' books at the end of Key Stage 2 indicates a high standard of work in mathematics. It is evident from the inspection that the pupils are not only very good at written calculations but that their mental ability is at an equally high level. They have very good recall of multiplication tables and are able to successfully apply their well-developed computational skills across a wide range of mathematical activities.

7. Standards in science are well above average at the end of both key stages. The pupils are given many opportunities to put forward their own ideas before carrying out investigations to test out their predictions and hypotheses. They organise themselves well in small groups, working collaboratively and sharing equipment and ideas. The pupils in Year 2 carried out an experiment using a variety of different torches. By the end of the lesson they were able to describe what is needed to make a torch work and the reasons why sometimes it wouldn't work. In a Year 6 lesson the pupils investigated how sound travels. They tested out their predictions through systematic investigations in small groups and recorded their findings appropriately. The conclusions they reached were then used intelligently to predict which materials were best suited for various purposes, for example, sound proofing.

Teaching is good and is very good in both classes with Year 6 pupils

8. Overall, the teaching in the school is good and in the classes with Year 6 pupils it is consistently very good. This enables pupils of all abilities to make good progress in most subjects, with very good progress being made in the two classes at the end of Key Stage 2.
9. The teaching of children in the Foundation Stage (Reception Year) is good. Most of the limitations found at the last inspection have been rectified and a broad and balanced curriculum is now provided. A choice of varied and interesting activities is now included for each area of learning of the Foundation Stage curriculum. These enable the children to broaden their knowledge and develop their understanding across the curriculum. An appropriate balance of direct teaching and free choice activities enables almost all of the children to achieve the Early Learning Goals and the vast majority to exceed them. Language and literacy skills are particularly well taught. Although the good quality of teaching enables the children, overall, to make good progress in their mathematical development, the over-reliance on workbooks limits the progress made by the more able children.
10. The quality of teaching is good in both key stages and is very good in the two classes containing Year 6 pupils. Lessons start briskly, frequently with a quick question and answer session to find out how much the pupils have remembered since the last lesson. Questions are used very effectively to explore the depth of pupils' understanding as well as their knowledge. For example, in the Year 5/6 class when discussing books the teacher challenged the pupils to explain why the author had used a range of sentence structures, quotations and typefaces to draw the reader in. She skilfully differentiated questions and used her assessment of the answers to provoke further analysis. In a quick-fire mental arithmetic session in Year 1, individual pupils were challenged by questions appropriate to their ability. They responded enthusiastically and the different ability groups all made good progress.
11. There has been a very effective introduction and implementation of the National Literacy Strategy. The pupils' response to texts is very good. This is well developed by teachers during the first session of the Literacy Hour when the pupils are encouraged to think about and comment on what they are reading. A Year 2 class was very effectively taught the key features of instructional texts by acting out the precise instructions necessary to complete magic tricks. The very good subject knowledge of the teachers of the oldest Key Stage 2 pupils is displayed in their choice of texts, confident use of technical terms, high expectations and lively delivery. End of lesson summaries engage all the class and are used efficiently to make further teaching points. Teachers are also very good at ensuring that the essential literacy skills are developed at every possible opportunity in lessons across many other subjects.
12. Overall, the teaching of mathematics is good but there are variations between Key Stage 1 and Key Stage 2. A feature of the best Key Stage 2 lessons, found particularly in the two classes with the oldest pupils, is the pace and challenge. In a quick-fire mental arithmetic session in

Year 6, the pupils used previously learnt strategies to answer difficult questions on percentages, decimals and fractions. Probing questions are effectively used to draw out the pupils' ideas and establish what they know and understand. Teacher responses such as, "Is there a more effective way?" and "You can do this", challenge the pupils to think for themselves and to try that little bit harder. Perhaps the greatest motivator for the pupils is the sheer enthusiasm for teaching shown by the teachers. This is particularly evident in the two classes with the oldest pupils where the pace of lessons is brisk and the pupils' learn at a fast pace. The scrutiny of pupils' books shows that in Key Stage 1 there is too much reliance on workbooks which pupils of all abilities are asked to complete. This limits the progress of the more able pupils.

13. There are very good relationships between the staff and pupils. Praise and encouragement are used well to motivate the pupils. A particular feature of lessons is the good working environment created by the establishment of effective class routines and by teachers who know their pupils well. Many lessons start with the teachers sharing with the pupils what they expect them to learn during the course of the lesson. At the end of the lesson the teachers establish whether these targets have been achieved or not. In many of the lessons, the teachers use humour well to maintain the pupils' interest and make learning enjoyable.
14. The teachers have high expectations of the pupils' work and behaviour and the pupils respond by behaving well and working very hard. The well resourced lessons and attractive displays in classrooms and around the school also help to motivate the pupils. The teachers' marking in books is always positive and offers suitable pointers to help the pupils to improve. The pupils' errors in reading or speech are corrected sensitively but clearly so that they can learn from their mistakes. Well planned homework, particularly for English and mathematics, makes a significant contribution to the pupils' progress.

The headteacher, supported by very active governors and a dedicated staff, provides effective leadership.

15. At the time of the last inspection, St Ambrose Barlow was considered to be a good school. Since then, it has continued to improve standards which have been consistently well above average or higher over the last two years. This very positive situation has been brought about because the school is very well led and managed and all of those involved are committed to the same aims. The headteacher, staff and governors work very much as a team. They work exceptionally hard, not only to provide a stimulating and effective curriculum, but also to support the pupils beyond the classroom. In this context, many members of staff and governors have regular involvement in supporting the pupils' church activities. A feature of the school is the very strong links with the church.
16. The governors are knowledgeable, active and very well informed. They keep up-to-date with developments through training, an efficient committee system and regular informative briefings from the headteacher. They ensure that planned developments are carried and, through the finance committee, effectively manage the budget.
17. The headteacher leads a hard working and dedicated staff very well. He ensures that standards of teaching are monitored and that challenging targets are set for the pupils. The shared quest for high standards is evidenced in the high standard of pupils' work, presentation and behaviour; in the effective planning and marking carried out by the teachers; and in the high quality displays around the school.
18. At the meeting held before the inspection, parents were in agreement that St Ambrose Barlow is like an extended family and very much a community school. Although the ethos of the school is very much geared to sustaining and raising standards, great emphasis is placed on the children being part of a family group. This was evident at a class assembly to which parents were

invited. The warmth of feeling shown at this gathering is reflected in the caring way in which all in the school respond to each other on a regular basis. This attitude is perpetuated well by the headteacher who is very supportive of staff and pupils and easily approachable by parents.

19. The school's planning for improvement, which builds appropriately on previous developments and shows clearly how the school intends to move forward over the coming year, is of high quality. This shows the school's clear vision for development but the detail required to achieve longer-term goals is not yet set out in the school's development planning.

Provision for pupils' social, moral, spiritual and cultural development is very good.

20. There is very good provision for the pupils' spiritual, moral, social and cultural development. This has a powerful impact on pupils' attitudes and behaviour. A sense of community and a strong Christian ethos is promoted strongly and developed through assemblies and lessons. It is effectively cultivated in partnership with parents and the church. The links between teachers, pupils, parents and the church is very strong with each partner actively supporting the work and efforts of the others.
21. Spiritual development is very well promoted through religious education, personal and social education and other subjects. Prayers are said throughout the day, with pupils joining in willingly and these times provide many opportunities for pupils' reflection about themselves. They make a very real contribution to the atmosphere of calm that pervades the school. Special places in classrooms use pictures, fabrics and religious artefacts of good quality to be a focus for prayer and reflection. Pupils think deeply about worldwide issues and respond to questions about environmental difficulties. Their writing demonstrates caring values when they write prayers about, 'Everyone helping each other'. Their wishes for the world include, 'Having no more poverty' and, 'Everyone respecting each other'.
22. Moral development has very good provision throughout the school. All staff provide very good role models. They set high expectations. Class rules are often displayed in classrooms and the very good behaviour on the playground is reinforced by the display of positive written guidance on display boards attached to external walls. All pupils keep to these simple rules and appreciate that good behaviour benefits everybody. Pupils share well. They share instruments when composing and performing in music lessons and work together in a friendly manner when accessing data from computers. A strong moral code pervades the life of the school and all pupils have a well-developed sense of right and wrong. Good work and behaviour is celebrated through the school 'Golden Book' and in an assembly at the end of each week.
23. Social development is very well provided in all aspects of school life. Pupils have raised money for a wide range of local charities and large sums for CAFOD. A very positive aspect of the pupils' social development is the provision for residential visits, and dramatic and musical productions and the support of their parish activities. Pupils participate in many school and community projects, for example, by looking after the school environment and by planting and caring for the very impressive school garden.
24. Provision for pupils to understand their own and other cultures is good. A history topic on the Tudors gives pupils the opportunity to learn about clothes, homes and past monarchs of England. Pupils and parents enjoy school assemblies and annual school productions. A very wide programme of visits into the local community and to places such as the Black Country Museum greatly enhance the pupils' knowledge of local cultural traditions. Numerous visitors are invited into school, such as theatre groups and authors. Aspects of work in music, geography, art and literacy also provide good opportunities to explore other cultures. Pupils study the works of famous artists, listen to a range of music and use musical instruments from

other cultures. In many classes there are examples of work that help to develop a positive understanding of different cultural traditions.

The care of pupils is a strength of the school.

25. The school's arrangements and provision for the care of its pupils are good, and similar to the findings of the previous inspection. Parents are pleased with the quality of care. Health and safety procedures are good and monitored responsibly. Facilities for first aid are good and treatments are recorded efficiently. The health and safety policy includes the good practice of assessing risks associated with the school premises. This is carefully and regularly done.
26. The pupils' attendance is very good and promoted well. Parents ensure their children attend school regularly and on time. A strong feature of pastoral care is the effective and efficient registration periods supported by active monitoring of absences as they occur.
27. Procedures for the promotion of good behaviour are supported well by staff in their day-to-day care of pupils both in and out of the classroom. The agreed behaviour policy is consistently applied and supported by a fair system of rewards and sanctions. Rules for the playground and safe movement in corridors are clearly explained and cheerfully kept by pupils. Inspectors found pupils to be happy, outwardly confident and relaxed as they enjoyed their learning opportunities.
28. It is noteworthy that parents could not remember any instances of bullying. They also reported that behaviour is very good and feel that their children like and enjoy school because if problems arise they are dealt with swiftly and appropriately.

WHAT COULD BE IMPROVED

The more able pupils do not do as well as they should in mathematics in Key Stage 1

29. The 2000 national tests taken by pupils at the end of Key Stage 1 indicate that the percentage of pupils reaching the expected level (Level 2) in mathematics is average and that the percentage of pupils reaching the higher level (Level 3) is well below average. This indicates that the more able pupils are underachieving compared with similar pupils in other schools.
30. Evidence from the inspection confirms that the more able pupils at the end of Key Stage 1 are not doing as well as they could in mathematics. The scrutiny of pupils' mathematics books from the Reception Year and Key Stage 1 classes from last year show that pupils of all abilities within each year group completed the same workbooks. The consolidation provided by these fairly repetitive exercises would probably have been beneficial to the less able pupils, and to a certain extent, to the average ability pupils. However, for the more able pupils they offer very little challenge and would limit their progress.
31. The school is aware that the year 2000 Key Stage 1 results in mathematics were disappointing. In a bid to raise standards the use of the same workbooks for pupils of all abilities has been abandoned in Year 2. Even so, the pace and challenge of Year 2 mathematics lessons observed during the inspection were not sufficiently high to bring out the best in the more able pupils. However, the lessons were judged to be satisfactory overall.

The part played by curriculum co-ordinators in improving standards in subjects other than the core curriculum, is underdeveloped.

32. Standards are high and the headteacher maintains a close oversight to ensure that this continues to be the case. However, he has not sufficiently developed the role of curriculum co-ordinators in improving standards in subjects other than the core curriculum. At present, these co-ordinators are responsible for overseeing teachers' planning, monitoring pupils' work and maintaining resources. The extent of their role does not fully utilise the expertise of the co-ordinators or provide for the ongoing development of their curriculum areas.

The school does not have a suitable library

33. The school no longer has an effective library. Due to an increase in pupil numbers the school converted the library into another classroom. Many of the books and resources have been distributed around classrooms with the remainder forming a much smaller book area in a corridor adjacent to the new teaching space. Pupils can no longer use the library in an effective way. They are unable to use the library skills they have been carefully taught in previous years and within current English lessons. This limits their progress and denies them opportunities to pursue independent research or to extend activities started in the classroom. The school has produced a range of plans to overcome these difficulties, including the re-siting of the library in a new library/information and communication technology area.

Pupils in the Foundation Stage are not provided with regular opportunities for climbing and balancing.

34. There are limited opportunities for children to play regularly out of doors in a supervised area. Although there are mobile toys which enable them to push, pull and pedal at lunchtimes, there are no regular opportunities for the children to develop their climbing and balancing using large apparatus.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards and quality of provision further, the headteacher, staff and governors should:

Improve the progress made by the more able pupils in mathematics in Key Stage 1.

(See paragraphs 29-31)

Give the foundation curriculum co-ordinators more responsibility for developing their subjects.

(See paragraph 32)

Provide a suitable school library.

(See paragraph 33)

Provide regular opportunities for outdoor play and climbing and balancing activities for children in the Foundation Stage (Reception Year).

(See paragraph 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	29	31	40			

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)		299
Number of full-time pupils eligible for free school meals		31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		25

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.4

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
	2000	25	21	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	24	23
	Girls	21	21	20
	Total	43	45	43
Percentage of pupils at NC level 2 or above	School	93 (98)	98 (95)	93 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	21
	Girls	21	20	21
	Total	44	43	42
Percentage of pupils at NC level 2 or above	School	96 (95)	93 (93)	91 (100)
	National	84 (82)	88 (86)	88 (87)

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
	2000	16	14	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	11	15
	Girls	14	13	14
	Total	28	24	29
Percentage of pupils at NC level 4 or above	School	93 (97)	80 (92)	97 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	16
	Girls	14	13	14
	Total	29	27	30
Percentage of pupils at NC level 4 or above	School	97 (95)	90 (95)	100 (92)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	97.6
Any other minority ethnic group	2.4

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	26.3
Average class size	28.9

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	62

FTE means full-time equivalent.

Financial information

Financial year	1999-00
	£
Total income	546,669
Total expenditure	551,556
Expenditure per pupil	1,909
Balance brought forward from previous year	34,035
Balance carried forward to next year	29,148

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	289
Number of questionnaires returned	140

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	1		
My child is making good progress in school.	69	29	1		1
Behaviour in the school is good.	63	36			1
My child gets the right amount of work to do at home.	49	42	5	1	4
The teaching is good.	71	29			1
I am kept well informed about how my child is getting on.	42	41	16	1	1
I would feel comfortable about approaching the school with questions or a problem.	64	32	4		
The school expects my child to work hard and achieve his or her best.	84	16			
The school works closely with parents.	44	43	10	2	1
The school is well led and managed.	63	34	1		2
The school is helping my child become mature and responsible.	66	31			2
The school provides an interesting range of activities outside lessons.	23	32	24	5	16