

INSPECTION REPORT

ST JOSEPH'S RC PRIMARY SCHOOL

Upton, Wirral

LEA area: Wirral

Unique reference number: 105068

Headteacher: John Coleman

Reporting inspector: John Heap
18824

Dates of inspection: 30th September & 1st October, 2002

Inspection number: 246438

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:	Roman Catholic - Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Moreton Road Upton Wirral
Postcode:	CH49 6LL
Telephone number:	0151 677 3970
Fax number:	0151 522 0266
Appropriate authority:	Governing Body
Name of chair of governors:	Mr N Dutton
Date of previous inspection:	12. 01. 98

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
18824	John Heap	Registered inspector
9511	Anne Longfield	Lay inspector
20794	Gordon Alston	Team inspector
5902	Michael Harrison	Team inspector

The inspection contractor was:

PkR Educational Consultants Ltd
6 Sherman Road
Bromley
Kent
BR1 3JH

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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

This Catholic primary school serves a socially mixed area of Upton from which most pupils come. The local area is residential with a large majority of private housing but there are also signs of deprivation in a local authority estate. There are 271 pupils on roll: 132 boys and 139 girls. The majority of pupils are white, with a very small proportion coming from a wide variety of ethnic heritages. Two pupils speak English as an additional language, but neither are at the early stage of learning English. Thirty-seven (14 per cent) pupils are on the register of Special Educational Needs which is broadly average. Thirteen pupils have Statements of Special Educational Needs which is well above the national average. There is a wide range of disabilities represented in the register. Two of the pupils with Statements of special need are part of a four-place designated unit for the physically handicapped. Forty-nine pupils (18 per cent) are entitled to free school meals and this is broadly in line with the national average. The levels of attainment of children entering the reception class are below the authority average. There are eleven classes and two of these cater for pupils of more than one age group.

HOW GOOD THE SCHOOL IS

This is a very effective, happy and improving school. Pupils achieve high standards academically and in their personal development. Teaching is very good and pupils learn and achieve very well. All pupils' interests are equally well catered for. Leadership and management are very good. The school provides very good value for money.

What the school does well

- By the ages of seven and eleven, pupils achieve high academic standards.
- Overall, the quality of teaching and learning is very good.
- Pupils' attitudes, behaviour and relationships are very good.
- The provision for pupils' spiritual, moral and social development is very good.
- The provision for pupils with special educational needs is very good.
- Leadership and management are very effective.

What could be improved

- There is insufficient use of information and communication technology across the full range of subjects.
- In the Foundation Stage, there are insufficient facilities to provide an acceptable range of opportunities for pupils' creative and physical development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. There has been very good improvement since that time. In relation to the key issues, identified last time, the following improvements have been made:

- marking now clearly states what pupils have achieved and identifies individual needs;
- monitoring procedures are very good;
- learning objectives are clearly identified in the day-to-day lesson plans of all classes;
- the roles of the senior management team are clear and they make a significant contribution in the school;
- provision and standards in information and communication technology are much improved;
- the governing body have adequate measures for tracking cost-effectiveness in their spending decisions.

The school has maintained the strengths identified in the last inspection. Standards overall have continued to rise. The quality of teaching has improved significantly, with much higher rates of good and very good teaching.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	A*	A	A*
mathematics	C	A	C	A
science	E	B	C	A

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

By the age of 11, results in national tests were well above average in 2001 for English and they were average in mathematics and science when compared with all schools. In comparison with similar schools, English results were very high (top 5%); mathematics and science results were well above average. Overall, results were above average in comparison to all schools and well above average when compared with similar schools. The proportion of pupils attaining the higher than average Level 5, was well above average in English, and average in mathematics and science. Over 3 years, results are well above average in English, above average in mathematics and average in science. The trend is inconsistent, but there is strong evidence of improvement in mathematics. Boys outperform girls in English and mathematics. The overall trend in results is similar to the national one.

By the time the children enter Year 1, standards are average and pupils are meeting the expectations of the nationally recommended Early Learning Goals. By the age of seven, standards in the 2001 national tests are well above average in reading and writing and above average in mathematics when compared with all schools. In comparison with similar schools reading and writing are very high (top 5% of similar schools) and mathematics results are well above average. Proportions of pupils attaining the higher than expected Level 3 are average in reading and mathematics and well above average in writing and science. Over 3 years, results in reading are above average, well above average in writing and average in mathematics. Girls are doing much better than boys in mathematics. Whilst national trends have remained steady, the school has been inconsistent, with 2000 being the weakest year recently. However, results are on the upward trend.

Standards of work seen during the inspection continue to be well above average, reflecting the results of last year's national tests for pupils aged seven and eleven. High standards in literacy mean that pupils read accurately, fluently and with understanding and skillfully find information in reference books. They write in an interesting and imaginative way, whilst showing a high level of skills. Number skills, knowledge and understanding are very well developed. Pupils' practical work is well planned, carefully carried through and used in a range of other subjects. In science investigations pupils use their skills, knowledge and understanding very well to make sense of the many challenges provided for them.

Pupils with special educational needs and those learning English as an additional language are making very good progress in relation to their prior levels of attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen, enthusiastic and highly supportive of their school.
Behaviour, in and out of classrooms	Very good. There have been no exclusions in recent years. Pupils have a clear understanding of right and wrong.
Personal development and relationships	Good. The vast majority of pupils are mature, thoughtful and willing to accept responsibility when they are given the opportunity. Relationships are very good.
Attendance	Very good, on the basis of the school's data for 2001/2002. The rate of unauthorised absence is below the national average.

TEACHING AND LEARNING

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

Overall, teaching is very good. High quality teaching in English and mathematics means that pupils are challenged and interested. Teachers manage lessons very well and through the high quality planning match work to individuals and use resources very effectively. Objectives in lesson planning are clear, concise and a major reason why the judging of pupils' levels of attainment has improved. Throughout the school the pace of teaching and learning is brisk.

All pupils, including those with special educational needs and those learning English as an additional language, have their needs met very well. They are making very good progress towards the targets set for them.

Across the school learning is at least good. In Years 1 to 6 it is very good. Particular strengths are English, mathematics and science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school has maintained a broad curriculum. The provision for personal, social and health education is very effective. The lack of equipment for outdoor physical development; in the Foundation Stage is a shortcoming. The use of information and communication technology throughout the curriculum is less than it ought to be.
Provision for pupils with special educational needs	Very good. Pupils are very well supported in lessons, in study support and in their own development. Classroom assistants are very well briefed and very effective work is done by the coordinator.
Provision for pupils with English as an additional language	Owing to the emphasis on speaking and listening, these pupils progress rapidly.

Aspect	Comment
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are many opportunities found in classwork, assemblies and at other times to identify and explore a range of important issues. There is satisfactory cultural development; some improvement is needed in the provision for multi-cultural development. However, pupils are clear about other faiths and heritages and understand the need to promote racial harmony.
How well the school cares for its pupils	Very good. Child protection and welfare procedures are very well established. The judging of pupils' levels of attainment has improved since the last inspection.
Partnership with parents	Very good. Parents are highly supportive of the school, particularly in their views about standards, values, ethos and management. There is high regard for the professionalism of the whole staff.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong, highly effective and perceptive leadership and management. He is well-supported by the Deputy Headteacher and the senior management team and there is a shared commitment to continue improving. Coordinators lead and manage their subjects effectively.
How well the governors fulfil their responsibilities	Good. Strong support for the management of the school and they make a full contribution as a 'critical friend'.
The school's evaluation of its performance	Very good. Monitoring of teaching and other functions are carried out well. The school improvement plan is based on a perceptive analysis of many areas of school life, and the senior managers and governors know the school well.
The strategic use of resources	Very good. Financial management has many strengths and these are endorsed in the most recent audit report. The school has appropriate and effective means of achieving best value in its purchase of supplies and services.

The school is generally well resourced. However, there are shortcomings in the apparatus for physical development in the Foundation Stage. The accommodation and level of staffing adequately meet the demands of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The approachability of staff. • The expectations the school places on pupils of hard work and achievement. • The quality of teaching. • Leadership and management. • The progress their children are making. • The help their children receive to become mature and responsible. • Behaviour. • The information they receive. 	<ul style="list-style-type: none"> • The range of extra-curricular activities. • A greater quality and range of homework.

Inspectors agree with parents' positive comments. Overall, the provision for activities outside lessons and homework is satisfactory. Several written comments were also sent in and the majority of these were positive comments about the quality of the school. There is a small concern about a weakness in the responsiveness of the Governing Body to the worries of a small number of parents. Inspectors do not agree that the Governors are unresponsive and judge them to be doing a good job.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the ages of seven and eleven, pupils achieve high academic standards.

1. Standards have continued to rise, particularly at the age of eleven. The level of achievement from the time pupils enter the Reception Year to leaving at age eleven is very good. This is largely due to the quality of the teaching, most particularly the very good practice in Years 1 to 6. Teachers plan meticulously, expect high standards and cater for individual needs very well.
2. Children show a wide range of attainment on entry to the Reception Year and early judgments of attainment indicate that, overall, they are below average. Achievement is good during the Reception Year, mainly due to the effective teaching. Many children are on course to meet, and some exceed, the Early Learning Goals anticipated for their age in almost all areas of learning. The exception is physical development, because the school lacks the necessary large equipment that encourages and nurtures their skills.
3. At the age of seven, standards in 2001 were well above average in reading and writing and above average in mathematics when compared with all schools. In comparison with similar schools, reading and writing were very high (top 5% of similar schools) and mathematics results were well above average. The proportion of pupils attaining the higher than expected Level 3 are average in reading and mathematics and well above average in writing and science. Over 3 years, results in reading are above average, well above average in writing and mathematics results are close to average. Girls are doing much better than boys in mathematics. National trends have remained steady. The school has been inconsistent, with 2000 being the weakest year recently. However, results are on the upward trend.
4. At the age of eleven, results were well above average in the 2001 national tests for English and mathematics and science results were average when compared with all schools. In comparison with similar schools, English results were very high (top 5%); mathematics and science results were well above average. Overall, results are above average in comparison to all schools and well above average when compared with similar schools. Pupils attaining the higher than expected Level 5, were well above average in English, and average in mathematics and science. Over 3 years, results are well above average in English, above average in mathematics and average in science. The trend is inconsistent, but there is strong evidence of improvement in mathematics. Boys outperform girls in English and mathematics. The overall trend in results is similar to the national one.
5. In English, pupils have very good speaking and listening skills that are well developed in a range of lessons, but markedly in personal, social and health education. For example, eleven year old pupils listened carefully to others' well-expressed views about how babies ought to be cared for. Throughout the school, the majority of pupils are accurate, fluent and expressive readers who know their books well. Younger pupils have good basic skills which they use when they encounter words they do not know. Most pupils have satisfactory library skills. In writing, the highest attaining seven year olds have good ideas that they develop logically and provide the reader with interesting thoughts and words:

“One blazing hot day Arthur went to the beach with Melanie and Granddad.”

Basic skills of handwriting, spelling and punctuation are generally good and accurate. The majority of eleven year olds already accomplished writers. The highest attainers show very good skills whilst seeking to entertain and inform:

“As the car rumbled down the street, Mark gazed hopelessly back at the house.”

6. In mathematics, standards of attainment are very good. All pupils successfully cover the full range of work that the school offers. Higher attaining eleven year old pupils effectively investigate numbers and their use, for instance, when finding the perimeter of irregular shapes. Number skills are developing well, including work on ordering fractions and early algebra. Pupils are competent in a range of measures. Seven year olds calculate simple problems, know the value of digits and have a wide knowledge of two- and three-dimensional shapes. Pupils have good attitudes and basic skills, such as presentation of work.
7. The development of literacy skills in other subjects is generally good. Reading skills were used in Year 4 to find information about soil particles. In Year 2, pupils labelled diagrams clearly and wrote instructions accurately. Year 6 pupils produced long pieces of writing about life in Victorian Britain, and the paragraphing was particularly noteworthy. Throughout the school, numeracy skills are practised in a range of subjects. Year 2 pupils produced pictograms which illustrated methods of getting to school. In a Year 5 lesson, mathematical vocabulary was well developed, most particularly in relation to shape.
8. Pupils learning English as an additional language are making very good progress. This is due to the good teaching and support and the high quality of speaking and listening.

Overall, the quality of teaching and learning is very good.

9. The quality of teaching and learning has improved since the last inspection. At the time of the last inspection there was some unsatisfactory teaching, and also relatively small amounts of very good teaching. This time, 9 out of 10 lessons were good or better and the rest were satisfactory. The vast majority of parents are satisfied that teaching in the school is good. A particular area of improvement since the last inspection is the quality of marking: it now states clearly what pupils' achievements are and identifies individual pupils' needs. The quality of teaching promotes high attainment and achievement.
10. Although the school has undergone many changes in the teaching staff in recent years, the ethos, expectations, and very good leadership and management have done much to improve the quality of teachers' practice. Teachers work hard, collaborate very well and provide good role models for the pupils.
11. Examples of good teaching were seen in every class throughout the school. This consistency is a strength of the school. Particularly strong are:
 - the very good planning that helps pupils develop very effective skills, knowledge and understanding;
 - the effective classroom management that promotes very good behaviour and ensures pupils' learning is maximised;

- the high expectations, promoting effective learning and very good achievement;
 - the strong commitment to meeting individuals' needs leading to pupils benefiting equally from all the school has to offer.
12. In the Reception Year, teaching and learning are effective, consequently the children achieve well and reach the nationally recommended Early Learning Goals in communication, language and literacy, mathematics, knowledge and understanding of the world, creative and emotional development. The teaching of physical development is hampered by a lack of large, outdoor play equipment. Lessons are good, and meet individual children's needs well. For example, in a mathematics lesson, the teacher sought successfully to reinforce basic counting up to five objects. This consolidation work is necessary to overcome below average attainment. The pace of lesson is brisk and there is an increasing emphasis on children exploring.
13. In Years 1 and 2, the quality of teaching and learning is very good and pupils achieve well. In the very best lessons, teachers have very secure subject knowledge and understanding, lessons move along at a brisk pace and the management of pupils is very effective. Teachers make links between subjects very clear, for example, in a Year 2 information and communication technology lesson there were strong links with literacy as pupils edited their stories using the computers. In a Year 1 mathematics lesson, the basic knowledge and understanding of mathematical vocabulary was emphasized, such as "thin book, thick book". Teachers expect a lot of the pupils and they are rarely disappointed.
14. In Years 3 to 6, the strongest teaching was found in literacy and numeracy lessons, and also, occasionally, in information and communication technology. In a Year 6 literacy lesson, much of the effective work was related to good questioning by the class teacher. Particularly strong was the way that the teacher engaged all groups. High standards were expected, as when a teacher asked pupils to improve the way they expressed ideas. Pupils are used to being questioned and they know and understand simple responses will not be sufficient. Importantly, lower attaining pupils are invited to make an input. The very good information and communication technology lesson in the Year 4/5 class was an ample indication of improved provision and learning, in an area highlighted as a weakness at the last inspection. The resources to support this lesson included well prepared worksheets that challenged pupils with problem-solving questions.

Pupils' attitudes, behaviour and relationships are very good.

15. A strong sense of community pervades all areas of school life and this owes much to the very positive relationships that exist between pupils, teachers, other adults working in the school, parents and governors. Although identified as strong at the last inspection, there has been further improvement since then. Many parents, staff and governors spoke highly of the present headteacher's positive influence in this area of the school's work. Parents attending the meeting with inspectors and returning questionnaires, felt that the school promoted very good attitudes and values and that their children responded very favourably to them.
16. Pupils have very positive attitudes to learning and clearly enjoy their school work, and activities outside lessons. This makes a very important contribution to attainment and achievement. Pupils concentrate well and work hard to complete tasks and master new skills. Pupils are able to progress independently and cooperate with each other in small group activities and, also, to work well in large groups. The majority are articulate, confident when talking about their work and in showing what they know and can do. Pupils respond well to teaching and participate

in the great majority of lessons with eagerness, wanting to learn and ready to work. Particularly strong is their good response during question and answer sessions, where they make good use of prior learning and can explain their intentions clearly. Pupils are careful in their use of equipment and behave responsibly.

17. Standards of behaviour are consistently very good and pupils benefit from direct involvement in drawing up codes of conduct relevant to their own class. Orderly routines, such as those for lunchtime arrangements, create a calm, civilized and well mannered environment where children socialize easily outside their own class grouping. Their effective behaviour management contributes to the very positive ethos of the school and creates an exciting and caring environment where children learn and develop well.

The provision for pupils' spiritual, moral and social development is very good.

18. It is no accident that pupils' attitudes, behaviour and relationships are very good, because the school provides a very strong lead in spiritual, moral and social matters. Parents are highly supportive of the principles and values that are promoted by the school and they recognise the school as an extended family. Overall, this is a good improvement on the findings of the previous inspection, when provision was good.

19. The provision for pupils' spiritual development is very good. Teachers present acts of collective worship which are well prepared, offer opportunities for reflection and enable pupils to consider a wide range of themes. A very good example of this introduced pupils to St. Francis of Assisi and the inspirational way he cared for animals and people. Attention was drawn to:

- his life of great poverty and self-denial;
- the work of Franciscan monks and missionaries in the poorest countries.

20. The teachers' involvement of all the pupils and the use of contemporary music enhance the effect. Staff provide pupils with many opportunities to become aware of the importance of reflecting on the meaning of joyful, tragic and painful events. For example, in a Year 6 lesson:

- the main messages from the topic – emphasizing the care for the young given by their parents – pupils remain aware that parents sacrifice much for their offspring and they came to know and understand that this never changes;
- broader thinking about Jesus tending His extended flock – the act of forgiveness on His part – relating it back to their personal views.

Furthermore, consideration of these feelings of caring helps pupils develop sensitivity and increases their knowledge and understanding of when and how to express and control. At the centre of the pupils' circle was placed a "prayer focus" of strong imagery such as a candle and cross. These brought a suitable reverence to the occasion. Staff develop pupils' spiritual awareness further through the celebration of art and literature in various displays around the school.

21. Provision for pupils' moral development is very good. The school applies a positive moral code and this is very successful. Teachers encourage pupils to be highly considerate when judging the moral aspects of decisions and actions. For example, in Year 6, pupils look at:

- how right parents are to care about their children and they discuss examples of how this never ends;

- the importance of forgiveness.

The school successfully encourages pupils to conduct themselves responsibly and to do the right thing. All staff provide good role models. Staff foster respect amongst the pupils for each other, the world in which they live and the very small number of faiths and viewpoints represented in the school. For example, when teachers gather pupils together for discussion they encourage them to debate and express their concerns and feelings.

22. Provision for pupils' social development is very good. The school offers an effective range of activities outside lessons which help to foster pupils' cooperation, team spirit and sense of fair play. Teachers ensure that classrooms have monitors and that pupils are provided with school-wide responsibilities, such as Year 6 pupils helping the new entrants. The school puts great stress on pupils helping take full responsibility for upholding high standards of behaviour, tolerance and care towards all those in the school. The staff underpin this through the provision of a curriculum which gives a rich insight into a variety of social settings and problems, for instance, life in Victorian times.

The provision for pupils with special educational needs is very good.

23. The school is very successful in providing a caring and cooperative environment. All pupils are well known and valued by each other and by staff. Consequently, the provision for pupils with special educational needs has improved from good at the last inspection to very good. Parents who attended the meeting with inspectors thought the school brought out the best in all children regardless of their levels of attainment and that this is a significant strength of the school. Inspectors agree with this viewpoint, particularly the work with the high number of pupils who have a Statement of Special Educational Needs.

24. Pupils with special educational needs make very good progress towards the targets set for them on the basis of their previous attainment. This reflects good planning of their work and supportive teaching, whenever necessary, to help them benefit from the full range of class activities. For example:

- in a Year 6 history lesson, the special educational needs pupils were well supported by a learning support assistant. She was well briefed to help them complete work that came from the same topic as the whole class, but pitched at their specific level;
- in Year 3, six pupils were taught as a group, they received additional literacy support in identifying vowels and in spelling simple words. The provision was strong, mainly because the learning support assistant was well trained and the work was effectively matched to pupils' individual needs;
- in Year 1, two pupils benefited from early literacy support. The teacher's skill and enthusiasm were successful at motivating pupils. Learning games were used to foster a faster pace and develop interest in the lesson.

25. The school successfully promotes pupils' equal access to the school's curriculum. This is done by:

- having clear learning goals that are common to all pupils;
- early identification of pupils' needs through a range of measures, such as teacher judgments and reading test results;

- setting realistic, but challenging, targets that are laid out in well written individual education plans.

All of these components are relayed to parents and they take an active part in the regular reviews.

26. The special educational needs coordinator is a confident and very competent practitioner who has the needs of pupils uppermost and knows well the skills of the learning support assistants. Consequently, she manages matters effectively. She receives strong support from the Governor responsible for special educational needs who is very involved and highly committed. The Governor liaises effectively with parents and follows their children's progress. He is an asset to the school because he holds it to account whilst offering tangible support.
27. The school is acutely aware that the two-storey building provides difficult challenges for physically handicapped pupils. Plans are at a very advanced stage to provide a lift to the upper floor and other adjustments to the building will start very soon.

Overall, leadership and management are very effective.

28. Since the last inspection, there have been two changes of headteacher. The present headteacher has been in post for just six months. The strengths identified in the last report have been maintained and there have been improvements in:

- the very good monitoring of teaching, learning and national test results;
- the quality of Governors' spending decisions;
- furthermore, the returned questionnaires from parents are almost unanimous in judging leadership and management to be effective.

29. The headteacher is a strong leader, who is willing to make decisions that may be unpopular with some parents. For example, he has adjusted the makeup of classes from a basis of ability to that of age. Inspectors agree with this change and there is evidence that the school's ethos and academic work are stronger for the adjustment. He manages the school very well and the monitoring procedures provide him with a clear picture of the progress of all pupils in the school. The headteacher is well supported by the deputy headteacher and the senior staff in the school and there is a shared commitment to continue driving up standards in all aspects of school work. Subject coordinators manage their areas well; particular strengths include:

- knowing strengths and areas for development from observations;
- thorough audits of present resources which lead to appropriate action planning and realistic bids for new resources.

30. Governors are keen, interested and successful in the role of 'critical friend'. Much of their detailed work is done in committees and recommendations are clearly communicated to the full Governing Body. Much of the monitoring comes from reports provided by the headteacher, deputy head (standards fund), the bursar (budget) and Link Governors. They particularly appreciate the headteacher's careful and sensitive analysis of statistical data relating to national and local test results, and the contribution of the deputy headteacher in compiling this information. Governors have had a strong influence on important policy matters, for instance:

- encouraging and sanctioning the setting up of the small unit for pupils with physical disabilities;

- responding to consultations aimed at improving the premises, such as ‘The Spinney’ and the internal lift and refurbishments.
31. Financial management is very good and the most recent local education authority audit report reflects this. There is a large and growing surplus on the budget, and this has been appropriately earmarked for phased developments, most of which are related to the improvements in the accommodation in the forthcoming few months. The school has effective principles to support the purchase of supplies and services. For example, the management
- compares standards nationally and locally;
 - responds to challenges from aspirational target setting, and improving provision and standards in information and communication technology;
 - consults parents, pupils and local education authority on a range of issues;
 - seeks competitive quotes when work is being done.

- **WHAT COULD BE IMPROVED**

There is insufficient use of information and communication technology across the full range of the curriculum.

32. A key issue from the previous inspection related to ensuring that information and communication technology was taught in line with statutory requirements. There has been satisfactory improvement since the last report, most particularly:

- the setting up of an interim computer suite that is used by all classes;
- increased provision of computers and software;
- increased teacher confidence and expertise;
- pupils and parents are very pleased at the progress made and it is clear that standards are rising.

33. There is some evidence in books and on display of information and communication technology skills, knowledge and understanding being used to find and present information. For example, in Year 6, pupils are producing their own spreadsheets with simple mathematical operations, such as sum, product and difference. Year 2 pupils found information about healthy food and wrote instructions on how to make a magician's hat. However, these examples of good practice are not evident in all classes and this amounts to unequal access to the curriculum. Whilst taking into account the progress made, the range and frequency of use is still too narrow. Nevertheless, the morale, planning and obvious intentions of coordinator and staff are clearly positive. Consequently, it is judged that the capacity to improve is good. The headteacher and Governors have properly recognized information and communication technology as a priority for development.

In the Foundation Stage, there are insufficient facilities to provide an acceptable range of opportunities for pupils' creative and physical development.

34. There is a lack of outdoor equipment to support physical and creative development. This equipment includes:

- large mobile toys;
- a sufficiently generous outdoor sandpit.

The current school improvement plan recognizes the need to increase these resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Headteacher, staff and Governors should:

- (1) increase the use of information and communication technology as a tool to develop knowledge, skills and understanding in the full range of subjects and throughout the school;
(Paragraph 33)
- (2) improve the number and range of resources for outdoor play in the Reception Year.
(Paragraph 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

30

Number of discussions with staff, governors, other adults and pupils

19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	16	3	0	0	0
Percentage	0	37	53	10	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

271

Number of full-time pupils known to be eligible for free school meals

49

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

13

Number of pupils on the school's special educational needs register

40

English as an additional language

No of pupils

Number of pupils with English as an additional language

2

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

6

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

6

Attendance

Authorised absence

	%
School data	9.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	18	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	18	18	18
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	94 (83)	94 (91)	94 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	13
	Girls	18	18	18
	Total	32	32	31
Percentage of pupils at NC level 2 or above	School	91(89)	91(81)	89(87)
	National	85(84)	89(88)	89(88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	17	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	9
	Girls	15	13	16
	Total	24	21	25
Percentage of pupils at NC level 4 or above	School	89(96)	78(98)	93(98)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	15	16	15
	Total	23	25	24
Percentage of pupils at NC level 4 or above	School	85(76)	93(98)	89(84)
	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	1
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	218
Any other minority ethnic group	2

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)	12.2
Number of pupils per qualified teacher	24.2
Average class size	24.6

Education support staff: YR – Y6

Total number of education support staff	12.6
Total aggregate hours worked per week	394

Financial information

Financial year	2001/02
	£
Total income	491961
Total expenditure	472255
Expenditure per pupil	1890
Balance brought forward from previous year	32433

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

271

Number of questionnaires returned

146

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	40	2	0	1
My child is making good progress in school.	48	43	3	1	6
Behaviour in the school is good.	52	46	1	0	2
My child gets the right amount of work to do at home.	27	49	15	1	8
The teaching is good.	61	37	0	0	2
I am kept well informed about how my child is getting on.	41	46	8	0	6
I would feel comfortable about approaching the school with questions or a problem.	58	38	3	1	1
The school expects my child to work hard and achieve his or her best.	65	34	0	0	1
The school works closely with parents.	47	43	8	0	1
The school is well led and managed.	57	42	0	0	1
The school is helping my child become mature and responsible.	55	41	0	0	4
The school provides an interesting range of activities outside lessons.	38	36	14	3	8