

INSPECTION REPORT

ST KENTIGERN'S RC PRIMARY SCHOOL

Fallowfield, Manchester

LEA area: Manchester

Unique reference number: 105584

Headteacher: Mr P Jackson

Reporting inspector: L A Furness
8245

Dates of inspection: 19th March – 21st March 2001

Inspection number: 66863

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Bethnall Drive
Fallowfield
Manchester

Postcode: M14 7ED

Telephone number: 0161 224 6842

Fax number: 0161 256 4946

Appropriate authority: Governing Body

Name of chair of governors: Rev. Father Tom Connolly

Date of previous inspection: 13th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Kentigern's R.C. Primary School is situated in Fallowfield just south of the city centre of Manchester. The school serves the parishes of St Kentigern's and St Bernadette's, Withington in the Diocese of Salford. It is much bigger than other primary schools with 543 pupils on roll. This figure includes 62 nursery-aged children who attend on either a full-time or a part-time basis. The majority of pupils come from the local area, which is an area of high unemployment. The percentage of pupils having English as an additional language (0.37%) is low. The percentage of pupils having special educational needs (8.1%) is below the national average and the percentage of pupils with statements of special educational needs (0.74%) is also below the national average. The percentage of pupils eligible for school meals free of charge (52.38%) is well above the national average. There are 22 classes including the nursery and all but one class consists of pupils of a single age group. There is one class of Years 3 and 4 aged pupils. The full range of attainment is represented in the school. However the results of a nationally approved baseline assessment scheme shows that on entry to the reception class the attainment of the majority of children is below that expected nationally. This school is part of the Excellence in Cities project.

HOW GOOD THE SCHOOL IS

This is a very effective school, which has many very good features. By the time pupils are 11 years of age pupils' performance in the national tests in English and mathematics is well above the national average. Teaching is of a good quality with a high percentage of good and very good teaching. The school is very well led with the headteacher working closely with the governors and staff to provide a high quality of education for all pupils. Pupils achieve very well in their academic and personal development. When considering the attainment of children on entry to the school, the progress they make and the academic standards they attain, the school provides very good value for money.

What the school does well

- The pupils attain high standards in English and mathematics due to the consistently good teaching that they receive throughout the school.
- The headteacher provides very clear educational direction and ensures that all staff work together very effectively as a team to maintain high quality education.
- The school very positively promotes a strong Catholic ethos where pupils are very actively taught to know right from wrong and to care about others and themselves.
- The school very successfully meets the learning needs of all pupils, enabling them to achieve very well in relation to their prior learning.
- All teachers use a range of questioning techniques to develop effectively pupils' thinking skills.
- The attitudes and behaviour of the pupils makes a very positive impact on their learning.

What could be improved

- The attendance of a significant minority of pupils.
- Information and communication technology provision throughout the school.
- The analysis of statistical data and the existing systems of tracking the pupils' progress and target setting.

All of the above issues are identified on the school development plan as key priorities for improvement.

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 1997. It was recognised then as a successful school and the good progress it has made since then has ensured that it is now a very good school. All of the main issues identified in the previous report have been successfully addressed. In addition to the main issues, the quality of teaching is much improved. There is no unsatisfactory teaching and a very high

percentage of good and very good teaching is now evident. The curriculum has benefited from the introduction of the National Literacy and Numeracy Strategies and there is more use of national test results to focus attention on areas that could be improved. The fact that the school is now judged to be very good indicates that it has successfully maintained and improved upon its high standards of academic work and behaviour.

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	A	A	A	A*
mathematics	B	B	A	A*
science	C	A	C	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that pupils' performance at the age of 11 in the National Curriculum tests in the year 2000 was well above the national average in English and mathematics and was close to the national average in science. The percentage of pupils attaining Level 5 or above was also well above the national average in English and mathematics and above the national average in science. Compared with pupils from similar schools, the pupils' performance was very high in English and mathematics with the results being in the top five per cent of similar schools. In science the pupils' performance is well above the average for similar schools. Over the past three years there has been an improving trend in the pupils' results in all three subjects and the trend in the school's average National Curriculum points for all subjects was above the national trend. Standards of attainment of pupils currently in Year 6 are above the national expectation in English and mathematics and in line with the national expectation in science. The pupils' achievement is very good particularly in one Year 5 class and all Year 6 classes where very good teaching is instrumental in the attainment of high standards. More able pupils are particularly well challenged in these classes and this is well reflected by the high percentage of pupils attaining the higher levels in the National Curriculum tests. Less able pupils are also well provided for and their work shows very good improvement over time. Targets set for Year 6 pupils in 2000 were exceeded in English and mathematics. More challenging targets are set for the current cohort of Year 6 pupils and from the work seen pupils are on line to meet these targets.

The majority of children start school in the nursery with underdeveloped linguistic and social skills. Despite good progress, the majority of children enter the reception classes with skills in all six areas of learning below that expected nationally. Good progress continues and by the time children enter Year 1 the majority have attained the early learning goals recommended for children of this age. In 2000 at the age of 7, the pupils' performance in the National Curriculum tests was above the national average in reading, well above the national average in writing and in line with the national average in mathematics. In relation to similar schools, the pupils' performance was well above average in reading and mathematics. In writing the pupils' performance was very high and results were in the highest five per cent of similar schools nationally. On the basis of teacher assessment the pupils' performance in science was above the national average and well above average in comparison with similar schools. Pupils currently in Year 2 are attaining standards that are in line with the national expectation in reading, writing and mathematics and their achievement is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very Good: pupils enjoy school. They involve themselves fully in school life, have very good attitudes to learning and work hard.
Behaviour, in and out of classrooms	Very Good. Pupils behave very sensibly in and out of school. Pupils are very polite and well mannered.
Personal development and relationships	Very good. All pupils enjoy taking an active part in the smooth running of the school. Staff and pupils show mutual respect, a factor that contributes very positively to the caring ethos of the school community.
Attendance	Unsatisfactory. A significant number of parents keep their children away from school on the day prior to a holiday.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good. Teaching was at least satisfactory in all of the lessons seen. It is good in 57.6 per cent of lessons and very good in 24.2 per cent of lessons. English and mathematics teaching is good and the basic skills of literacy and numeracy are well taught throughout the school and in all subjects. Good quality planning in these two subjects ensures that teachers are clear about what pupils are to learn and pupils respond well to the high demands made of them. They are successfully taught to persevere in their work, to give of their best at all times and, as they grow older, to take more responsibility for finding things out for themselves in order to consolidate and extend their learning. A strength of the teaching is the teachers' use of questioning to engage the pupils' attention and effectively challenge them to recall knowledge and skills they have learnt in earlier lessons. The range of questions also encourages pupils to apply what they have learnt and therefore deepens their knowledge and understanding of the subject. The school very successfully meets the learning needs of all pupils including those pupils identified as having special educational needs and those identified as gifted and talented. The provision offered to all pupils enables them to achieve very well in relation to their prior learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements and good account is taken of the National Literacy and Numeracy Strategies. A wide range of extra-curricular activities and educational visits enhance the curriculum. The curriculum offered to the children in the Foundation Stage of Learning is good.

Provision for pupils with special educational needs	Very good. The targets set, the very effective support provided and the very good monitoring of their learning enables pupils with special educational needs to make very good progress.
Provision for pupils with English as an additional language	Pupils with English as an additional language receive very effective support and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This provision is a strength of the school. In all subjects, very good attention is given to developing all of these areas. Pupils are taught to live and work together, help each other, appreciate the world around them and celebrate human achievement. They are also taught that they have to look after and care for themselves, each other and their environment. The aspects of personal development and the strong Catholic ethos permeate the life of the school.
How well the school cares for its pupils	Very well. The school is a very caring community that provides very effective support for all its pupils, both academically and personally. There are good procedures in place for child protection and for ensuring the pupils' welfare, health and safety.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very Good. The headteacher has been appointed since the last inspection and is having a very positive impact on the work of the school, its standards and the quality of teaching. A strong sense of teamwork has been established. The school's values and aims are clearly evident in every aspect of its life and there is a very clear commitment to high standards.
How well the governors fulfil their responsibilities	Very Good, Governors fulfil their responsibilities well. They give very good support to the headteacher and to the staff and share the strong educational direction that has been established. All statutory duties are carried out well.
The school's evaluation of its performance	Good. The school evaluates its performance effectively and takes positive steps to address its weaknesses. Governors are appropriately involved in this and have a good understanding of strengths and areas for development.
The strategic use of resources	Very good. The spending of specific grants is well documented and the school systematically evaluates the effect of its spending on the standards it achieves carefully considering the principles of best value.

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 way the school helps their children become mature and responsible. 	<ul style="list-style-type: none"> ▪ The information they receive about their children's progress. • The amount of homework their children

<ul style="list-style-type: none"> ▪ Children are expected to work hard. ▪ Children are making good progress. ▪ The leadership and management of the school. 	<p>receive.</p> <ul style="list-style-type: none"> • The school working more closely with parents. • The activities provided outside of lessons.
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Inspectors agree with the parents' positive views but do not support the negative comments. Reports are informative and there are regular opportunities provided for parents to discuss their child's progress with the teachers. Homework arrangements are satisfactory and there is well-documented evidence of the school working hard to involve parents in its activities. A wide range of extra curricular activities is provided, which very positively enhance the curriculum and pupils' achievement.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- 1 The pupils attain high standards in English and mathematics due to the consistently good teaching that they receive throughout the school.**
- 2 The school has performed very well in the last three years in the national tests for English and mathematics although at the age of 7 standards in mathematics have not been as good as those in reading and writing. At both 7 and 11 results are impressive when compared with schools in similar contexts. One of the factors contributing to this high attainment is the consistently good teaching that is occurring in English and mathematics throughout the school. Another contributory factor is the way the teachers successfully use the National Literacy and Numeracy Strategies to good effect to teach basic skills, from which pupils gain greater understanding and knowledge in reading, writing and number.
- 3 In the Foundation Stage of Learning, and in Year 1 and Year 2, effective teaching leads to the pupils wanting to read and enjoy books. Good use of resources including reading games encourages older pupils to identify words that rhyme, for example floor and door. Good emphasis is given to developing the skills of writing and appropriate texts are used to stimulate the pupils' independent writing. For example in Year 1 the story ' We're all going on a bear hunt,' excites the pupils to write about a 'dragon hunt.' Pupils are stimulated to use imaginative words to describe their dragon – 'shiny wings,' 'fiery mouth' and 'swishy tail'. High expectations are demonstrated in numeracy lessons as seen in one Year 2 class when pupils are asked to count back from 500 in 5's. Good emphasis is given to the pupils' applying their knowledge and valuable learning takes place during the session as pupils have the opportunity to develop their problem solving skills in a variety of different contexts including money, weight and number.
- 4 Focused questioning in Year 4 effectively encourages the pupils to analyse the features of a good opening to a story. Pupils think about how an author introduces a story and what the author does to keep the reader interested and involved. The teacher successfully engages the interest of the pupils and both his questioning and his enactment of a scene from Hamlet focus the pupils on the learning objectives to be achieved. During a mental starter of a numeracy lesson a Year 5 teacher uses her questioning skills effectively to persuade pupils to recognise pattern in number. She then moves rapidly on to encourage the pupils to solve simple number problems using the strategies that they find the most useful. Again learning is good and pupils achieve well.
- 5 In Year 6, where teaching is particularly creative, all three teachers imaginatively use a variety of different texts to encourage the pupils to write persuasively. After reading the poem 'Tiger Tiger' by William Blake the pupils in one class worked in small groups to write a poem that empathised with a tiger in captivity. The teacher has very good subject knowledge and uses questioning very well to encourage the pupils' to use interesting and appropriate language whilst keeping to the rhythm of the poem. The result is very good indeed. For example:
Tiger, tiger in its cage, roaring loudly in a rage,
Tiger, tiger lying still, now there is no need to kill'
Lying in his metal lair'
His heart is filled with deep despair.....'

- 6 The very good support provided by Year 6 teachers enables pupils to experience success and to gain an understanding of how to write persuasively. Writing frames are used effectively to support pupils' problem solving skills in mathematics. This was seen in a average ability Year 6 mathematics set, when through the teacher's very effective questioning pupils were able to identify which information was necessary for them to know, to enable them to solve the problem. Good interactive whole class teaching takes place in Year 6 numeracy lessons and all pupils want to take an active part in the lesson and share their ideas.
- 7 Apart from the good teaching of basic skills throughout the school, classroom displays of 'mind maps' produced by the pupils reinforce important messages about literacy and numeracy. In this way pupils are continually reminded of important issues that they have already covered in previous lessons.
- 8 The headteacher provides very clear educational direction and ensures that all staff work together very effectively as a team to maintain high quality education.**
- 9 The current headteacher has been in post for approximately eighteen months and has already greatly influenced the development of the school. He has a very clear vision and aims to build on existing strengths and provide greater emphasis on raising further the quality of teaching and learning. Upon taking up his appointment he quickly realised the need to strengthen and improve the senior management team, to further develop the role of the curriculum co-ordinator and to encourage all staff to become actively involved in school improvement issues. Two assistant heads have been appointed to complement the existing senior management team of the headteacher and two deputy headteachers. Already these two appointments are having a significant influence upon the management of the school and they are effectively focusing their actions on the school priorities for development, for example improving attendance. Both appointees are forward thinking professionals who are proving to be valuable members of the senior management team. The role of co-ordinators has been strengthened since the previous inspection. They now have more time to be involved in improving programmes of work, setting curriculum targets and monitoring and evaluating teaching and learning in their curriculum subjects. This is enabling them to lead their curriculum subject more efficiently.
- 10 Staff have welcomed the headteacher's approach to leadership and management and are becoming much more involved in the decision making processes. The headteacher has a close working relationship with all staff and issues are discussed on a day to day basis. Staff are encouraged within their curriculum teams to reflect on issues raised in full team meetings. They know there is a degree of freedom to make team decisions based on these reflections, which are appropriate for their class and age group. Such decisions are made in a collaborative way following open discussion. Although all staff are aware of the headteacher's responsibilities, there is now a better understanding among staff of collegiate responsibility and individual accountability. The headteacher realises that this is a powerful aid to professional development and a very sensible use of the various talents available amongst the staff.
- 11 The headteacher's overall aim for the school to become a 'thinking school' is very evident in all his work. He has introduced the gifted and talented initiative; he has clearly focused the staff on developing the pupils' thinking skills and is encouraging staff to express their opinions and use their initiative. In the short time he has been at the school he has earned the respect of governors, staff, parents and pupils and has created a team of professionals who are clearly focused on providing high quality education for all pupils.

- 12 The school very positively promotes a strong Catholic ethos where pupils are very actively taught to know right from wrong and to care about others and themselves.**
- 13 Pupils are proud of their faith and when asked about how they know about the difference between right and wrong they state that they are Catholics and it is through their faith they know the meaning of morality and the kind of behaviour that is acceptable. The Catholic ethos of the school is very evident. The headteacher, governors and staff say it is a significant feature in enabling pupils to develop their potential and inspectors would firmly agree with this statement. The school attaches great importance to the Mission Statement. Pupils are actively encouraged in assemblies to explore the meaning of this statement and think about the messages the statement has for them in their everyday lives. In recognition of their thoughts an anthology of pupils' work is to be produced later in the year. The positive behaviour policy involves all the school community and each class has their own particular agreed code of good behaviour, which is displayed on the classroom wall. The development of pupils' attitudes and values are celebrated effectively in a special assembly every Friday.
- 14 Pupils work very well together and social and moral development is very good. Working well together is a feature of most lessons and helps the teachers to organise pupils' learning using different teaching methods. For example, there is no hesitation in getting pupils to work together in any subject because the teachers know that the pupils' response will be productive. This was seen in a Year 2 literacy lesson when pupils were asked to work together and share ideas. The teacher appropriately stressed the importance of listening to each other's point of view and to co-operate and decide together on the characters and story-line. Pupils responded well to the task and good work was produced. Adults and pupils show much mutual respect and in each class a warm purposeful relationship has been established. Adults come across as wanting to get it right for pupils and they in turn want to give of their best for the teachers. Pupils of all ages are encouraged to be aware of the needs of each other and of the wider community. Moral issues are discussed appropriately when issues arise. For example when Year 6 pupils were discussing the text 'The Rainforest Report' pupils sensibly discussed issues such as destruction of the rainforests, capital punishment and the use of a greenbelt area for a supermarket.
- 15 The school very successfully meets the learning needs of all pupils, enabling them to achieve very well in relation to their prior learning.**
- 16 The high percentage of pupils attaining at least the expected level in English and mathematics at the age of 11 indicates that the needs of all pupils including those with special educational needs and English as an additional language are being successfully addressed. The high percentage of pupils attaining above the expected level indicates that those pupils who have the potential for higher attainment are successfully challenged.
- 17 Provision for pupils with special educational needs and English as an additional language is very good and this provision has a very positive effect on their progress. Children with special needs are identified early in the nursery and reception classes. Specific targets are then set for these children, which are very regularly monitored. There are parent surgeries every Friday to clarify the stage procedures for special educational needs, to explain individual children's needs and to involve the parents with their child's learning programme. The school pays great emphasis to a good working partnership with parents and the individual educational plans (IEP's) are sent home for parents to see. The very knowledgeable special educational needs co-ordinator (SENCO) maintains a firm overview of this area and regularly monitors the

planning of teachers to ensure that these pupils' individual needs are being satisfactorily addressed.

- 18 The SENCO effectively works with groups of pupils throughout the school. This very effective support was seen in a literacy lesson for a group of Year 5 pupils. The learning of the lesson was shared with the pupils so they knew precisely what was expected of them. Small whiteboards were used well to involve all pupils in answering questions. The planned activities clearly matched the pupils' prior learning and their interest. The pupils enjoyed identifying different compound words and their achievement was good in this lesson. Good attention is given to the use of specific vocabulary in all subject areas and this helps the pupils for whom English is an additional language. The very low number of pupils on the special educational needs register for a school of this size, is due to the very good provision and support that is provided for the pupils.
- 19 As well as addressing the needs of pupils with special educational needs the school is aware of the need to identify and support the pupils with the potential for higher attainment. As a result of work carried out in his previous school the headteacher was approached by the Local Education Authority (LEA) to be one of the schools in the 4 years' 'gifted and talented' project as part of 'Excellence in Cities'. Through the extra funding attached to the project the school has been able to employ a specialist teacher to work with these pupils, to buy resources and to set up a room to work with specific groups of pupils. A register for gifted and talented pupils has been started, agreed identification criteria is in place and all staff have received training about how to identify these groups of pupils. Throughout the school target groups have been identified mainly in the subjects of English and mathematics. Identified pupils enjoy the challenging activities that are given to them. For example in a Year 6 literacy lesson taken by the headteacher, a small group of pupils considered carefully their response to a letter (fictitious) from a parent who has some misgivings about sending their child to St Kentigern's. All pupils expressed well thought out opinions. For example in response to the statement 'I do not like the idea of uniform as I believe this makes children all the same,' one pupil remarked that 'its' your personality that is important and we all look different even though we wear the same uniform.' Prior to this lesson the pupils had produced impressive 'mind maps' about letter writing in the persuasive genre. They used this prior thinking well to discuss how they would persuade the parent that St Kentigern's is a good school that their child would enjoy.
- 20 Not only the academic needs of pupils are well addressed. The school pays very good attention to the development of skills in sport, the humanities and the arts. This emphasis towards art is particularly evident through the art display in the school, which is excellent. An art group has been formed known as the 'Young Masters.' In this group pupils learn to paint 'masterpieces' in the style of Monet and Rodwell, for example. The quality of this work is outstanding. The work is highly valued by the school as shown by the way these pictures are mounted, framed and displayed in the main entrance of the school and on the walls of the computer suite.
- 21 Through the gifted and talented policy the school has initiated procedures for identifying more able pupils and an appropriately planned curriculum ensures that their needs are met through appropriately challenging tasks.
- 22 **All teachers use a range of questioning techniques to develop effectively pupils' thinking skills**

- 23 Throughout the school, all teachers plan carefully to use a range of different types of questions to develop pupils' higher order thinking skills. In all planning it is very evident the importance the school gives to this aspect of teaching. Written planning clearly details the type of question to use and the effect this will have on the pupils' learning. For example in a Year 5 literacy lesson the teacher uses a range of questions including synthesis, analysis and evaluation in the context of the poem 'The Highwayman.' By doing this the pupils are given the opportunity to learn and use a variety of different thinking skills. For example by asking 'What do you think the word 'narrative' means?' pupils are encouraged to use old ideas to create new ones. By being asked to evaluate the effect of the poet's use of similes and metaphors, pupils are asked to compare and discriminate between ideas and assess the value of the use of language. Very effective questioning in this lesson is supporting pupils to acquire new knowledge and skills and deepen their understanding of language. In mathematics, a range of questions is identified in the written planning. In a Year 2 mathematics lesson the teacher encouraged the pupils to apply previously learnt knowledge. After counting in 10's pupils were asked, 'If you know that 10×10 is 100 what is 13×10 or 24×10 ? Higher attaining pupils solved these problems quickly and accurately. The pupils' reasoning and explanation skills are then developed as pupils are asked to explain their answers. This careful planning for the development of higher order thinking skills is having a very positive effect on learning and the standards of work that the pupils attain.
- 24 The attitudes and behaviour of the pupils makes a very positive impact on their learning.**
- 25 The very positive attitudes that all pupils have for learning are a particular feature of this school. All pupils including those with special educational needs and English as an additional language enjoy learning. Their enthusiasm is seen in several subjects. For example, in a Year 6 information and communication technology lesson, one pupil remarked that he did not want to leave the school as he enjoyed working in the new computer suite so much. During a Year 5 literacy lesson, pupils were asked to compare the differences between literal and figurative language. They read the texts with interest and responded to the teacher's questions very well. They were very willing to share their ideas and explained confidently the meaning of terminology such as metaphor, simile, personification and alliteration. They were very willing to exemplify their answers, for example 'The boy whined like a dog.'(simile), and 'I was frozen with terror,'(metaphor). Throughout the lesson there was a calm purposeful atmosphere, with the teacher using praise most effectively to motivate and encourage pupils.
- 26 As soon as children start school they are helped to understand what is expected of them. In both the nursery and reception classes children know that when they are asked to do something they are expected to respond quickly. They quickly learn routines and the part they have to play in keeping resources tidy. Children are attentive listeners and are eager to join in activities. This was seen in one reception class when children were asked to sing simple songs from memory. They were eager to join in with actions for example, acting as scarecrows.
- 27 The quality of relationships at all levels is very good Teachers are able to set challenging but realistic learning goals for pupils. They have high expectations of the quality and quantity of work in an environment where all pupils are striving to do their best. In Year 6, for example the pupils were able to use their personal experiences to relate to issues being discussed, for example, 'Why should you not answer an E-mail hastily?' Pupils responded with thoughtful answers and other pupils listened carefully to their friends' replies. Individual pupils know they are able to challenge each other's thinking without fear of hurting feelings or of undermining what other pupils have said.

- 28 Both in the questionnaire and at the parents' meeting, parents report that they are pleased with the pupils' behaviour. These opinions are well founded. In lessons and in and around the school, behaviour is very good and in the playground the pupils play well together. When adults move around the school, pupils spontaneously open doors or stand to one side to allow adults to pass. The pupils' politeness and good manners are a credit to them, the school and their parents.

WHAT COULD BE IMPROVED

29 The attendance of a significant minority of pupils.

- 30 The attendance rate of the school in the 1999/2000 academic year was well below the national average although the overall attendance has been steadily improving since 1997. Attendance was judged to be satisfactory in the last inspection but statistics reveal that the attendance rate was below the national average at that time. The headteacher is very aware of concerns regarding attendance and has asked the two newly appointed members of the senior management team to review existing practice and to devise new strategies to promote better attendance from a small minority of pupils. As a result of their research a very useful action plan is now in place. It has been agreed to carry out a regular analysis of attendance and punctuality statistics. Letters have been sent to parents clearly outlining school procedures and identifying whom they are to speak to if there are any difficulties. Requests for reasons for absenteeism or persistent lateness are made. The education welfare officer is working closely with the school and is prepared to attend assemblies and visit classes to stress the importance of punctuality and good attendance. Certificates, books and even alarm clocks are being given as rewards. The importance of good attendance is stressed in the Foundation Stage of Learning in an attempt to develop good attendance and punctuality habits in these young children. Staff are fully aware of procedures. They keep weekly records of pupils who are causing concern so that these concerns can be followed up immediately by the education welfare officer.

- 31 An analyses of attendance data reveals that a considerable number of pupils are absent on the last day of term or half-term. A typical attendance on such a Friday is about 84-85 per cent in comparison with a usual attendance of 90+ per cent and it appears that some parents are keeping their child away from school on the day prior to a holiday. The school is now trying to prevent this from happening and to persuade parents that the last day of term is as important as all the other days.

32 Information and communication technology (ICT) provision throughout the school.

- 33 The new headteacher has raised the profile of information and communication technology and has given the subject status within the school. With his support and the use of funding from a variety of sources an impressive new computer suite has been established, which is already beginning to raise standards of attainment. In the last inspection it was judged that standards of attainment in information and communication technology (ICT) were in line with the national expectation at the age of 7 and 11. However, after examining the National Curriculum 2000 the co-ordinator knows that standards are no longer in line with the national expectation in all aspects of the subject. Lesson observations support this. For example in Year 6 pupils were learning to use the Internet to search for information. However, although all pupils were able to access the Internet the majority had limited keyboard skills.

- 34 In the previous inspection resources were adequate although there was some under use of the CD Roms in the school. Now resources are excellent in the computer suite but are unsatisfactory in the classrooms. This means that although pupils are able to learn ICT skills in the suite they are unable to use them effectively in the classroom environment. Although all teachers are aware of the use of ICT in the different subject of the National Curriculum as yet the school has not planned how ICT skills can be used in a systematic way to promote learning in each subject.
- 35 The knowledgeable co-ordinator is very aware of the strengths and weaknesses of the subject and has a very good and detailed action plan in place to develop ICT provision throughout the school. She knows that some staff lack expertise and confidence in aspects of ICT. Money from the New Opportunities Funding Council (NOF) is being used to support training, which is due to start in the Summer term. All staff are enthusiastic about the suite and many take the opportunity to come and 'dabble' in their own free time. Many teachers have decided to incorporate improving their own ICT expertise into the recently introduced performance management objectives.
- 36 The analysis of statistical data and the existing systems of tracking the pupils' progress and target setting.**
- 37 Central to the drive to maintain and improve standards is the effective way teachers assess the pupils' work judging their progress over time and identifying what pupils need to do next to improve. The teachers and support staff have a good understanding of the levels of work they should expect of pupils. They regularly look at samples of work together and discuss what should happen next for individual pupils and year groups. A target setting system for writing is in the process of being introduced. Overall learning targets are displayed in the classroom and individual targets are shared with pupils in their writing books. Last term the focus was narrative writing and the individual targets to be achieved by each child are referred to by teachers in the marking comments made in the pupils' books. Once the system has been firmly established there are plans to extend the setting of individual targets to numeracy and science. Following the opening of the computer suite, class targets for ICT have already been identified and set.
- 38 The previous inspection identified the need for an analysis of test results in order to set targets for learning both at class and individual level. Consequently, each year an analysis of results took place but this focused on general performance, for example the difference in attainment between boys and girls and how well the class had achieved in relation to prior attainment. In June 2000 the school began to develop analyses of individual tests. Each class teacher scrutinised test papers in order to identify strengths and weaknesses with the intention of setting suitable targets for the forthcoming Autumn term. These targets were shared with parents in the annual report. The school has used this information very well not only to identify and support the less able pupils but to also extend the gifted and talented group of pupils. The co-ordinator has produced a very useful and informative action plan, which clearly identifies how assessment is to develop and improve further. Developments now include the need to analyse data in relation to pupil attendance—a significant factor in this school and to consider the influence of socio-economic factors and English as an additional language. A more comprehensive tracking system is to be introduced involving the Foundation Stage of Learning and all classes in the school rather than just Years 2, 5 and 6.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39 In order to maintain high standards and improve further the school should:

(1) Improve the attendance of a significant minority of pupils by:

- implementing the very useful action plan for improving attendance and monitoring its effect.

(paragraphs: 30-31)

(2) Continue to develop information and communication technology (ICT) provision throughout the school by;

- improving resource provision in the classroom;
- the ICT co-ordinator working closely with other subject co-ordinators to ensure that ICT is used effectively in each subject;
- developing teachers' confidence and subject expertise;
- checking and evaluating the impact of ICT on learning in each relevant National Curriculum subject.

(paragraphs: 33-35)

(3) Further refine the analysis of statistical data and develop the systems for target setting and tracking pupils' progress by:

- extending the analysis of data to include pupil attendance, background and ethnicity;
- producing a whole school tracking system, which will allow teachers to group pupils into target groups and then predict their possible attainment;
- implementing the very useful action plan for target setting.

(paragraphs: 37-38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24.2	57.6	18.2	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	60	483
Number of full-time pupils known to be eligible for free school meals	0	253

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	44

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	27
Pupils who left the school other than at the usual time of leaving	49

Attendance

Authorised absence	%
School data	6.7
National comparative data	5.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	36	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	25	24
	Girls	34	35	35
	Total	61	60	59
Percentage of pupils at NC level 2 or above	School	94 (87)	92 (84)	91 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	25	26
	Girls	35	36	36
	Total	62	61	62
Percentage of pupils at NC level 2 or above	School	95 (83)	94 (88)	95 (90)
	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	32	35	67

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	26	29
	Girls	34	30	30
	Total	61	57	59
Percentage of pupils at NC level 4 or above	School	91 (84)	85 (74)	88 (86)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	26	26
	Girls	29	30	29
	Total	53	57	55
Percentage of pupils at NC level 4 or above	School	79 (83)	85 (79)	82 (91)
	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	11
Black – African heritage	3
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	398
Any other minority ethnic group	0

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)	21.8
Number of pupils per qualified teacher	22.15
Average class size	23.00

Education support staff: YR– Y6

Total number of education support staff	11
Total aggregate hours worked per week	302.6

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	60

Total number of education support staff	4
Total aggregate hours worked per week	130.4

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	1236725
Total expenditure	1163327
Expenditure per pupil	2059
Balance brought forward from previous year	140148
Balance carried forward to next year	213546

Results of the survey of parents and carers

Questionnaire return rate : 33.7%

Number of questionnaires sent out	543
Number of questionnaires returned	183

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	2	0	1
My child is making good progress in school.	68	30	1	1	0
Behaviour in the school is good.	57	37	1	1	4
My child gets the right amount of work to do at home.	57	30	6	1	6
The teaching is good.	74	22	3	0	1
I am kept well informed about how my child is getting on.	52	36	9	1	2
I would feel comfortable about approaching the school with questions or a problem.	69	24	5	2	0
The school expects my child to work hard and achieve his or her best.	77	21	1	0	1
The school works closely with parents.	52	39	6	2	1
The school is well led and managed.	67	30	1	1	1
The school is helping my child become mature and responsible.	64	34	1	0	1
The school provides an interesting range of activities outside lessons.	45	34	10	2	9