

INSPECTION REPORT

St Francis RC Primary School
Walsall

LEA area: Walsall

Unique Reference Number: 104239

Acting Headteacher: Mrs S Wayman

Reporting inspector: Mr T Painter
21512

Dates of inspection: 4th – 7th October 1999

Under OFSTED contract number: 706705

Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary Aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev. Fr. V J Lloyd
Date of previous inspection:	23 rd – 25 th January 1996

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Team members	Subject responsibilities	Aspect responsibilities
Tony Painter, Rgl	Science Information technology Music Physical education Equal opportunities	Characteristics of the school Attainment and progress Quality of teaching Leadership and management
Keith Hepworth, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnerships with parents and the community Staffing, accommodation and resources
Robert Battey	Mathematics Art Design and technology Special educational needs Children under five	Curriculum and assessment
Kathleen Hurt	English Geography History	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development Efficiency

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school 1-2
- Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 3-11
- Attitudes, behaviour and personal development 12-16
- Attendance 17

Quality of education provided

- Teaching 18-22
- The curriculum and assessment 23-31
- Pupils' spiritual, moral, social and cultural development 32-36
- Support, guidance and pupils' welfare 37-41
- Partnership with parents and the community 42-44

The management and efficiency of the school

- Leadership and management 45-48
- Staffing, accommodation and learning resources 49-53
- The efficiency of the school 54-59

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 60-67

English, mathematics, science and information technology 68-92

Other subjects or courses 93-111

PART C: INSPECTION DATA

Summary of inspection evidence 112

Data and indicators

Main findings

What the school does well

- The school is caring and provides good support for all aspects of pupils' personal development, particularly their moral development.
- The aims and values of the school promote a positive atmosphere. There are generally very [R1]good relationships and good behaviour.
- The provision for pupils with special educational needs is good.
- Good teaching produces effective progress in children under five and in Key Stage 2. By the time pupils leave the school their attainment is above the national averages.
- There is a very good [R2]range of extra-curricular activities that support pupils' learning well.

Where the school has weaknesses

I. Teachers in Key Stage 1 do not maintain the good progress made by children under five years old.

II. Many schemes of work are recently established and are not sufficiently coherent. They are not clear enough about what pupils of different abilities need to learn and how skills will develop through the school. *

III. Teachers do not make enough use of the developing assessment systems to match work to pupils' needs. This is particularly apparent in the limited opportunities to provide challenging work for [R3]higher-attaining pupils. *

IV. There are too few planned opportunities to develop pupils' awareness of the wide range of cultures present in Britain today.

* Elements of these weaknesses were key issues in the previous inspection report.

The weaknesses are outweighed by what the school does well and will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made satisfactory progress since the last inspection, with much progress made recently. Most issues identified in the last report have been acted on, although some weaknesses in the school's library provision are still restricting some pupils' skills development. The standards achieved by pupils leaving the school are generally rising although some variations exist, often related to particular groups of pupils. Provision for pupils with special educational needs has improved and is now good. New schemes of work have been established for many subjects although they do not yet give enough help to teachers in planning their lessons. New assessment systems have been established although their use to inform planning is limited at present. The management of the curriculum is improved with clearer roles for the acting headteacher and deputy, subject co-ordinators and members of the governing body. A recent revision and clarification of the management plan has given the school a clearer purpose and it is now well placed to make further improvements.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			well above average	A
			above average	B
			average	C
			below average	D
			well below average	E
English	A	A		
Mathematics	C	D		
Science	E	E		

The table shows, for example, that pupils' standards in English were well above the average achieved nationally and in schools with similar pupils. Results in mathematics and science were not as good. The school has made good efforts to address the weaknesses revealed by these results. Although pupils' results for English are not quite as high as in 1998, in both mathematics and science 1999 results show marked improvements. There are particularly good improvements in the numbers of pupils achieving the higher levels in these subjects.

Children under five make good progress in the nursery and reception class in all the areas of learning. These gains are not maintained through Key Stage 1 and standards sometimes fall. This is apparent in the disappointing National Curriculum assessments at age seven. Pupils make good progress through Key Stage 2 and achieve above average standards in English, mathematics and science. Their attainment in information technology is in line with national expectations.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science		Satisfactory	Good
Information technology		Satisfactory	Satisfactory
Religious education			
Other subjects	Good	Satisfactory	Good

Almost all observed teaching was satisfactory or better. In over 60 per cent of lessons the teaching was good or better with around 16 per cent very good and excellent. The quality of teaching observed was generally higher than that apparent from looking at pupils' past work. This is a result of changes in teaching staff, new curriculum developments and systems of planning that have been recently established.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is very good throughout the school. There is a positive atmosphere in which teachers and other staff promote [R4]good behaviour well.
Attendance	Attendance is good and the school has very good systems in place to ensure that attendance remains high.
Ethos*	Very good relationships and a desire for high achievement are reflected in the work of the school. Pupils have good attitudes to work and support each other well. The ethos is very good.
Leadership and management	The acting headteacher leads well and has established good levels of teamwork. Recent revision of the development plan has given purpose to developments. Subject co-ordinators and governors are clear about their roles.
Curriculum	The curriculum for children under five is effective. A broad and balanced curriculum gives good access and equal opportunity for all pupils throughout the school[R5]. Sound assessment systems have been established although these are not yet being used enough to promote progress, particularly in Key Stage 1.
Pupils with special educational needs	Good provision is made with much good individual support for pupils' learning, particularly in improving literacy skills. It enables pupils to make effective progress.
Spiritual, moral, social & cultural development	The overall provision for pupils' development is good with strengths in fostering moral values. Pupils take part in many cultural activities although there is too little planning to ensure their understanding of a range of cultures.
Staffing, resources and accommodation	There are appropriate numbers of teaching and support staff, with good arrangements to meet their professional development. The accommodation is satisfactory and there are generally sufficient resources except in design and technology, music and the library.
Value for money	The school represents sound value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents' views of the school**
· [0]

There were 35 responses to the parents' questionnaire, representing about 19 per cent of parents. There were 13 parents present at the pre-inspection meeting. In addition, inspectors had a number of informal discussions with parents during the inspection.

What most parents like about the school

V. There is a caring and supportive atmosphere with good arrangements for children starting school.

VI. Staff are approachable and responsive to concerns.

VII. Pupils behave well.

VIII. Pupils make good progress.

IX. Pupils are given appropriate amounts of homework.

X. Special educational needs are identified promptly and parents are fully involved in the provision.

What some parents are not happy about

XI. A very small number of parents feel that the school has not sufficiently responded to their concerns about relationships among older girls.

The inspection team broadly agrees with the positive points made by parents. Although pupils' progress as under-fives and in Key Stage 2 is good, progress in Key Stage 1 is unsatisfactory. Pupils' overall progress is sound. Teachers' use of homework is generally secure but there are some variations, particularly in mathematics and reading. The school is concerned and has taken appropriate steps to resolve the identified relationships problems. However, no full solution has yet been achieved. Relationships generally in the school are very good.

Key issues for action

Significant changes to the curriculum and assessment systems have recently been introduced and these are beginning to have a positive effect. In order to consolidate these gains and to raise attainment further, the acting headteacher, governors and staff should now:

XII.Improve the progress and attainment of pupils, particularly those in Key Stage 1, by:

- ensuring that schemes of work offer a coherent programme across the whole curriculum and give good guidance to teachers in their planning (paragraphs 6, 27, 83, 88, 96, 99,105);
 - using assessment information to target work more effectively to the capabilities of pupils (paragraphs 4, 6-8, 11, 16, 18, 20, 21, 25, 30, 35, 37, 70, 72, 73, 74, 77, 84, 87, 92, 101);
 - ensuring that pupils, particularly those with higher attainment, have sufficiently challenging tasks and opportunities to develop their research and investigative skills (paragraphs 4, 16, 18, 68, 84, 87, 99, 105);
- .Give pupils planned opportunities, across the whole curriculum, to recognise and understand the wide range of cultures present in Britain today (paragraphs 36, 44, 53, 106);
 - .Remedy omissions in the statutory information given to parents about the school's provision for special educational needs (paragraph 47).

In addition, the following less important weaknesses should be considered for inclusion in the action plan. They refer to the need for a plan to develop pupils' speaking (paragraphs 6, 69), some inconsistencies in the use of homework (paragraph 21, 72, 83) and resourcing of subjects such as design and technology and the library (paragraphs 53, 56, 72, 96[R7]).

Introduction

Characteristics of the school

1. St [R8]Francis Primary School is located in the Shelfield area of Walsall. It is smaller than the average primary school with a nursery. The building is modern and is currently being extended further. There are seven classes in the main school with 193 boys and girls. Each class has pupils from a single National Curriculum year group. The nursery has 29 part time children. These children move to the reception class at the end of the academic year in July. Most pupils are Roman Catholic and come from an area that is wider than the immediate area around the school. Socio-economic indicators for the area are generally favourable. Pupils are predominantly of white origin. There is an overall balance of boys and girls and few pupils for whom English is an additional language[R9]. The proportion of pupils eligible for free school meals is below the national average. The attainment of children entering the nursery is a little above that found nationally. Their attainment is above national expectations on entering compulsory education. At the time of inspection the school has identified 43 pupils as having special educational needs. There are 27 pupils at Stage 1 of the Code of Practice¹, eight at Stage 2, seven at Stage 3, none at Stage 4 and three statemented pupils. This is the same number of statemented pupils as at the last inspection.
2. The school has clear aims expressed through its mission statement. These relate to providing an excellent education where all pupils achieve their full potential. These aims are pursued appropriately and integrated into all the policies and routines of the school. A recent revision and simplification of the school development plan has focused teachers' attention on necessary developments to improve the quality of education. Current priorities are focused on extending the premises, improving monitoring and further improving standards, especially in mathematics. Further developments in information technology are planned[R10]. The last inspection identified key issues to:
 - improve the management of the curriculum and teachers' roles in this;
 - develop policies and guidance for teachers in all subjects;
 - develop assessment systems to be used in teachers' planning for pupils of all attainments;
 - refine the existing development plan to provide a clearer focus on priorities and accurate costings.

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

[Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 are for pupils who are identified as well as staff within the school.](#)

- **Key indicators**

Attainment at Key Stage 1²

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	13	13	26

- National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	12	12	12
	Girls	11	12	11
	Total	23	24	23
Percentage at NC Level 2 or above	School	88 (90)	92 (90)	88 (83)
	National	80 (80)	81 (80)	84 (84)

- Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12	13	12
	Girls	12	12	11
	Total	24	25	23
Percentage at NC Level 2 or above	School	92 (79)	96 (90)	88 (90)
	National	81 (80)	85 (84)	86 (85)

Attainment at Key Stage 2³

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1998	7	9	16

- National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	5	4
	Girls	8	5	6
	Total	13	10	10
Percentage at NC Level 4 or above	School	81 (68)	63 (55)	63 (73)
	National	65 (63)	59 (62)	69 (69)

- Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	3	4
	Girls	9	6	6
	Total	13	9	10
Percentage at NC Level 4 or above	School	81 (73)	56 (59)	63 (77)
	National	65 (63)	65 (64)	72 (69)

² Percentages in parentheses refer to the year before the latest reporting year

³ Percentages in parentheses refer to the year before the latest reporting year

- **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.2
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

-

- **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

- **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	16
	Satisfactory or better	98
	Less than satisfactory	2

- **PART A: ASPECTS OF THE SCHOOL**

- **Educational standards achieved by pupils at the school**

- **Attainment and progress**

1. Children enter the nursery with attainment that is above that found nationally. They make good progress in the nursery and reception classes in all the areas of learning. By the time they begin statutory schooling their attainment is above the national expectations. Most pupils have achieved the levels described in the Desirable Learning Outcomes⁴. Many are working towards or achieving Level 1 of the National Curriculum programmes of study. The good progress and higher than average attainment of children entering the school represents an improvement since the last inspection. Children make good progress in their personal development through good opportunities to build relationships with adults and children. They show enthusiasm for their work and behave very well. Their language and literacy skills are promoted effectively through sharing books and simple discussions. Children are keen to ask and answer questions and many talk with confidence about their experiences. Numeracy skills are taught well and children have a broad range of relevant activities and practical experiences. They recognise and write numbers, count and using mathematical language naturally in their play. Children make good progress in their knowledge and understanding of the world, learning, for example, how flowers grow and change. They begin to describe routes they take locally [R11] and talk about events in their own past. Children make models and learn to use the computer independently. Physical development is effectively promoted through good use of hall and playgrounds. Children handle a range of small tools and equipment, controlling them with increasing accuracy. Good progress is made in creative development. They draw pictures, paint and make collages showing good powers of observation and detail. They join in with singing and putting actions to songs[R12].

2. The National Curriculum test and task results for Key Stage 1 in 1998 show attainment above national averages in reading and writing and in line with national averages in mathematics. A similar picture is seen when comparing the school's results to those schools with similar pupils. Teacher assessments indicate that attainment in science is average. However, the 1999 results show a decline in performance in all tests. The inspection evidence indicates [R13] that pupils' attainments in English, mathematics and science are in line with national expectations. The good levels of attainment evident when pupils enter the school have not been maintained and pupils make unsatisfactory progress through the key stage. This unsatisfactory progress is mainly of the higher attaining pupils and results from changes in teaching staff, the teachers' low expectations, and insufficient use of assessment information to match work to pupils' abilities[R14].

3. By the time they leave the school, however, pupils' attainment in English, mathematics and science are above the national averages. They make good progress through the key stage. The National Curriculum test results for 1998 show very high attainment in English, average attainment in mathematics and very low attainment in science. Attainment in mathematics and science was lower than in [R15] schools with similar pupils but some of the variations in

⁴ Desirable Outcomes for Children's Learning on Entering Compulsory Education – SCAA/DfEE. These are goals for learning of children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills.

standards result from the particularly small group of pupils involved. The school has effectively begun to address the issues raised by these results and results for 1999 show considerable improvements in all three subjects. In particular, greater proportions of pupils are achieving the higher Level 5. This is good evidence of rising standards in Key Stage 2 and is confirmed by the findings of the inspection.

4. Pupils' attainment in all aspects of English is in line with national averages by the end of Key Stage 1. This shows a decline in standards and pupils, particularly the higher attainers, make unsatisfactory progress through the key stage. Pupils make appropriate progress in developing listening skills. However, they make unsatisfactory progress in developing their speaking as there is no coherent plan for its teaching through the school. Pupils do not, therefore, build effectively upon the good language skills developed as under-fives. Some pupils lack confidence in their speaking and their contributions are often indistinct or brief. Teachers promote appropriate phonic and other early reading skills but do not use assessments of pupils' reading skills to target work precisely on pupils' needs. As a result, pupils sometimes mark time and more able pupils are insufficiently challenged, particularly in finding information from books. The school's literacy strategy has led to improvements in the range of writing experiences for pupils. However, pupils have too few opportunities to build skills in a systematic way. They do not use joined script in their daily work[R16]. By the end of the key stage pupils listen and respond well to teachers' instructions. They read independently although many are insecure with unfamiliar stories. They write accurately in a range of styles and most use simple punctuation. Standards [R17]in English are above national averages by the end of Key Stage 2 and pupils make good progress through the key stage. Discussion is given a greater priority and good questioning by teachers encourages pupils to express their ideas fully. Consequently, by the end of the key stage pupils become confident and articulate. The lack of a clear school plan for developing speaking means that pupils do not have sufficient opportunities to prepare their own talks and take part in debates to further promote their progress. Although there is variation between classes pupils make good progress in their reading. Relevant activities provide effective opportunities for pupils to read and promote their understanding of stories. Pupils have good strategies to read complex new words. By the end of the key stage some pupils are good at finding information from books but this is not consistent. These skills are not systematically promoted and the lack of a library restricts pupils' progress. Pupils' writing becomes more extended and structured with clear handwriting and accurate spelling. Pupils use an increasing vocabulary of effective words to enliven their writing. In Year 6 pupils listen carefully and speak confidently, engaging, when given opportunities, in lively discussions. They read fiction and non-fiction, using a good range of strategies to read complex words. Their writing is legible and accurate with good attention to the use of interesting vocabulary. Throughout the key stage teachers make variable use of assessment information to match work to pupils' current achievements. This limits the progress that is made in some circumstances.

5. In mathematics pupils make unsatisfactory progress in Key Stage 1 and the high standards that pupils show on entry are not maintained. This mainly results from teachers' insufficient use of assessment information to match work to pupils' abilities. Tasks are not, therefore, sufficiently demanding for all pupils to make good progress. By the end of the key stage attainment is in line with national averages. Pupils gain confidence with number through appropriate activities. In Year 2 [R18]they understand place value and use numbers up to 60. They gain greater understanding of the 24-hour clock and solve simple problems relating to time. In Key Stage 2 teachers are more thorough in their approach and pupils

make good progress. Grouping of pupils by ability supports teachers in their targeting of work. Pupils make good gains in their mental skills, multiplication tables and problem solving. By the end of the key stage pupils' attainment is above national averages and pupils have quick recall of number facts. They apply these well to problem solving showing good levels of confidence in working with large numbers in many contexts.

6. Pupils' attainment in science by the end of Key Stage 1 is in line with national expectations with relatively few pupils achieving the higher Level 3. The high standards of attainment evident when pupils begin the key stage are not maintained. Progress is mainly restricted because teachers do not use assessments enough to create sufficiently demanding tasks, especially for higher attaining pupils. In Year 1, pupils make observations in different forms with increasing accuracy. They set out their information in charts, words and pictures. They gain appropriate scientific vocabulary and use this in their descriptions. By the end of the key stage pupils identify materials and their properties, saying how some materials can be used. They carry out simple investigations with the teachers' support, using simple equipment and making observations. Most know important safety rules regarding electricity and can make simple circuits using batteries. Pupils make good progress in Key Stage 2 and by the end of the key stage standards are above the national averages. A significant proportion of pupils achieves the higher Level 5. Pupils undertake a wider range of investigations, often with teachers' support. Younger pupils in this key stage use simple equipment with increasing confidence and care. Their progress in independent investigations is limited by lack of appropriate opportunities. By the end of the key stage pupils have appropriate knowledge across all areas of the subject. They identify what is needed to set up a fair test and use a variety of equipment with confidence. They take generally accurate observations and display these in appropriate forms, including line graphs. They interpret their results with care and draw relevant conclusions including the identification of trends.
7. Attainment in information technology is in line with national expectations in both key stages and pupils make satisfactory progress. Pupils in Key Stage 1 gain skills in using tape recorders and listening centres. By the end of the key stage they correctly name parts of a computer and use the keyboard and mouse with improving accuracy and control. They develop skills in drawing programs creating text. Pupils in Key Stage 2 build upon these skills and gain greater confidence in a range of applications. Work in information technology is often linked well to pupils' work in other subjects of the curriculum. Pupils make more considered choices of text style when creating work and increasingly are able to combine pictures and text. By the end of the key stage pupils show satisfactory levels of competence and can describe many appropriate uses of computers. They show familiarity with opening programs and save and load data with confidence from disks and CD-ROMs.
8. Pupils make satisfactory progress in both key stages in all other subjects of the curriculum and good progress in physical education in Key Stage 2. In art they use an increasing range of media in their work. Pupils learn about the work of some famous artists and apply this to their own paintings. In design and technology pupils have opportunities to design, make and evaluate their products in a range of materials including food. Their progress is, however, somewhat restricted by the inadequate resources available to teachers. Pupils' progress in geography is effectively promoted in Key Stage 1 by walks around the local streets. Too few opportunities for fieldwork are taken elsewhere in the school. In Key Stage 2 pupils have a growing awareness of their local area and important features of it. They make good comparisons with other areas and consider some further locations such as Delhi and China. Key Stage 1 pupils have a growing awareness of

people in the past and the significance of these people on their own lives. Pupils in Key Stage 2 gain greater understanding of events over a longer time scale and learn about life in Ancient Egypt and Rome. Good discussions, for example, about the life of children in Victorian times promote historical understanding well. In music pupils improve their singing and listen with developing understanding to a range of music. Pupils identify important aspects of music and use a greater range of musical terms. Some lessons in Key Stage 2 give pupils good opportunities to talk about what music means to them. A number of pupils have instrumental tuition and this promotes their progress well. Pupils in Key Stage 1 improve their movement and develop an appropriate range of games skills. Pupils in Key Stage 2 make good progress in building upon these skills and applying them in an increasing variety of games contexts. Most pupils learn to swim

9. There are no significant differences in the progress and attainment of pupils of different background or ethnicity. Some National Curriculum statistics indicate differences in the attainments of boys and girls but these are not significant. They are not consistent over time and relate primarily to the varying groups of pupils. The school is conscious of potential concerns and, as a part of increased analysis of National Curriculum statistics, is monitoring the matter. The progress made by pupils with special educational needs is good across the school. Pupils benefit from detailed individual education plans, which set clear targets for their development. These are regularly reviewed and all involved staff have a clear knowledge of the targets and effectively prepare suitable work to [R19]assist the progress of the pupils. The part-time special educational needs co-ordinator oversees very well a relevant, comprehensive programme of work for these pupils, both within the classroom and, whenever needed, by withdrawal. The two classroom assistants, deployed to support pupils with special educational needs, provide a good quality support within lessons and by a small amount of focussed withdrawal. The support and teachers effectively organise and support pupils with their tasks to enable them, on most occasions, to make good progress with the completion of the same tasks as the rest of the class. Pupils with special educational needs make good progress in literacy and numeracy. Their progress has been maintained since the last inspection report where it was also good. All pupils are encouraged to use their numeracy skills in other areas of the curriculum. This is shown in such tasks as the drawing and interpreting of graphs in science and geography and analysis of data in science. Some information technology work in Year 6 is linked well [R20]to pupils' mathematics work. Pupils' literacy skills are soundly developed across the curriculum. Pupils' writing is developed well [R21]in aspects of history, such as when writing about World War II. However, pupils do not have sufficient opportunities to look for information for themselves in the school library. This limits their progress in these skills[R22].

11. **Attitudes, behaviour and personal development**

10. The positive attitudes, behaviour and personal development of pupils, reported in the school's last inspection, have been successfully maintained and are very good overall. Parents particularly appreciate the caring atmosphere, high standards of behaviour and the way the school builds pupils' self-confidence. These are all confirmed in observations during the inspection. Children under five show enthusiasm for their work and behave very well. They respond well to instructions and follow the routines of the school well. Many show developing confidence as they share news and talk about things in their lives. The majority of pupils with special educational needs are socially confident and are developing a positive self-esteem. They are co-operative and reliable. They apply themselves to their tasks with good levels of interest. They take increasing responsibility

for the quality of their work.

11. Pupils have good attitudes to their learning. They are attentive and readily follow instructions. They show a keen interest in their work, concentrating well and persevering with the tasks set for them. Pupils behave well in lessons and work hard to ensure they present their work neatly. They enjoy discussions and contribute their ideas sensibly and thoughtfully, showing respect and appreciation for those of others. Pupils with special educational needs take part fully in all activities, responding well to the good support provided for them.
12. Pupils behave very well both in classrooms and in moving around the school. The school sets high standards and works hard to help pupils achieve them. School rules are fully understood by everyone and pupils sometimes devise their own rules, for example "de-luxe rules" in Year 6. Pupils behave very well in the playground, playing successfully together and sharing their games. Any disagreements are handled promptly and effectively with reminders of the need to care for each other. The recent behaviour audit has been valuable in identifying some inconsistencies in the way staff manage the rewards and sanctions system. These were still apparent during the inspection. A new behaviour policy, still in draft form, has been devised to reflect the school's effective strategies. These are well known to existing members of staff. However, they are not clarified sufficiently for new staff who are sometimes unsure how the system works. The policy and behaviour management strategies need to be agreed, implemented and made known to all staff urgently so that everyone can contribute fully to maintaining the high standards of behaviour seen during the inspection.
13. Relationships are very good and this is a significant strength in the school. Teachers encourage pupils' efforts through their comments and the effective use of praise. They value pupils' ideas and this shows in their lively contributions in discussions. This is seen particularly in a history lesson where pupils feel confident enough to compare their own innermost fears and worries with those of child evacuees in wartime. Pupils play and work together very well. Pupils help each other, older pupils helping younger ones and others helping pupils with special educational needs in class. They co-operate effectively when working on tasks in pairs and small groups when opportunities are provided, such as in physical education and mathematics. They have a real sense of team spirit when working together on class assemblies and team games.
14. Pupils' personal development is good. The school's caring ethos and emphasis on the uniqueness and importance of each individual helps pupils to gain independence and confidence in taking on responsibilities around the school. Older pupils sensitively supervise younger ones in assembly, encouraging them to behave well. They act as librarians and lunchtime monitors, carrying out their duties sensibly and efficiently. Pupils throughout the school willingly take on responsibility for tidying away at the end of lessons and taking the registers to the office. Pupils sometimes organise their work, for example, when working on mathematics investigations. However, in other subjects tasks are often closely directed by teachers and opportunities are sometimes missed for pupils to plan and organise their own work, for example, researching for information. This still has an adverse effect on pupils' progress, particularly the more able pupils', as reported in the school's previous inspection[R23].

16. **Attendance**

15. Pupils' attendance is good overall. The attendance rate is broadly in line with that found

in similar sized schools nationally. The rate of unauthorised absence is well below similar schools. Attendance registers are properly maintained and all statutory requirements are met. Pupils' attendance has improved since the last inspection and the indications are that attendance is now close to the governors' target of 95 per cent. Most pupils are punctual and registration is completed quickly and efficiently. Pupils organise themselves efficiently and settle quickly to enable lessons to begin promptly. Class teachers are responsible for the attendance of pupils in their class. They are aware that good attendance is a priority and actively encourage pupils to attend regularly and be punctual. The school works closely with its education welfare officer to follow up any irregular attendance. Parents are helpful and inform the school promptly of illness or other reason for absence.

17. Quality of education provided

17. Teaching

16. The overall quality of teaching in the school is good. Over a half of all lessons observed were of good quality and these are mostly found in the teaching of children under five and in Key Stage 2. The teaching in Key Stage 1 is satisfactory, but is relatively weaker. There is a very small percentage (two per cent) of unsatisfactory teaching here. The quality of teaching observed throughout the school is generally better than that apparent in pupils' past work. This is due to the introduction of new curriculum developments and the greater attention that is being paid to planning. The improved quality of teaching is also reflected in higher attainment and more rapid progress of children under five and in Key Stage 2. The present quality of teaching represents a clear improvement from that found at the time of the last inspection. However, weaknesses still exist to the extent in which teachers use assessments to match work to pupils' abilities. These weaknesses are still particularly apparent for higher attaining pupils and in Key Stage 1.

17. Most [R24]teaching of children under five is good and a significant amount is very good. The teacher and nursery nurse have very good knowledge of how children learn and work effectively as a team. Lessons are planned well with appropriate attention to the Desirable Learning Outcomes as well as the early stages of the National Curriculum. Very good relationships are established and these contribute to a secure and effective learning environment. Enthusiastic approaches to lessons motivate children well and very good organisation and management maintain an effective pace. Activities are practical and interesting, generally encouraging children to gain appropriate levels of independence. Children respond well to the good level of challenge presented by most activities and make good progress. Good attention is paid to developing early reading, writing and numeracy skills. Good use is made of support staff in the reception class.

18. The overall quality of teaching in Key Stage 1 is satisfactory. Teachers plan lessons clearly with sound knowledge and understanding of the curriculum. Teachers often make good use of an appropriate range of resources. These interest and motivate pupils, helping them to understand what they are doing. As a result, many lessons proceed at a suitable pace. Teachers often use questioning well, especially when working with individuals or small groups, to help pupils to think carefully about their lessons. However, some organisation is weak and tasks are not effectively planned, requiring too much teacher support. This causes teachers to focus too much on a single group while other groups lose attention and make less progress. Some explanations and introductions to lessons are over-extended and this gives pupils opportunities to lose interest and become restless. Throughout the key stage teachers make too little use of assessment information to pitch tasks at appropriate levels for pupils' different abilities. This lack of precision leads to tasks that are either too easy or too hard for pupils and they make unsatisfactory progress[R25]. This weakness is particularly apparent in the unsatisfactory progress made by some higher-attaining pupils. Teachers have appropriate behaviour strategies and generally apply them effectively. Sometimes, however, teachers use these strategies inconsistently [R26]and pupils do not respond so readily[R27].

19. In Key Stage 2 the quality of teaching is good. Nearly three quarters of the observed lessons were of good quality and almost a fifth were very good or excellent. This good teaching reflects the good preparation for lessons with clear indications of what pupils will learn. Teachers have well established routines that have been clearly explained to pupils.

These set out a good framework for behaviour and organisation in the classrooms. Introductions and explanations are clear and supportive, teachers use their very good relationships effectively to motivate and praise. They make their expectations very clear to pupils. As a result, effective environments for learning are established and lessons generally proceed at a good pace. Teachers' questioning is insistent and carefully pitched to ensure that pupils make good steps forward in their thinking. Many teachers make effective use of homework to further develop their lessons and to build a foundation for further work. There are some variations, however, in the effective use of homework, especially in mathematics and reading. Teachers know their pupils well. Overall[R28], the quality and use of day-to-day assessment is unsatisfactory. There are some good examples of teachers making appropriate informal modifications of pupils' work because of their short-term assessments. However, there is little systematic use of assessment data to ensure that tasks are appropriately pitched for pupils' abilities. Too few records are kept of which pupils achieve at particular levels to guide teachers' subsequent planning.

20. Pupils with special educational needs are usually taught in class alongside their fellow pupils. All benefit from the overall good levels of teaching and awareness of their needs across the school. Their support is overseen and co-ordinated well by the special educational needs co-ordinator. The support assistants effectively assist pupils in class to achieve the same tasks as the rest of the class and by a small amount of withdrawal when extra specific help is needed. This withdrawal is very carefully planned and is well resourced[R29].

22. **The curriculum and assessment**

21. The curriculum for children under five has a good breadth and balance. It supports children very well in all the recommended areas of learning. The curriculum is well planned and developed for children who are assessed as being capable of working towards the National Curriculum. All children are prepared well for the National Curriculum. There is a very good quality of access and opportunity for all children.
22. At Key Stages 1 and 2 the school provides a satisfactorily broad and balanced curriculum for its pupils. All National Curriculum subjects and religious education are included and balance is achieved through satisfactory long, short and medium-term planning for each subject. The school has recognised the implications of the strategies for literacy and numeracy for a balanced curriculum and has reviewed its provision in a number of curriculum areas to ensure the effective implementation of the strategies[R30].
23. The curriculum promotes pupils' intellectual, physical and personal development satisfactorily and is accessible to all pupils. The level of challenge within the curriculum is suitable for most pupils. There are some occasions, particularly in Key Stage 1, where high attaining pupils do not receive a suitably challenging curriculum to meet their needs. In core subjects opportunities to discuss issues and carry out investigations, for example, in science and mathematics, are sound and give pupils a suitable range of opportunities to work independently and collaboratively. Pupils have good opportunities in English and other subjects to engage in speaking and listening activities. Sound use is made of information and communication technology to support and enhance subjects across the curriculum. The effectiveness of the school's strategies for literacy and numeracy is satisfactory. Both strategies enable pupils to apply basic skills across a number of different curriculum areas. The curriculum meets statutory requirements in all subjects.

The [R31]curriculum includes provision for personal, social and health education and drugs awareness. Governors have formally agreed the policy for sex education in line with statutory requirements. The curriculum gives pupils a good preparation for the next stage of their education.

24. The school provides satisfactory provision for pupils with special educational needs. Pupils' needs are effectively identified early through the vigilance of the teaching staff and the effective assessments of the pupils' needs. Appropriate individual education plans are drawn up. The targets in these plans are sufficiently specific. Annual reviews for those pupils with a Statement of Educational Need are effectively undertaken. Reviews of pupils' progress cover all stages of the special educational needs register. They are effective and inform on pupils' needs. Parents and staff are kept sufficiently informed of progress and this assists well the process of setting clear, well-focused and attainable targets for pupils' learning. Outside agencies are appropriately used, such as the local education authority's support service and specialists, for example, educational psychologists. These provide additional support to ensure that all pupils with special educational needs make satisfactory progress. The support given to pupils with special educational needs enables them to have access to a broad and balanced curriculum. The school is aware of recent developments and fully implements the Code of Practice for pupils with special educational needs. The present policy, however, has not been reviewed recently to take account of the Code of Practice.
25. The school has developed a clear view of the curriculum across the school with an appropriate long-term outline plan. Medium term plans satisfactorily support [R32]curriculum delivery. Schemes of work have been implemented or are near completion and provide a very useful base from which to plan lessons. Teachers work hard to plan for the medium and short-term and produce thorough and useful plans. Schemes of work identify progressive skill development, which together with the planning framework promote a sound level of continuity and progression in subjects. However, they rely too much on outside sources and the school does not have its own schemes matched to the discerned needs of its pupils. Some schemes are very recent and their consistency with other parts of the curriculum has not yet been reviewed[R33].
26. Weekly and daily plans are effective and often identify appropriate learning objectives and activities. The needs of different groups of pupils to the demands of the curriculum is matched through teachers' individual planning. This is of varying quality. Effective grouping of pupils within classes, usually by their prior attainment in English and mathematics, aids teachers in their planning. Some use is made of informal information gained in lessons. This is not, however, consistently used in weekly and daily plans to provide the basis for monitoring and recording the progress of individual pupils[R34]. The acting headteacher, assessment and curriculum co-ordinators satisfactorily monitor the quality of teaching and planning through classroom visits. Governors are starting to effectively monitor the curriculum.
27. The school has made sound progress in dealing with the areas for development identified in the last inspection. Teachers are working to a common system for medium term, weekly and daily lesson planning. The two newly qualified teachers who joined the school this term are already applying the agreed strategies for curriculum planning and assessment.. Policies are in place for all subjects. Planning has improved and the curriculum is now generally stimulating, particularly in Key Stage 2[R35]. The management of the curriculum has also improved and all members of staff are now clear regarding their roles and responsibilities. There are now clear lines of accountability to

the governing body.

28. The school is developing satisfactory procedures for assessment. The assessment co-ordinator and acting headteacher have worked hard to develop these across the school and they have a good awareness of future needs. However, because the procedures are very recent, their use to plan work which matches pupils' needs remains unsatisfactory[R36]. The main emphasis is on assessing pupils' competencies after a period of time. The available information is satisfactorily used to assign pupils to ability groups, in particular for their literacy and numeracy learning. However, information gained from on-going daily and weekly assessment is insufficiently used to form the basis of planning for the next steps in learning, matched to pupils' individual needs. The school has a realistic intention to set forecasts and individual targets for pupils' learning, sharing these targets with parents and pupils. This target setting is not yet implemented across the school. Pupils' records are passed on from teacher to teacher when pupils move classes. However, they have only just begun to provide some effective information on pupils' attainments. The results of end of key stage and other tests are carefully analysed to identify pupils' competencies. They and assessment generally, are not fully used to inform curriculum planning matched to awareness of pupils' individual needs.
29. The school provides a very [R37]good range of extra-curricular activities and these enrich the quality of pupils' educational experiences. They are well attended and have many helpers. Pupils have opportunities to take part in a range of competitive sports, such as football, netball, rounders and athletics. There are craft clubs, dance classes and a very well attended daily club run on youth club lines. The curriculum is suitably enhanced with a range of outside visits and the involvement of persons from the community, such as a visiting artist.
31. **Pupils' spiritual, moral, social and cultural development**
30. The school's provision for all pupils' [R38]spiritual, moral, social and cultural development is good. It makes a valuable contribution to the very good school ethos and has a positive impact on pupils' attitudes, behaviour and personal development. Parents feel that these aspects are promoted well, particularly pupils' social development and the inspection confirms their views.
31. The provision for pupils' spiritual development, firmly rooted in the Catholic faith, is good. Regular prayer times in classes provide valuable opportunities for reflection. An example is seen in a Year 6 religious education lesson where pupils reflect on the awe and wonder of creation in their prayers. They share this successfully with others in the school by presenting their own assembly, effectively using a story to promote the special uniqueness of individuals. This is further promoted through prayer writing, for example, when pupils reflect on their own "special" talents. The Family Life policy provides valuable opportunities for pupils to appreciate the gift of human life and their place in God's family. Discussions enable them to reflect on their own responsibilities, for example, the need for healthy lifestyles, mutual support and care for others. Useful opportunities are provided for pupils to appreciate the beauty and imagination in the work of famous artists such as Matisse and Mondrian. Music is used in assemblies to create atmosphere, though such experiences are not always used sufficiently to allow pupils to reflect and discuss the feelings and emotions the music creates. Spiritual development is promoted very well in some discussions in history, for example, when pupils discuss wartime and the impact of the blitz, sirens and evacuation on people's lives.

32. Moral development is promoted very well and is a significant strength in the school. It is part of a very strong ethos, which has caring for others at its heart. All the adults in the school provide strong leadership and very good examples on which pupils can base their learning. The school has recently undertaken an audit of behaviour, which commented positively on pupils' behaviour and is already responding to some of the issues raised by revising the school's behaviour strategy. Rules are displayed prominently and are well understood by everyone. The pupils know right from wrong[R39]. Pupils are encouraged to be friendly, courteous and polite to adults and each other and this results in an orderly, happy school community. Pupils have rich opportunities to discuss moral issues facing society today, such as balancing man's need for food against over-fishing the seas. In history they explore issues from the past, for example, the conflicting views of factory owners and workers in Victorian times, appreciating the work of Dr Barnardo and Lord Shaftesbury. Teachers' value pupils' ideas and this encourages them to reflect and express their ideas fully and openly.
33. This receptive climate for discussion also contributes positively to the school's good provision for social development. Pupils explore their own and others' feelings and this enables them to relate positively to others. In classrooms pupils are encouraged to work together and to appreciate the talents of others. Pupils are encouraged to co-operate when working in pairs and on group tasks such as presenting an assembly. [R40]Pupils have opportunities to act as monitors for registers, ringing the bell at the end of lessons and acting as librarians. Whilst there are some opportunities for pupils to work in groups these are few. [R41]The very good range of extra curricular activities arranged by the school, such as football and netball teams and competing in choir and dance festivals, provides valuable opportunities for pupils to develop team spirit and a sense of healthy competition. They develop an appropriate sense of community spirit through such activities as taking part in the Town Hall Christmas Gala.
34. Provision for cultural development is sound, although the multicultural aspects are relatively under-developed. Pupils have useful opportunities to learn about their own culture through their studies in history, geography, literature, art and music. They listen to a suitable range of music and appreciate the work of famous artists, though mainly from the western world. They learn something of other cultures when they study such topics as China, Delhi and the Ancient Egyptians in history and geography. However, the school does not have a clear plan for developing pupils' awareness of a wide range of cultures. Such topics are not covered in sufficient depth to enable pupils to fully appreciate the ethnic and cultural diversity in the world today. The school has few artefacts and other resources to support the work and there are insufficient books in the school library to promote pupils' multi-cultural awareness[R42].
36. **Support, guidance and pupils' welfare**
35. Procedures for monitoring the academic progress of pupils are good. Children under five benefit from a caring environment that effectively supports their personal development. Throughout the school staff are caring and considerate of pupils' needs. Teachers know their pupils well and provide effective informal support and guidance. Parents see the school as a caring community and inspectors support this view. There are good assessment procedures, which provide sufficient information to enable teachers to plan work. These procedures have been improved since the last inspection. However, the use of this assessment information is inconsistent and there is no formal assessment of pupils' personal development[R43]. Pupils with special educational needs receive good support and sensitive guidance. Their academic progress and personal development is

well documented and the information is used effectively. The school makes good use of outside specialists and its own support staff.

36. Procedures for monitoring and promoting discipline and behaviour are very good. A new behaviour policy is under consideration following a review of the school's arrangements by outside specialists. At present the expectations for behaviour have evolved from a long established behaviour policy and the school's ethos. They are understood by pupils and their parents and applied consistently by all the staff. Incidents are dealt with fairly and properly recorded. Pupils are expected to take responsibility for their actions. They take part in formulating their own code of conduct and the rules to be displayed in their classrooms. Older pupils are expected to share a duty to care for other pupils. They use their initiative to respond to the needs of younger pupils and discharge their responsibilities in a mature way. There are rewards and sanctions available to manage behaviour but the emphasis is placed on praise and recognition. Teachers encourage good behaviour and work hard to maintain a happy atmosphere. Inspectors take the view that the effective promotion of high standards of good behaviour has a positive impact on pupils' progress. The school's expectations for behaviour are reinforced in class discussions, assemblies and in religious education lessons[R44]. There is a positive policy on bullying and few incidents take place.
37. Procedures for monitoring and promoting attendance are very good. Teachers are responsible for monitoring the attendance of pupils in their class and carefully follow up any unexplained absences. Teachers encourage high standards for attendance and punctuality and this is reinforced to parents through newsletters and in discussions. The head teacher and the school secretary undertake a monitoring role. Attendance registers are examined weekly and any patterns are quickly identified. The governing body monitors attendance and has set a target to achieve a 95 per cent attendance rate. A cup is awarded to any pupil who achieves 100 per cent attendance. The school is well supported by the education welfare officer who visits weekly and attends to any issues promptly.
38. There are very good procedures for child protection and promoting pupils' well being, health and safety. The head teacher is the responsible person for child protection procedures, which comply with the local education authority's guidelines. All members of staff are aware of their responsibilities and issues are discussed appropriately. The health and well being of pupils is promoted through the science curriculum, in physical education lessons and topic work. Pupils are taught how their bodies work and how to care for themselves. They learn the value of exercise and the need for healthy eating. Sex education and the dangers of drugs misuse are taught appropriately through the school. Pupils are taught "stranger danger", road safety and the importance of hygiene. There are good arrangements for the safety of pupils taking part in off-site activities. Teachers are required to undertake a risk assessment of any proposed activity outside the school. Arrangements for school meals are good.
39. There are appropriate health and safety procedures and the governing body discharges its responsibilities wisely. There is a well-written policy giving staff clear guidance on health and safety procedures. The policy complies with the local education authority's guidelines. A governor who is responsible for health and safety makes regular inspections and attends fire evacuation drills. The staff representative is actively involved in the inspection process and liaises appropriately with the head teacher who is the responsible person. Accident and emergency procedures are well established and there are sufficient staff qualified in first aid. Staff are aware of health and safety issues, they

undertake risk assessment of activities and take appropriate measures to safeguard pupils. Fire evacuation drills and fire alarm tests are carried out regularly. All statutory checks of equipment are carried out as required. The health and safety concerns highlighted in the last inspection report have been addressed[R45].

41. **Partnership with parents and the community**

41.

40. The quality of information that parents receive about the school and its curriculum is satisfactory. The prospectus and newsletters contain appropriate information about the curriculum. Meetings are held for parents to learn about curriculum developments, for example, the National Literacy Strategy. There is good informal communication between parents and teachers. Weekly newsletters are used to keep parents informed about activities and events. Annual progress reports are written in plain language and fully meet statutory requirements. They give an acceptable account of a pupil's achievements but provide limited guidance to parents about how they might help their children improve. There are three formal consultation sessions each year and teachers are available at other times to discuss any issues. Most parents express the view that the annual progress reports and consultation evenings give them a clear understanding of their child's progress. Parents of pupils with special educational needs are well informed about their children's progress and have regular meetings with staff.

[R46]Parental involvement in pupils' learning is satisfactory. There is a suitable home reading scheme and in addition older pupils are set other homework, which includes mathematics and science work. Parents want to help their children improve and support homework appropriately. There is an active parents and staff association which organises social events and raises valuable funds for the school. The group identifies its priorities, for example, purchasing new sports equipment and organises activities designed to raise funds for that purpose. Weekly coffee mornings in the nearby Catholic Club bring parents together and help to promote the association. Parents help with trips and some other activities; however, the school has not actively involved them in supporting pupils in their lessons. The school recognises that parents have skills to offer and their active support in classrooms would enhance learning but provides too few opportunities for them to do so.

44. There are satisfactory links with the local community although there are few links outside the Catholic community. Visitors from a variety of backgrounds enrich pupils' learning. There are strong links the Walsall Catholic Cluster of schools to share good practice, co-ordinate training opportunities and provide mutual support. Effective links with local high schools ensure the smooth transfer of pupils into secondary education. There are strong links with the church. Pupils attend services for important celebrations and members of the parish support events at the school. Pupils visit places of interest in the local area in support of their learning. Inspectors recognise the value of the support the school receives from its church. It lays the foundation for the positive ethos of the school; however, pupils have insufficient exposure to different cultures to enhance their knowledge and understanding of the wider community.

44.

44. **The management and efficiency of the school**

44. **Leadership and management**

41. The overall quality of management in the school is good. There is strong leadership

from the acting headteacher. She has an accurate view of the strengths of the school and a commitment to the maintenance of good relationships and teamwork. This sets a clear educational direction that places strong emphasis on the need to raise standards. As a result, she provides a sense of purpose that is having a positive effect on the work of the school. The governing body is increasingly aware of its role in the school and is appropriately supportive of the acting headteacher. Staff at all levels are also supportive and are increasingly operating as an effective team. There are clearly defined responsibilities for all staff that assist the school in the co-ordination of developments. This has effectively met the weakness identified in the last report where a key issue required the clarification of the management and accountability structure of the school. The leadership of the acting headteacher has led to a positive impact and a good start in raising standards in the school[R47].

42. Good moves have been made to clarify the school development plan and remedy the weakness recognised in the last report. Although it is limited to the current year the plan offers a clear programme, recognised by all staff, to take the school forward. It is well structured with appropriate references to time, resources and responsibilities[R48]. The acting headteacher has put into place a good system for regularly monitoring teaching in order to share good practice. This is supplemented by observations from members of the governing body. The acting deputy headteacher is effectively co-ordinating changes to the curriculum and introducing new arrangements for assessment. Subject co-ordinators are playing a greater role in monitoring the work of the school. They review teachers' planning, examine pupils' books and some have begun a system of monitoring teaching. The findings from these activities are purposefully shared at individual and institutional levels to bring about improvements in standards. Greater attention is being paid to analysis of information about the school's performance. This is being used effectively to steer changes in the school's approach to aspects of its work.
43. The governing body discharges its responsibilities well. There is a good pattern of committees to ensure that the work of the body is effectively carried out with skill and consideration. They receive good levels of information from the acting headteacher and other staff. Many have attended appropriate training courses in the work of the school. Governors' own monitoring of the work of the curriculum and teaching is very good. There are good links with the curriculum through literacy and numeracy governors who have monitored work and reported to the governing body. This pattern is to be extended to other subjects. Governors have good understanding of the relative strengths of different groups of pupils. They set appropriately demanding targets, for example, on the level of attendance, and have a good knowledge of how successfully those targets are being achieved. The governing body meets its statutory requirements in most areas. There are some omissions, however, in the information given to parents about the school's provision for special educational needs. The governors do not report annually to parents on the funding allocated to special educational needs, nor do they report on how successfully the policy is implemented. There is no annual report to parents on arrangements for admitting disabled pupils. The school prospectus makes a brief statement on special educational needs and indicates that the special educational needs policy is available to parents. It does not fully explain to parents the procedures to make complaints about the provision for pupils with special educational needs. The headteacher and governors give appropriate priority to provision for special educational needs. The co-ordinator is very effective and manages their provision in school and teaching very well. The special educational needs governor is in close contact with the school to monitor provision.

44. Parents strongly support the aims and values of the school. These are reflected in all policies and influence all the work of the school. They represent a coherent approach to the encouragement of pupils' development and raising standards. The very good relationships at all levels through the school are also reflected in the school's aims. There is a clear commitment to equality of opportunity for all pupils. These all contribute to a very positive ethos that places the school in a strong position to consolidate gains, move forward and improve further.

48. **Staffing, accommodation and learning resources**

45. There are sufficient teachers to match the number of pupils and they are well qualified to teach the subjects of the National Curriculum and religious education. There are sufficient appropriately qualified staff to teach the children under five in both nursery and reception classes. Throughout the school there is a good balance of youth and experience. Members of staff work well together and are committed to raising standards. Experienced teachers, including the acting head teacher, effectively support newer members of staff and a positive team spirit has been created in a short space of time. There are good arrangements for co-ordinating the teaching of pupils with special education needs. The responsibility is allocated to an experienced part-time teacher who works effectively as part of the team.

46. The match, number and qualifications of the support staff to the demands of the curriculum are satisfactory. They work effectively alongside teachers and they enhance access to the curriculum for those pupils with special educational needs. The newly qualified nursery nurse works effectively to ensure children attending the nursery make good progress. A sufficient number of administrative and ancillary staff enables the day-to-day running of the school to operate smoothly and efficiently. All members of staff have job descriptions that reflect their responsibilities.

47. Arrangements for the professional development of staff, which are linked to the school development plan, are good overall. There are effective procedures to ensure that staff new to the school are well supported. Arrangements for the induction of the newly qualified teachers meet their needs appropriately and there are suitable opportunities planned for them to have useful non-contact time. There is a good programme to meet their training requirements and that of the newly qualified nursery nurse. There is a clear structure linking their professional development with the local authority induction programme. Teachers who attend courses provide information to colleagues at staff meetings and this enables other staff to benefit from their training. Recently, in-service training has focused on information control technology, religious education and assessment procedures. Effective training to prepare teachers for the National Literacy Strategy has taken place and similar arrangements are in place to provide training for the National Numeracy Strategy. Staff appraisal has been suspended following the recent illness of the head teacher and until a new system is introduced.

48. The accommodation is adequate for effective delivery of the curriculum. All parts of the school are kept clean and maintained to a good standard. The school occupies a pleasant site with a playing field and two playgrounds, which are marked for games. The nursery has a good standard of internal accommodation but lacks its own self-contained outdoor play area. Children in the nursery use the playground for outdoor activities to develop their physical skills[R49]. Classrooms are suitably sized and there is storage space for resources around the building. The Key Stage 1 classrooms connect with the

nursery and reception classrooms to facilitate the sharing of work areas and resources. Classrooms in Key Stage 2 are self-contained. During the inspection the Year 6 class occupied the library. This is a temporary measure made necessary because of the restructuring of classes into year groups[R50]. [R51]Around the school there are displays of work celebrating pupils' achievements and these help raise pupils' self-esteem. [R52]

49. Overall, the school has adequate resources for teaching the curriculum although many subjects have some weaknesses in their provision. The restricted range of musical instruments limits pupils' progress, particularly in the area of composition. There is a good range of books, materials, tools and games for children under five, however, there is a lack of suitable large outdoor play equipment to enhance their physical development. Pupils with special educational needs benefit from a good selection of resources that have a good effect on their progress. There is a good range of books in classrooms for English. The library is limited although there is a rolling programme for improvement. Information technology resources are adequate, although the number of computers available limits the time available for pupils to practice their skills. History and geography resources are limited, particularly in photographs, artefacts and maps. These place limitations on the range of activities that teachers are able to plan for pupils. There are insufficient multicultural books and artefacts available in the school to enhance pupils' knowledge and understanding of the wider community. Since the last inspection the school has made better arrangements for the storage of resources to make them more accessible to pupils. However, there has been little improvement in the provision of design and technology resources and this remains unsatisfactory.

53. **The efficiency of the school**

50. The overall efficiency of the school is satisfactory. Most aspects of financial planning are sound. The weaknesses in school development planning identified in the last inspection have mainly been addressed. The plan now contains clear priorities for spending based upon the use of sound information about the curriculum and future projections in pupil numbers. This was particularly useful when planning to create and fund an additional class. Governors are aware of the impact of the reduced allocation of funds for resources this has caused and foresee that this will be addressed next year when greater pupil numbers will increase the funds available to the school. The school development plan only identifies priorities for one year, though governors are aware of the need for some future developments, for example, spending on the school library book stock. Governors have a growing awareness of the need to evaluate their spending decisions by monitoring the quality of curriculum provision and evaluation of assessment results. The absence of the head teacher and subsequent adjustments in the leadership of the school have meant that this work is only in its infancy and its effectiveness cannot be fully evaluated as yet. Funds are allocated wisely to provide extra classroom support for pupils with special educational needs. An appropriate small budget surplus is available as a contingency fund.
51. Teachers and support staff are used appropriately. Members of staff now have clear job descriptions to guide their work. All full time teachers have subject responsibilities and curriculum leadership is allocated appropriately. Co-ordinators' roles have been clarified to include a more effective monitoring role. However, the appointment of new staff and changes to the senior management team have meant that a significant number of staff, including the acting head teacher and her deputy, are new to their roles. The school is suitably poised to make full and effective use of its staff when they become more accustomed to the school and their duties. The special needs co-ordinator and classroom

support staff are well trained and effectively deployed. This enables pupils with special educational needs to make good progress. The midday staff and those responsible for the cleanliness and maintenance of the premises are effective and make a positive contribution to the smooth running of the school[R53].

52. The use of learning resources is satisfactory overall. However, weaknesses in the use of the library and resources for information technology identified in the last inspection are still evident. The library is currently situated in a cramped classroom whilst building work takes place. It is not easily accessed by pupils and can only be used at lunchtimes, so limiting pupils' opportunities for research. The use of the nursery by the after school club limits the range of experiences provided for young pupils, for example, setting out displays of interesting resources to stimulate the imagination, exploration and investigation of young children.
53. Funding for pupils with special educational needs is effectively used by the school to support their needs. It is mainly used to pay for a part-time special educational needs co-ordinator and two support staff. Other funding from the LEA is appropriately used to support one statemented pupil. The other two statemented pupils are soundly supported from the funding the school receives for special educational needs. The co-ordinator and support staff are used well to meet the pupils' needs. Provision is effectively administered.
54. Financial control and school administration are good. The school's finance and administrative staff are efficient, each having their distinct, effective roles in monitoring the budget, providing budget reports and information for governors and costing initiatives planned by the school. This has been particularly valuable during the current changes in senior management. Finances are kept in good order, as confirmed in the last school audit. The few minor issues raised have been appropriately addressed. The head teacher, governors and administrative staff all have clear roles in the monitoring and control of finances and suitable checks are made. The administrators are successful in ensuring that the school runs smoothly and efficiently. This allows teachers, particularly the acting head teacher, to concentrate on their teaching and management roles.
55. The unit cost per pupil is slightly above average in comparison with other schools. Pupils have above average attainments on entry and when they leave the school. They make satisfactory progress overall. The school continues to give sound value for money.

59. **PART B: CURRICULUM AREAS AND SUBJECTS**

59. **Areas of learning for children under five**

56. Children are admitted to the nursery class from the age of three and to the reception classes from the age of four at the beginning of the school year in which they are five. Attainment on entry to the school is above average. Children under five make at least good progress in all areas of learning. By the age of five children attain levels above those expected nationally. Many in the reception class are working towards or attaining at Level 1 of the National Curriculum programmes of study. Those children identified as having special educational needs make good progress in line with their abilities.
57. Teaching is good overall in both the nursery and reception classes and is sometimes

very good. The teacher, nursery nurse in the nursery and support staff in reception work effectively as a team. The role of support staff is effective during whole class sessions in the reception class. The nursery nurse in the nursery, however, has inadequate support as there are no assistants working with her. There are occasions when she has problems satisfactorily attending to all the children at once, for example when they have small accidents, such as dropping sand on the floor. Relationships between staff and children are very good. There is a very good balance between teacher-directed tasks and activities which children have chosen themselves. Learning activities are practical, well thought out and interesting, being very relevant to the children's wide range of experience and abilities. The children are challenged to think further and learning is extended, resulting in good standards. Some effective use is beginning to be made of day-to-day assessments of children's developing skills to plan activities. Children are made to feel secure very quickly and this has a very good effect on progress made. Good attention is given to developing early reading, writing and numeracy and children delight in responding to the challenges that the work offers. They are suitably challenged and work very well together and very quickly settle very well into school routines[R54].

61. Personal and social development

58. Children make very good progress in both classes in their personal and social development as a result of good teaching. The nursery nurse and teacher ensure that there is a good range of opportunities to develop these skills across a wide range of activities. Children show a lot of enthusiasm for their work and concentrate well. Their behaviour is very good. They work well on their own and in small groups, for example, when discussing their tasks. They respond very well to instructions. Children are very keen to talk to visitors and to ask questions. They are already familiar with school routines. Children join in school assemblies in the hall, learn Bible stories and about stories with morals and learn to sing hymns in the reception class. Children in the nursery have their own suitably structured assemblies. They share their news and talk about things that are relevant to them. They know the difference between right and wrong.

62. Language and literacy development

59. Children attain above average standards in their language and literacy development. Teaching is good and a well-organised introduction is given to literacy. Classrooms are organised effectively to support the full range of development in language and literacy. Children make good progress in developing pre-reading and early reading skills and standards are good. All enjoy looking at books, either on their own or sharing them with each other and with adults. They know that pictures and words have meaning and of the 'front' and 'back' and contents of a book. Many know some simple letter sounds. Many form some letters correctly and write their names using a good style. Some write simple words and are beginning to know the alphabet. Children make very good progress in developing their speaking and listening skills. They are very keen to ask and answer questions. Many talk with confidence about what they know and have a good general knowledge. Children can explain their likes and dislikes, such as their favourite characters from the stories. They listen to stories and rhymes very attentively, with many showing a very good level of understanding[R55].

63. Mathematical development

60. In mathematics children are developing a firm understanding of number and attaining above average standards, with good progress being made. Children are taught well and

provided with a broad and relevant range of activities and practical experiences. Links with other areas of learning, such as literacy, science and art, are good. Children sort and match a variety of objects by colour, shape and size. They match objects one to one. They count to ten and beyond and order numbers in sequence. Children learn a sound mathematical vocabulary. They answer questions such as “How many more?” and “Which is larger and smaller?” Higher attaining children identify missing numerals from a line of numbers. They know the names of basic two- and three-dimensional shapes. Many know and compare simple measurements, such as ‘biggest’ and ‘smallest’ when talking about the size of their reading books. They have a good awareness of basic weighing, understand ‘taller than’ and ‘shorter than’ and are starting to recognise coins.

64. Knowledge and understanding of the world

61. Children make good progress in developing their knowledge and understanding of the world around them. The nursery nurse and teacher provide a balanced programme of work across the different aspects of this area. Teaching is good. Within this area of learning children make good progress in their scientific investigations. They start to investigate with much enthusiasm and, for example, they find out about animals’ habitats. They learn how things grow and change, such as flowers and leaves. In their early geography work children learn simple routes and can explain what different spaces around the school are used for. They learn about changes in the weather. As part of their early history work children order events from their immediate past. Children have good opportunities to make models as part of their early design and technology work. They use large construction materials well to make imaginative toys. In information technology they learn to use the computer independently. They carry out simple computer operations with good control, such as using direction keys and the mouse when moving shapes and words.

65. Physical development

62. Teachers provide a good range of activities to encourage children’s physical development. As a result of good teaching children make good progress. They have use of the hall, a shared playground with other pupils and grassed areas for their physical education lessons and creative play. In their physical education lessons they learn to move about in a given space and to move their arms, hands and legs fast or slow and in different directions, high or low. Children’s learning is extended well, they are introduced to simple team games and work in pairs. They have adequate opportunities to use large constructions. There is not at present a suitable play space and large play apparatus is not available due to building works. This limits children’s development although good use is made of other facilities of the school. Children learn to handle and control a range of tools and small equipment, such as play telephones, very well.

66. **Creative development**

63. A good range of opportunities is provided for children to develop creativity and imagination. Children respond very well to appropriately structured play situations and make good progress. Artwork is well matched to literacy and other areas of learning. For example, children very successfully draw pictures, showing good powers of observation and detail. They use appropriate scientific terms, naming the parts of the animals with good degrees of understanding. They make collages and paint pictures. In music children learn to sing songs. In their musical activities children enjoy putting actions to songs and listening to a wide range of music. They enjoy using rhymes, learning them by heart and joining in with gusto[R56].

67.

67. **English, mathematics, science and information technology**

67. **English[0]**

Most of what should be included in this paragraph is here, but is not arranged to make it easy and logical to read. Most importantly, examples of what pupils know, understand and can do (or not) in Y2 and Y6 are often not included.

64. Overall, standards in English are in line with national expectations by the end of Key Stage 1. This shows a decline when set against the above average standards attained by pupils in the 1998 assessments. Standards in 1998 were above average in reading and writing when compared both with schools nationally and with those from a similar background. [R58]. In 1999 fewer pupils reached the expected levels and none attained the higher Level 3 in speaking and listening and in writing. Inspection findings indicate that attainment is average[R59]. Standards have fluctuated in recent years though the attainment of pupils on entry to the school, as shown in baseline assessment results, has been above average, particularly in language. Standards in 1998 were well above average when compared with schools nationally and those from a similar background. In 1999 standards were above the national average in each of the strands of English, although standards in writing were lower than those in reading. Inspection findings indicate that the current Year 6 pupils are maintaining these standards and attainment is above average. Trends show some fluctuation reflecting the abilities of different cohorts but standards are improving steadily overall[R60].

65. Standards in speaking and listening are average by the end of Key Stage 1 and above average by the end of Key Stage 2. Pupils throughout the school make good progress in developing their listening skills. Young pupils in Key Stage 1 listen carefully, responding well to their teacher's instructions. This develops well in Key Stage 2 so that pupils become more skilled in identifying the important points when listening to stories and the contributions of others in discussions. An example is when pupils in Year 6 summarise the main points in a story they hear. In Key Stage 1 pupils make unsatisfactory progress in speaking. The school does not have a clear plan to support teachers in their planning for developing pupils' speaking skills. Pupils do not build sufficiently on their good early language skills. Insufficient attention is given to reinforcing clear diction and confidence in speaking so that some pupils lack confidence in speaking and their speech is sometimes indistinct and brief[R61]. In Key Stage 2 teachers use discussion sessions skilfully to encourage pupils to ask and answer questions. They pose valuable questions that encourage pupils to think deeply and express their ideas fully, as seen in a discussion about the feelings of wartime evacuees in Year 4. As a result, by Year 6 many pupils are

confident and articulate speakers. However, the lack of planning means that pupils do not have enough opportunities to engage in activities such as preparing their own class talks and taking part in debates to develop their speaking skills for specific audiences and situations[R62].

66. Attainment in reading is in line with national expectations by the end of Key Stage 1. Progress is unsatisfactory in view of the above average results attained by a significant number of pupils in baseline assessments on entry to the school. The literacy hour is having a positive effect on pupils' interest in reading and their awareness of different books and authors. Teachers promote phonic and other early reading skills appropriately in Key Stage 1. Pupils develop a useful bank of key words they read on sight. They have a growing awareness of letter sounds that they use to attempt unknown words in their reading books. By Year 2 pupils read independently from reading scheme books but are less secure on unfamiliar texts. The system for assessing and recording pupils' attainments is not yet sufficiently developed or precise to ensure that teachers plan carefully for pupils' next steps in developing their reading skills. As a result pupils sometimes mark time and tasks are not matched sufficiently well to challenge more able pupils. Although some pupils are helped by their parents on local library visits insufficient attention is given to developing pupils' research skills in school. This adversely affects the progress they make. There is a lack of suitable information books in classrooms and opportunities for pupils to use them in their work. This weakens the progress pupils' make in developing their research skills, particularly those pupils with mature reading skills.
67. Reading standards are above average by the end of Key Stage 2 and though there is variation between classes pupils make good progress overall. Teachers plan carefully in literacy hour sessions to provide relevant opportunities for pupils to read aloud and silently. They use a lively style when reading to pupils and this provides a good model. Activities, such as describing the characters in "The Suitcase Kid" in Year 5, effectively promote pupils' comprehension skills. Year 6 pupils use an increasing range of strategies to help them read complex words and make sense of the text. They read both fiction and non-fiction confidently and become more fluent and expressive when reading aloud. Some older pupils quickly find information in texts. Progress in developing research skills is variable though by the end of the key stage most pupils use indexes competently to locate information in reference books[R63].
68. In [R64]some classrooms in both key stages there is a shortage of books, both on display and available for pupils, to fully promote pupils' interest in books and reading. The lack of a fully operational, well-stocked library severely restricts pupils' research opportunities and this reflects in the weaknesses observed in their research skills. The "Books and Beyond" reading project, which was well supported by parents, and judged to be enhancing pupils' reading progress in the previous inspection, has lapsed due to the new national developments in literacy. Assessment practice is inconsistent throughout the school and although teachers in some classes set clear targets for pupils to work on in reading these are not usually communicated to parents in the reading diaries. Consequently, some opportunities for parents to help their children at home are missed.
69. By the end of Key Stage 1 writing standards are average. However, pupils' progress is unsatisfactory as they do not have sufficiently consistent opportunities to develop their writing skills. The school has fully implemented the National Literacy Strategy and has successfully responded to the previous inspection report. Teachers now provide a satisfactory range of writing experiences for pupils in literacy lessons and other subjects such as history and religious education. Younger pupils in Key Stage 1 develop greater pencil control and begin to shape letters correctly, many write their own simple sentences

with recognisable words and phrases. They learn to write for different purposes so that by Year 2 they write letters to "Little Red Hen", poems about snow and recipes for making cakes, using an appropriate style for each. Some pupils plan and write stories, beginning to structure them more clearly with a beginning, middle and end. They punctuate their work with capital letters and full stops, though this is inconsistent. Basic spellings are usually correct. Whilst pupils practise a joined script they do not use this in their daily work. Teachers mark work regularly and give useful comments to help pupils improve their work. However, such comments are often repeated in subsequent work without sufficient action being taken to address the weaknesses through planned tasks. Assessment practice in writing is not sufficiently well developed to focus teachers' attention on the strengths and weaknesses in pupils' attainments.

70. Pupils in Key Stage 2 make good progress in writing and this enables them to achieve standards that are above average by the end of the key stage. Pupils' writing becomes more extended and structured. Year 6 pupils sometimes organise their writing into appropriate paragraphs. More able pupils use more complex words and phrases and a wider range of interesting vocabulary, for example, describing "spine-chilling...petrifying" scenes in their stories. Pupils develop skills in using a wider range of punctuation to incorporate speech and add impact to their work. By the end of the key stage they have legible, confident handwriting skills and they spell accurately. They understand the different styles needed for particular purposes, for example, writing persuasive letters to the newspaper complaining about the state of the park. Pupils develop their English skills very well through other subjects, for example, when writing about the blitz in World War 2 a pupil describes the air raid siren as "a wolf howling in the wood[R65]". Some teachers mark pupils' work carefully, setting relevant targets for development that help pupils improve their work. This is inconsistent across the key stage, however, and lack of clarity about what developments are needed sometimes results in slower progress in lessons.
71. Pupils with special educational needs make good progress throughout the school. The school carefully targets extra classroom support where it is most effective so that pupils are well supported in lessons. Classroom support assistants are well trained in literacy and work closely in planning suitable tasks for pupils. This enables them to take part fully in all English lessons and to make good progress on the relevant targets set for them in their Individual Education Plans.
72. Pupils have good attitudes to their learning. They behave very well in lessons. They appreciate their classmates' ideas in discussions and help each other when working in pairs. Pupils are friendly and willingly talk about their work with visitors. They enjoy the literature they study and listen carefully when others are reading. They respond very well to teachers' instructions and usually settle readily to the tasks set for them. Pupils generally take a pride in their writing, particularly in Key Stage 2 where they work hard to present work attractively and neatly.
73. The quality of teaching is sound in Key Stage 1 and good in Key Stage 2. Relationships with pupils are very good. This ensures lessons run smoothly and very little time is wasted. Teachers have secure subject knowledge and organise and manage literacy hours well. Lesson plans are clear and activities are relevant and well focused. Discussion sessions at the end of lessons successfully draw together and reinforce pupils' learning. Particular strengths in teaching are seen when teachers use questions effectively to encourage pupils to think more deeply and to encourage discussion. Weaknesses occur when marking is inconsistent or not used sufficiently to plan future work. The school has begun to strengthen their assessment practice, for example, by

undertaking shared sessions to moderate writing assessments. [R66]The school has valuable information from a range of baseline reading and standard assessment tests. This has helped staff identify weaknesses, such as the development of writing and phonic skills. However, such information is not always used sufficiently by teachers in planning for their new class, for example, when moving into Key Stage 1 from the reception class.

77. **Mathematics**

74. Children enter Key Stage 1 with an above average level of mathematical attainment. As they only achieve levels of attainment in line with the national average by the end of the key stage progress over time is unsatisfactory. In the 1998 end of Key Stage 1 tests the percentage of pupils reaching Level 2 or above was above the national average. However, the percentage of pupils reaching Level 3 or above was close to the national average. The school's Key Stage 1 results for 1999 show a further decline in attainment although some of this decline is related to the particular cohort. The trend over time from 1996 to 1998 shows that pupils' performances are close to the national average. The inspection findings confirm this level of attainment. By the end of Key Stage 2 attainment is currently above the national average. The end of key stage tests for 1998 showed attainment below the national average. The percentage of pupils reaching Level 4 or above was around the average but the proportion reaching Level 5 was well below average. The trend for performance over time from 1996 to 1998 suggests that attainment was below the national average. Evidence from inspection, however, shows that the school has brought about a good improvement in attainment at Key Stage 2 since those tests[R67]. It confirms the results of the 1999 Key Stage 2 assessments that show marked improvements in attainment.
75. Pupils make unsatisfactory progress in Key Stage 1 and the high standards that pupils show on entry to the key stage are not sufficiently maintained. This is primarily due to teachers' insufficient use of assessment information to match work to pupils' capabilities. Tasks are not, therefore, sufficiently demanding for all pupils to make good progress. Year 1 pupils take part in generally appropriate tasks. They count, add and subtract numbers when solving problems, with up to at least ten objects. They measure and order objects by direct comparison and order events. In Year 2 pupils successfully understand the place value of digits and order numbers up to 60. They develop a suitable awareness of the 24-hour clock, knowing terms such as earliest and latest and how they spend proportions of their time across the 24-hour day. They are aware of the days, months and years, name them and are starting to appropriately order them.
76. In Key Stage 2 there is a more thorough and even application of the four attainment targets on the National Curriculum and the development of pupils' mental skills and problem solving. Here, progress is good overall and, in some lessons seen, very good. Progress across the school is well supported by the recent grouping of pupils according to their discerned abilities and the careful across-lesson evaluations by teachers as pupils progress with their tasks. Pupils are clear what to do, they are given tasks that are generally suitably demanding and make clear gains with their learning. In Year 3 the majority of pupils are secure with the five times table, with almost instant recall. About half of the class are secure with the choice of an appropriate method of dealing with subtraction, for example, taking the smallest number away from the largest. They understand the place value of digits and accurately arrange numbers up to 100. They show a knowledge of halves and quarters and successfully measure in a range of contexts. Pupils in Year 4 show a clear recognition of odd and even numbers. Most clearly understand place value in numbers, with numbers up to 1000. They use quick and

accurate mental recall of multiplication tables. Most develop good mental strategies in addition and subtraction with up to four digits, exploring and describing the number patterns. Pupils with special educational needs successfully access and use computer software to use number bonds calculating with two-digit numbers. In Year 5, pupils are secure with the use of all tables up to the ten times. Over half of them show a good recognition of approximate proportions by using fractions and percentages to describe them, calculating quickly and accurately. By the end of Key Stage 2 many pupils show a very good understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. Some more able pupils successfully calculate up to 1,000,000. All can add and subtract decimals to at least two places, with the majority successfully multiplying and dividing three-digit decimal numbers by two digit decimal numbers. They show accurate mental recall very well applied to their problem solving. More able pupils are starting to understand and can calculate the equivalence between fractions, decimals and percentages[R68].

77. Although some results of National Curriculum tests and assessments seem to indicate differences in attainment between boys and girls this evidence is not consistent with current results. Inspection evidence shows there is not a noticeable or significant difference between the performance of boys and girls. Pupils have good opportunities to use their numeracy skills across the curriculum, such as the interpretation of graphical representations in geography and science and data analysis in science and information technology. Pupils with special educational needs make good progress at least in line with their abilities across the school.
78. Pupils' attitudes to learning are satisfactory in Key Stage 1 and very good in Key Stage 2. The improvements in attitudes in Key Stage 2 are primarily related to the more demanding tasks set by teachers in this key stage. These tasks hold pupils' attention and encourage good responses. Across the school, pupils enjoy their lessons and are interested and enthusiastic learners. They listen carefully and answer questions in whole-class discussions. They generally work hard to complete their tasks, working, in particular at Key Stage 2, at a good rate with understanding; sustaining very good levels of concentration. They work well independently, co-operatively and collaboratively, as required. A suitable range of opportunities is provided for them to work together. Here they discuss their findings well in useful ways, supporting each other well to make progress.
79. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Some very good teaching was seen in Key Stage 2 that effectively promotes progress and results in pupils' work of a high standard. This represents good improvement since the last inspection. Due to very careful planning of resources and grouping of pupils to meet their discerned needs, provision of challenging resources, good across lesson evaluation and input to meet their abilities, the standard of teaching overall is good. Across the school there is an appropriate mix of whole-class, group and individual work. Planning is detailed and clearly shows what is to be taught and learnt. The successful and relevant use of the numeracy hour style of teaching approach, both this year and last year, contributes significantly to the good teaching. Teachers, particularly in Key Stage 2, are starting to use an awareness of pupils' needs to influence short-term [R69]curriculum planning. Teachers have a good knowledge of their pupils. Support staff are usually effectively deployed and they have a positive effect on pupils' learning. Homework is inconsistently used in some classes. Where it is set consistently it extends well and consolidates pupils' learning. Teachers make use of a range of resources and strategies including published materials and work relating to the National Numeracy Strategy. An

overall school scheme to support a coherent approach and to guide teachers in their planning has not yet been fully established. This limits the quality of teaching, particularly in Key Stage 1.

83. Science

80. Key Stage 1 National Curriculum teacher assessments in 1998 indicated attainment that is in line with national averages. However, the proportion of pupils achieving the higher Level 3 was lower than national expectations. The school's results for 1999 show average results, but a small decline from those in 1998. The inspection generally confirms that pupils' attainment is in line with national expectations. This level of attainment is below that found in schools with similar pupils, particularly at the higher levels. The level of attainment at the end of the key stage contrasts with the relatively high attainment of children on entry to the nursery and at the time of entry to statutory schooling. Pupils therefore make unsatisfactory progress through the key stage although progress in individual lessons seen in the inspection is satisfactory. Pupils make a range of observations and begin to record these in different ways such as pictures and writing. Year 1 pupils use their senses with increasing awareness and begin to discuss their findings. Their descriptions make appropriate use of a wider vocabulary. Pupils label parts of the body and identify parts of plants. They sort materials into groups and identify sources of light and sound. Older Key Stage 1 pupils develop a greater understanding of a healthy diet and identify some important food groups. Although higher attaining pupils often make clearer comments with use of a wider vocabulary there are few planned opportunities for them to show higher attainment. This lack of challenge slows their progress and restricts their overall attainment. Although an assessment and recording system has been put into place it is too recent to guide teachers sufficiently in their planning. Consequently, some work is not clearly focused on what pupils already know and how to advance this. By the end of the key stage pupils identify materials and their properties, saying how some materials can be used. They carry out simple investigations with the teachers' support, using simple equipment and making observations. Most know important safety rules regarding electricity and can make simple circuits using batteries.

81. Inspection evidence indicates that the attainment of pupils at the end Key Stage 2 is above the national averages and this confirms the school's pleasing National Curriculum test results in 1999. The results in 1998 were disappointing and showed attainment well below the levels found nationally and in similar schools. The school has put into place appropriate measures to arrest this decline and to create good progress in Key Stage 2. As a result, significant gains in attainment have been made, especially in the proportion of pupils achieving the higher Level 5. These gains have been maintained in the present year and are reflected in the higher attainment seen in the inspection. Pupils in Year 3 carry out simple tests and use their personal experience and knowledge when beginning to recognise cause and effect. Higher attaining pupils recognise important factors that are needed in order to make a test fair. They learn about teeth and the need for them to be healthy. Pupils increasingly use correct scientific language in their explanations. Year 4 pupils carry out a test of different forms of thermal insulation with the teacher's support. They use simple equipment well and give sound explanations of what they observe. Most identify the nature of a fair test and many identify the need to try a sample with no insulation in order to identify differences. They draw increasingly precise conclusions. Year 5 pupils identify major organs of the body, their location and their functions. They take their pulse rates and look at their results to recognise inaccurate data. Some begin to make good generalisations about what they observe. The work is an effective contribution to their numeracy development. By the end of the key stage pupils have

appropriate knowledge across all areas of the subject. They identify what is needed to set up a fair test and use a variety of equipment with confidence. They take generally accurate observations and display these in appropriate forms, including line graphs. They interpret their results with care and draw relevant conclusions including the identification of trends[R70].

82. Pupils in Key Stage 1 have satisfactory attitudes. Most show interest in the subject and listen to teachers' explanations and instructions. They ask and answer questions with enthusiasm. Their attention is lost when introductions become over-extended, which leads to teachers needing to use behaviour strategies, further slowing the pace of lessons. When pupils are given tasks to complete they begin them quickly and most apply themselves well. However, many pupils lack sufficient independence to work effectively in small groups and retain concentration on their tasks. This is particularly the case when teachers have planned tasks that are not well matched to pupils' prior attainment. In Key Stage 2 pupils' responses are good. Pupils show interest and enthusiasm for the subject and listen very carefully to teachers' explanations and questions. They answer thoughtfully, drawing on their prior knowledge and experiences. Established routines for using materials and equipment are followed quickly, carefully and safely. Pupils behave well and they concentrate hard on their tasks, supporting each other where appropriate. When given opportunities to work in groups they co-operate and discuss their work well.
83. Teaching in Key Stage 1 is satisfactory although there are weaknesses that lead to unsatisfactory overall progress through the key stage. Lessons are generally soundly organised with some good use of effective resources. Teachers' explanations are often clear although some introductions become over-extended and lead to loss of pupils' attention. Lessons are generally soundly planned but there are few references to what pupils are already able to do and understand. Tasks are therefore not always consistently matched to pupils needs in order to make good progress. Few opportunities are taken to plan demanding tasks for the higher attaining pupils. Although teachers have sound behaviour strategies their application of these strategies is not always consistent. This leads to less effective control and slows pupils' progress. Teaching in Key Stage 2 is good. Teachers use their good relationships with pupils to create effective learning environments where pupils' achievements are recognised. They set high standards and convey this demand for quality to pupils. Their enthusiasm motivates pupils effectively. Teachers question pupils well in classes and as individuals or small groups. Some insistent questioning encourages pupils to think carefully and promotes their progress well. Classrooms are well organised with effective use of appropriate resources to enliven lessons. Teachers plan securely and are clear about what pupils need to learn. They make appropriate demands on pupils of all attainment levels that lead to much good progress. However, there are still few activities clearly planned to stretch the higher attaining pupils.
84. The school has recently adopted a new curriculum framework and this contains useful guidance to teachers in their planning. It has led to improvements in the quality of teaching. Teachers have not yet made the necessary review of the framework to establish how it links with other parts of the curriculum. This will ensure that it leads to smooth and continuous progress through the school. Although all aspects of the subject are taught there is an emphasis on work on life and living things, including health education. Relatively less attention is paid to pupils' developing independent skills to tackle their own investigations. Throughout the school pupils with special educational needs are supported well and they are able to make good progress[R71].

88. Information technology[0]

Usually, nowadays, IT is placed after science, I suggest you move it.

85. Pupils' attainment is in line with national expectations by the end of both key stages and progress, including that of pupils with special educational needs, is satisfactory. Teachers are making greater use of published materials to plan the curriculum. There is now a clearer structure to the teaching of the subject giving pupils a firmer foundation of basic skills. This is therefore addressing the weakness identified in the last report although the changes are recent and have not yet had full effect.
86. Pupils in Key Stage 1 use tape recorders with confidence and learn the names of parts of the computer. They develop basic understanding of the keyboard and mouse, using these with increasing accuracy and control. Pupils create text and pictures with increasing confidence and develop familiarity with appropriate programs. They use a number of drawing tools and recognise how these can be applied. Most pupils understand that information can be stored and retrieved. By the end of the key stage many pupils can identify and open appropriate programs and begin their work. Pupils in Key Stage 2 build upon these skills through tasks that are often linked well to their work in other subjects. Pupils in Year 3 improve their skills in editing and improving pieces of text. They select, delete and replace words with increasing confidence. This work is an effective contribution to their literacy skills. Year 4 pupils show greater understanding in their choice of fonts and sizes of text for pieces of work using a word-processing program. They create programs to control the movement of a simple robot. Year 5 pupils show greater control in their use of drawing tools when creating pictures in the style of Matisse. They create plans of the classroom with increasing use of copying and pasting shapes. By the end of the key stage pupils show satisfactory levels of competence and can describe many appropriate uses of computers. They show familiarity with opening programs, saving and loading data with confidence from disks and CD-ROMs. They use spreadsheets to manipulate data, particularly appropriately linked to their work in mathematics. Pupils use more sophisticated tools such as spell checkers when using word-processors. They combine text and pictures into documents using desktop publishing. When talking about their work, however, they do not always make use of the correct terms for the facilities that they describe[R73].
87. Pupils' attitudes to computers and information technology are generally good. They enjoy working with computers and many show good co-operation when working together on shared tasks. Pupils generally pay good attention to teachers' introductions and explanations. Many are keen to contribute their own knowledge and suggestions, showing independence and confidence. Pupils' responses are less positive when teachers' organisation is less well thought out. When they are unable to see the screen clearly and the pace of lessons slows they become frustrated and lose interest.
88. Teaching throughout the school is satisfactory. The new framework for the curriculum gives teachers appropriate guidance in their planning. A suitable mixture of taught lessons and opportunities for pupils to practise skills is planned. In some classes some opportunities for pupils to use computers during other lessons were not taken and this restricts pupils' time for practice and improvement. Teachers have satisfactory levels of knowledge and understanding of the subject, particularly in Key Stage 2. Key Stage 1 teachers, however, are sometimes limited by their own lack of confidence. Teachers have not yet put into place a secure assessment system for the subject. This limits the extent to which they are able to match the complexity of tasks to pupils' prior understanding.

This is particularly apparent in Key Stage 1 where a number of pupils are able to perform at higher levels than the lessons are demanding.

92. **Other subjects or courses**

92. **Art**

89. Only a limited number of lessons could be seen during the inspection. Pupils' previous work, displays, teachers planning and discussions with pupils show that pupils make satisfactory progress in both key stages. The subject is well represented and there is a satisfactory breadth and balance. Pupils' opportunities to learn in art have been suitably enhanced with an artist visiting the school. Pupils use a range of media for representational and observational drawing. They examine the work of famous artists such as Mondrian and Matisse and use the identified techniques in their own paintings. Paintings are often of a high quality with a sensitive use of shape, colour and composition. In the two lessons seen pupils, including those with special educational needs, made good progress. The samples of work and discussion with pupils show there are not always sufficient opportunities for pupils at both key stages to use a suitable range of three-dimensional media and to investigate and make[R74].

90. Pupils' attitudes are good. They are keen and enthusiastic learners. They make good responses to their work, working at a good pace and explaining what they are doing with good levels of understanding. The quality of teaching seen at both key stages is good. Work is well prepared. Good explanations are given and pupils are well supported as they progress.

94. **Design and technology**

91. Only one lesson was seen at Key Stage 2 during the week of inspection. Further evidence was gained from a scrutiny of previous work, displays, teachers' planning and discussions with pupils. Discussions with the subject co-ordinator produced evidence of pupils having satisfactory opportunities to design, evaluate and make. Pupils make satisfactory progress in both key stages. Key Stage 1 pupils design and make Christmas cards and designs for Joseph's coat of many colours and for a 'Super Ted'. Key Stage 2 pupils have designed and made bags and belts. All pupils have had experiences of using food with Key Stage 1 pupils making a fruit salad and pupils in Key Stage 2 baking different types of bread. Displays show Year 6 pupils have designed, evaluated and made powered vehicles. Plans show a suitable representation of the subject across the school.

92. The subject has not yet been given a priority in the school development plan for development. The school very recently obtained suitable materials from the Qualifications and Curriculum Authority to inform teachers on the development of the subject. Teachers have not yet had time to fully understand and develop these materials to influence their teaching. The policy is now in need of up-dating to match these newly purchased curriculum planning resources. The school has only one under-resourced trolley for design and technology to be used across the school. Resources overall are unsatisfactory, they are insufficient [R75]to put the new curriculum into place and ensure that pupils are able to make good progress in all aspects of the subject.

Geography

93. Pupils' progress in geography, including those with special educational needs, is satisfactory overall throughout the school. Walks around the local streets enable pupils in Key Stage 1 to develop a sound awareness of their local area and of features such as the houses, shops and library. They begin to plot their routes and draw pictures to locate some of the buildings they see on simple maps. This develops soundly into the next key stage so that, in their studies of Sheffield, Year 3 pupils draw their own maps and use colour keys to identify the different features in the locality. They have a growing awareness of attractive and unattractive features and design their own ideal village, giving careful thought to the location of such features as the disco and the school. Older pupils in Key Stage 2 study the local area in more detail, undertaking a study of the types of shops in Pelsall. They compare these with the shops in Llangollen, appreciating the different needs of each community. Sometimes the lack of a sufficient range of maps, atlases and photographs limits pupils' experiences in using their own skills to investigate such locations fully and opportunities are missed to provide practical experiences through well-planned fieldwork.
94. Pupils develop a sound understanding of locations further away, for example, when they study Delhi and China, comparing features such as farming and settlements with those in Britain. Pupils in Key Stage 1 identify different types of weather and know something of world climates such as polar regions. They develop their understanding further in Key Stage 2 where they gain a deeper awareness of the impact of weather on the kinds of crops grown in their own country and different areas of the world.
95. Progress is sometimes weakened by the lack of clear guidance for teachers in their lesson planning. The school has introduced a suitable scheme of work in response to its previous inspection report. Teachers also rely heavily on commercial scheme materials. Using the two together sometimes means that teachers are unsure at what level they are pitching the work. This is seen when similar activities are set, for example, in mapping skills, in both key stages. Consequently, pupils do not always extend their skills sufficiently through the topics they study as they move from class to class. The assessment system is not yet adequately precise to provide sufficient information about what pupils already know, understand and can do to support teachers in their lesson planning[R76].
96. Pupils' attitudes are good. Pupils show interest in their work, particularly when it is related to a visit or study in the local area. They are keen to discuss their findings and relate their ideas clearly. Pupils settle quickly to their tasks and generally concentrate well. They take care when drawing their maps and present them neatly. Pupils behave well in lessons, listening carefully and responding well to instructions.
97. Teaching is sound overall. Teachers relate well to their pupils and manage them well in lessons. They have a sound knowledge of the subject's requirements, though weaknesses in the planning and assessment systems sometimes result in tasks that are not sufficiently challenging, particularly in Key Stage 2. Teachers make sound use of the limited resources and prepare well for their lessons.

History

98. During the week of the inspection no history lessons were seen in Key Stage 1. However, examination of teachers' planning, pupils' work, and the lesson observations in Key Stage

2 indicate that pupils throughout the school, including those with special educational needs, make satisfactory progress in history.

99. Pupils in Key Stage 1 have a growing awareness of famous people in the past, such as Grace Darling. They begin to understand the significance of the work of some of these people on their own lives, for example, Alexander Graham Bell's invention of the telephone. They gain a deeper understanding of people's lives in the past when they visit Shugborough Hall and learn more of life in Victorian times. Pupils in Key Stage 2 extend their understanding of events over a longer time scale extending back to Ancient Egyptian times. They know of the Roman and other invasions into Britain and the lasting significance of such developments as Roman roads. Pupils gain a deeper insight into the different topics they study, particularly of peoples' lives in the past and the developments which took place. This is promoted very effectively in discussions where teachers encourage pupils to think about how people felt, for example, as a child in Victorian times. Older pupils learn to identify fact and opinion when examining evidence about the past. They appreciate the different viewpoints of people living in the periods they study. This is seen in Year 6 when pupils examine the contrasting viewpoints of workers and factory owners in the nineteenth century. Pupils in Key Stage 1 begin to develop awareness of chronology and correctly identify developments in lighting - rush lamps, candles and gas lamps - on a simple timeline. This develops further in Key Stage 2 so that pupils correctly identify the different periods they study on a timeline extending back over hundreds of years. Resources to support pupils' developing enquiry skills are barely sufficient. Some teachers make good use of borrowed resources, for example, a collection of wartime artefacts, and these help to bring the subject alive. However, there are insufficient opportunities for pupils to ask and answer their own questions about the past by examining photographs, artefacts, old records and diary accounts. This weakens the progress pupils' make in developing their own skills of historical enquiry.
100. Pupils have good attitudes to work. They enjoy their history work and work hard in lessons. They are attentive and show a keen interest in the different topics they study. Pupils become absorbed in discussions, showing empathy for the living conditions of people, for example, in wartime. They offer their own ideas thoughtfully and respect the views of others. They behave well in lessons and co-operate fully when set tasks with a partner. They take care to present their written work neatly.
101. It is not possible to judge the quality of teaching in Key Stage 1 since a limited range of pupils' work was available for inspection and no lessons were seen. Teaching in Key Stage 2 is sound overall with some very good teaching seen during the inspection. Teaching is particularly effective where valuable artefacts are used to stimulate pupils' interest and lesson plans set a clear focus for the activities. In such a lesson very good relationships and skilful use of questions by the teacher enabled pupils to explore the feelings and emotions of wartime evacuees in some detail. This promotes their spiritual, moral, social and cultural development very well. Teachers generally plan interesting activities and encourage discussion well. Pupils' writing is promoted well in history lessons where they take on the role of evacuees in writing diary accounts or list the main points to argue from contrasting viewpoints. The school has implemented a scheme of work to address issues identified in its last inspection. However, it is used inconsistently, and pupils' work sometimes lacks coherence and sufficient emphasis on specific history skills. Assessment procedures have recently been introduced but these are not yet linked sufficiently to the particular skills, knowledge and understanding to be developed in each of the study topics and year groups. This means that teachers are sometimes unsure of the level at which work will be pitched and the skills to be taught. This lack of clarity

adversely affects their planning and results in the weaknesses seen[R77].

105. Music

102. It was only possible to see a limited number of lessons during the inspection week. However, provision is satisfactory and pupils, including those with special educational needs, make satisfactory overall progress through the school. They improve their singing of an appropriate range of songs and Key Stage 1 pupils readily learn the words of hymns. They sing these with enthusiasm. Pupils throughout the school listen with increasing care to pieces of music of different types. They identify rhythms and whether pieces are fast or slow. Pupils, particularly in Key Stage 2, use a wider range of musical vocabulary and this helps them to understand the pieces of music. When listening to music pupils increasingly identify its attributes and comment on how they work in the music. They describe their responses, explaining carefully what the music reminds them of and how it makes them feel. This is particularly apparent in a Year 4 lesson where pupils make good suggestions and imaginatively describe what the music means to them. Although pupils hear music in a number of contexts such as assemblies, teachers do not use these opportunities fully to question pupils and advance their understanding and responses to music.

103. The teaching of music is satisfactory. Teachers plan with appropriate attention to all aspects of the subject although pupils are given too few opportunities to compose their own pieces. The limited number of good musical instruments also restricts teachers in their planning for this aspect of the subject. Few instruments from other cultures are available to widen pupils' experiences. Organisation in lessons is secure and lessons generally have appropriate pace. Teachers make satisfactory use of published materials and tape recordings. When teachers are enthusiastic and transmit their enjoyment of music pupils respond well and make good progress. A number of older pupils in Key Stage 2 benefit from good instrumental tuition through an arrangement with the local education authority. This is effective in increasing their knowledge and understanding of music and providing them with good personal skills.

107. Physical education

104. Pupils, including those with special educational needs[R78], make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Younger pupils in Key Stage 1 use different ways of moving in the hall, often responding well to teachers' musical and other signals. They refine and improve these movements through practice and by watching other pupils' good work. They pay greater attention to the use of movements to convey parts of the story of Jack and the Beanstalk. Year 2 pupils know the effects of exercise upon their bodies and follow established routines for working in the hall. They link together different movements and use the space appropriately. Many pupils make good progress in holding shapes with good balance. Key Stage 2 pupils take part in movement to music with enthusiasm and pay close attention to the detail of their movements. They identify other pupils' good work although they are given too few opportunities to consider what makes these performances good and thereby improve their own work. They develop their games skills soundly and play games at appropriately energetic levels. Year 3 pupils develop greater control of the ball when throwing and catching. They pass the ball with greater accuracy, practising and improving their skills. They play simple games with enthusiasm and good levels of co-operation. Older pupils bounce and catch balls with confidence and many move with the ball, retaining control. Pupils show increasing control in a range of passes and use these with greater accuracy in games that they

devise co-operatively.

105. Pupils' attitudes are satisfactory overall. Although pupils in Key Stage 1 show enthusiasm for their physical education lessons they are often noisy and do not always respond quickly to teachers' instructions. They do not always listen carefully to tape recordings when used as part of the lesson. This slows the pace of lessons and pupils' progress as teachers need to use behaviour strategies when giving instructions. Pupils in Key Stage 2 respond well to lessons and pay good attention to teachers and tapes. They follow instructions and established routines well and take part in all activities with good levels of enthusiasm. They set out materials and equipment carefully with appropriate attention to safety. Pupils work together effectively in pairs and small groups when given the opportunity, for example, in devising simple games.
106. Teaching in Key Stage 1 is satisfactory. Lessons are generally well prepared and teachers ensure that the necessary resources are at hand. Appropriate activities are developed and pupils are given opportunities to practice skills and techniques. However, routines are not sufficiently firmly established and some teaching time is lost ensuring that pupils are paying attention. Teachers do not place sufficient emphasis on a quiet and measured approach to the subject through which pupils can improve their performances. Teaching is good in Key Stage 2 and teachers use established routines effectively to create a good atmosphere for the activities. Planning is detailed and pays good attention to what pupils will learn. Teachers have good systems for control and giving instructions and these contribute to good pace in lessons. They are enthusiastic and use praise well to motivate pupils and identify good work. Teachers make effective use of tape recordings, retaining full control of the class and directing pupils well.
107. The provision is effectively steered by a scheme of work that includes good guidance for teachers in their planning. This has successfully met the weakness identified in the last report. The school extends its provision for the subject through good opportunities for swimming throughout Key Stage 2. This is successful and most pupils learn to swim. A good range of extra-curricular activities further promotes pupils' physical development.

111. **PART C: INSPECTION DATA**

111. **Summary of inspection evidence**

108. A team of four inspectors, including a lay inspector, undertook the inspection of St Francis RC Primary School over a period of four days. The evidence was gathered in 14.5 inspection days and included over 52 hours spent in classes, discussion with pupils and evaluation of their work. The evidence base included:

- .observation of a total of 51 lessons or parts of lessons, distributed across the whole school;
- .inspection of other school activities, including registration periods and assemblies;
- .examination of the written work of a sample of over ten per cent of the school, chosen to represent the range of age and attainment;
- .listening to the reading of a sample of over ten per cent of the pupils in each age group, selected to represent the range of attainment in the school;
- .discussions with groups of pupils and individual pupils about aspects of their work and their knowledge;
- .scrutiny of registers, school policies, planning documents, assessment records and financial records;
- .interviews and discussions with teaching and non-teaching staff;
- .discussions with members of the governing body;
- .discussions with individual parents;
- .a formal meeting with parents before the inspection;
- .the results of a parental survey distributed by the school before the inspection.

• **DATA AND INDICATORS**

• **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	193	3	43	19
Nursery Unit/School	14	0	0	N/A

• **Teachers and classes**

• **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	8
Number of pupils per qualified teacher:	24.1

• **Education support staff (YR – Y6)**

Total number of education support staff:	6
Total aggregate hours worked each week:	93.5

• **Qualified teachers (Nursery class)**

Total number of qualified teachers (full-time equivalent):	0
Number of pupils per qualified teacher:	N/A

• **Education support staff (Nursery class)**

Total number of education support staff:	1
Total aggregate hours worked each week:	32.5
Average class size:	27.6

• **Financial data**

Financial year:	1998/99
	£
Total Income	275803
Total Expenditure	284352
Expenditure per pupil	1624.87
Balance brought forward from previous year	18237
Balance carried forward to next year	9688

PARENTAL SURVEY

Number of questionnaires sent out: 150
 Number of questionnaires returned: 35

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	40	51	6	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	63	26	5	3	3
The school handles complaints from parents well	23	54	17	0	6
The school gives me a clear understanding of what is taught	26	54	11	3	6
The school keeps me well informed about my child(ren)'s progress	40	49	5	0	6
The school enables my child(ren) to achieve a good standard of work	51	40	6	3	0
The school encourages children to get involved in more than just their daily lessons	57	31	12	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	43	43	11	3	0
The school's values and attitudes have a positive effect on my child(ren)	71	20	9	0	0
The school achieves high standards of good behaviour	60	29	8	0	3
My child(ren) like(s) school	69	23	8[R79]	0	0