

INSPECTION REPORT

**ST ANTHONY'S CATHOLIC PRIMARY
SCHOOL**

Fareham

LEA area: Hampshire

Unique reference number: 116401

Headteacher: Mr M Cooper

Reporting inspector: R E G Cross
15917

Dates of inspection: 10th to 11th July 2000

Inspection number: 187681

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Primate Road Titchfield Common Fareham Hampshire
Postcode:	PO14 4RP
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Appropriate authority:	The governing body St Anthony's Catholic School
Name of chair of governors:	Mr A Palmer
Date of previous inspection:	5 th February 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Anthony's Catholic Primary School educates boys and girls aged four to eleven. The school has 214 pupils on roll which is about the same size as most other schools of the same type. There are four children aged under five in a Reception class. The school has sixteen more boys than girls on roll. No pupils require additional support because English is not their first language. About one per cent of the pupils are from ethnic minority backgrounds. Approximately two and a half per cent of the pupils are entitled to free school meals which is well below the national average. The school has 36 pupils on its register of special educational needs which is below the national average. One pupil has a statement of special educational need which is also below the national average. During the last school year, five pupils entered the school other than at the usual time of first admission and 14 left it at times other than those of the normal leaving or transfer for most pupils. Children generally enter the school at above average standards.

HOW GOOD THE SCHOOL IS

This is a very good school. Its very high level of effectiveness is demonstrated by the very good standards which, over the past four years, the pupils have reached when they leave the school. These standards are promoted by the excellent leadership and management of the headteacher and the consistently good and, in around a third of lessons, very good teaching which the pupils receive. The school provides very good value for money.

What the school does well

- The pupils reach very high standards, particularly in English and mathematics.
- The quality of teaching is consistently good and promotes good progress in the pupils' learning especially in English, mathematics and science.
- The excellent leadership of the headteacher, who is well supported by the deputy headteacher and other staff with management responsibilities, gives a successful shared commitment to continual improvement.
- The school's procedures for ensuring the pupils' welfare are excellent and help them to learn effectively.
- The school has a very good partnership with the parents which supports the good progress made by the pupils very well.
- The excellent attitudes that the pupils have to their work, and their very good behaviour, are encouraged by the high quality of school's provision for their spiritual, moral and social development that clearly reflects its Catholic ethos. This fully supports their learning.

What could be improved

- School development planning has some weaknesses, for example, it lacks sufficient detail beyond the current year.
- Provision for the pupils' multi cultural development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1996 and, since then, it has made a very good improvement. It has a similar capacity to continue to improve. At the time of the last inspection, standards in mathematics were judged to be good and those in English and science were similar to those found in most schools. Since that time, standards in those subjects have improved considerably and this inspection judges them to be well above those found in most schools. This improvement is due to the very effective way in which the school has addressed the key issues for action from its last inspection. For example, the quality of teaching was judged to be mainly sound in 1996 whereas it is now judged to be good and to promote good progress in the pupils' learning. This improvement in teaching has been achieved by implementing high quality monitoring and development of teaching and ensuring that pupils receive work that is well matched to their abilities. Both of these factors were key issues for action following the school's previous inspection. Standards in English have also been raised by greater emphasis on creative writing and by providing a broader range of reading although older pupils do not receive sufficient specific guidance in their choice of

reading. The range of musical experiences available to the pupils has been improved since the last inspection and this has raised standards in this subject. Improvement in planning for the development of the school has been satisfactory. The National Literacy Strategy and the National Numeracy Strategy have been very well implemented and are helping to raise standards further.

STANDARDS

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

Performance in:	compared with				Key very high A* well above average A above average B average C below average D well below average E
	All schools			Similar schools	
	1997	1998	1999	1999	
English	A	A*	A*	A*	
mathematics	B	A*	A*	A	
science	A*	A*	A*	A	

The information shows that the school's standards have been consistently well above average since 1997 and that, in most cases, its results are in the top five per cent in the country. The school has set challenging targets for the end of Key Stage 2 national tests in order to improve these high standards further. Provisional information about the school's end of key stage tests in 2000 indicates that these targets have been met and that very high standards have been maintained. The findings of the inspection agree with the school's test results and show standards to be well above average in English, mathematics and science in Year 6, in reading, writing and mathematics in Year 2 and in literacy and numeracy in Year 6 and Year 2. Children aged under five make good progress and are on course to attain standards which are higher than those found in most schools for children aged five. Pupils with special educational needs make good progress and reach good standards for their previous attainment. Particular strengths are the pupils' speaking, listening and mental mathematics skills. Relative weaknesses are the guidance given to the pupils about the range of reading which they undertake and the care which some more able pupils, particularly in Year 2, take in order to make sure that they give the correct answer the first time in mathematical work. However, standards in this school are very high and have been so consistently for the past four years. This represents good progress and good levels of attainment by the pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to school and to all aspects of their work.
Behaviour, in and out of classrooms	Behaviour is very good around the school. Pupils enjoy doing well and waste little time in class.
Personal development and relationships	Personal development is good. Pupils relate very well to each other and to adults. They have polite and mature speaking and listening skills. However, older pupils have too few opportunities to develop individual ideas or responsibilities in, for example, a school council.
Attendance	Attendance and punctuality are good and are carefully monitored. There has been recent improvement as more parents are refraining from taking family holidays during term.

All of these areas make very positive contributions to the pupils' progress and the standards that they reach.

TEACHING AND LEARNING

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

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

Throughout the school, the quality of teaching, including that for pupils with special educational needs, is good and, as a result, the pupils' learning is also good. During the inspection, 33 per cent of the teaching seen was very good, 83 per cent was at least good and 17 per cent was satisfactory. No unsatisfactory teaching was seen. The quality of teaching in English, including literacy, and mathematics, including numeracy, is good overall with over 33 per cent of lessons being very good. Strengths of the teaching include the high expectations that the teachers have of the standards and behaviour of the pupils and the way assessment information is used to ensure that the work that they receive challenges and meets the needs of all pupils. The result of these factors is that the children are highly motivated and enthusiastic learners. In addition, the way that teachers ensure that pupils understand what they are expected to learn means that they fully understand what they have to do and, therefore, acquire new skills rapidly. A relative weakness in the teaching is the lack of consistency in using the marking of pupils' work to give them advice on how to improve further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum offers a good range of opportunities for learning which meet the needs of all pupils. Teachers devise effective links between different subjects which enhance pupils' learning. The school's strategies for teaching literacy and numeracy skills are being implemented very well. There is equality of opportunity and access for all pupils. The school does not fully exploit the rich heritage of the local area to support the curriculum.
Provision for pupils with special educational needs	Good. Pupils' needs are identified at an early stage and parents are involved appropriately in reviewing targets for improvement. Teachers and learning support assistants work closely together to support pupils well in the classroom and to provide additional help in small withdrawal groups. Pupils make good progress although the quality of their individual education plans is variable as the targets set in some classes are not specific enough. The role of the co-ordinator is restricted by lack of the availability of sufficient non contact time.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The depth of pupils' spiritual awareness is a strength of the school. Prayer, worship and times of stillness are integral to the school day. The Christian faith and ideals are at the heart of the school and are a strong foundation for pupils' excellent moral development. Staff actively encourage pupils to develop a sense of personal responsibility and independence in learning which fosters their social development very well. Although pupils have a sound understanding of the importance of Western culture, there are insufficient opportunities for them to appreciate the richness of other cultural traditions.

How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are excellent. The school is doing all it can to promote road safety. The safety of the pupils after they leave the playground relies on the diligence of the parents escorting them to their cars. There are very good assessment procedures across the curriculum and very detailed records of pupils' attainment and progress. Individual targets for improvement are a very good feature as they encourage pupils to take responsibility for their own learning and aid good progress, including that made by more able pupils.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. Thoughtful and effective leadership has raised standards and created a climate in which everyone is able to make a positive contribution to the success of the school. There is no complacency in this school as it is always planning to improve further. The team spirit created is so strong that it has successfully survived a number of changes in the staff. The management team of headteacher, deputy headteacher and key stage managers meets regularly to review all aspects of the school. School development planning is not sufficiently linked to the financial forecasts and does not contain some important priorities.
How well the governors fulfil their responsibilities	Good. The governors are well organised and are very supportive of the school. They gain a secure awareness of the work of the school by receiving reports and visiting. The governors have their own useful development plan, undertake suitable training and encourage the pupils by giving an annual award to two Year 6 pupils for their contribution to the school. Due to a number of recent changes in the membership of the governing body, some governors do not yet have a detailed grasp of the subject areas for which they are responsible. The school has a structured plan to address this issue.
The school's evaluation of its performance	Very good. Assessment data are analysed rigorously and used to set targets for improvement for classes and individual pupils. In addition, a comprehensive system of monitoring the quality of teaching and scrutinising pupils' work and teachers' planning is in place. These factors have made a major contribution to raising the standards achieved by the pupils. Improved standards are the most important reason why the value for money provided by the school is now very good rather than good.
The strategic use of resources	Good. The resources available to the school are used well and carefully in order to support the pupils' learning. For example, three quotations are obtained before major purchases. In addition, extensive examination of the relative merits of buying and leasing computers was undertaken as part of the school's successful and intensive commitment to the effective use of information technology. However, financial reserves at almost 11 per cent of the budget are higher than recommended and there are no well defined plans for the use of the additional funds.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The way the school is managed. • The expectations which the school has of their children. • The behaviour of the pupils. • The way the school helps their children to become mature and responsible. • The fact that their children like school. • The good progress made by their children. • The way the school works closely with them. • The quality of the teaching. 	<ul style="list-style-type: none"> • The school's provision of extracurricular activities, particularly at Key Stage 1. • The amount of homework received by the children. • The information that they receive about how their children are getting on. • Safety and parking on the road outside the school particularly when their children arrive and depart.

The parents expressed very strong support for the school. The findings of the inspection support all the positive views of the parents. They also find that homework supports learning well and that parents receive a good amount of information about how their children are getting on. However, parents are not always given statistical information that would assist them in helping to be aware of the standards which their children have reached. The provision of extracurricular activities has improved since the last inspection and is now satisfactory overall but limited at Key Stage 1. Educational visits are not fully used to support learning. The school is well aware of the traffic dangers for children on arrival and leaving the school and continues to make significant, but, so far, unsuccessful efforts to overcome them.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils reach very high standards in English and mathematics.

1. Standards in the national end of Key Stage 2 tests in English and mathematics have been in the top five per cent in the country compared with all schools since 1998. Similar standards were achieved in the Key Stage 1 tests in reading, writing and mathematics in the same period. Nevertheless, the school has continued to set challenging targets in order to improve further and the indications are that very high standards have been maintained in the year 2000 tests. The findings of the inspection show similar standards to those indicated by the school's test results. This represents a good improvement on the findings of the school's previous OFSTED inspection when standards in English were judged to be similar to those found in other schools and standards in mathematics were found to be good.

2. The National Literacy Strategy is well-established and teachers show expertise in managing it. Pupils' speaking and listening skills are a strength of the school. Younger pupils are confident, clear communicators who enjoy using interesting words and sounds. In Year 6, pupils are very articulate for their age. They have an extensive vocabulary which they use with maturity and understanding, ask questions to develop ideas and reply precisely to the point being made. Standards in reading across the school are high. Many younger pupils are confident, fluent and expressive readers. In Year 6, pupils read their books thoughtfully with fluency, accuracy and expression and evaluate the text with increasing confidence. Although the school has responded very well to the key issue identified in the previous inspection to extend the range of reading, older pupils of all abilities lack specific guidance from their teacher to ensure that they are always challenged by the books that they choose to read. Research and referencing skills are very well developed. Younger pupils write at a very good length for their age and create simple stories. In Year 6, pupils have made good use of the knowledge gained through studying texts to improve their own work. In all aspects of English, pupils with special educational needs achieve well, relative to their previous attainment.

3. Standards in mathematics have risen because the subject is well managed and effective developmental procedures have been put in place. Assessment procedures now identify precisely what individual pupils can do and this information is well used to help them to progress, for example, by giving them their own targets for improvement. All teachers and support staff have received training in the National Numeracy Strategy and many have observed an experienced teacher giving a numeracy lesson. They show considerable confidence and skill in teaching the strategy. The numeracy co-ordinator has monitored the teaching of the subject well, which has helped teachers to improve their practice, and has a good plan for the further improvement of the subject. This includes the development of the resources available for homework. The pupils' attainment is very good in all aspects of mathematics. Particular strengths in their work are their ability to undertake mental calculations and their skills in investigative mathematics. However, some pupils do not think their answers to questions through carefully enough before they give them in order to ensure that they are right. Pupils with special educational needs reach good standards for their previous attainment.

4. There is no complacency in the school despite the high standards being achieved. The key issue from the previous inspection of raising standards in English through more emphasis on creative and expressive work has been very well addressed with meticulous attention to detail. The National Numeracy Strategy has been well implemented. The literacy and numeracy co-ordinators work tirelessly to find ways to improve the school's practice to enable pupils to strive for even greater excellence.

The quality of teaching and learning are consistently good.

5. During the inspection, the quality of teaching was very good in one lesson in three and it was at least good in more than four out of five. All of the teaching seen was at least satisfactory. No unsatisfactory teaching was observed. On a whole-school basis, the quality of teaching is good. For children aged under five, it is very good and for those at Key Stages 1 and 2, it is good. In English and mathematics, including literacy and numeracy, the quality of teaching is good throughout the school and over one lesson in three in these subjects is very good. Teaching of this consistently good quality promotes a good quality of learning and progress for the pupils who enter the school at above average standards and leave it at well above average standards.

6. The teachers have high expectations of the pupils and make sure that they receive work which is challenging but attainable. Teachers explain the purpose of the lessons very carefully to the pupils and make sure that they fully understand what they are intended to learn. Time is very well used. Lessons start promptly and the pace of learning is good. Support staff and teachers work together well. The pupils respond by showing that they enjoy their lessons and by working hard. They have excellent speaking and listening skills which are built on and reinforced by the teachers. The pupils are self disciplined. The marking of pupils' work is a relative weakness in the teaching as it does not always help the pupils to understand how to improve their work.

7. A Year 5 literacy lesson illustrated the strengths of the teaching and learning throughout the school. The lesson began promptly and the pace and content of the lesson captured the pupils' interest and motivated them to learn. The teacher carefully explained the purpose of the lesson and then showed them a book that he intended to use during it. This was clearly a favourite, and the pupils gasped with delight. The excellent relationships between teacher and pupils were shown as the teacher said, "But I think we will keep that until last!" The pupils laughed and it gave them something to anticipate. The teacher then read the pupils a number of poems during which the pupils showed high levels of concentration and responded well to the teaching points made. For example, the question, "What technique has the poet used?" received the reply, "Repetition". There was very good involvement of the pupils in the lesson. For example, they were asked about the selection of a poem to be read and the speed it should be read at. A poem about fog involved the pupils in a game suggesting words that might be used in the poem and then seeing if they actually were used as part of the teacher's method of getting the pupils to understand and appreciate the effects the poet was trying to create. The pupils made very good progress in this lesson.

The leadership of the headteacher is excellent.

8. The leadership and management of the headteacher are excellent and promote high standards and an ethos in which continuous improvement is expected and worked for. This is well illustrated by the very good improvement that the school has made since its last inspection. Since that inspection, standards, for example, in English in Year 6 have risen from being similar to those found in most schools to being well above those generally found. Similar improvements have taken place in mathematics and science and these high standards have been maintained for the past three years. This improvement is due to the school's very positive response to the findings of the last inspection which is a result of the headteacher's reflective attitude. A well structured action plan to address the key issues for action arising from that inspection was produced and was very well implemented. For example, in order to improve the quality of the monitoring of teaching, the governors appointed a part time teacher to give staff non-contact time. The effectiveness of this action is shown as the quality of teaching has improved from mainly sound in the 1996 inspection to good during this inspection. In addition, assessment procedures have been

very well developed and are used very effectively to match the pupils' work to their needs and there has been a considerable emphasis on creative writing.

9. In this school, the headteacher's management style enables and encourages everyone to play a full part in the running of the school and to make a purposeful contribution to its improvement. The partnership between the headteacher and his deputy is strong and effective and their strengths complement each other's well. Along with the key stage managers, the headteacher and his deputy form the management team and keep a good overview of the school. The role of the subject and aspect co-ordinators is well developed. For example, in the 15 months the co-ordinator responsible for higher achieving pupils has had the responsibility, she has developed her own expertise and has produced a good policy in conjunction with the staff and local schools. In addition, able pupils have been identified and demanding targets specific to individual children have been set to challenge them fully. Future plans include involving parents more effectively in this work. The governors work well with the school and have its best interests at heart at all times.

10. The leadership and management of the school have also created a very good working atmosphere. Relationships are very good. The Catholic ethos of the school informs every aspect of its life. Everyone's contribution is valued and this has given rise to a team spirit which is strong enough to withstand significant changes in staff without disruption. Planning for, and achieving, improvement is normal in this school. This successful shared commitment gives the school a very good capacity to continue to improve.

The school's procedures for ensuring the pupils' welfare are excellent.

11. The happiness and well-being of every pupil are important to all members of staff. Pupils are very well known as individuals and staff members are aware of their particular needs. The headteacher has ensured that the school does not just rely on its personal knowledge of pupils in providing for them. There are well-written policies and very well planned procedures in place to support the smooth running of the school day. A number of pupils have specific health needs and severe allergies. Current medical information is distributed to teachers and staff members have had training to deal with emergencies, such as allergic reaction to nuts. The high quality building and outdoor play areas, orderly routines and pupils' sensible behaviour all contribute to the smooth running of the school day. The governors are active in promoting health and safety in school. Risk assessments are carried out regularly by certain governors and reviewed by the full governing body. The school also consults with specialists from the Local Education Authority and, most recently, it has further improved fire safety procedures. Procedures for ensuring health and safety are excellent. Parents of pupils with special educational needs are suitably involved in reviewing the progress made by their children.

12. Parents have expressed concern about road safety. The school takes their views seriously and earlier this year met with representatives from Hampshire County Council, Fareham County Council and County Police to secure expert advice. Parents were informed that the current procedures for dropping off and collecting their children are the best solution they can offer. The safety of pupils after they leave the playground relies on the continued diligence of parents escorting them to their cars.

13. The arrangements for child protection are also excellent. The headteacher is the child protection liaison teacher and is supported in this role by the deputy. He has recently updated his own training in this area and made arrangements to share new guidance with all members of staff. The school has its own child protection policy that follows the local authority's guidelines. The policy has a high profile and reference to it is included in the staff handbook.

The school has a very good partnership with the parents.

14. The school continues to benefit from its very good partnership with parents. Parents are very positive in their views about the school. In particular, they are pleased that their children like to attend, are taught well and that the opinions and concerns of parents are taken seriously. The school values the help provided by parents. Family members help in school on a regular basis and this helps to extend teaching methods, particularly in the literacy hour. The quality of information provided for parents is also very good. Regular newsletters from the headteacher are informative and, every term, each class issues an overview of the curriculum to be studied. The prospectus and governors' Annual Report to parents include all the required information. Pupils' annual reports to parents are well written and include targets for improvement in English, mathematics, science and information technology. Parents read to their children at home and this contributes to their high attainment. The home/school partnership reflects the school's ethos very well. Parents have responded positively to its strong line regarding family holidays during term and this has resulted in an improvement in the attendance rate.

The excellent attitudes that the pupils have to their work, and their very good behaviour, are encouraged by the high quality of the school's provision for their spiritual, moral and social development that clearly reflects its Catholic ethos.

15. A clear, confident Christian ethos is evident in every aspect of the school's work. It is firmly grounded in the teaching and practice of the Catholic Church and reflects dependence on the love of God and the importance of community expressed in the school's mission statement. The headteacher leads by example and all staff are positive role models, based on Christian values. A strong bond of trust and support exists between pupils and all adults. Each child is valued as an individual and feelings of self worth and personal responsibility are fostered very effectively. Pupils with special educational needs are very well integrated into the school and have very good self esteem. The school is a secure environment, within firm boundaries of acceptable behaviour, in which pupils have the freedom to express and explore ideas and enjoy their learning.

16. As a result, they are highly motivated and enthusiastic learners. From an early age, pupils meet the high expectations for work, response and commitment set by their teachers. They listen attentively, are quick to respond and make thoughtful contributions to class discussions. Pupils relish a challenge and enjoy lessons where there is a competitive edge as in mental mathematics sessions. They maintain concentration, persevere with the task even when not directly supervised and share resources sensibly and amicably. Even the youngest pupils take an obvious and justifiable pride in the presentation of their work, their achievement, and their responsibility for their own learning. Pupils readily undertake personal and independent study and use referencing skills without prompting.

17. The school is a well ordered, happy and caring community and the behaviour of pupils is very good and often exemplary. They are very self disciplined and appear to act from a sense of principle rather than fear of sanction or hope of reward. This reflects the strong spiritual dimension present in the school. As well as traditional forms of worship, pupils are given times for reflection in which to develop their personal and spiritual responses. They are encouraged to examine their own feelings and actions and the impact of their behaviour on others. In assembly, the headteacher asked pupils to consider what they had to thank God for during the weekend – 'something said to you' 'the love of your family'- and whether they took God, their parents and others for granted. In Year 4, the teacher created a calm, contemplative atmosphere with music and a lighted candle as a focal point. After prayers and a reading of The Sower, pupils were asked to think about what sort of Christians they were in the light of this parable.

18. In classrooms, around the school and at play, pupils are open, friendly and courteous and show great consideration for others, property and the environment. They listen carefully to the views of their classmates and treat their opinions respectfully. When pupils evaluate each other's work, their comments are positive and kind. Teachers rarely have to intervene to maintain order as pupils can be relied upon to behave responsibly. Parents regard pupils' behaviour as excellent and feel that they are very good ambassadors for the school. They confirm that the school views bullying very seriously. There have been no exclusions in recent years.

19. As a result of the school's very good provision for pupils' spiritual, social, and moral development, pupils are developing mature attitudes to their work, self awareness and a sense of responsibility for themselves and others. They show a spirit of tolerance, respect and understanding, based on the values of the Christian gospel.

WHAT COULD BE IMPROVED

School development planning.

20. A key issue for action following the school's previous inspection was to bring development planning into sharper focus by clearly identifying needs and costing them. The school's plan for the period September 1999 until July 2000 does this soundly and represents a satisfactory improvement since the last inspection. However, beyond July 2000, development planning is in outline only so that, in effect, no viable plan is currently in place. In addition, the plan essentially concentrates on the curriculum and does not directly deal with development in other important areas of the school, for example, management and partnership with parents. In addition, some significant priorities, which are known to the school, and which have a significant bearing on raising standards, are not included in the plan, for example, making better use of local educational visits to broaden curricular provision.

21. Spending is planned carefully and is monitored rigorously. The resources available to the teachers are well used to promote the pupils' learning. Major spending decisions, for example, expenditure on equipment for information technology, are carefully analysed to ensure that the best value for money is obtained. However, the school has financial reserves of approximately 11 per cent of its income. Although this clearly represents prudent expenditure, the figure is approximately twice as high as that recommended. In addition, there are no clear plans to reduce this total. This means that the pupils currently in the school are not receiving the maximum benefit from the funding provided for them.

Provision for the pupils' multi cultural development.

22. Although there is satisfactory provision for pupils' cultural development, there are insufficient opportunities to raise pupils' awareness of the multicultural nature of society.

23. In religious education, during part of the year, older pupils learn about the beliefs and celebrations of the Jewish, Sikh, Muslim and Hindu religions and the school is linked with a parish in Cameroon. Pupils also contribute widely to charities in other countries. However, pupils have limited opportunities to experience the richness of other cultures and the ethnic diversity of modern society. Within the school, the traditions of various cultures are under represented in art, music and literature. There are a limited number of books in the library which reflect other cultures and an insufficient range of multicultural resources and artefacts. Generally, visits and visitors to the school do not support pupils' awareness of cultures other than their own and there are few displays around the school which enable pupils to recognise, respect and celebrate religious and cultural diversity.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. In order to improve further the quality of education offered to the pupils, the headteacher, governors and staff should:

(1) Improve the quality of development planning by:

- including more detail for the second year of planning;
- linking finance to the plan more securely beyond the first year and linking the production of the plan to the financial year;
- planning the use of that part of financial reserves which would reduce these reserves to suggested levels;
- broadening the scope of the plan to cover all important aspects of the school;
- making the commitment to raise standards even more explicit, for example, by outlining how local educational visits will be developed to enhance curricular provision.

(2) Make better provision for the pupils' multi cultural development through:

- providing a wider range of ethnically diverse artefacts, for example, in history and geography;
- improving the provision of multicultural books, materials and resources in English, music and art;
- increasing the amount of display around the school that reflects multi cultural diversity;
- extending the number and range of visitors to the school in a manner that contributes to the pupils' growing awareness of multi cultural issues.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33	50	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Year 6
Number of pupils on the school's roll (FTE for part-time pupils)		214
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Year 6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		36

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence	%
School data	3.39
National comparative data	5.4

Unauthorised absence	%
School data	0.01
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	17	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	10
	Girls	17	17	17
	Total	28	28	27
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (93)	96 (94)
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	17	17	17
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (93)	100 (97)
	National	82 [81]	86 [85]	87[86]

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	15	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	17
	Girls	15	15	15
	Total	31	32	32
Percentage of pupils at NC level 4 or above	School	97 (100)	100 (97)	100 (97)
	National	70 [65]	69 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	14
	Girls	15	13	13
	Total	27	25	27
Percentage of pupils at NC level 4 or above	School	84 (87)	78 (90)	84 (94)
	National	68 [65]	69 [65]	75 [72]

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	181
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.7
Number of pupils per qualified teacher	25
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	105

FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	384831
Total expenditure	373446
Expenditure per pupil	1762
Balance brought forward from previous year	40938
Balance carried forward to next year	52323

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	3	0	0
My child is making good progress in school.	64	31	3	1	1
Behaviour in the school is good.	68	30	2	0	0
My child gets the right amount of work to do at home.	34	49	16	1	0
The teaching is good.	64	28	6	1	1
I am kept well informed about how my child is getting on.	40	47	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	79	16	4	1	0
The school expects my child to work hard and achieve his or her best.	81	18	0	1	0
The school works closely with parents.	47	47	6	0	0
The school is well led and managed.	83	17	0	0	0
The school is helping my child become mature and responsible.	78	19	0	1	2
The school provides an interesting range of activities outside lessons.	31	36	17	8	8

Other issues raised by parents

Twenty parents made additional comments on their questionnaires. The only recurring themes were praise for the school and support for those parents who had some concerns about the information they received about how their children are getting on, the provision of homework and the range of extracurricular activities provided - particularly at Key Stage 1 and educational visits. All of these issues were also raised at the parents' meeting as were the dangers faced by children when arriving and leaving school due to the nature of the road outside the school and the lack of parking. One parent also raised this issue on the questionnaire.