

INSPECTION REPORT

ST JOSEPH'S RC PRIMARY SCHOOL

Drury Lane, London WC2

LEA area: Camden

Unique reference number: 100041

Headteacher: Miss P MacDonald

Reporting inspector: Mr M J Fitzgerald
1246

Dates of inspection: 8th – 9th May 2000

Inspection number: 187726

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
School address:	Macklin Street, Drury Lane, London,
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Appropriate authority:	The Governing Body
Name of chair of governors:	Canon J. D. McDonald
Date of previous inspection:	29th April – 2nd May 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's school is a popular Catholic school with waiting lists. It is an average size primary school with 232 pupils on roll, including the equivalent of 23 full time pupils in the Nursery. There are equal numbers of boys and girls in the school. The school has a multi-ethnic and multi-lingual population. The proportion of pupils who come from homes where English is an additional language is very high. Significant numbers come from Spanish, Tagalog, Italian and Portuguese speaking family backgrounds. Pupils' socio-economic backgrounds are mixed, with a majority below national averages. Overall, the children's attainment on entry is about average. The number of pupils entitled to free school meals is above average. The proportion of pupils with special educational needs (SEN) is average.

HOW GOOD THE SCHOOL IS

This is a good school with several strengths and few weaknesses. The majority of the teaching is good in Key Stages 1 and 2. As a result, pupils make good progress and achieve above average standards in English and mathematics. Standards in science have improved recently and pupils make good progress. Standards in information and communication technology (ICT) have also improved, but are not yet high enough. The teaching of pupils who are under-five is satisfactory, but could be improved. The school has high expectations for the behaviour of the pupils. In response, pupils behave very well and relationships are excellent. The headteacher provides good leadership and works well with staff to improve the school. The Governing Body, however, are not sufficiently involved in shaping the direction of the school. The school provides good value for money.

What the school does well

- The majority of the teaching of English and mathematics is good. This helps pupils to achieve high standards in these subjects.
- The quality of the teaching and learning in Key Stage 1 and Key Stage 2 is good.
- The school cultivates very good attitudes to learning in the pupils. Behaviour is very good.
- The leadership and management provided by the headteacher and the senior management team are good.
- There is very good provision for moral and cultural development. Provision for social development is good. Relationships are excellent.

What could be improved

- The teaching of pupils who are under-five in the Nursery and in Reception.
- Standards in information and communication technology (ICT).
- The role of governors in shaping the direction of the school, particularly in reviewing standards and the curriculum.

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 May 1996. All of the action points from the inspection have been successfully addressed. Standards continue to be above average in English and mathematics at the age of seven and 11. Standards in the work seen in science have improved at the age of seven and 11. The recent provision in ICT has contributed to rising standards in ICT throughout the school. However, standards are still not high enough because resources are limited. Provision for cultural development has significantly improved. The roles of the senior management team and of the subject co-ordinators in monitoring standards and supporting teaching have been significantly developed. The governors have improved their control of the finances, but they are not yet sufficiently involved in planning the development of the school.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A	A*
mathematics	A	C	A	A
science	D	B	D	C

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

Standards across the three subjects have risen in line with the national trend since the last inspection. Results of tests in English for pupils aged 11 have been well above national averages since 1997. In comparison with similar schools in 1999, the results were in the highest five per cent nationally. Results in mathematics have fluctuated, but were well above average in 1999. The work seen in English and in mathematics during the inspection confirms that standards are high at the age of seven and 11. Boys and girls, including pupils with SEN and English as an additional language (EAL), make good progress and are achieving well as a result of good planning and good teaching in Key Stages 1 and 2. The teaching of literacy is effective. The school has set challenging targets for 2000 and 2001 in the tests in English and mathematics for pupils at the age of 11.

Overall standards in science tests since 1997 are in line with national expectations, but fewer pupils achieve the higher levels, which they achieve in English and mathematics. In the work seen in science during the inspection, more pupils are now achieving the higher levels and overall standards are above average by the age of seven and 11. The recent focus on improving work on investigations has raised standards, particularly by the age of 11. Standards in ICT at the age of seven and 11 are in line with national expectations. Standards are not yet high enough because of insufficient resources and it is too soon for the new computers to have sufficient impact on raising standards. Standards in the work seen in music were good, but standards in physical education (PE) were at best satisfactory but sometimes below expectation. The available space in the playground restricts movement and the development of skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and are enthusiastic learners.
Behaviour, in and out of classrooms	The behaviour of the pupils is very good in lessons and around the school.
Personal development and relationships	Relationships are excellent. Pupils show respect for the feelings of others. The school is a very harmonious, multi-ethnic community.
Attendance	Attendance is satisfactory and punctuality overall is good. However, attendance figures are not published as required in the prospectus and governors' annual report to parents.

The pupils are polite, well motivated and responsive. Their behaviour and consideration for others are very good. They are often confident and articulate. When taught well, for example, they develop their own original ideas, which they communicate with enthusiasm. The excellent relationships between pupils and adults help pupils to make good progress. Illness and visits to parents' countries of origin during term-time have an adverse effect on overall attendance.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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.

The overall quality of the teaching is good. It was satisfactory or better in 94 per cent of lessons. It was good in 44 per cent of lessons. A number of these lessons had very good aspects. Two lessons (six per cent) were unsatisfactory. In Years 1 and 2, the majority of the teaching is good. In Key Stage 2, the overall quality of the teaching is good, particularly in Year 6. The good quality of the teaching helps all pupils to make good progress in acquiring knowledge and skills. Lessons are planned well and build clearly on what pupils already know and can do. This often helps pupils with SEN and EAL to make good progress in their learning, particularly when supported by classroom assistants and part-time teachers. Teachers manage pupils well and the pupils concentrate well. The majority of the teaching for pupils who are under-five is satisfactory. Some activities in the nursery, however, are not always fully used to develop pupils' language and mathematical skills. In Reception, tasks during independent group work do not always provide enough challenge for more able pupils. As a consequence, some pupils are not sufficiently motivated to concentrate and to complete tasks. There are also some weaknesses in the teaching of EAL to the small number of pupils under-five who are beginning to learn English because of weaknesses in teacher expertise in this area of EAL. Literacy and numeracy are taught effectively in Key Stages 1 and 2. Overall, teachers have good expertise in English and mathematics. They teach confidently and this contributes to the high standards. In science, work on investigations is carefully structured and pupils are required to explain their results clearly. This extends more able pupils and contributes to rising standards in each key stage. The teaching of ICT has improved since the last inspection.

In the very small number of lessons observed where teaching was unsatisfactory, concepts were not explained clearly enough, or the tasks set were not clear enough for the pupils. As a result, pupils made insufficient gains in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad range of learning opportunities is provided, with good emphasis on English and mathematics. Provision for ICT has improved. The very poor playground facilities have an adverse effect on the provision for PE.
Provision for pupils with special educational needs	Satisfactory. Pupils are well known to staff and work is appropriately matched with pupils' prior knowledge and understanding, especially in English and mathematics.
Provision for pupils with English as an additional language (EAL)	The overall provision is appropriate. The majority of pupils have good levels of fluency in English in Key Stages 1 and 2. However, there is insufficient attention to the teaching of English sentence structure for the small number of pupils who are under-five, who are beginning to learn English.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The provision overall is good. Provision for moral and cultural development is very good, social development is good and spiritual development is sound. The arrangements for cultural development have improved significantly since the last inspection.
How well the school cares for its pupils	Pupils are well cared for. Procedures for child protection are in place, but not all staff have had recent training in child protection. Information from assessments is used regularly to help pupils to improve.

The headteacher ensures that the school provides a secure and purposeful learning environment for pupils. Pupils are well known to staff and they are confident that teachers will always help them. The good provision of extra-curricular activities in music enhances the pupils' progress in music. The wide range of work celebrating the pupils' cultural background is particularly effective in promoting a harmonious, multi-ethnic school. In lessons and in the marking of

written work, teachers consistently advise pupils how they can improve their work. The recording of the progress of individual pupils from year-to-year in each subject is not yet systematic enough, but is in the process of being altered.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides positive and determined leadership. Together with the senior management team, she provides a clear direction for the school. The roles of subject co-ordinators have been strengthened and are particularly effective in English, mathematics and ICT.
How well the governors fulfil their responsibilities	The governors now have good arrangements to ensure that the school's finances are managed effectively. However, the governors are not involved enough in identifying priorities and reviewing standards and the curriculum.
The school's evaluation of its performance	The arrangements for monitoring and developing the quality of the teaching are good. All staff are involved well in monitoring and evaluating standards through regular sampling of pupils' work. Effective action is taken to address any concerns arising from the monitoring.
The strategic use of resources	The school has taken steps to develop and retain staff. Staff are deployed appropriately. Available resources are used efficiently, but the school has too few computers to enable pupils to develop their skills in ICT.

The headteacher ensures that staff with management responsibilities have clear roles, and the time to complete agreed tasks. Involvement of staff in improving the school is good. The school development plan (SDP) is effective, but is not yet sufficiently linked with the finances. The school regularly reviews its arrangements for evaluating whether it is getting value for money from services. Overall, however, the role of the Governing Body in identifying and costing priorities for the SDP and in identifying the strengths and weaknesses in the standards achieved in the school is limited.

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 progress the children make. • The good behaviour of the children. • The children like school. • The good teaching. • The school 's positive response to parents' suggestions and concerns. • The attitudes and values which are taught. • The school helps the children to become mature and responsible. • Children's different backgrounds are celebrated. 	<ul style="list-style-type: none"> • Extra-curricular activities. • Provision of curriculum information on what pupils are studying and specific guidance on how to support their child's learning. • Standards in ICT. • Provision for PE.

Inspectors agree with parents' positive views. A range of extra-curricular activities is provided, but these are not as yet formally published so that parents are aware of the total provision. Curriculum information and guidance for parents are now satisfactory, because the school has recently introduced class newsletters and circulated information on literacy and numeracy. The school has also provided workshops for parents on literacy and numeracy, but attendance was poor. The concerns over standards in ICT are partly justified, as standards are not yet high enough. The school makes the best use it can of the facilities for PE lessons. However, inspectors agree that the playground facilities are very poor.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The majority of the teaching of English and mathematics is good. This helps pupils to achieve high standards in these subjects.

1. The majority of the teaching of English and mathematics is good in each key stage. Most pupils are achieving well and building on what they already know and understand. For example, results in reading and writing at the age of seven improved between 1996 and 1999 and standards are significantly higher than in similar schools at the age of seven and 11. Teachers' expertise in English and in mathematics is good and this enables them to teach confidently. Lessons are well planned and carefully structured to help pupils to make good progress. In a good English lesson in Year 6, for example, clear learning objectives were shared with the pupils. The teacher's good subject knowledge was used effectively to build on the pupils' prior knowledge of metaphors and idioms. This helped the pupils to make good gains in their understanding of the impact of the images created in the poem, the Snowshoe Hare. In another good English lesson in Year 1, the confident and very well organised introduction on spellings motivated the pupils who were then very keen to collaborate on a paired activity. Following this, pupils were well prepared to write their own poems through the use of the poem Cats and with the help of phrases displayed on the wall. This also helped pupils with EAL to structure their writing and prompted all pupils to think imaginatively. Similarly in a good lesson in mathematics in Year 5, pupils were enthusiastic and highly involved in the oral, mental work at the start of the lesson. Good feedback was provided on previous work with good guidance provided for individual pupils on what they needed to do to improve. This helped pupils to make good progress in their understanding of long multiplication.
2. Literacy and numeracy are taught effectively in the work seen in other subjects. Appropriate support is provided for pupils, particularly on subject vocabulary. Good support is provided for both literacy and numeracy in ICT. In several classes, for example, pupils have carried out surveys, produced word-processed text, as well as various diagrams and graphs to display the results of surveys. In a project on birthdays in Year 1, pupils collected information on birthdays in their class and used the computer to produce graphs to show distributions in months. In Year 2, pupils have produced pie diagrams and a range of graphs to show distributions of hair and eye colour, age and gender amongst the children in the class. Pupils in Year 6 have produced a wide range of graphs to show rainfall in London. Each of these examples made good use of word-processing and a database and contributes effectively to the standards pupils achieve in English and mathematics.

The quality of the teaching and learning in Key Stage 1 and Key Stage 2 is good.

3. The overall quality of the teaching in Key Stages 1 and 2 is good. A number of the lessons observed had very good aspects. This contributes to the school's standards. For example, the increased focus on ensuring pupils achieve higher levels in science is proving to be successful. Pupils continually show interest in the tasks provided and concentrate well. Teachers' subject expertise contributed at least satisfactorily, and usually well in English and mathematics, to the way in which they introduced and discussed topics. The teaching is carefully planned in each key stage and learning objectives for lessons are consistently shared with pupils and are often written on the board. Tasks are matched effectively with pupils' prior knowledge and understanding because the organisation of pupils in groups and the questioning strategies used are based clearly on pupils' prior learning. This generally helps the pupils to make good progress. It often helps pupils with SEN or EAL to make good progress in their learning, particularly when these pupils are supported by classroom assistants and part-time teachers. For example, the support teacher in a mathematics lesson in Year 2, had good knowledge of the pupils she worked with. The strategies used were effective and this resulted in pupils with SEN making good progress in their knowledge and understanding of tens and units.
4. The adoption of a detailed scheme of work and the development work in science on structuring investigations is contributing to improving teaching and standards in science in each key stage. There is now a good focus in lessons on developing pupils' scientific thinking through investigations and pupils are required to explain their results and their thinking in clear and precise English. In the introduction to a good lesson in Year 2, for example, the teacher carefully checked pupils' understanding of investigation. Through good questioning, she ensured that pupils gave clear descriptions of what was involved in carrying out an investigation fairly. Subsequently, the tasks set matched pupils' prior understanding. As a consequence when they carried out an investigation, all pupils made good progress in designing and carrying out a fair test. The teaching of ICT has improved since the last inspection and teachers' expertise in ICT is at least satisfactory. However, there are still too few computers for pupils to develop their skills. This limits pupils' opportunities to achieve at

higher levels in ICT. All teachers manage pupils well and discipline is very good. All pupils respond well to whole class teaching. On the few occasions where there are any shortcomings, these are linked with some lapses in concentration when pupils are asked to work independently. Regular homework assists pupils in lessons, for example, when pupils in Year 6 are required to carry out preparatory work at home in science. Similarly the work on creative writing, which is set on Friday, helps pupils to compose extended pieces of writing of good quality in their own time.

The school cultivates very good attitudes to learning in the pupils. Behaviour is very good.

5. The school expects all pupils to behave very well and to apply themselves fully in lessons. All staff consistently give pupils very clear guidelines about what is expected of them. In response, pupils' attitudes to learning are very positive throughout the school. They enjoy school and are keen to learn. Pupils often respond enthusiastically to the tasks, which they are set. They settle quickly to work and concentrate well. Boys and girls collaborate well together. They can work productively when not directly supervised. They respond positively to any challenges which teachers set them. For example, in a mathematics lesson on different methods of adding and taking away in Year 3, pupils concentrated very well during independent work. In the final part of the lesson, several pupils suggested original ways of making calculations and showed good gains in thinking and learning for themselves.
6. The behaviour of pupils is very good in classrooms and around the school. Boys and girls work happily together and all pupils take care of the school's resources and other pupils' property. The wide range of displays is not interfered with in any way. As pupils go to and from their classrooms to the playgrounds and the hall, they are well behaved, orderly and show consideration for others on the staircases. The pupils enjoy excellent relationships with each other and with all adults in the school. The school is a very harmonious, multi-ethnic community. Pupils' very good attitudes to learning and their very good behaviour make a good contribution to the quality of the education. For example, lessons start promptly. As pupils are almost always very attentive, teachers do not have to waste time ensuring pupils are paying attention before they begin teaching.

The leadership and management provided by the headteacher and the senior management team are good.

7. The headteacher and the senior management team provide good leadership and a clear educational direction for the school. Since the last inspection, the senior management team has been slimmed down, re-structured appropriately and management responsibilities for key stages have been clarified and strengthened significantly. The roles of subject co-ordinators have also improved. Subject co-ordinators support colleagues in the subjects they are responsible for, while the co-ordinators for English, mathematics and ICT in particular, have effectively monitored the quality of teaching and standards of achievement in the school. The arrangements for involving all staff in monitoring and evaluating standards and learning through regular sampling of pupils' work are particularly good. All of these measures ensure that the school's aims, values and policies are reflected well in its work. All staff with management roles are now able to make effective contributions to the management of the school. There is a clear focus on maintaining and raising achievement as well as providing a secure environment for the pupils. Consultation with staff is good and teamwork is good. There is a good level of awareness of issues that still need to be improved and there is a shared commitment to improvement. The school development plan (SDP) includes clear priorities for future development. Progress in implementing the priorities is regularly monitored. The SDP provides a reliable basis for improving the school. The priorities in the SDP are discussed when the budget is being set. However, the SDP does not yet include the costs of developments and the success criteria are not sufficiently detailed to evaluate the effectiveness of the actions taken.

There is very good provision for moral and cultural development. Provision for social development is good. Relationships are excellent.

8. The provision for the moral development of the pupils is very good. Teachers and other adults consistently show respect for the pupils and this sets a good example for the pupils to follow. Every pupil in the school is given a responsibility and these are prominently displayed in some of the classrooms. Teachers are careful to ensure that all pupils are asked to consider the consequences of their actions for others. For example, in a PE lesson in Year 2, pupils were reminded before the start of an activity that pupils should take care to include all pupils whatever their level of skill in a group task. In response, pupils were sensitive and thoughtful and ensured that all pupils in their group had an opportunity to catch and throw a ball. Pupils are encouraged to take responsibility for themselves and others through a range of opportunities. For example, older pupils are encouraged to help younger pupils. Pupils in Year 4 and Year 6 help pupils in Year 2 with reading. The Year 2 pupils valued this involvement. Through the school council, pupils have good opportunities to take on responsibility for and represent the views of their class. On occasion, they have taken this responsibility further. For example, members of the school council have contributed to securing planned improvements for the playground. The pupils understand the clear code of conduct and reward system and they value the rewards. The systems are used effectively to re-inforce the importance of good work and good behaviour.
9. The provision for the cultural development of the pupils is very good. Pupils are always encouraged to relate positively and to respect each other. The wide range of displays around the school, which are based on pupils' work, celebrate pupils' backgrounds and a range of cultures. For example, some pupils have been interviewed about aspects of their cultural background. The interviews have been word-processed in the form of a dialogue and prominently displayed. The languages spoken by different pupils are celebrated. For example, stories written in Italian and Spanish are displayed on a staircase. Parents are also involved and warmly appreciate the cultural events, which are organised. The school effectively promotes a harmonious, multi-ethnic and multi-lingual atmosphere.

WHAT COULD BE IMPROVED

The teaching of pupils who are under-five in the Nursery and in Reception

10. For pupils who are under-five, the quality of the teaching ranges from good to unsatisfactory, with the majority being satisfactory. When the teaching is at least satisfactory, pupils are managed appropriately and they respond with interest to the activities and the tasks set. For example, in a good music lesson in reception, the teacher's very good subject expertise was used well to structure the lesson and to assess and improve the pupils' performance. Pupils responded very well to the encouragement to improve and as a consequence they made good progress in singing with good expression and phrasing. Similarly in creative work in music with nursery pupils, good language and counting work was included when pupils named instruments and counted how many pupils were playing in their band. However, there were some weaknesses in teachers' expertise in teaching children under-five in a number of lessons. For example, opportunities to develop pupils' language and counting skills were not always taken during some activities in the nursery. In reception, there are weaknesses in the management of some group work. Sometimes, the tasks set lack challenge for the more able pupils. As a consequence, some pupils are not sufficiently motivated to concentrate and to complete tasks. For example in a mathematics lesson in reception, the range of tasks provided helped lower achieving pupils to make progress with the help of the teacher and the classroom assistant. More able pupils were not sufficiently extended by the tasks they were given and did not make enough progress in the lesson. Support work for pupils with English as an additional language (EAL) is planned in liaison with class teachers. This enhances the access of pupils to the curriculum. Relationships between the support teacher and the pupils are good. For the small number of pupils who are at an early stage of learning English, sound oral support is provided to develop pupils' understanding and their vocabulary. Overall, however, the teaching focuses insufficiently on developing and extending pupils' command of English sentence structure. Specialist teacher expertise in this respect is limited.

Standards in information and communications technology (ICT)

11. In response to the last inspection, the school has introduced a scheme of work for ICT in each year. New computers have been recently installed and ICT is now taught in timetabled lessons. Teachers and pupils use computers and other information technology across subjects in each class, notably in English, mathematics, art, music, science and geography. Training has been provided for staff. In the work observed at the age of seven and 11, pupils achieve average standards, but few are achieving the higher levels which they are capable of and which they achieve in English and mathematics. Currently, the number of computers per pupil is significantly lower than the national average in primary schools. The teaching is constrained by this lack of resources, as pupils are required to complete paper exercises until it is time for their turn on a computer. When the current headteacher took over the school, the school had a budget deficit and as a result the school had insufficient money to spend on ICT. As a consequence, it is too early for the recent improvement in resources to have an impact on the higher levels of achievement. The school is aware that standards are not yet high enough. Pupils are familiar with the functions of a computer. They are able to use the keyboard and the mouse for a variety of purposes, for example to enter information into a database in Year 2. Boys and girls are able to use the computer for word-processing. In Year 6, for example, pupils have designed a poster; word processed various pieces of work accurately and printed them out. They are able to discuss how to use the computer to complete this work. Pupils can use simple programs confidently. Keyboard skills of some pupils, however, are still limited. The pupils can discuss and interpret information, exploring patterns and relationships. However, by the age of 11, pupils' lack confidence in using a range of programs because of insufficient opportunities to practise, for example, when creating sets of instructions to control events. Their ability to explore the effects of changing data and variables is limited. Pupils' attitudes to using ICT are good.

The role of governors in shaping the direction of the school, particularly in reviewing standards and the curriculum

12. Since the last inspection, the Governing Body has continued to support the school. Governors have taken advice to help them to clarify roles, duties and the establishment of committees. Membership of the Governing Body now is also more stable. Governors are fulfilling their legal responsibilities, except for the publication of attendance information in the form required. The governors' role on finance has been considerably strengthened, particularly through the systematic monthly checks on spending by the Chair of the Finance Committee. The monitoring of income and expenditure is now effective and the budget deficit has been removed through careful financial planning. The role of the Governing Body in shaping the direction of the school, however, is limited and insufficient. For example, governors are not involved sufficiently in identifying priorities for developing the school in the SDP, making sure that costs are included in the SDP and that the SDP is formally linked with the setting of the budget. Governors' strategies for identifying the strengths and weaknesses in the standards achieved in the school to help influence the direction of the school are also too limited. For example, the governors' arrangements to improve standards do not adequately consider the results of end of key stage assessments, linked with base line and other assessments, to gauge the extent to which all pupils are making progress across the subjects of the curriculum. Governors have links with some subjects and areas, notably literacy, numeracy and SEN. However, there is no regular programme to develop their knowledge and understanding of the curriculum, for example through visits or presentations on subjects. With the increased stability of the Governing Body, governors are now in a good position to take action on these issues.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Improve the quality of the teaching for pupils who are under-five by
 - a) improving the planning of work so that the tasks and activities provided are closely linked with pupils' prior attainment, particularly in literacy and numeracy.
 - b) the management of group work is improved in Reception. (Paragraph 10)
2. Raise standards in ICT by increasing the school's computer facilities to provide pupils' with more opportunities to use computers and to ensure that the planned curriculum can have the intended impact on pupils' learning. (Paragraph 11)
3. Increase the effectiveness of the governors by ensuring that governors
 - a) are more closely involved in producing the development plan for the school;
 - b) consider base line and other assessments when reviewing the results of tests at age seven and 11.
 - c) develop their knowledge and understanding of the curriculum, for example through more systematic

links with the school/subjects and through presentations by members of staff. (Paragraph 12)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

32

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

19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	44	50	6	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	209
Number of full-time pupils eligible for free school meals		61

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	4	48

English as an additional language

	No of pupils
Number of pupils with English as an additional language	86

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	6.8
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	18	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	16	17	18
	Total	28	29	30
Percentage of pupils at NC level 2 or above	School	93(90)	97(90)	100(97)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	17	18	17
	Total	29	30	29
Percentage of pupils at NC level 2 or above	School	97(90)	100 (96)	97(100)
	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	14	17	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	11
	Girls	15	14	14
	Total	26	26	25
Percentage of pupils at NC level 4 or above	School	84(100)	84(72)	81(97)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	11
	Girls	12	14	13
	Total	23	27	24
Percentage of pupils at NC level 4 or above	School	74(100)	87(97)	77(100)
	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	2
Black – African heritage	15
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	161
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	21.3
Average class size	29.9

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	47

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	10.5
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FTE means full-time equivalent.

Financial information

Financial year	1998/9
	£
Total income	443,949
Total expenditure	413,385
Expenditure per pupil	1923
Balance brought forward from previous year	-929
Balance carried forward to next year	29,634

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	232
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	72	28	0	0	0
Behaviour in the school is good.	69	31	0	0	0
My child gets the right amount of work to do at home.	64	30	4	0	2
The teaching is good.	77	23	0	0	0
I am kept well informed about how my child is getting on.	72	26	1	0	1
I would feel comfortable about approaching the school with questions or a problem.	77	21	0	0	2
The school expects my child to work hard and achieve his or her best.	76	23	0	0	1
The school works closely with parents.	71	26	1	0	2
The school is well led and managed.	78	19	0	1	2
The school is helping my child become mature and responsible.	78	21	0	0	1
The school provides an interesting range of activities outside lessons.	39	42	14	1	5

Other issues raised by parents

Happy with the school's attitudes and its secure and caring environment