

INSPECTION REPORT

**ST WINEFRIDE'S CATHOLIC
PRIMARY SCHOOL**

Shepshed, Loughborough

LEA area: Leicestershire

Unique reference number: 120213

Headteacher: Mr D Shiels

Reporting inspector: Mr Graham R Sims

28899

Dates of inspection: 28th February - 1st March 2000

Inspection number: 189121

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:	4 – 11 years
Gender of pupils:	Mixed
School address:	St Winefride's Catholic Primary School Britannia Street Shephsed Loughborough Leicestershire
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Appropriate authority:	The governing body
Name of chair of governors:	Fr John Daly
Date of previous inspection:	3 rd – 5 th September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Winefride's is a voluntary aided Catholic primary school for boys and girls from 4-11 years old. It has 208 full-time pupils, which is an average size for primary schools. Taken together, the children's attainment on entry is similar to the national average. The school is situated in the town of Shepshed, a few miles from the city of Loughborough, although the school serves the Catholic communities of the north-west Leicestershire area. Only three per cent of pupils are known to be eligible for free school meals, which is below the national average. At the time of the inspection, there were 23 children under the age of five in the school's 4+ Reception class. Nearly all pupils are of a white ethnic background, and no pupils come from homes where English is not the main spoken language. These figures are well below the national average. The percentage of pupils identified as having special educational needs, at 17 per cent, is similar to the national average. Two pupils have a statement of special educational need.

HOW GOOD THE SCHOOL IS

St Winefride's Catholic Primary School is a good school which has many strengths and few weaknesses. The ability of most pupils when they enter the school is similar to the national average. Children make a very good start in the school's 4+ unit. Progress is not so rapid at Key Stage 1, but is good at Key Stage 2 and pupils achieve above average standards in English and well above average standards in mathematics and science. The overall quality of the teaching is good, and is frequently very good. The school is effectively led and managed, and there is very good involvement and support from the governors. The school's income is below average. The school provides good value for money.

What the school does well

- Pupils achieve well above average standards in mathematics and science by the end of Key Stage 2.
- A significant proportion of the teaching is very good; it is particularly good in the 4+ unit and in Year 6.
- The pupils have very positive attitudes to their work, and relationships throughout the school are very good.
- The school is very good at helping pupils to become responsible and helpful members of society.

What could be improved

- The school's monitoring procedures are not fully effective in identifying or improving areas of relative weakness.
- The school does not cover all aspects of the information technology curriculum adequately.
- The level of attendance is below the national average.

The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good level of improvement since the last inspection in September 1996. Results at the end of Key Stage 2 have improved significantly, particularly in mathematics and science, and at a faster rate than the national trend. Results in reading at the end of Key Stage 1 are now better but, after some improvement, standards in mathematics have declined.

The school has dealt effectively with all of the key issues and all of the major weaknesses identified in the last inspection. There has been significant improvement in resources for information technology and, although there are still some weaknesses, standards of attainment have risen. The quality of teaching has improved, and specific weaknesses have been dealt with effectively. Work provided for higher-attaining pupils is more challenging. The school has given much attention to monitoring and evaluating its own work, although there is room for further refinement to make current procedures more effective. The school now makes better use of resources and uses the time and expertise of classroom assistants effectively. Greater attention is given to the pupils' cultural development. Health and safety issues have been rectified. The governing body is more fully and more effectively involved in the life of the school. The senior management team has been strengthened through the appointment of a deputy headteacher.

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*	B	C
Mathematics	A	A*	A	A
Science	A*	A*	A*	A

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

The school's results in English at the end of Key Stage 2 in 1999 were above the national average and close to the average for similar schools.¹ In mathematics and science they were well above the national average and the average for similar schools. In science, they were amongst the highest five per cent nationally. The results in science and mathematics have improved significantly since the last inspection. By the time they leave the school, almost all pupils reach the nationally expected standard in all three subjects, and a significant proportion achieve the higher Level 5 – over a third in mathematics and two-thirds in science. The school's targets for attainment over the next three years represent conservative estimates, given the school's record of high achievement over the last three years. The 1999 results at the end of Key Stage 1 were well above the national average in reading, above average in writing, but well below average in mathematics.

The work seen during the inspection confirmed that standards at Key Stage 2 are well above average in mathematics and science. At Key Stage 1, attainment in mathematics is not as high, although pupils are currently achieving standards which are in line with national expectations. In English, reading is a strength throughout the school, but there are some weaknesses in the pupils' written work. Standards in information technology have improved and, in some aspects, the pupils show a good level of competence. However, some elements of the curriculum are not taught in sufficient depth and pupils' attainment is below the nationally expected level in these.

¹ The school's results are compared both to the national average (i.e. the average of the results of all schools in England, where pupils took National Curriculum assessment tests at the end of Key Stage 2) and to the average for similar schools (i.e. the average of the results for all schools whose pupils come from similar socio-economic backgrounds, determined by the eligibility of pupils within the school to receive free school meals).

The work of the 4+ unit is particularly good; the children make good progress and exceed the expected level for five-year-olds in all areas of learning. Overall, the pupils are making good progress and achieving well. By the time they leave the school, they have good literacy and numeracy skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to the school are very good. They are keen to learn, and participate well in lessons, often with great enthusiasm.
Behaviour, in and out of classrooms	Overall, the pupils' behaviour is good. They are courteous and polite. In most classes and around the school, their behaviour is very good. In some lessons which provide insufficient challenge, the pupils can become rather noisy and restless.
Personal development and relationships	The pupils' relationships with their peers and with adults are very good. They develop responsible attitudes from their earliest days in the school, and the way they carry out responsibilities and duties, particularly in Year 6, is helping them to develop into helpful and cooperative members of society.
Attendance	Levels of attendance are unsatisfactory. Although somewhat improved in the last school year, they have been consistently below the national average. Non-attendance has a negative impact on the standards achieved by individual pupils.

TEACHING AND LEARNING

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

A significant proportion of the teaching is very good. The teaching was satisfactory or better in 96 per cent of the lessons seen. It was very good or better in 43 per cent of lessons and good in a further 22 per cent. One lesson was unsatisfactory. The rest were satisfactory. The quality of teaching varies between year groups.

The teaching in the 4+ unit and in Year 6 is particularly good. In the 4+ unit, the teacher and assistant work very well together, providing a calm, purposeful and stimulating working environment for the children. Good attention is given to all aspects of learning, particularly the children's personal and social development. The very good quality of the teaching in Year 6 contributes significantly to the high standards achieved by pupils at the end of Key Stage 2. Lessons are well paced and challenging. The tasks given to pupils are very well matched to their needs, and particular attention is given to meeting the needs of both the most able and those with special educational needs.

In other classes, English and mathematics are generally well taught. The literacy hours observed at Key Stage 2 were all very good. In a few mathematics lessons, there is either insufficient challenge or not enough pace and, as a result, the pupils become noisy and restless. However, there is some very good, stimulating and challenging teaching of mathematics. Good attention is given throughout the school to teaching the skills of literacy and numeracy, although further attention needs to be given to improving the standard of pupils' writing. The teachers try hard to

incorporate the use of information and communication technology into their lessons, but do not give sufficient time to teaching essential skills in some aspects of the subject. The teachers are conscious of the needs of all pupils and provide carefully differentiated work to cater for the more able pupils as well as those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriately broad and balanced curriculum, although a larger than normal proportion of teaching time is devoted to religious education. Sufficient emphasis is given to the teaching of literacy and numeracy, but not enough attention to the acquisition of information technology skills. The curriculum is enriched by a good range of visits, and a variety of extra-curricular activities, most of which take place during the lunch-hour.
Provision for pupils with special educational needs	The needs of pupils with special educational needs are well met within the classroom. Teachers ensure that activities match the learning needs of pupils, who make good progress towards the targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision is very good, particularly for the pupils' social development. Staff are very good at encouraging pupils to take responsibility. There are regular and thoughtful opportunities for reflection. Staff provide good role models.
How well the school cares for its pupils	The school provides a happy, caring and supportive environment in which the pupils can feel safe and secure and concentrate on their learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership from the headteacher and his senior staff have led to many improvements since the last inspection. Standards have improved, as has the quality of teaching. Subject coordinators are now playing a more effective role in leading their subjects.
How well the governors fulfil their responsibilities	The governing body exercises its role very well. It fulfils all of its statutory responsibilities. Governors are very supportive and well informed. They have a good perception of all aspects of school life and are keen to play their part in moving the school forward.
The school's evaluation of its performance	The way in which the work of the school is monitored and evaluated has improved significantly. There are good examples of how this process has helped teachers and raised standards. In some areas, the school still does not look critically enough at its own performance, and evaluation does not always lead to specific action. Subject coordinators still need to play a greater part in monitoring standards and teaching within their subject areas.
The strategic use of	Staff and learning resources are used effectively. The school applies the principles of best value when undertaking major

resources	purchases and has efficient systems of financial control.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. They are making good progress and achieve high standards. • Behaviour in the school is very good, and their children are helped to become mature and responsible. • Most are satisfied with the amount of homework their children are given. • The teaching is good and the school has high expectations. • There is close liaison with parents, who are well informed about their children's progress and school activities. • The school is approachable. It deals with suggestions and problems positively. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities provided outside lessons. • A few parents question the value of the homework given.

Inspectors support the very positive views expressed by parents. No evidence was found to support the negative views of a small number of parents about extra-curricular activities. There was insufficient time during the inspection to evaluate the school's provision for homework fully. Where the impact of homework was evaluated, for example in Year 6, the work given was entirely appropriate and having a beneficial impact of pupils' learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve standards which are well above average in mathematics and science by the end of Key Stage 2

1. In the National Curriculum assessment tests in 1999, the results in mathematics and science were well above both the national average and the average for similar schools. In science, the results were amongst the highest five per cent in the country. Over the last three years, results in these two subjects have been consistently well above average. The science results have ranked amongst the top five per cent in each of these years and, in 1998, the mathematics results were as good. The results in both subjects improved dramatically immediately after the last inspection.
2. Children are given a very good foundation in the 4+ unit for their later mathematical learning. Every opportunity is taken during the course of the day to reinforce their understanding of mathematical concepts and the use of number. Numeracy skills are taught formally; the teacher's good management of the children and their high levels of concentration ensure that these sessions are spent profitably. Children exceed the Desirable Learning Outcomes² for mathematics by the age of five.
3. In the past, results at Key Stage 1 have been consistently above average and, at times, higher, thus providing a good foundation for the pupils' work in Key Stage 2. More recently, however, standards at Key Stage 1 have fallen, and the 1999 results were well below the national average. Evidence from the inspection suggests that this is not a typical outcome, and that the attainment of pupils currently in Key Stage 1 is better than this. The pupils, generally, have sound ability in mental mathematics and are keen to solve mathematical problems. However, not enough attention is given to the way pupils present their work on paper in these early stages of learning mathematics.
4. The high standards achieved in mathematics at the end of Key Stage 2 are due to some good and very good teaching during much of the key stage, and particularly in Year 6. The written work of pupils in Year 3 shows considerable improvement on their poor results of the previous year. In Year 4, the pupils demonstrate good mental facility with numbers, but the teacher's expectations of what the pupils should achieve in a given time are, currently, not high enough. In Year 5, the pupils have very good interest in their mathematical work; they participate in oral sessions with great enthusiasm and concentrate well on their written work. Well-planned lessons, carefully differentiated work and high expectations are all helping the pupils to make good progress. In Year 6, the lessons are well paced and purposeful and the pupils' very good level of concentration ensures that time in lessons is well spent. The teacher has a very good knowledge of the needs of each pupil and provides work which is very well matched to their needs.
5. The foundations for high standards in science are laid at a very early stage. In Year 1, for example, the pupils are starting to learn about science through observation and investigation. The pupils are taught how to record the results of their work in different ways. From carefully structured ways of recording their observations, the pupils learn how to write observations from their investigations in their own words or use different diagrammatical formats to classify objects.
6. In a practical lesson in Year 3, the teacher's very good subject knowledge, enthusiasm and interest were used to very good effect to help the pupils extend their knowledge of magnetism. The teacher quickly established what the pupils already knew, then built on this

² The nationally agreed goals for learning for children by the time they enter compulsory schooling at the age of five.

with some carefully structured and well-prepared investigations. Good questioning helped the pupils to discover that not all metals are magnetic and why, for example, a magnet will attract some one-penny coins and not others. The recording skills taught in earlier years are developed further, as the pupils set out their observations in their own way, whilst maintaining a common overall structure.

7. In Year 6, the pupils cover a very good breadth of work. They revise aspects, often in a practical way, which they had been taught in previous years. The mature approach of the pupils enables practical work to be carried out quickly and sensibly. Good participation in discussion and careful questioning from the teacher ensure that they draw appropriate conclusion from their work. An almost total absence of worksheets ensures that pupils record results from their investigations or knowledge gained during discussion in their own words, thus reinforcing and consolidating their understanding.

A significant proportion of the teaching is very good; it is particularly good in the 4+ unit and in Year 6

8. Of the 23 lessons observed during the inspection, 43 per cent were very good. All of the lessons in Years 3 and 6 and in the 4+ unit were very good, as were some individual lessons in Years 1 and 5. The teaching in the 4+ unit and in Year 6 is particularly good because of the consistently high standard achieved across all subjects.
9. Common characteristics were noted in all of the very good lessons. The teachers were very well prepared for the lessons they taught, and had paid particular attention to the different needs of the pupils in their planning. The tasks were challenging, thus helping the pupils to acquire new knowledge, understanding or skills. The lessons had good pace, which held the interest and attention of the pupils. Resources were well prepared, appropriate for their purpose and did not limit what the pupils could do. In all of the lessons, the pupils were well aware of the teachers' high expectations which had become well established over time. The pupils paid attention, listening well, but responding willingly when required. They got on with their individual tasks quickly and sensibly, and concentrated well. In each lesson, the teachers' skills and the positive attitudes of the pupils combined to produce a high quality of learning.
10. In a mathematics lesson in Year 6, the teacher had gone to great lengths to prepare questions which presented an appropriate level of challenge for each pair of pupils. She explained overall concepts very clearly and gave the pupils very helpful guidance as to how to solve mathematical problems expressed in words. The closing part of the lesson reinforced these ideas, and pupils were able to consider the usefulness of translating the problems into pictures or diagrams so that they could visualise how to solve them. The teacher had established an excellent working atmosphere in which pupils cooperated well with each other and paid attention when the teacher and other pupils were explaining their methods to the whole class. Well prepared resources, with clear examples written onto a flip chart, helped to develop the pupils' understanding of how to tackle these problems. Whilst pupils were working in pairs, the teacher gave good support to lower-attaining pupils who were having difficulties, and then, during the class session, ensured that the higher-attaining pupils had understood and coped with their tasks. The pupils were then given a good extension task to complete for homework.
11. In a mathematics lesson in the 4+ unit, the children were seated in a circle so that everybody could see each other. They were quiet, well-behaved and attentive, thus setting an appropriate tone for the mental activities to follow. Some whole-class number activities and a series of well-targeted questions helped to consolidate and extend the children's knowledge of numbers, whilst at the same time reinforcing important social concepts of taking turns, listening to others and behaving appropriately. The main teaching activity, to help children understand the concept of heavier and lighter, had been very well prepared. The teacher established what the children already knew, introduced the concept and

explained the task clearly, and then gave individual children the opportunity to find out for themselves by comparing the weights of attractively packaged parcels which had been wrapped by parents.

12. Much of the effectiveness of the teaching in the 4+ unit is due to the very good working partnership between the teacher and the nursery assistant. Their different skills complement each other well. Similar high standards of teaching were observed when the nursery assistant led a story session at the end of the day. Rhymes were well chosen to fit in with other activities that had taken place. A warm, calm rapport with the children, but firm application of the expected rules, ensured that all children concentrated on what was happening. Very good standards of behaviour permeate all of the activities within the unit, whether children are working on their own, in small groups or playing outside. The wide range of well-planned activities covers all areas of learning equally well.

The pupils have very positive attitudes to their work and relationships throughout the school are very good

13. The pupils are keen to learn, and participate well in lessons, often with great enthusiasm. Children in the 4+ unit pay close attention to the teacher and respond quickly and willingly to her questions. When involved in activities on their own or in small groups, they concentrate well and display obvious enjoyment when they have accomplished their task or when praised for their efforts.
14. In Key Stages 1 and 2, the pupils participate enthusiastically in most whole-class sessions. Pupils in Year 1, for example, were keen to answer questions in a science lesson and, in a Year 2 design and technology lesson, the pupils were eager to take turns. In a mental mathematics session in Year 5, all pupils showed great enthusiasm in trying to obtain the largest number possible from random throws of a dice, and were quick and sharp in responding to questions relating to the final number. Even in a lesson where the behaviour of some pupils was less than satisfactory, there was an underlying enthusiasm to answer questions and move on to more difficult tasks.
15. As part of its Catholic ethos, the school sees good relationships as of crucial importance, and it has been very successful in fulfilling this aspect of its mission. Relationships throughout the school are very good. Starting in the 4+ unit, the staff do much to help the children learn how to cooperate with each other. They set very high expectations for the children's behaviour, but within a warm, caring and friendly environment in which the children feel very secure. Throughout the school, the pupils relate well to each other. In a Year 1 lesson, for example, pupils showed compassion and concern for another pupil who had had an accident in the playground. Two pupils used their initiative to fetch cushions for her to lie on. In Year 3, the pupils shared resources amicably and helped each other during a science investigation. In Year 6, the pupils' collaborative efforts helped them to complete an investigation into solubility within the time allocated, and mature and sensible discussions between pairs of pupils in a mathematics lesson helped them to come to a better understanding of how to solve problems expressed in words.
16. The pupils speak warmly about their school. They enjoy coming to school. They feel their teachers are friendly and helpful. They feel safe because there is no bullying or unpleasant behaviour, and secure because they have the confidence that their teachers will resolve any problems if they do occur. One pupil summed up her thoughts very succinctly by saying, "This is a happy place."

The school is very good at helping pupils to become responsible and helpful members of society

17. The school encourages pupils to carry out simple duties and responsibilities from an early age. Children in the 4+ unit help to tidy away at the end of a session. At Key Stage 1, there

is a regular rota of duties which is changed frequently. The pupils are well aware of their duties, and carry them out quickly, unobtrusively and willingly. Because of the teachers' high expectations in this area, the pupils need no reminding or cajoling to carry out their tasks.

18. In Year 6, all of the pupils have clearly defined responsibilities, for example, to ring the school bell at the correct time. In addition, the school has an established system of prefects, who carry out various supervisory roles. Some prefects help children in the 4+ unit, for example, helping them to get ready for break. Some keep watch whilst the younger pupils move to their playground, which involves crossing a public right of way. Others help younger help in the school library. During wet break-times, prefects are assigned to each classroom and help to ensure orderly behaviour. All of these duties are carried out in a reliable and mature way, and with great willingness. The pupils not only learn to become responsible and helpful members of society but also, at both key stages, contribute significantly to the smooth running of the school.

WHAT COULD BE IMPROVED

The school's monitoring procedures are not fully effective in identifying or improving areas of relative weakness

19. The school has greatly improved its procedures for monitoring its work since the last inspection. The headteacher monitors teachers' planning on a weekly basis and undertakes some formal lesson observations in addition to his daily informal monitoring of what is happening within the school. Much time and thought has been invested in devising ways in which governors can become more involved and aware of what is happening within the school. Each governor now has a curriculum responsibility and spends time with the coordinator discussing the subject's development plan. A new group has been organised to look at target-setting in more depth. Subject coordinators are more involved in planning and developing their subject and for drawing up an annual action plan. The English and mathematics coordinators have observed literacy and numeracy lessons in all classes. The deputy headteacher monitors the work of teachers who are new to the school. All of these initiatives are helping to provide a much clearer picture of the work of the school and its strengths and weaknesses.
20. There is, however, room for the school to build upon the progress it has already made in monitoring what happens, to become more critical in its own evaluation and more decisive in the action it takes as a result. For example, the school's results in mathematics at the end of Key Stage 1 were well above the national average in 1998, but fell to well below the national average in 1999. The school is unable to account for this sudden decline. Although the school has looked at the results of the last two years, it has not conducted a detailed analysis in order to identify aspects which the pupils found difficult, or to detect any noticeable changes from one year to the next. The school has correctly identified that aspects of pupils' writing need to be improved, but the school development plan does not identify ways in which these weaknesses are to be tackled.
21. Coordinators now have a much clearer picture of what needs to be achieved with their subject, and are producing action plans to bring further improvements. However, few subject coordinators regularly scrutinise the planning of other teachers in order to ensure that the curriculum is being covered, and that what is planned is building appropriately on what pupils have already done. Similarly, there is no mechanism for all coordinators to regularly check samples of pupils' work in order to ascertain standards or to identify good practice or weaknesses which need to be rectified. In mathematics, for example, there is considerable variation in the way pupils present their written work. In some classes, good attention is paid to the way work is presented in a neat, orderly fashion, which leads to clarity of thought and accurate working. In others, the pupils' written work is little more than

a collection of poorly organised and scruffy worksheets, some of which have not been completed by the pupils or marked by the teacher.

The school does not cover all aspects of the information technology curriculum adequately

22. The school's provision for information technology has improved significantly since the last inspection. Much more work is undertaken using computers, and the teachers endeavour to make use of new technology to help pupils learn in other subjects. Examples were seen during the inspection of pupils using: mathematics programs to consolidate their knowledge of weights and measures; CD-ROMs to further their understanding of solutions in science; word-processing to help them write in English. Collections of pupils' work and displays within the classroom show that pupils have opportunities to use information technology to communicate information, for example, through designing simple posters or a programme for the school play. However, the work produced does not cover all aspects of the information technology curriculum adequately. There is very little work in the areas of control, monitoring and modelling, and the work in data-handling does not extend the pupils' capabilities to the expected level.
23. The school's resources have improved significantly, but the restriction of having only one or two machines available in each classroom at a time makes it difficult, particularly in Key Stage 2, to develop more complex aspects of the curriculum in depth. Indeed, a teacher commented on how much easier it was to teach effectively when the pupils had the opportunity to visit a museum which had the facility to enable all of the pupils to access a computer at the same time. Plans to provide a separate computer area have had to be temporarily shelved because of an increase in the number of classes at Key Stage 1. However, the school has not yet looked at other possibilities of using their equipment more efficiently.
24. Whilst all other subjects receive an appropriate time allocation, little time is devoted to the actual teaching of information technology skills. The school has recently introduced a published scheme of work, but this is not being followed consistently in all classes. The teachers' confidence in using information technology has improved since the last inspection, but teachers acknowledge that there are aspects of the subject in which their own knowledge is still insecure. The school can point to significant progress in its provision for information technology, and is aware of the need for further improvement. However, it has yet to consolidate this need into a concerted plan of action.

The level of attendance is below the national average

25. Whilst always being well above 90 per cent, the level of attendance since the last inspection has remained consistently below the national average. The attendance figures for the previous year showed an improvement over the previous two years.
26. The school has good procedures for recording and monitoring attendance which are well implemented. It is rigorous in applying criteria for unauthorised absence. The school has also made its expectations with regard to attendance very clear to parents through statements in the school prospectus. However, the measures taken so far have yet to bring the school's attendance level up to the national average for primary schools.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- θ The school should continue to improve its procedures for monitoring and evaluating the work of the school, and then take appropriate action to rectify identified weaknesses. In particular, the school should ensure that:
 - subject coordinators have regular opportunities to monitor standards of teaching within their subject, and to monitor the standard of pupils' work and teachers' planning;
 - more effective analysis is made of the school's National Curriculum assessment test results;
 - the results of the school's monitoring are used to evaluate more self-critically and to produce decisive plans of action to remedy any identified weaknesses.

- θ The school should raise standards of attainment in information technology by:
 - improving teachers' knowledge and understanding of the information technology curriculum;
 - ensuring that all aspects of the information technology curriculum are taught throughout the school.

- θ The school should work together with parents to improve the level of attendance.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

23

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

17

[In addition to this figure, there were many informal discussions with staff, other adults and pupils]

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	43	22	30	4	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	Y0 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	–	208
Number of full-time pupils eligible for free school meals	–	3

FTE means full-time equivalent.

Special educational needs	Nursery	Y0 – Y6
Number of pupils with statements of special educational needs	–	2
Number of pupils on the school's special educational needs register	–	35

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence	%
School data	5.7
National comparative data	5.4

Unauthorised absence	%
School data	0.9
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	9	14	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	13	13	12
	Total	21	21	20
Percentage of pupils at NC level 2 or above	School	91 (81)	91 (94)	87 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	7	8
	Girls	13	12	12
	Total	21	19	20
Percentage of pupils at NC level 2 or above	School	91 (89)	83 (93)	87 (85)
	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	16	19	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	17	18	19
	Total	32	33	34
Percentage of pupils at NC level 4 or above	School	91 (100)	94 (100)	97 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	18	18	19
	Total	33	33	34
Percentage of pupils at NC level 4 or above	School	94 (100)	94 (100)	97 (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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	178
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: Y0 – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	22.7
Average class size	25.5

Education support staff: Y0 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	75

Qualified teachers and support staff: nursery

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

Total number of education support staff	–
Total aggregate hours worked per week	–

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

Financial information

Financial year	1998/99
	£
Total income	316,802
Total expenditure	319,625
Expenditure per pupil	1,501
Balance brought forward from previous year	14,119
Balance carried forward to next year	11,296

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	72
Percentage of questionnaires returned	35

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58.3	38.9	1.4	0.0	1.4
My child is making good progress in school.	66.2	28.2	2.8	2.8	0.0
Behaviour in the school is good.	55.6	43.1	1.4	0.0	0.0
My child gets the right amount of work to do at home.	48.6	44.4	6.9	0.0	0.0
The teaching is good.	64.8	31.0	1.4	0.0	2.8
I am kept well informed about how my child is getting on.	37.5	54.2	6.9	0.0	1.4
I would feel comfortable about approaching the school with questions or a problem.	54.2	36.1	9.7	0.0	0.0
The school expects my child to work hard and achieve his or her best.	66.7	33.3	0.0	0.0	0.0
The school works closely with parents.	30.6	61.1	6.9	0.0	1.4
The school is well led and managed.	40.3	50.0	5.6	1.4	2.8
The school is helping my child become mature and responsible.	57.1	40.0	2.9	0.0	0.0
The school provides an interesting range of activities outside lessons.	29.2	48.6	15.3	0.0	6.9