

INSPECTION REPORT

THE ORATORY ROMAN CATHOLIC PRIMARY SCHOOL

Ladywood, Birmingham

LEA area: Birmingham

Unique reference number: 103427

Headteacher: Mr J. A. Kenny

Reporting inspector: Mrs Vera Grigg
12331

Dates of inspection: 27th-29th June 2000

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- Pupils make excellent progress to reach high standards in English, mathematics and science at the ages of seven and eleven.
- The school has a very positive ethos for learning. Relationships are very good between pupils and all adults. Pupils' behaviour and attitudes to learning are overall good or very good. These factors have contributed to creating an orderly and caring community.
- Teaching is consistently good, with a high proportion of very good teaching in the nursery, and a high proportion of very good and excellent teaching at Key Stage 2.
- Provision for pupils' spiritual, moral, social and cultural development is very good, with excellent spiritual development, which underpins all aspects of school life.
- The provision for pupils with special educational needs is very good. Pupils' individual needs are met and they make very good progress.
- Provision in the nursery is very good. Children settle very quickly and make good progress.
- There is excellent leadership from the headteacher, with the full support of the deputy headteacher and governors, which has resulted in the significant improvement in standards.

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- A consistent approach to homework to ensure progression in the quantity and challenge set.
- The provision for the multi-cultural development of pupils to ensure a whole school focus.
- Gifted and talented pupils to be identified early in order that their particular needs are met.
- Children who are not yet five to have access to suitable outdoor play equipment.

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INFORMATION ABOUT THE SCHOOL

The Oratory Roman Catholic Primary and Nursery School is a one-form entry school situated in the inner city area of Ladywood. It is in an area of socio-economic deprivation with a wide cultural mix, which is not represented in the school. Pupils travel to the school from more than one area. The school is attractive,

and was built in 1974 on a large site, which is well used and is referred to by the pupils as 'the park'. Currently there are 197 pupils on roll and 26 children are in the nursery, part-time or full-time. The majority of pupils are of European origin, with five of Afro-Caribbean origin and two from the Indian sub-continent. Five pupils have English as an additional language. The number of pupils on the register of special educational needs (29.9 per cent) and the number of pupils with statements (3.5 per cent) is above the national average. The percentage of pupils eligible for free school meals (44.6 per cent) is also significantly above the national average.

Children are admitted to the nursery after their third birthday, either part-time or full-time on the basis of need and proximity to the school. The school currently admits 10 per cent non-Catholics and is over subscribed in this category. Children join the reception class in their fourth year. The attainment of pupils when they enter the nursery and join the reception class is below the average for Birmingham.

HOW GOOD THE SCHOOL IS

The Oratory School is a very good school with many very good features. The secure Catholic ethos underpins all the work of the school, and its commitment to build a 'community of faith' is well met. It is friendly and welcoming, and children and pupils feel secure and know that they are valued as individuals. From a low standard of attainment on entry to the nursery, they make very good progress to reach very high standards by the age of eleven. Pupils with special educational needs have their diverse specific needs well met, and they make very good progress. All staff work together to raise the attainment of pupils to the highest level, and inspire them to learn. The quality of teaching is consistently good or better. The headteacher, the deputy headteacher and the governors work in partnership to achieve common goals.

What the school does well

- Pupils make excellent progress to reach high standards in English, mathematics and science at the ages of seven and eleven.
- The school has a very positive ethos for learning. Relationships are very good between pupils and all adults. Pupils' behaviour and attitudes to learning are consistently good or very good. These factors have contributed to creating an orderly and caring community.
- Teaching is consistently good, with a high proportion of very good teaching in the nursery and a high proportion of very good and excellent teaching at Key Stage 2.
- Provision for pupils' spiritual, moral, social and cultural development is very good, with excellent spiritual development, which underpins all aspects of school life.
- The provision for pupils with special educational needs is very good. Pupils' individual needs are met and they make very good progress.
- Provision in the nursery is very good. Children settle very quickly and make good progress.
- There is excellent leadership from the headteacher, with the full support of the deputy headteacher and governors, which has resulted in the significant improvement in standards.

What could be improved

- A consistent approach to homework, to ensure progression in the quantity and challenge set.
- The provision for the multi-cultural development of pupils to ensure a whole school focus.
- Gifted and talented pupils to be identified early in order that their particular needs are met.
- Children who are not yet five to have access to suitable outdoor play equipment.

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 previously inspected in October 1996, when it was judged to provide satisfactory value for money. It is now providing good value for money. Standards attained by pupils have improved substantially over the last three years in the core subjects of English, mathematics and science, and the results are now very high in comparison with those in similar schools. Strengths identified in that inspection, such as the positive ethos, good relationships, the quality of teaching, pupils' social and moral development, provision for pupils with special educational needs and the support of the governors, have all been maintained. The key issues for action have all been met, with the exception of improving pupils' cultural understanding of the wider community, although pupils learn about other cultures in the taught curriculum. The quality of teaching has improved further throughout the school. Schemes of work are now in place, curriculum co-ordinators are now more involved in monitoring their subjects, and there is very good independent learning in the nursery. The quality of teaching in the nursery has improved from satisfactory to very good, and in the school the proportion of good and better lessons has risen. Attendance now meets statutory requirements.

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

Key	
significantly above average	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The school has made a dramatic improvement in standards to a level that is at least in line with national averages in national tests, and above that in mathematics and science. Last year, the school's results were very high compared with those in similar schools. During the inspection, it was judged that pupils' work in English, mathematics and science is well above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to come in to school, and are desperately keen to learn and to do well. They are proud of their school.
Behaviour, in and out of classrooms	Very good, both in and out of the classroom. When on visits, pupils' behaviour is exemplary, and they have a high degree of self-discipline.
Personal development and relationships	There are very good relationships throughout the school between all pupils and adults. The school promotes very good personal development. The Catholic ethos fosters a caring attitude and a respect for others.
Attendance	In line with other primary schools. The very good procedures in place have led to a marked improvement.

Pupils' positive attitudes and considerate behaviour have a marked impact on the quality of their learning. They enjoy one another's company, delight in celebrating the success of others, and are very supportive of those needing help. There is no oppressive behaviour. Pupils undertake responsibilities seriously and initiate activities, such as filling shoeboxes for Bosnia. They behave very well, not only in the classroom but also in the playground and on visits. This was seen when pupils left the school to go swimming.

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	Very good

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

During the inspection, 22 lessons were observed and no unsatisfactory teaching was seen. Almost every lesson was at least good, and over one third were very good or excellent. There is very high quality teaching throughout the school. Teachers have very high expectations, and these extend to pupils with special educational needs. With the very good relationships maintained throughout the school, pupils strive to reach the high levels set. Teaching is often stimulating, with dramatic input which involves pupils. Activities relate to pupils' experiences, which maintains their interest and involvement. Literacy and numeracy skills are effectively taught.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good in all areas of learning for the under-fives. Very good for pupils aged from five to eleven. The school has rightly given literacy and numeracy a high priority, and all foundation subjects are covered. A wide variety of visits and a good range of extra-curricular activities considerably enrich the curriculum.
Provision for pupils with special educational needs	Very good. The school identifies pupils' special educational needs early. Their individual education plans clearly establish what they should learn and how this is best achieved. Very good support is given to pupils in classes and when they are withdrawn for extra help.
Provision for pupils with English as an additional language	Very good. With the support of the local authority, pupils with particular needs are identified early. The majority of these pupils make very good progress and their standards in English are as high as, or higher than, those of other pupils.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good overall. The spiritual development of pupils is outstanding, and this area of provision pervades all areas of school life. Staff are very good role models. Pupils have a clear understanding of right and wrong. Everyone's talents and contributions are valued, and pupils take their responsibilities seriously. Their understanding and awareness of cultures other than their own are underdeveloped outside the taught curriculum.
How well the school cares for its pupils	The procedures for child protection are very good. The school provides a very secure and caring environment, where all pupils' needs are given a high priority by all staff. Good systems have recently been put in place for monitoring pupils' academic and personal achievements. These have not been in place long enough to provide a complete picture of the pupils, but will be of great value to the school.

The nursery provides the full experiences for all areas of learning for the under-fives. There is a carefully planned transition to the National Curriculum in the reception class. All areas of the school's curriculum meet statutory requirements. The school provides a wide variety of interesting experiences, many involving visits, including a residential visit.

The school works very well with parents and the community. Presentations to parents are very well attended. The school has been fully involved in the successful 'Sure Start' programme for parents with young children and parents state how valuable it has been.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well managed. Clear, effective leadership by the headteacher has moved the school on to a collegiate style of management, which has empowered staff to share areas of responsibility. This has contributed to the significant improvement in standards.
How well the governors fulfil their responsibilities	A very supportive governing body works very closely with the headteacher and staff. Monitoring and evaluation are developing, and the governing body is pro-active towards changes in the curriculum. The Oratory Fathers, who maintain a school chaplain, are fully involved in the everyday life of the school.
The school's evaluation of its performance	Good. The recently developed very good procedures for assessment, with evaluation of the Standard Attainment Tests, have led to targeting areas for improvement.
The strategic use of resources	An effective development plan clearly identifies annual priorities, which are linked to financial planning. Long term strategic planning enables resources to be focused on school improvement. The clear identification of need has resulted in a major grant by the Oratory Fathers to build and equip a computer suite. Best value principles are applied, and the school gives good value for money.

There is a strongly shared commitment to improve and a belief that the pupils have a very high capacity to succeed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Sixty-five questionnaires were returned. This was 33 per cent of those sent out. Seventeen parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high standards achieved • The school promotes very good values and attitudes • Behaviour is good • They feel comfortable approaching the school with questions or problems • They are well informed about the school and their children • Teachers know their children • Children with special educational needs are quickly identified 	<ul style="list-style-type: none"> • Progression in the quantity and challenge of homework • A greater level of challenge in Years 3 and 4 • A greater range of activities outside lessons • Bullying in the playground

The inspectors agree with all the positive points made by parents and their view of the homework set. They disagree about the level of challenge in Years 3 and 4, where there was a very high level of challenge in lessons seen and in exercise books. They also disagree about the range of activities outside lessons, which are considerable and are not confined to sporting activities. They also disagree with the concern about bullying; behaviour at all times was very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make excellent progress to reach high standards in English, mathematics and science at the ages of seven and eleven.

1. When children enter the nursery, their level of attainment is below expected levels. Attainment by the age of five for most children is above the expected levels in literacy and numeracy. They settle quickly into the school routine and make good progress, particularly in English and mathematics. They develop a good knowledge of letter sounds, and know that capital letters and full stops are important to mark sentences. They listen well and this showed when they made references to a previously read story. Progress in mathematics is good, with pupils quickly learning numbers sequences and the principle of adding on. Children have a sound knowledge of the world about them, and make a clear distinction between the past and the present.
2. In Key Stage 1, pupils make good progress to reach levels in reading that are above the national average. In 1999, writing levels were close to the national average. Results in the 2000 Standard Attainment Tests show that writing has improved. This is due to a greater emphasis given to writing in Year 2. Pupils recognise similarities between books and clearly express their preferences. For example, a pupil preferred a book that was funny and which used interesting phrases such as 'a close shave'. They clearly explained synonyms and added their own, such as using 'joyful' for 'happy'. Few pupils join letters when writing. In mathematics, pupils reach high levels of attainment. They have a good knowledge of number, know the fractions of different shapes, add three single digits accurately, and use money well. They measure and estimate length in centimetres and understand the concept of symmetry. They also construct and interpret block graphs. This is to a level above that expected in Year 2. Pupils make good progress in science. They sort living and non-living things and use sensible classification. Through investigation they know the different properties of materials, those that melt, squash or tear, and the changes that can occur. They compare sounds made in a variety of ways, and explain how day and night occur. This is also to a level that is above that expected in Year 2.
3. In Key Stage 2, pupils develop their writing skills well by the age of 11, to a level that is above that gained in 1999. Pupils write for a variety of purposes, including book reviews, letters and preparing notes for talks. For example, a Year 5 pupil prepared a talk on black holes, explaining that they were collapsed stars. Pupils' poetry and stories are imaginative and thoughtful. A pupil wrote about a child who lost her parents in 'After the Storm', which showed a high degree of empathy. Throughout Key Stage 2, pupils are given tasks that result in high levels of attainment. For example, pupils are expected to use complex sentences, and understand and use subordinate clauses. This results in high levels of achievement at the end of Key Stage 2. Pupils in Year 6 achieve a high level of deduction when comparing texts. For example, a pupil observed that the Queen in Narnia could not be human because the book said that 'she was taller than any woman'. Handwriting is not generally joined and fluent until Year 6. This has been addressed by the school. Pupils make good progress in mathematics throughout Key Stage 2. They reach levels of attainment that are above the national average. A high attainer in Year 6 has been entered privately for the GCSE examination in mathematics. In Year 4, pupils identify equivalent fractions, measure angles accurately, and construct and interpret graphs. In Year 6, pupils tackle problems that they devise and GCSE questions. They accurately calculate percentages of quantities and apply the four mathematical operations to real life situations. They reach high levels in science. They separate different mixtures and explain how forces act on an object even when it is stationary. They know that force is measured in Newtons, and explain how the

movement of the earth affects the seasons and the length of a day. Pupils have a good understanding of living things and describe the main functions of plants to a high level. Throughout the school, pupils with special educational needs make good progress and achieve well.

The school has a very positive ethos for learning. Relationships are very good between pupils and all adults. Pupils' behaviour and attitudes to learning are consistently good or better. These factors have contributed to creating an orderly and caring community.

4. The school's positive ethos for learning pervades all areas of the school. Books are displayed everywhere, not only in the attractive library areas. This invites curiosity and leads to a love of learning. Stimulating displays, for example of musical instruments, invite exploration. Pupils' work is given a high status. For example, wheeled toys made by pupils are displayed at a height where other pupils can see the standards that are achieved. Relationships are very good between all adults and pupils. Pupils are known and treated as individuals, and the good relationships encourage them to achieve at a consistently high level. For example, pupils were ready to explain what they had found difficult in a handwriting lesson. This common exploration of problems leads to higher attainment. Pupils' behaviour in and out of the classroom is good or very good at all times. Pupils are aware of the school's expectations of good behaviour, and in the classroom it is often very good and sometimes excellent. This contributes to learning that takes place as there are few disruptions. Pupils play well together in the playground. They show a high degree of self-discipline. For example, when walking to church they had to cross roads and walk through busy streets. Their behaviour was exemplary. The few exclusions that have been necessary confirm the school's commitment to the high standard of behaviour expected from all pupils. They are polite to all adults and to each other.

Teaching is consistently good, with a high proportion of very good teaching in the nursery, and very good and excellent teaching at Key Stage 2.

5. Teachers have a high level of knowledge and understanding that extends pupils in their learning. For example, pupils are taught the complexities of language and mathematical skills that enable them to reach Level 6 at the end of Key Stage 2. Basic skills are well taught. Enthusiasm for the subject transfers to the pupils. This was seen in a lesson on the Tudors, when pupils became totally involved in devising banquets. Resources are good and very well used. For example, a science lesson on living things was enlivened by the introduction of a pet snake. The possible concern of pupils was anticipated and there were sufficient adults to talk to those pupils. Questioning is good to determine knowledge and the level of understanding. The level of challenge throughout the school is consistently high. This enables pupils to attain high levels. For example, pupils in Year 3 recognised similarities and differences between historical periods, and compared features of different localities. This is to a level expected in Year 4. Teachers manage pupils well, enabling them to focus on their learning. For example, pupils are grouped taking into account relationships and behaviour, as well as attainment. The very good procedures for assessment, recently introduced, have contributed to the high standards achieved. Groups of high attainers have been targeted in Year 6 and this has made a significant contribution to their progress and high levels of attainment. Tasks are differentiated according to pupils' levels of attainment, for example in mathematics, which contributes positively to the progress that pupils make. Tasks are given that inspire pupils. For example, each Year 5 pupil is creating a panel to form part of a millennium wall hanging. This has engendered tremendous enthusiasm. Plenary sessions are well used. This was seen when Year 3 pupils gave their definitions of weather and climate, which consolidated their understanding of these difficult concepts. Homework is used effectively as an essential part of the learning process. However, there is inequality in Years 3, 4 and 5 in the amount and challenge set. The excellent records for Year 6 show

which pupils find difficulty in completing the work, and which questions were generally found difficult. This enables pupils to be targeted and the level of challenge to be monitored. Throughout the school, marking is used effectively to raise pupils' levels of attainment. Teachers' comments encourage confidence and clear targets are stated for individual pupils in order that they can improve. Teachers work effectively with support staff. Planning is shared and teachers are fully informed of the progress made and the difficulties encountered. Lessons are conducted at a brisk pace so that much is achieved by pupils.

Provision for pupils' spiritual, moral, social and cultural development is very good, with excellent spiritual development, which underpins all aspects of school life

6. The spiritual development of pupils is excellent. It pervades all areas of learning and pupils are given many opportunities for reflection. In the nursery, prayers to be said are first discussed in order that children concentrate on the meaning. Throughout the school there are excellent opportunities for pupils to develop knowledge of, and insight into, Catholic beliefs and values and also to reflect on their own experiences. These experiences are through assemblies, religious education lessons and the in-depth preparation for the sacrament of Holy Communion and Confirmation. This was seen when pupils in assembly were invited to pray silently to thank Jesus for good things. The display of the Rosary also invites quiet, individual prayer. The thoughtful atmosphere in the Oratory church contributed positively to this aspect of pupils' development, and the school chaplain set the prayerful atmosphere when greeting pupils at the door. Pupils are encouraged to appreciate beauty through music and the observation of the natural world, for example when observing the growth of life in the school pond.
7. Pupils' moral development is very good, based on a clear code of conduct and a consistent approach by staff. Pupils make their own class rules, which are clearly displayed and to which teachers refer. Pupils know the difference between right and wrong. Their social development is very good. Pupils are given responsibilities, which increase as they move through the school. For example, they ring the school bell and run the tuck shop. Pupils also initiate and take responsibilities for activities, such as responding to the Blue Peter appeals. The many visits contribute to pupils' social development by establishing good behaviour patterns in an adult environment. The residential visit also makes a positive contribution, as pupils live, work and play together.
8. Pupils gain an understanding and appreciation of other cultures through, for example, visits relating to history and art. They learn about people and other cultures in music and geography, and there are relevant books in the library. However, pupils have only limited opportunities to learn about the wider multi-ethnic society in which they live. There is an absence of a whole school focus on this area of pupils' development.

The provision for pupils with special educational needs is very good. Their individual needs are met and these pupils make very good progress

9. The experienced and committed co-ordinator for special educational needs (SENCO) is part-time, but is flexible and always attends meetings, which ensures that she is fully involved in all school matters. Other staff are well qualified, and the organisation of their time ensures that pupils' changing needs are always met and that pupils make good progress towards their targets. The school has a policy of integration wherever possible. When pupils are withdrawn from lessons, they follow the same topic as the class so that they receive the full National Curriculum. The individual educational plans (IEPs) are detailed with clear attainable targets set, and reviews undertaken report on progress made. The majority of pupils make good progress on meeting their targets. Reviews are used as a basis for moving pupils up the stages of the Code of Practice¹ in

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

order to receive additional support, or down the register. The assistants work closely with the SENCO and the class teacher, who writes the IEPs. Parents are involved at all stages, reviews are held at a mutually agreed time and the SENCO is always available at parents' meetings. The governor for special educational needs is fully aware of this area of provision and reports regularly to the governing body. Pupils with special educational needs are happily integrated into the school, their successes are celebrated and they make very good progress.

Provision in the nursery is very good. Children settle very quickly and make good progress.

10. The environment within the nursery is lively and stimulating, and there is excellent provision for outside play. Similar facilities for outdoor play are not available for children in reception, which hinders the further development of the relevant physical skills. Through home visits, very good links are made with parents before children start. The nursery also has very good links with other agencies, which the Sure Start programme has strengthened. The first baseline assessment at the end of the first term shows that children enter the nursery with levels of attainment that are below those expected. They make good progress, particularly in literacy and numeracy. By the time that they leave the nursery, children count to five and are at an emergent writing stage. Planning is very good. It covers all areas of learning, relates to the children's level of understanding and also to how they learn. The nursery is well planned to allow children to settle to activities or to move freely around the room. All activities contribute to pupils' learning. For example, when they go into the moon travel area, they write postcards home. This encourages emergent writing and children explain clearly what they have written. One child explained that the postcard said that he liked it on the moon and that he would be home soon. The assistants are very well used. They encourage children to talk about what they are doing, to observe and to comment. For example, when children were engrossed in filling containers with water, the concepts of 'full' and 'empty' were explored. The computer is always available, and children happily help each other to use the mouse. Good hygiene practices are emphasised, such as the importance of washing hands after handling animal feed. Good manners and respect for others are expected, and gentle reminders are given about the use of 'Please' and 'Thank you'. Children with special educational needs are quickly identified and their needs met. The nursery has an excellent toy library which children and parents appreciate. One parent stated that it teaches children to care for toys as they know that they have to be returned. Toys borrowed also extend children's learning in specific areas.

There is excellent leadership from the headteacher, with the full support of the deputy headteacher and governors, which has resulted in the considerable improvement in standards.

11. The headteacher was appointed in September 1998 and immediately and successfully tackled the outstanding issues from the last OFSTED report. He has a thorough knowledge of the strengths and weaknesses within the school. He has evolved a collegiate style of management, empowering the deputy headteacher and all staff to share responsibilities. This has resulted in the very good procedures for assessment that are now in place and the widened role of the co-ordinators. The headteacher has ensured that the deputy headteacher now has clear areas of responsibility, and all staff have been involved in formulating the school development plan. The progress in staff involvement has been due to his drive and enthusiasm. The school has a culture of all being involved in striving for excellence. This has contributed positively to the significant improvement in standards. Staff are confident in effecting changes. For example, the Year 2 teacher changed one literacy lesson each week to a writing focus in order to raise standards. This has been effective. The induction of new staff is excellent and students are also well supported. The performance management procedures to be introduced in

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

September closely match those put in place by the headteacher, and discussions following lessons observed have proved valuable. The school has strong links with parents, who all have positive views of the school and the approachability of the headteacher and his deputy. All agree that any problems or concerns are dealt with immediately and sympathetically. The chairman of the governing body has been a governor for 28 years. He is closely involved in all school activities and is supportive of the school. Financial planning is very good, with a long-term forecast that acknowledges financial implications.

WHAT COULD BE IMPROVED

A consistent approach to homework, to ensure progression in the quantity and challenge set.

12. The homework policy does not clarify the amount of homework to be set for Years 3, 4 and 5. This has led to inequality between the years in the amount of homework, the number of times it is set and the level of challenge. Further clarification for these years is needed to ensure progress in the quantity and challenge set.
(paragraph 5)

The provision for the multi-cultural development of pupils to ensure a whole school focus.

13. The school has not developed an overview of the place of multi-cultural education within the whole school. Pupils are aware of other communities and cultures through music, geography and literature. They are not prepared for life in the wider community outside the school. A policy for multi-cultural development provides a structure for a whole school focus on this important area of pupils' development.
(paragraph 8)

Gifted and talented pupils to be identified early in order that their particular needs are met.

14. The school has not developed a policy for gifted or talented pupils. Such a policy could state the means of identifying such pupils, and how their particular needs would be met. Within the school, much has been achieved in Year 6 with small groups and this good practice could be extended to all years.
(paragraph 5)

Children who are not yet five to have access to suitable outdoor equipment.

15. All children who are below the age of five should have access to climbing and balancing equipment and to wheeled toys in order to aid their physical development. Children observed in the nursery, who would soon be going into reception, had not fully mastered these skills. The lack of opportunity in the reception does not allow for children's development in this important area of their physical development.
(paragraph 10)

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER ?

16. This section of the report sets out the key issues for the school to address in order to improve further. The key issues are derived from the section "What could be improved".
- 1. Clarify the homework policy for Years 3,4 and 5 to ensure a clear progression in amount, number of times set and challenge.**
 - 2. Establish a policy that gives a whole school focus on multi-cultural education in order to prepare pupils for life in the wider community outside the school.**
 - 3. Establish a policy that recognises and meets the needs of gifted and talented pupils by:**
 - a) ensuring that assessment is used in all subjects to identify these pupils;
 - b) ensuring that all subjects allow pupils to attain high levels;
 - c) ensuring that pupils' specific needs are met.
 - 4. Provide children in reception access to outdoor equipment of similar quality to that found in the nursery.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5	32	45	18	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	197
Number of full-time pupils eligible for free school meals	-	88

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register		59

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	6.75
National comparative data	5.4

Unauthorised absence

	%
School data	1.2
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	13	13	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	11	11	11
	Girls	12	12	13
	Total	23	23	24
Percentage of pupils at NC Level 2 or above	School	88	88	92
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	11	11	13
	Girls	13	13	13
	Total	24	24	26
Percentage of pupils at NC Level 2 or above	School	92	92	100
	National	82	86	87

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	22	6	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	18	21
	Girls	5	5	6
	Total	23	23	27
Percentage of pupils at NC Level 4 or above	School	82	82	96
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	11	13
	Girls	13	13	13
	Total	24	24	26
Percentage of pupils at NC Level 4 or above	School	82	86	96
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	93
Any other minority ethnic group	19

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	2	0
Other minority ethnic groups	2	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)	10.8
Number of pupils per qualified teacher	20
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	73

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13

Total number of education support staff	1
Total aggregate hours worked per week	21

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	538,390.00
Total expenditure	514,322.98
Expenditure per pupil	2,316.77
Balance brought forward from previous year	57,849
Balance carried forward to next year	24,067.02

Results of the survey of parents and carers

Questionnaire return rate 29%

Number of questionnaires sent out	223
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	25	5	2	3
My child is making good progress in school.	67	31	2	0	0
Behaviour in the school is good.	68	20	2	0	10
My child gets the right amount of work to do at home.	43	35	18	4	0
The teaching is good.	71	22	3	0	4
I am kept well informed about how my child is getting on.	56	27	14	0	3
I would feel comfortable about approaching the school with questions or a problem.	72	22	4	2	0
The school expects my child to work hard and achieve his or her best.	73	25	0	0	2
The school works closely with parents.	50	40	5	2	3
The school is well led and managed.	67	23	2	2	6
The school is helping my child become mature and responsible.	75	21	0	0	4
The school provides an interesting range of activities outside lessons.	34	25	30	7	4

Other issues raised by parents: some poor behaviour in the playground.