

INSPECTION REPORT

**ST JOSEPH THE WORKER ROMAN
CATHOLIC PRIMARY SCHOOL**

Hutton, Brentwood

LEA area: Essex

Unique reference number: 115183

Headteacher: Bernadette Rossiter

Reporting inspector: David Westall
2414

Dates of inspection: 3rd - 4th July 2000

Inspection number: 191049

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Highview Crescent Hutton Brentwood Essex
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Telephone number:	01227 227282
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T Griffiths
Date of previous inspection:	3 rd June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 205 pupils on roll, aged from 4 to 11 years. The percentage of pupils known to be eligible for free school meals is below the national average; and no pupils speak English as an additional language. The percentage of pupils on the school's register of special educational needs is broadly in line with the national average, and two pupils have statements of special educational needs. On entry to the school, there is considerable variation in children's attainment but, overall, it is above average.

HOW GOOD THE SCHOOL IS

This is a good school. It is forward-looking and is well led by the headteacher. The attitudes and behaviour of the pupils are a credit to the school, and it provides well for both their academic and personal development. Across the school, the teaching is good and enables pupils to achieve high standards in English and mathematics. The parents recognise the strengths of the school and support it well. Overall, the school provides good value for money.

What the school does well

- Pupils achieve good standards in English and mathematics, as a result of effective teaching.
- The headteacher demonstrates good leadership and management skills, and the governors are well informed and support the school well.
- Pupils' attitudes to learning and behaviour are very good.
- The school provides well for pupils with special educational needs.
- Very good provision is made for pupils' spiritual, moral and social development.
- The school is a caring community, and pupils' welfare is a high priority.
- Strong links are established with parents, and they have a high regard for the school.

What could be improved

- Subject co-ordinators, other than those for English and Mathematics, need to be more rigorous in their analysis of the strengths and weaknesses in their subjects, in order to address areas for improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made mainly good progress since the last OFSTED inspection, in 1996. In the current inspection, the quality of teaching was mainly good, and was never less than satisfactory, while 11% of all lessons demonstrated unsatisfactory teaching in 1996. The school has successfully addressed the weaknesses in provision for information technology and in design and technology that were identified in the last inspection. As a consequence, pupils now cover the required elements of both subjects, and statutory requirements are met. The last inspection found that assessment procedures, including marking, required improvement; and that teachers needed to make more effective use of assessment information to inform their planning. The school has responded well to these issues, and assessment procedures are now particularly effective in English and mathematics and are otherwise sound. The quality of marking is often good and provides pupils with valuable feedback to guide their future work. In English and mathematics, evidence clearly shows that assessments are now used well to inform teachers' planning.

Improvements have also been made in the overall quality of individual education plans for pupils with special educational needs. In 1996, the school development plan needed to include longer term financial planning and more detailed action plans. The current plan appropriately extends until 2002, includes careful financial planning and provides pertinent action plans to show how individual targets will be met. The school has also improved its learning resources since the last inspection. Resources for English, mathematics and science are satisfactory overall, and resources for information technology have been considerably enhanced. However, the library for 7-11 year olds would benefit from more books, and some of those currently in use are in rather worn condition. Effective action has been taken to improve school security since the last inspection. The monitoring roles of subject co-ordinators needed to be improved when the school was last inspected. This is no longer the case in English and mathematics, but there is still scope for improvement in this aspect of the work of other subject co-ordinators.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A*	A	C	D	in the highest 5% nationally A*
mathematics	A*	A	B	A	well above average A
science	A	B	A	A	above average B
					average C
					below average D
					well below average E

The table shows that the school's 1999 test results in Year 6 were in line with the national average in English, but were below the results achieved by similar schools. These results represent a fall in standards when they are compared with the school's earlier achievements in English. The school attributes the fall to the particular nature of the Year 6 cohort in 1999, which comprised only 14 pupils and included few who were 'more able' learners in English. Inspection findings support the school's view that the 1999 results in English were a temporary dip, since current standards are generally high in the subject across the school, including in Year 6. Most pupils have good speaking and listening skills, and read and write well. In all classes, most pupils, including those with special educational needs, are making good progress in the subject. The progress of more able pupils is a little less marked, but is mainly sound and is otherwise good.

The results of the 1999 statutory tests in mathematics in Year 6 were above the national average and were well above the results achieved by similar schools. Inspection findings show that effective teaching enables all pupils to make good progress in the subject, across the school. As a consequence, their standards are mainly above average, including in Year 6. Insufficient time was available to judge pupils' standards in other subjects. However, in the single science lesson observed, in Year 3, pupils' standards were above average.

The results of the school's statutory tests in 2000 were confirmed during the inspection, but no national averages were available to compare with these results. However, they are a very significant improvement on the school's 1999 results in English, and are also higher than the 1999 results in mathematics. The school has exceeded the targets it set for English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are keen to learn.
Behaviour, in and out of classrooms	Behaviour is very good, throughout the school day.
Personal development and relationships	Pupils form constructive relationships with teachers and with each other. They work together amicably on shared tasks, and respect each other's opinions. Pupils are aware of the needs of others and this is reflected in their caring behaviour.
Attendance	The attendance rate is broadly in line with the national average, and is satisfactory.

TEACHING AND LEARNING

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

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

Pupils benefit from effective teaching, across the school. The quality of teaching was satisfactory or better in all lessons observed. In 27% of all lessons the teaching was very good, in 60% the teaching was good and in 13% the teaching was satisfactory.

The national literacy strategy is taught well. Teachers make good use of a wide range of opportunities for pupils to develop their speaking and listening skills. Reading is taught effectively, and pupils are successfully encouraged to develop an enthusiasm for books. Writing skills are generally promoted well, and teachers ensure that these are used and developed in work across the curriculum. Occasionally, the progress made by more able pupils, though sound, is not as rapid as others in the class. This results from limitations in the level of challenge in their work. Overall, the teaching enables pupils to make mainly good, and otherwise sound, progress in English.

The quality of teaching is also good in mathematics, and teachers are making effective use of the national numeracy strategy. They make the learning objectives clear to the pupils at the beginning of lessons, and make good use of plenary sessions to help pupils to evaluate whether the objectives have been met. Lessons begin at a brisk pace, with well-focused mental and oral activities which engage pupils' interest. The main activity in mathematics lessons is very well organised and successfully meets the needs of all pupils. Appropriate technical vocabulary is taught, and pupils are given ample opportunities to explain their calculation methods and solutions to problems.

In English and mathematics, teachers have good subject knowledge. Their planning is particularly thorough and effective, and enables pupils to make systematic progress in their learning. Assessment techniques are used well to match tasks to the learning requirements of all pupils, including those with special educational needs. Skilful use is made of questioning to probe pupils' understanding, and teachers' instructions and explanations are clear. The relationships between teachers and pupils are consistently good, and the teaching motivates the pupils well. As a consequence, pupils demonstrate positive attitudes to learning, listen attentively to their teachers and concentrate on their tasks.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad range of learning experiences for all pupils, including those who are under five years old. The curriculum meets statutory requirements and is well matched to pupils' needs. Appropriate emphasis is given to the development of pupils' literacy and numeracy skills, and the national strategies for those key skills are having a beneficial effect on pupils' learning.
Provision for pupils with special educational needs	The school provides well for pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' spiritual, moral and social development, and sound provision for their cultural development.
How well the school cares for its pupils	The school is a caring community, and pupils' welfare is a high priority.

Extra-curricular opportunities include a good range of sporting activities, and are otherwise satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has good leadership and management skills. She successfully encourages teamwork among staff, and a shared commitment to high standards. Her relationships are good with parents and staff, and she promotes a calm and positive atmosphere in the school. The headteacher has good analytical skills and provides a clear sense of direction for the school. The deputy headteacher makes a valuable contribution to the leadership and management of the school. The co-ordinators for English and mathematics have a good overview of provision in their subjects and work effectively to promote high standards. In other subjects, co-ordinators are still developing their monitoring roles.
How well the governors fulfil their responsibilities	The governors are well informed and ensure that statutory requirements are met. They regularly visit to observe the school in operation; and the governors with responsibility for literacy and numeracy have a good understanding of the school's provision for these key skills. The governors debate the school development plan with sufficient rigour, and the plan makes a valuable contribution to school improvement.
The school's evaluation of its performance	The results of statutory and non-statutory tests are analysed carefully in English and mathematics, and appropriate targets are set for improvement. The headteacher observes and evaluates the quality of teaching, and provides valuable feedback to teachers, which has a beneficial effect on their professional development. Co-ordinators for English and mathematics have a good understanding of the strengths and weaknesses in their subjects, but other co-ordinators need to be more rigorous in checking standards, across the school.
The strategic use of resources	The school budget is analysed carefully, and financial planning is appropriately linked to the priorities identified in the school development plan. The governors debate expenditure thoroughly, and the school makes good use of its resources.

The school applies the principles of best value effectively when using its financial resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They believe the school is well led and managed. • They find it easy to talk to the staff about their children's progress. • They believe the school successfully encourages their children to develop mature and responsible attitudes. • They believe the school is a caring community. 	<ul style="list-style-type: none"> • They believe their children should have more homework.

Inspection findings fully support parents' positive views about the school. There is no evidence to support their concern about homework. The amount set is at least equal to the national recommendation; and there is clear evidence that homework is making a valuable contribution to pupils' learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve good standards in English as a result of effective teaching.

1. In the 1999 tests, in English, the proportion of Year 6 pupils that reached the expected level was above the national average, but the proportion that reached a higher standard was well below the national average. Overall, these results were in line with the national average but were below the results achieved by similar schools. However, inspection findings are more favourable than these results, and show that current standards are good across the school, including in Year 6. The results of the 2000 statutory tests in Year 6 confirm the high standards found by the inspection team.
2. Throughout the school, standards in speaking and listening are good. Pupils speak confidently, sometimes using sophisticated phrases in their responses. Teachers provide many valuable opportunities to develop speaking and listening by asking open-ended and searching questions, expecting pupils to use technical vocabulary accurately and giving time for pupils to express their ideas, previous knowledge and experience.
3. The high standards in reading are supported by careful ongoing assessment of pupils' reading. The literacy strategy is used well to teach reading skills through shared and group reading, and time is used effectively when individual pupils read to adults. Books are taken home frequently. Many pupils show an enthusiasm for books and a knowledge of a wide range of texts. Sometimes, pupils use their knowledge of texts to support their answers. For example, during the inspection, a Year 6 pupil quoted part of the poem 'If' and a Year 5 pupil compared a phrase from a book familiar to her when discussing the novel 'Black Beauty'.
4. Throughout the school, standards in writing are good although, as nationally, standards are not as high as in speaking and listening or reading. Pupils have the opportunity to develop their writing skills in well taught literacy lessons as well as in other subjects such as history, geography, religious education and science. Pupils generally make good progress in developing their writing skills but the progress of more able pupils is sometimes constrained by tasks which lack sufficient challenge. Overall, standards in writing are above average at the end of both key stages, in Year 2 and Year 6. Teachers link reading and writing in lively and interesting ways. They frequently share examples of effective writing through reading texts which help the pupils produce effective writing of their own. Written work is marked thoroughly and often gives pupils clear advice on how to improve further. Pupils are regularly given spellings to learn as homework and this benefits their work.
5. The school's high standards and the pupils' good progress in English results from good, and sometimes very good, teaching. The structure of the literacy hour and the national literacy strategy objectives are being used very well, ensuring that all teachers are confident about what they are doing. Time is used well in lessons and teachers' good questioning skills help pupils to learn effectively.

Pupils achieve good standards in mathematics as a result of effective teaching.

6. The results of the 1999 statutory tests in mathematics in Year 6 were above the national average and were well above the results achieved by similar schools. The results for 2000 are an improvement on those for 1999, but no data is currently available for comparisons to be made with the results of all schools or similar schools.
7. Inspection findings show that all pupils make good progress in their learning in mathematics, as a result of effective teaching across the school. As a consequence, overall attainment is

above average at the end of both key stages, in Year 2 and in Year 6.

8. In Year 2, all pupils understand that subtraction is the inverse of addition, and most understand division and recognise that division is the inverse of multiplication. They can create and interpret simple graphs and use technical terms, such as vertical axis and horizontal axis, correctly. All pupils can name common 2D and 3D shapes, and the more advanced learners demonstrate secure understanding when identifying lines of symmetry. In Year 6, pupils can calculate the area and perimeter of simple compound shapes that can be split into rectangles, and the more advanced learners also understand how to find the area of triangles. Most pupils understand and use an appropriate non-calculator method for solving problems that involve multiplying and dividing three digit by two digit numbers. The vast majority can reduce fractions to their simplest form by cancelling the common factors, and understand the relationship between fractions, decimals and percentages. For example, in one Year 6 lesson, pupils reduced $60/200$ to $3/10$ and then, without prompting, said that this was the same as either 30% or 0.3.
9. The national numeracy strategy is used well, across the school, and teachers' planning is effective. Lessons begin with well-focused mental and oral activities which target individuals, pairs or small groups with particular questions. These introductions capture pupils' interest, and they respond well to the brisk pace set by their teachers. The main activity in the lessons is very well organised, and teachers ensure that pupils have a clear understanding of what they are to learn. The teachers have secure subject knowledge and use skilful questioning to probe pupils' understanding throughout the lessons. Pupils are given ample opportunities to explain their calculation methods and solutions to problems; and plenary sessions are used well to evaluate what has been learned.
10. The mathematics co-ordinator (the headteacher) has particularly good subject knowledge and has a highly beneficial effect on practice in the school. She provides demonstration lessons for the teachers, analyses their teaching and provides valuable feedback which fosters their professional development.

The headteacher demonstrates good leadership and management skills, and the governors are well informed and support the school well.

11. The school benefits from a highly committed governing body which makes a valuable contribution to the leadership and management of the school. Appropriate committees are established and help to guide the school's work effectively. The budget, school development plan and the results of statutory testing are debated thoroughly. The governors fulfil their roles as critical friends to the school, and are well informed through visits to observe it in operation. The chair of governors visits very regularly, and each governor is linked to a class to provide support and to track it through the school. The governors with responsibility for literacy and numeracy carefully monitor the implementation of the national strategies for these key skills, and regularly meet with the subject co-ordinators. They help to keep the governing body and parents well informed about literacy and numeracy, and have a good overview of provision. The governor with responsibility for special educational needs has only recently undertaken the role but is learning fast. She has attended training, liaises well with the special educational needs co-ordinator, and has already started to make a key contribution to the administration of provision. Overall, the governors have a good understanding of the main strengths and weaknesses of the school, and know the challenges it faces. Statutory requirements are fully met.
12. The headteacher has good leadership and management skills. She provides a clear sense of direction for the school, and analyses its performance rigorously. The headteacher develops constructive relationships with parents, and all the parents' questionnaire returns are positive about the leadership and management of the school. She promotes high standards and

provides staff with a good role model through her commitment to school improvement. The headteacher monitors the quality of teaching through well-focused observations of English and mathematics lessons across the school, and provides teachers with valuable feedback which has a beneficial effect on their professional development. She has good inter-personal skills and successfully encourages teamwork among the staff. Her strong commitment, energy and clear thinking contribute very significantly to the success of the school.

Pupils' attitudes to learning and their behaviour are very good.

13. Pupils are positive, enthusiastic and responsive learners, across the school. They settle quickly in lessons, listen attentively to staff and other pupils, and get on well together. During the inspection, pupils worked together co-operatively on many occasions. For example, Year 4 pupils worked enthusiastically in pairs to find rhyming words and a group of Year 6 pupils were an effective team when performing a whole-school assembly. Pupils' attitudes to learning are very good, and they enjoy learning. For example, reception pupils were delighted to identify their teacher's mistakes when she read from 'The Gingerbread Man', and responded with rapt attention when a puppet was revealed from a bag. Pupils respect other people's views and celebrate each other's achievements. For example, in Year 2, pupils spontaneously applauded when their peers answered questions well in both English and mathematics lessons. Pupils are proud of their school and are very keen to talk about it to visitors. Year 5 pupils have produced an impressive presentation about many aspects of the school, using information technology, and showed this, with obvious pleasure, to an inspector.
14. In classrooms, around the school and in the playground, pupils' behaviour is very good. They willingly take responsibility for a range of class and school duties. Starting from the youngest class, pupils learn to distribute and collect learning resources, and to keep their classrooms well organised and tidy. Older pupils demonstrate positive attitudes when helping in the infant playground during the morning break, and when assisting in school reception during lunchtimes. Pupils are very keen to join in all activities provided by the school, including extra-curricular activities.

The school provides well for pupils with special educational needs.

15. Pupils with special educational needs have high quality, targeted support and this helps them to make good progress in their learning. This support is provided by skilled teachers and teaching assistants, advised and led by an experienced, knowledgeable and effective co-ordinator. Teachers ensure that pupils who receive additional help outside the classroom are effectively involved in the lesson on their return. For example, during the inspection, a group of pupils who re-joined a literacy lesson were told what the class had done so far, and were able to contribute appropriately in the final part of the lesson.
16. The progress of pupils with special educational needs is carefully tracked and monitored. All individual and group educational plans have specific and realistic targets, and are well used to inform the teaching both in and out of class. There is close liaison between the co-ordinator, teaching and support staff and outside agencies, and this works to serve the best interests of the pupils. The governor who very recently took responsibility for monitoring special educational needs has made a good start, and is already making a valuable contribution to the management of the provision.

Very good provision is made for pupils' spiritual, moral and social development.

17. The mission statement emphasises the high priority given to spiritual development, and this is reflected to the life of the school. Assemblies promote spirituality very well, and provide pupils with opportunities to appreciate the significance of religious stories, festivals and traditions. Pupils are successfully encouraged to reflect on their own lives, to consider those less fortunate than themselves and to value the power of prayer. During the inspection, pupils asked for prayers for particular people, including refugees in Kosovo as well as for their own friends and family. In one assembly, pupils listened attentively when one pupil talked about his visit to Lourdes and when others spoke of the presence they felt within the Notre Dame cathedral during a recent class visit to Paris. There are many opportunities for pupils to reflect on the wonder of the world, and the recently created sensory garden is tangible evidence of the school's concern to develop their awareness.
18. Through its policies, procedures and practices, the school very strongly promotes both the moral and social dimensions of pupils' development. The school's strong Catholic Christian ethos provides a secure foundation for its strong moral code, and pupils are taught the difference between right and wrong. They are encouraged to reflect on their own behaviour and its impact on others, and their behaviour is very good, as a result. The staff set a good example by valuing pupils' achievements and fostering positive attitudes. Relationships between pupils and between pupils and their teachers are very good, and are a strength of the school. Pupils have many opportunities to co-operate in lessons, in pairs or small groups, and are taught to share resources amicably. They are taught to listen carefully to their teachers and to each other, and to show respect for different opinions. Pupils are successfully encouraged to value the efforts and achievements of their peers, and this is reflected in their positive comments and, sometimes, by their spontaneous applause. They are given opportunities to take responsibility for a range of school duties, and undertake these reliably and enthusiastically.

The school is a caring community, and pupils' welfare is a high priority.

19. The school effectively lives up to its mission of being a caring Catholic Christian community and has established thorough and sensitive procedures to promote this priority. The individual monitoring of all aspects of pupils' development ensures that any changes in academic performance, attendance or attitudes are speedily recognised and addressed. This good practice is underpinned by good communication between staff, with parents and with pupils. The headteacher has regular discussions with lunchtime supervisors and learning support staff to brief them about the needs of individual pupils, and this also gives them the opportunity to share any concerns. The school is very successful in promoting pupils' good behaviour, high self-esteem and a strong sense of responsibility. Personal acts of kindness or helpfulness, as well as academic achievements, are celebrated; and the older pupils enjoy the opportunities to look after younger ones. The headteacher is justly proud that the overwhelming majority of pupils that are sent to her receive praise for good work or attitudes rather than any reprimand for poor behaviour. The school has a well planned programme for personal, health and social education which particularly emphasises healthy living and constructive relationships. Road safety walks provide excellent practical experience to raise pupils' awareness of safety issues.

Strong links are established with parents and they have a high regard for the school.

20. Parents have very positive views about the school and have a firm sense of identity with the school community. They welcome the strong emphasis on the care given and the fact that the pastoral as well as the educational needs of pupils are considered important. This integrated approach, they feel, leads to pupils developing into well rounded individuals with mature attitudes, a good sense of values and an enthusiasm for learning. Parents particularly value the opportunity each child has to perform in the school play at Christmas. Parents feel that the

school is very open and approachable, and promotes partnership in all its relations with them. They are kept well informed about school activities by the weekly newsletters. Their request to have more information about what is to be taught has resulted in helpful and detailed summaries of half-termly plans covering most subjects. This gives parents the confidence to take an informed interest in what their children are learning and to support them in homework tasks. Well written annual reports give clear indications of targets for improvement. Parents feel valued by the school and many volunteer their skills to help in classes, to run clubs or to undertake a range of jobs to improve the school environment. For example, parents have helped to create a sensory garden which gives pupils a space for quiet reflection. Parents are keen to support fundraising activities organised by the active Parents' Association.

WHAT COULD BE IMPROVED

Subject co-ordinators, other than those for English and mathematics, need to be more rigorous in their analysis of the strengths and weaknesses in their subjects in order to address areas for improvement.

21. The co-ordinators for English and mathematics have a good overview of provision in their subjects and work effectively to promote high standards. In other subjects, co-ordinators are still developing their monitoring roles.
22. All co-ordinators check the planning for their subjects, audit and organise resources efficiently and provide useful advice when it is sought by their colleagues. During this educational year, most have begun to look at samples of pupils' work from across the school, to judge pupils' progress and standards. However, their analysis of this work often lacks rigour, and needs a sharper focus to judge pupils' standards and progress. Rarely is there a sufficiently critical evaluation of what the work-sampling shows; and co-ordinators are often in a relatively weak position to identify and target areas for improvement, as a consequence. The school realises that the recently introduced monitoring strategies are not firmly established, and appropriately recognises the need to make them more effective.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

In order to improve its monitoring and to raise standards further, the school should address the following issue in its post inspection action plan.

- Ensure that subject co-ordinators are sufficiently rigorous in their analysis of the strengths and weaknesses in their subjects, particularly through work-sampling, in order to target areas for improvement.

(See paragraph 22)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	27	60	13	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	205
Number of full-time pupils eligible for free school meals	21

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	40

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	9
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.3
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	21	10	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	10	10	10
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	97 (90)	97 (90)	97 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	18	20
	Girls	10	7	10
	Total	30	25	30
Percentage of pupils at NC level 2 or above	School	97 (90)	81 (90)	97 (90)
	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	10	4	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	8
	Girls	4	4	4
	Total	11	12	12
Percentage of pupils at NC level 4 or above	School	79 (88)	86 (85)	86 (82)
	National	65 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	4	4	4
	Total	10	11	11
Percentage of pupils at NC level 4 or above	School	71 (88)	79 (85)	79 (91)
	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	1
Black – other	1
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	183
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)	9
Number of pupils per qualified teacher	25.6
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	78

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	363,513
Total expenditure	345,340
Expenditure per pupil	1,685
Balance brought forward from previous year	-3,937
Balance carried forward to next year	14,236

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	24	5	0	0
My child is making good progress in school.	58	38	2	0	2
Behaviour in the school is good.	65	33	2	0	0
My child gets the right amount of work to do at home.	45	27	24	4	0
The teaching is good.	67	31	0	2	0
I am kept well informed about how my child is getting on.	45	47	6	0	2
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	67	31	0	0	2
The school works closely with parents.	58	36	6	0	0
The school is well led and managed.	64	36	0	0	0
The school is helping my child become mature and responsible.	75	25	0	0	0
The school provides an interesting range of activities outside lessons.	62	27	9	2	0