

INSPECTION REPORT

HOLY ROOD R.C. JUNIOR SCHOOL

Upham Road, Swindon, Wilts

LEA area: Swindon

Unique reference number: 126485

Headteacher: Mrs. S. Inskip

Reporting inspector: Jacqueline Ikin
3349

Dates of inspection: 9-10 May 2001

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Short inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Aided
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Upham Road Swindon Wilts
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rt Rev Mgr Canon R Twomey
Date of previous inspection:	10/03/1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holy Rood Catholic Junior School is a Voluntary Aided Roman Catholic School. It has 248 boys and girls aged from 7-11 years on role. It is a popular school, with parents from many parts of Swindon, and beyond, choosing to send their children to the school because of its Catholic nature and the high standards it achieves. Ninety-five per cent of pupils are from white United Kingdom and European backgrounds including some second and third generation Irish, Italian and Polish families. The remaining five per cent are black Caribbean and African, and Indian backgrounds. Seven per cent of pupils are eligible for free school meals, which is just below the national average. The attainment of the majority of pupils on entry to the school is average to above. Seventeen per cent of pupils are on the school's register of special educational needs, which is below the national average. Just five pupils speak English as an additional language, which is slightly higher than most schools, with one pupil at a very early stage of English acquisition.

HOW GOOD THE SCHOOL IS

This is an effective school with many good and very good features. There are no major weaknesses. By the time that they leave the school, at age eleven, pupils have reached high standards in reading, and standards that are well above average in science and above average in writing and mathematics. They achieve well because of good quality teaching and the commitment of the headteacher, staff and governors' to high standards. The school provides good value for money.

What the school does well

- Standards in English, and science are well above average, and, in mathematics, above average by the time that pupils leave the school as a result of the good teaching they receive.
- Very good leadership and management at all levels, reflects the shared commitment of the governors, headteacher and staff to high academic and personal standards.
- Secure systems have been created for the care and welfare of pupils and consequently they feel safe and confident from an early stage.
- Standards of behaviour are very good, and pupils work hard and respect each other and all adults who work in the school.
- The provision for pupils with special educational needs and the support and guidance that these pupils receive is very good and consequently they make very good progress in their learning.
- The school builds very strong links with parents and consequently parents feel that they belong and are an important part of the school community.

What could be improved

- Opportunities for pupils to extend their key skills of learning in speaking and listening, scientific enquiry and the application of their mathematical skills.
- The precision of target setting for individual pupils, and its use to guide pupils about their next steps in learning.
- Pupils' skills of independent learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Since then it has made good progress on most of the issues raised in the inspection. Arrangements for design and technology have been improved. There is a thorough scheme of work in place and clear guidance to support teachers in planning for the skills that have to be taught. As a result standards are now in line with those expected nationally. Schemes of work for all subjects give teachers clear guidance about what has to be taught and when, and this has resulted in improved progress for pupils as they move through the school. Areas within subjects that need to be addressed in greater detail are those of speaking and listening, the application of mathematical skills and scientific enquiry. The quality of marking is very good in most classes. Work is regularly and thoroughly marked and there is very good use of constructive written comments to help children know what they have done well and what they need to do to improve. Assessment procedures are consistently sound. More use

now needs to be made of them for target setting. The role of the co-ordinator is developing well, with evidence of particularly good practice in monitoring and evaluation in literacy and numeracy, which has had a significant impact on improving standards. All the teaching in the school is now satisfactory or better, with a high percentage of good teaching. This is an improvement on the last inspection.

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
	1998	1999	2000	2000
English	B	A	A	A
Mathematics	B	C	C	C
Science	A	A	A	A

Key

well above average A

above average B

average C

below average D

well below average E

The information shows that the school achieves well in national tests for English and science and that standards are well above the national average and the results gained by similar schools in these subjects. There has been a steady improvement in English and high standards in science have been sustained over the last four years. The evidence of the inspection is broadly in line with these findings for English and science. Pupils make good progress and many attain levels that are above those expected nationally by the age of eleven. In reading many pupils achieve well above average. The school's results in mathematics have fluctuated over the last four years when compared to results nationally, but nevertheless there has been a gradual improvement overall. The findings of the inspection are that pupils make good progress in mathematics and many achieve standards that are above average by the time they are eleven. Pupils with special educational needs make very good progress and achieve well in relation to their prior attainment, with many achieving results which are in line with those expected for their age. Pupils who speak English as an additional language also make good progress overall. The school is on line to reach the ambitious targets it has set itself for 2001.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very Good. Pupils are hard working, interested and motivated. They enjoy coming to school and know the importance of learning.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school, in lessons and when pupils are at play.
Personal development and relationships	Relationships are very good, pupils show respect for each other and the adults who work with them. They respond enthusiastically when given responsibilities for school duties. There are limited opportunities for pupils to develop their skills in planning and organising their work, and to use their initiative in the course of learning.
Attendance	Satisfactory. There are secure systems to promote and encourage good attendance. Lessons start promptly and no time is wasted.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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.

Overall teaching in the school is good. Thirty per cent of teaching is very good, fifty per cent is good and twenty per cent is satisfactory. Teaching of literacy and numeracy is good. The best teaching is enthusiastic and uses imaginative strategies to capture pupils' interest and inspire and motivate learning. Teachers have high expectations of pupils. Lessons are well-prepared with clear learning objectives. There are clear routines and procedures, which are firmly established, and pupils are well managed so that none of the time available for teaching is wasted. Skilled educational support assistants work closely with the special needs teacher and teachers, and give very good support to pupils with special educational needs. Work is well marked and pupils are given constructive written feedback on how well they have done their work and what they need to do to improve. Targets set for individual pupils are not sufficiently precise to help to guide pupils about their next steps in learning. Pupils apply themselves to their work in all lessons, are productive and work at a good pace. Many do not readily use their initiative in the course of their lessons, however, and are over dependent on their teacher for the organisation of resources. This is because there are insufficient planned opportunities for them to ask their own questions, follow their own lines of enquiry, and organise their own learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is an appropriate emphasis on literacy and numeracy and the curriculum meets the statutory requirements. There is insufficient emphasis on speaking and listening, the application of mathematical skills, scientific enquiry and the key skills of independent learning.
Provision for pupils with special educational needs	Very good. The school has high aspirations for pupils with special educational needs. The knowledgeable co-ordinator and her talented team of support assistants give very good support to pupils.
Provision for pupils with English as an additional language	The school makes satisfactory provision for pupils who speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral development is very good and for their spiritual and social development it is good. Provision for cultural development is satisfactory.
How well the school cares for its pupils	The school strongly promotes the safety, security and well being of its pupils. The headteacher and staff know the pupils well.

The school and the parents share common expectations about the school and the good relationships which are established are a strength of the partnership. This leads to parents having strong support for the school, and a sense of belonging as an important part of the school community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads a highly committed team with drive and determination to seek and obtain the best for all pupils. The deputy headteacher gives strong curriculum support and the administrative officer is diligent in the implementation of rigorous administration and financial systems to support the smooth day-to-day running of the school.
How well the governors fulfil their responsibilities	There is a strong and effective Chair of Governors and members of the governing body are strong and effective advocates for the children at Holy Rood. Their high level of skill is used effectively to secure the best possible provision.
The school's evaluation of its performance	Good. The school's evaluation of its own performance leads to the appropriate emphasis for school improvement.
The strategic use of resources	The school makes good use of staff, learning resources, time and the available accommodation. Expenditure is well focussed and there are appropriate links between financial and strategic planning.

The school satisfactorily applies the principles of best value.

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 that their children are happy at school and enjoy their lessons. • They welcome the emphasis given to Catholic values and the fact that it aspires to high academic standards as well as high standards of behaviour. • They believe that the school provides a strong infrastructure of care and support to pupils. • They find the headteacher and staff easy to talk to and feel they listen well to their concerns. • They believe that the children are well taught and that the headteacher provides good leadership. 	<ul style="list-style-type: none"> • They would like to see a greater range of extra curricular activities. • They are concerned about car parking arrangements when pupils are collected from school at the end of the day. • Some parents are concerned about behaviour at lunchtime.

Inspection findings support the parents' positive views of the school. The range of extra-curricular activities is similar to that in most primary schools. Behaviour at lunchtime was found to be good. Car parking arrangements at the end of the school day are potentially hazardous because of inconsiderate parking and driving habits by a small minority of those collecting pupils. Given these difficulties the school has implemented appropriate rules and procedures to ensure pupils' safety.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, and science are well above average, and in mathematics are above average by the time that pupils leave the school because of the good teaching they receive.

1. The results of the 2000 Statutory Tests in English, and science were well above the average for schools nationally and also well above the results for similar schools. In mathematics results were average to above, both when compared to schools nationally and when compared to similar schools. The school's own analysis of the results showed that, in line with the national trend, pupils' achievement in reading was better than in writing. The school is making a sustained effort to improve standards in writing.

2. Inspection findings broadly reflect the results for English and science, and show that the school's efforts to improve attainment in writing and mathematics are being effective in raising standards even further. On entry to the school overall attainment is above average. Pupils make good progress in relation to their starting points and achieve standards that are well above average in English and science, and above average for mathematics.

3. When they enter school many pupils already read simple texts fluently and confidently, using an appropriate range of strategies to decode unfamiliar words. As they progress through the school they read an increasing variety of texts with expression, responding well to punctuation. They can use inference and deduction to establish deeper meaning, and show by their response that they understand the key features and themes within main points of a story. Most Year 6 pupils can analyse and appreciate a wide range of fiction and information texts, and can justify their choice of reading matter. The school's efforts to improve writing have resulted in work of a high standard, particularly in Years 5 and 6. They use a wide range of vocabulary to enliven their work, for example in writing about mythical monsters, there is good use of powerful adjectives and similes for effect. For example, one pupils wrote:

'He had horrifying, snake like hair, which was slimy green. When he moved the whole earth trembled like an earthquake.'

They can use a range of lively and thoughtful writing forms, often based on their studies of published work, and use words imaginatively and with precision. For example, they have read a poem called 'Cat Began' and written their own creative description such as:

*'He mimicked the speed of a car,
He pinched the quietness of a mouse,
He snatched the movement of a bird.'*

Most work is usually well written and presented, and spelling accurate.

4. In mathematics pupils' mental agility with number is good. When they enter the school most can recall addition and subtraction facts to twenty and many can add and subtract two-digit numbers in the course of their mental calculations. As they progress through the school they carry out a variety of mental computations with addition, subtraction, multiplication and division. In the course of their written work younger pupils demonstrate a sound understanding of simple fractions and a knowledge of the properties of two and three dimensional shapes. Older pupils have an understanding of place value and decimals, and show that they can identify and describe patterns and relationships such as multiple, factor and square. When constructing models, and drawing, they can measure angles and make use of the appropriate mathematical language to describe angles, such as acute and obtuse.

5. In science younger pupils have satisfactory levels of knowledge of basic life processes and use appropriate scientific terminology for the main parts of plants and of the human body.

Older pupils knowledge of life processes and materials is above average. For example, they know about the effects of exercise on our bodies, can describe the differences between the properties of various materials and describe some of the methods such as filtration for separating simple mixtures. They can make a simple circuit to light up a bulb, with guidance add in other items to the circuit, and describe and explain the results. Pupils skills in deciding on suitable methods, in the course of their own scientific investigations, are not well developed.

6. Eighty per cent of teaching in the school is of good quality. There is also some very good teaching, particularly in the upper part of the school which has a positive impact on the standards that pupils achieve. Literacy and numeracy are taught well and this has a positive effect on other subjects of the curriculum. Teachers have a good understanding of the national literacy and numeracy guidance and work hard to use the suggested strategies and formats. As a group they discuss what has worked and what hasn't and are prepared to work hard at adapting these ideas to suit the needs of their pupils. They have very high expectations of themselves and of pupils in their class. Lessons are moved along at a brisk pace and well-established routines and procedures ensure that the maximum use is made of all the time that is available for teaching. Lessons are clearly focussed and learning objectives are shared with the pupils so that they clearly understand the purpose of the lesson and what is expected of them. In the very best lessons work is presented in lively and interesting ways, which inspire the pupils to develop their own ideas. Very good use of skilful questioning and feedback ensures that pupils are learning at the edge of their capabilities. There is good use of marking throughout the school, with encouraging and helpful comments in books, which help pupils to improve their work. Homework is used well to support the work that pupils do in school. The achievement of all pupils, including the more able, is good in relation to their starting points on entry to the school.

7. There is very good use of targeted additional literacy support and additional classes for literacy and numeracy and this is having a significant impact on raising standards. Assessment data are used appropriately to ensure that more able pupils in mathematics are given appropriate work and support. There is very good support given to those pupils who have special educational needs. This results in them making very good progress in relation to their prior attainment, with many achieving standards commensurate with those expected for their age.

Very good leadership and management ensures the shared commitment of the governors, headteacher and staff to high academic and personal standards

8. The headteacher has a secure and confident drive for quality, which gives a clear sense of purpose and educational direction to the school. The improvements that have been made since the last inspection owe much to her energy and commitment. She has high expectations, which have a beneficial effect on pupils' attitudes and behaviour, and are also reflected in the standards of teaching and learning. She monitors teachers' planning and observes lessons to assess the quality of teaching and learning, and provides valuable feedback which has a beneficial effect on teachers' professional development. The headteacher's commitment to overseeing all aspects of the school's work has been a significant factor in forging a sense of common purpose to help the school move forward. The deputy headteacher provides strong support, particularly through her curriculum expertise. Strong and committed teamwork, which is focused on improving provision and raising standards, is now a feature at every level within the school.

9. The school benefits from a highly committed governing body and a strong and effective Chair of Governors who takes a keen interest in the school and visits it regularly. The Chair leads the governors well, and the school benefits greatly from the accumulated wisdom gained from his wide and varied experience within the Diocese. His positive and constructive approach to school development has a beneficial effect on both the academic and pastoral life of the school. Governors work well with the headteacher, and an appropriate range of committees are in place. The chairs of committees carry out their responsibilities well and meetings are always well

attended. Governors with responsibilities for monitoring aspects of the curriculum, such as literacy and numeracy, take a keen interest and are well informed about their subjects. In summary the governors have a good awareness of the school's performance, know the challenges that it faces and ensure that the statutory requirements are met. They are a significant strength in the school.

10. The headteacher and staff have identified priorities for development and work together efficiently for improvement. The headteacher, deputy and staff are fully involved, along with the governors, in agreeing priorities in the School Development Plan. Developments in the curriculum have been effectively managed and there is a range of appropriate schemes to support continuity and progression throughout the school in all subjects. The role of the co-ordinators was relatively under-developed when the school was last inspected in 1997, it is now developing well. Roles and responsibilities have been appropriately allocated and although some co-ordinators are new to their role, all concerned have a good understanding of the subjects they lead. For example, the co-ordinators for English and mathematics are well informed about the national strategies for their subjects and set the staff good role models through their own teaching. They monitor planning, observe lessons across the school and provide their colleagues with useful feedback. Standards in design and technology required improvement in the 1997 inspection. The co-ordinator for design and technology has worked effectively to develop the subject and improve provision throughout the school. The advice and guidance she provides is having a significant impact on raising standards. The information communication technology (ICT) curriculum has made great strides forward under the leadership of the co-ordinator, and all staff have benefited from his expertise. Learning support assistants are very well managed to enable them to use their experience and expertise effectively. They work very well to support both the pupils and the teachers. Work is generally carefully planned to enable them to take a full part in all lessons. Consequently they have a positive impact on standards and progress. They are greatly valued within the school.

11. The headteacher has successfully introduced systems to analyse results of both national and non-statutory tests and assessments. She and the governors have also made good use of data on national comparisons to identify what they need to do to improve further. For example, following concerns about the number of pupils attaining at higher levels in mathematics, test results were analysed to see why. Higher attaining pupils were then targeted to ensure that they received appropriate support and challenge. The school has embraced monitoring and evaluation as an effective tool for improvement and there are appropriate plans to develop its range of monitoring and evaluation procedures more formally. There are also plans to make use of computer systems to enable the school to analyse and interrogate the data quickly and efficiently.

12. The school administration officer provides strong and effective support, which ensures the smooth day-to-day running of the school. Finances are efficiently managed. The budget is carefully targeted towards school improvements and governors are provided with excellent budget reports, which are comprehensive but simple, and make everything very clear. There is an appropriate 'Best Value' policy and governors debate expenditure rigorously. Strategic financial management ensures that there are sufficient funds to sustain provision when pupil numbers fluctuate. The significant amount of money that appears as an under-spend in the school's budget has been set aside to support planned improvements in its accommodation.

Secure systems have been created for the care and welfare of pupils and consequently they feel safe and confident from an early stage, standards of behaviour are very good, and pupils work hard and respect each other and all adults who work in the school.

13. The school's mission statement is founded on the teachings of the Catholic Church. There is an emphasis on the importance of the unique nature of every individual. As a result the school strongly promotes the safety, security and well being of its pupils. Relationships in the school are

firmly based on respect and care, and pupils quickly learn to treat each other with the kindness and consideration shown to them by adults. This creates a happy and purposeful community where pupils develop confidence in coping with all aspects of school life. As a result they have very positive attitudes to the school and to the importance of their work. The school pays due regard to matters of health and safety, with a sound policy and regular site inspections by staff and governors.

14. The promotion of high standards of behaviour is carried out very effectively. There are clear guidelines for behaviour and anti-bullying, which encourage pupils to develop self-discipline and take a pride in themselves and their school. Detailed guidelines ensure that staff, parents and pupils understand what constitutes good and unacceptable behaviour and these values are consistently reinforced across the school. Consequently incidents of bullying behaviour are very rare and incidents of any unacceptable behaviour dealt with promptly. Provision for pupils' moral development is very good. Pupils are given a very clear sense of what is right and wrong, which is firmly rooted in the teaching of the Catholic faith. They are encouraged to apply these principles in a range of situations, for example, in thinking about how they should behave towards others, their families and the school.

15. The headteacher and teachers know their children well and appropriate assessment procedures are in place to evaluate academic progress and report to parents. They are not used with sufficient precision for setting individual targets for pupils. There are very effective communication systems to ensure that everyone concerned is kept well informed when personal and academic problems arise. Support staff are well deployed to help pupils with particular needs; and appropriate use is made of outside specialists. Parents believe that teachers listen well to their concerns and are particularly sensitive to their children's pastoral needs.

The provision for special educational needs and the support and guidance they receive is very good and consequently they make very good progress in their learning.

16. The overall provision for pupils with special educational needs is very effective and consequently nearly all of them make very good progress in relation to their prior attainment to reach levels expected of their age group by the time they leave school. The special educational needs department is very well led. The teacher with responsibility is highly committed and knowledgeable about the subject. She co-ordinates a hard working team of well-trained support assistants and ensures that they are all constantly updated about the needs of the pupils through regular meetings. There are good links between the special needs co-ordinator and the class teachers. There is appropriate use of the budget that is made available for special educational needs. The deputy headteacher, in conjunction with the co-ordinator, has made good use of test results and other data to evaluate the effectiveness of arrangements for special educational needs pupils. The Governor for special educational needs visits the school regularly and gives good support.

17. Early identification by class teachers or parents enables pupils to be carefully assessed and programmes of work planned to meet their specific needs. Most often their needs are concerned with English and language development, but provision also focuses on mathematics, behaviour and social awareness when required. Whenever possible the support given is closely linked to class-work, and work is prepared to enable pupils to take part fully in lessons and have access to the curriculum. For example, some special educational needs pupils are given an opportunity to go through the shared text prior to lessons to clarify the vocabulary and discuss its meaning. As a result they are able to take part fully in the shared text sessions of literacy lessons. The pupils are well taught by teachers and learning support assistants. For example, in the course of lessons class teachers are skilful in asking questions for the most and least able pupils. This enables them to show what they know and explain the ways they work in mathematics and English. Learning support assistants ably carry out programmes of work based on the carefully

structured 'ARROW' scheme, and this is highly effective in helping special educational needs pupils and others to develop their confidence.

18. The co-ordinator monitors these pupils' progress on a termly basis. She knows all the pupils well and is able to support teachers in their planning and in drawing up individual education programmes. The individual educational programmes are of very good quality and specifically focussed on pupils' needs. Programmes are monitored regularly to make sure that they provide a clear and helpful framework for pupils' learning. The balance of work done by working with pupils in small groups and individually outside the classroom and the support that they receive in the classroom is very effective in helping them to make progress and achieve higher standards. Very good use is made of specialist support from the local authority and the school psychological service. Parents are involved appropriately when targets for learning are set. For their part, the parents have great praise for the special educational needs provision that the school provides.

The school builds very strong links with parents and consequently parents feel that they belong and are an important part of the school community.

19. When children enter the school, their parents are immediately embraced as a very important part of the community. There are good induction procedures and appropriate links with the infant school. The school expects parents to take an interest in the children's learning, and to give them every support, and most parents do so. The school and parents share common expectations about the school, and the good relations that are established at an early stage, are strengths of the partnership. Parents welcome the emphasis given to Catholic values and the fact that the personal as well as the academic needs of pupils are considered important. Parents are pleased that the school successfully meets the high expectations of good behaviour and standards of work that it aims for. They find the headteacher and staff easy to talk to and most feel that they listen well to their concerns. This leads to the parents having strong support for the school, and a sense of ownership, which does not preclude them from commenting on the school's weaknesses as well as its strengths.

20. Parents receive an acceptable range of information about all aspects of school life. The school prospectus and the governors' annual report to parents provide clear information about the school. Regular newsletters, which sometimes include summaries of what pupils are to learn, for example, in design and technology, keep parents in touch with the curriculum and enable them to give support and encouragement at home. Occasional meetings are held to explain new educational strategies. Questionnaires are used to seek parents' views about the school and the findings are taken seriously and acted upon. Parents have regular opportunities, throughout the year, to see their children's work and to discuss progress. Annual written reports are thorough, and give a good picture of pupils' academic standards and progress. The headteacher and teachers are generally available both before and after school to talk with parents about any immediate concerns.

21. The school has established positive links with the parents of special educational needs pupils. They are informed of their child's needs when these are first identified, and almost all parents are very keen to attend subsequent meetings when their child's progress is reviewed and new targets are set. Almost without exception, parents play their part in helping their child by reinforcing work done in school. They help their children with reading and homework, and parents whose children have special educational needs help their children with work specifically related to their targets.

22. For their part, parents give strong support for their children's learning. They support school events well, in particular, class assemblies and masses. Some parents help regularly in classes or with jobs around the school, and are willing to share their knowledge and expertise for the benefit of the school. They willingly give of their time to assist with educational visits or to be

involved in self-help projects to improve the accommodation and grounds. There is an active and supportive parents association, which is involved in raising money and also in organising social events. It is highly valued by the school and as such a member of the teaching staff has a paid post of responsibility to attend meetings and ensure that the associations efforts are fully supported by the school.

WHAT COULD BE IMPROVED

Opportunities for pupils to develop the key skills of learning in speaking and listening, scientific enquiry and the application of their mathematical skills

23. The school has a sound curriculum framework to ensure the coverage of the curriculum, which is appropriately supported by Qualifications and Curriculum Authority (QCA), and other published guidance. National guidance for literacy and numeracy has been fully implemented and teachers' knowledge and understanding is secure in all classes. There is a particular emphasis on subject content however, and consequently insufficient opportunities for pupils to apply their knowledge and skills and so develop their understanding to a greater depth across the curriculum. Guidance on the development of pupils' speaking and listening skills, their skills in using and applying their mathematical knowledge and understanding and on the development of their skills in scientific enquiry, is not sufficiently clear and, as a result, pupils' progress in these important aspects of the curriculum is inconsistent.

The precision of target setting for individual pupils, and its use to guide pupils in their next steps in learning

24. There are sound assessment procedures in place and good use of data analysis to inform actions for whole school and group improvement. Targets are set for individual pupils but they are far too broad and not set within a specific timeframe. They are not always easily accessible to teachers and pupils in the course of lessons because they are kept in assessment folders, rather than in exercise books. It is also not clear how they fit into systems to track pupils' progress and there is insufficient reference to them in teachers' planning for pupils differing needs.

Pupils' skills of independent learning

25. Pupils throughout the school have very good attitudes to their work. They respect the importance of learning and apply themselves willingly to all tasks set. Their behaviour is also very good. Given that these important foundations are in place, there are insufficient opportunities for pupils to take responsibility for organising their own learning. As a result, many pupils are over-dependent on teachers telling them what to do and they do not readily access their own resources, such as information books and dictionaries, use their initiative in the course of their work or develop the skills of critical and creative thinking. In the main pupils' skills of collaboration and in making decisions and choices about methods and styles of working are under-developed. Classroom organisation does not sufficiently encourage pupils to access and organise their own resources, and make choices about materials, tools and equipment to use in the course of their work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Enrich the curriculum to raise standards even further by:
 - establishing a clear structure to ensure progression in pupils' skills of speaking and listening, scientific enquiry, and the application of their mathematical skills;

- establishing a range of varied opportunities within the curriculum for pupils to develop their critical and creative thinking skills.

(2) Improve target setting procedures and their use to guide pupils on the next steps in their learning by:

- ensuring that teachers have clear and precise guidance on attainment levels, which they can use to monitor and assess progress, and identify the next steps in learning;
- establishing recording systems which identify precise individual targets and timescales, and are easily accessible for ongoing referral by teachers and pupils.

(3) Improve pupils' skills of independent learning by:

- establishing clear expectations of what pupils should be able to do for themselves in the course of learning;
- establishing a clear rationale for classroom procedures, organisation, and display to support pupils' independence in the classroom.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

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

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	30	50	20	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	248
Number of full-time pupils known to be eligible for free school meals	0	18

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	43

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	13
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.2	School data	0.1
National comparative data	5.2	National comparative data	0.5

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
	2000	31	33	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	26	30
	Girls	29	27	31
	Total	55	53	61
Percentage of pupils at NC level 4 or above	School	87 (84)	83 (77)	95 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	25	28
	Girls	26	27	27
	Total	45	52	55
Percentage of pupils at NC level 4 or above	School	70 (84)	81 (84)	87 (91)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	1
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	236
Any other minority ethnic group	5

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: Y3 – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	31
Average class size	31

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	115

Financial information

Financial year	2000-2001
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	£
Total income	482838
Total expenditure	482621
Expenditure per pupil	1946
Balance brought forward from previous year	69589
Balance carried forward to next year	69806

Number of questionnaires sent out	248
Number of questionnaires returned	149

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	3	0	0
My child is making good progress in school.	60	39	1	0	1
Behaviour in the school is good.	57	40	3	0	1
My child gets the right amount of work to do at home.	47	46	7	0	1
The teaching is good.	67	31	1	0	1
I am kept well informed about how my child is getting on.	54	43	3	1	0
I would feel comfortable about approaching the school with questions or a problem.	75	21	3	1	0
The school expects my child to work hard and achieve his or her best.	72	25	2	0	1
The school works closely with parents.	58	34	5	0	2
The school is well led and managed.	72	25	2	0	1
The school is helping my child become mature and responsible.	62	38	0	0	0
The school provides an interesting range of activities outside lessons.	43	41	12	2	2

Summary of parents' and carers' responses

The majority of parents are very pleased with the standards that the school achieves and the provision that it makes. They feel that the school does a good job in enriching children's lives. They believe that lessons are always well planned, no time is wasted, and that there is always something interesting for the children to do at the school. The majority of parents are satisfied with the homework that the school sets. Provision for special educational needs pupils was particularly appreciated. Parents felt that the headteacher provides good leadership and keeps children and staff focussed on what they have to achieve in a positive and cheerful manner. The majority feel that there is good discipline in the school, which was balanced by humour although a small minority of parents were concerned about behaviour at lunchtime.

Whilst some parents felt that there are insufficient after school activities, particularly for younger pupils, other parents feel that after school activities are adequate and recognise the limited time that teachers have to introduce more.

Other issues raised by parents

Concerns were expressed about safety at the end of the school day, when parents park on playground waiting for children.