

INSPECTION REPORT

**ST BARTHOLOMEW'S CATHOLIC PRIMARY
SCHOOL**

Rainhill, Merseyside

LEA area: St Helen's

Unique reference number: 104815

Headteacher: Mr M J Edwards

Reporting inspector: Linda Kelsey
8851

Dates of inspection: 27 - 28 March 2001

Inspection number: 192669

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 – 11 Years
Gender of pupils	Mixed
School address:	St Bartholomew's Catholic School School Lane Rainhill Merseyside
Postcode:	L35 6NN
Telephone number:	0151 426 4393
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Appropriate authority:	St Helen's
Name of chair of governors:	Dr J O'Donnell
Date of previous inspection:	03/03/1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Bartholomew's Catholic Primary is a larger than average-sized school situated in Greater Merseyside, in the Borough of St Helen's. Rainhill is a small, stable community with mixed housing. The pupils come from financially secure backgrounds and at five percent, the proportion of pupils entitled to free school meals is below average. There are 315 pupils on roll, from an almost totally white population. There are slightly more girls than boys in the school. The number of pupils on the register for special educational needs is below average (10 per cent). The number of pupils with a Statement of Special Educational Need is average. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs. Only one pupil has English as an additional language. Attainment on entry to the school and the social circumstances of the pupils is above average.

HOW GOOD THE SCHOOL IS

St Bartholomew's Catholic Primary is an effective school. Standards in English, mathematics and science are well above the national average, although in information and communication technology (ICT) they are below nationally expected levels at the end of Key Stage 2. Most pupils are keen to learn and behave extremely well, enabling teaching and learning to be good. The curriculum is well planned and the support for pupils with special educational needs is good. The headteacher, governors, parents and staff work well together to continue to improve the school and to maintain the high standards. The school provides good value for money.

What the school does well

- Achieves high standards, compared with the national picture in English, mathematics and science at the end of both key stages.
- The behaviour of the vast majority of pupils at the school is excellent and they have very good attitudes to work.
- A high proportion of teaching, across the school, is good or very good.
- The school is well managed. A high priority is given to achieving good personal relationships and these are good between all staff, governors and parents.
- Parents are fully involved in the life of the school and view most aspects of its work positively.

What could be improved

- Staff's skills in the teaching of ICT so that standards can be raised to the high level found in English, mathematics and science.
- Opportunities for pupils to do their own research, learn about different cultures and use their own initiative and ideas.
- The development of an outside area for pupils in the reception classes so that physical development and independence can be encouraged.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since the last inspection in March 1997. Standards have continued to rise so that, by the end of Key Stage 2, they are now well above average in English, mathematics and science. Opportunities for pupils to work independently are still too limited. They are not involved, for example, in setting their own investigations in science and mathematics. Standards in ICT are higher, though not at nationally expected levels. Better resources have improved teaching and learning in ICT, especially when they are used to support literacy. However, standards in other aspects of work, notably data handling and control have not improved. This affects the overall standards at the end of Key Stage 2. Teaching has improved. A higher proportion of lessons is very good or excellent and no unsatisfactory teaching was seen this time. However, teachers' marking of books still needs to focus on how pupils could improve their work. The curriculum is better planned, schemes of work are now in place for all subjects and pupils' work is assessed satisfactorily. Subject co-ordinators and governors are now more involved in monitoring standards of pupils' work and setting targets for improvement, although they are

not involved in monitoring teaching standards.

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	A	B	A	B
mathematics	B	A	A	A
science	D	A	A	A

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

Standards are on an upward trend. The table shows that results are well above average in all three subjects. When compared with similar schools standards are above average in English and well above average in mathematics and science. Targets set by the school are realistic and challenging. Standards in ICT are similar to those found nationally at the end of Key Stage 1, but fall below the national expectation at the end of Key Stage 2.

Pupils enter the school with above-average attainment, overall. Their physical and social skills are particularly well-developed; this is confirmed by tests carried out when they start school. Pupils make good progress and maintain above-average standards in English, mathematics and science by the end of Key Stage 1. Progress continues to be good through Key Stage 2 culminating in the high results in the national tests. Pupils who have been identified as having either special educational needs or being gifted and talented, along with those who have English as an additional language (EAL), make good progress. All pupils make at least satisfactory progress in all other subjects, except in ICT. This is the result of inconsistent teaching in Key Stage 2 due to staff's lack of skills and confidence in the past.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and this contributes significantly to their learning.
Behaviour, in and out of classrooms	Behaviour is excellent. Pupils want to do well and waste little time in class.
Personal development and relationships	Pupils' relationships are very good; they have good inter-personal skills. They relate well to one another and to adults, but have few opportunities to take charge of their own learning or to develop their own ideas.
Attendance	Attendance is good and is carefully monitored. Pupils arrive punctually at school.

TEACHING AND LEARNING

Teaching of pupils:	aged 4-5	aged 5-7	aged 7-11 years
Lessons seen	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.

Teaching is very good, overall. During the inspection teaching was good in seventeen lessons (71 per cent) and very good in four (16 per cent). One (4 per cent) lesson was excellent and two (8 per cent) were satisfactory. No unsatisfactory teaching was seen during the inspection. Teaching was good in the reception class and at Key Stage 1. It was very good at Key Stage 2. All teachers plan lessons well and have very high expectations about what they want the pupils to learn. Pupils expect a lot of themselves, retaining high levels of interest and concentration. Pupils are managed very well and as a result they behave impeccably and work hard. The basic skills are taught well in English, mathematics and science and often in ICT enabling pupils to use these skills in other lessons. The teaching of ICT needs further development as not all staff have enough skills or knowledge to make the most of the new software. This good teaching of basic skills greatly benefits the pupils with special educational needs and those for whom English is an additional language. Regular amounts of homework are set and pupils complete this well, enabling them to consolidate and extend work introduced at school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good breadth and balance to the curriculum and literacy and numeracy are taught well. However, ICT is not fully developed at Key Stage 2, due to insufficient resources in the past and the limited teaching skills by the staff.
Provision for pupils with special educational needs	Good quality support is offered to the pupils withdrawn from lessons and supported through their statements of individual needs. As a result, pupils' progress is good.
Provision for pupils with English as an additional language	Good. The identified pupil has been well supported and is making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is very good. However, although pupils know about different cultures and religions from around the world, these are not covered in sufficient depth. Therefore, spiritual and cultural development is sound. There are too few opportunities for pupils to take responsibilities and to develop and try out ideas of their own.
How well the school cares for its pupils	The school has good arrangements for the pupils in its care. Governors monitor health and safety procedures in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is managed very well. The headteacher's effective leadership has raised standards over time. The senior management team and teaching staff share his commitment to improvement and possess the capacity to succeed.
How well the governors fulfil their responsibilities	Governors understand the strengths and weaknesses of the school and are well organised. They have effective systems in place to support the school.
The school's evaluation of its performance	Governors have not fully developed their own systems for monitoring and evaluating teaching in classrooms.
The strategic use of resources	The school makes good use of the resources available, including teaching staff, and has identified appropriate priorities for improvement, such as ICT facilities. The school applies the principles of best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children like school • behaviour is good. • teaching is good. • the school works closely with parents • they can approach the school with questions and problems. • leadership and management. • their children make good progress. • the school helps their children to mature. • the school expects children to do their best. 	<ul style="list-style-type: none"> • a more interesting and varied range of activities outside school. • more homework. • more information about how their children get on at school. • more practical science.

Parents were very positive about most aspects of the school. The inspectors support all these views and feel that parents are right to be pleased with the school's successes. Approximately 10 per cent of parents felt that the school should set more homework and offer more interesting activities outside school. The inspectors disagree, as homework is set regularly and there is an adequate range of opportunities for pupils to take part in extra-curricular activities. Parents also felt that they would like more information about how well their children do at school. Inspectors considered that reports are well written and informative, although at times they do not offer individual information about pupils' progress in some subjects, such as ICT. A few parents were concerned about the lack of practical science in lessons. Inspectors agree that the school needs to increase opportunities for pupils to engage in more practical and investigational work in both science and mathematics.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Achieves high standards, compared with the national picture in English, mathematics and science at the end of both key stages.

1. Standards continue to improve and pupils' performance is well above average in all three core subjects, compared with national averages. When compared with similar schools standards are above average in English and well above average in mathematics and science. Targets set by the school are realistic and challenging. Standards in ICT are similar to those found nationally at Key Stage 1 but fall below expectation at the end of Key Stage 2.
2. Pupils enter the school with above average attainment, overall, in speaking, writing, reading and aspects of number work. Pupils' physical and social skills are particularly well-developed as they already have good attitudes to work and the ability to take on some degree of responsibility. This is confirmed by tests carried out when they start school. In the reception year, pupils can record numbers up to 12, know the days of the week and can compare their heights with the help of the teacher. In physical education (PE) they use space well to move around the hall and can work in groups. They have mastered good control over their bodies being able to hop, skip, jump and run around changing direction when asked. They are achieving above the national expectation in all recommended areas of learning for their age.
3. Pupils make good progress and maintain above-average standards in English, mathematics and science by the end of Key Stage 1. Most pupils can read well and their speaking, listening and writing abilities are above average for their age. They use their own white boards confidently to write words using endings such as 'er' or 'ur'. A joined-handwriting style is introduced at Year 2, but handwriting is not taught consistently or monitored after this time. As a result, pupils do not develop uniformity in their writing as they move through the school. Some pupils join letters well, while other do not. In mathematics, pupils acquire good numeracy skills. Their understanding of mathematics is well-developed in oral sessions at the start of lessons. However, an overuse of worksheets in some classes prevents pupils from consolidating their understanding through independent writing and the setting out of sums using their own methods. The implementation of the numeracy strategy has improved standards, overall, and teachers' use of question and answer sessions helps pupils to understand higher levels of work.
4. In science, standards are above average, overall, by the end of Key Stage 1. The most able and average pupils work at higher levels. They label diagrams clearly and can test a circuit by connecting wires to buzzers and lights. Skills in using ICT develop well and pupil reach national expectation, overall, by the end of Key Stage 1. Pupils use a painting package and colour well, for example, they select their colour and brush styles indicating that they have developed skills in using the mouse with a graphics program.
5. In all core subjects, pupils continue to make good progress through Key Stage 2, so that by the end of Year 6 standards are well above average. Pupils make at least satisfactory progress in all other subjects, except in ICT, where there has been inconsistent teaching, over time. Standards are well above average in reading, writing, oral skills and the use of literacy in other subjects. Pupils understand how to use an index and can skim information to search for relevant facts. In mathematics, pupils achieve well. By the end of the key stage, they can multiply numbers by ten, hundreds and thousands and understand the use of brackets in equations. They calculate angles and work out the mean, median and mode of a range of numbers. Both average and above-average pupils work at these levels, which are above those expected for their age. The presentation of work, and the lack of opportunities for investigational work, prevents some pupils from achieving even higher standards. For instance, they are not given the opportunity to enter data on to a computer and work out which graph might be best to illustrate their findings. A number of pupils are capable of completing this type of work.

6. Standards in science are above average. The most able and average pupils can plan and write their own experiments demonstrating how to change factors to test a hypothesis. They know and understand the changing phases of the moon as it orbits the earth. In ICT, standards are lower than usual because pupils have not had sufficient opportunities in the past. There was a lack of resources and good staff skills to develop the high standards found in core subjects. Pupils have not had enough experience of using computers to enter and analyse data and to control and monitor equipment and analyse its effects. A number of pupils spoke about their lack of time using computers and software. This is why standards have not risen enough. However, pupils in Year 6 can type text and change fonts and style and their progress has been rapid since they started to use the new computer suite more consistently. They also know how to search a CD-ROM or the Internet for information.
7. Pupils who have special educational needs and those who have English as an additional language (EAL) work in groups several times a week. The pupils with Statements of Special Educational Needs are supported by assistants and included in classroom activities so that they make good progress. For example, one pupil can recognise and name objects and place words together to make a simple sentence. Another has learnt to present his work very neatly and can now write in sentences using quotation marks for speech. This represents good progress for them both. Grouping of pupils in ability sets for numeracy and literacy also helps those with lower ability to do well at the school and to achieve well against the targets set for them.
8. Pupils progress well in all other subjects. The curriculum is broad and balanced and offers opportunities for pupils to do well in a range of activities. In Year 2, pupils can clap and follow a rhythm in music and in Year 3 pupils hold hockey sticks correctly in PE. Older pupils explore artefacts in history and are able to ask relevant and sensible questions. In geography, they record data using tally marks. Gifted and talented children are identified by the school and also make good progress.

The behaviour of the vast majority of pupils at the school is excellent and they have very good attitudes to work.

9. Pupils' attitudes are very good and this is a strength of the school. Their very good attitude to work has a significant impact on raising standards through the school. They listen well to teachers' instructions and are keen to learn. They respond to teachers' questions sensibly and show good levels of concentration. They express their views happily and complete their work with a minimum of fuss. This contributes to the improved standards seen in literacy, numeracy and science in recent years. They work hard and rarely waste time in class. Behaviour is excellent and pupils are aware of the school rules. They get on very well with each other and with adults in the school. Relationships in the school between all pupils are very harmonious. They are able to take turns, contribute to class discussions by raising their hands and rarely call out or distract others from working. All pupils are polite and share equipment with each other, both in the playground and classrooms.
10. Attendance is good and pupils enjoy coming to school. Good arrangements are in place to encourage pupils to be prompt and to discourage parents from taking holidays in the school term. Pupils enjoy coming to school and, as a result, attendance is above the national average.
11. Pupils' personal development is satisfactory. Pupils are friendly, mature and courteous to one another. They relate well to one another at lunchtimes and in the playground. They work conscientiously during lessons. Older pupils accept responsibilities well when given opportunities and care for younger pupils when asked to do so. However, not enough opportunities are being provided for them to take responsibility for their own learning. Teaching is very directed. Although this helps pupils develop basic skills in English and mathematics, it prevents them from finding out things for themselves through their own research activities in science and the investigational aspects of other subjects.

A high proportion of teaching, across the school, is good or very good.

12. Teaching is very good, overall. During the inspection, teaching was good or very good in 87 per cent of lessons. There was one excellent lesson and two that were satisfactory. There was no unsatisfactory teaching, an improvement since the last inspection. Teaching was good in the reception year and at Key Stage 1. It was very good at Key Stage 2.
13. At both key stages and in the reception class, the teaching of basic skills is very good. As a result, pupils' progress is good through the school as they acquire skills, knowledge and understanding in all core subjects. Teachers have good subject knowledge and plan lessons well. They have high expectations of what they want the pupils to learn, sharing their objectives with the pupils at the beginning of each lesson. As a consequence, pupils' interest and concentration remain very good throughout lessons. Their attitudes to learning are well developed. Pupils are managed very well. As a result, they behave impeccably and work hard, making an effort to do their best in most lessons. Teachers follow the national strategies for literacy and numeracy. They use a range of good methods to keep pupils motivated and on task in English and mathematics. They challenge pupils' thinking well when talking to them and asking questions. Lessons are introduced well; resources are well planned and organised. However, during the practical part of lessons, or when pupils are asked to work alone or in groups, the level of challenge is not so great.
14. This good teaching of basic skills in core subjects greatly benefits the pupils with special educational needs and for those whom English is an additional language. Pupils are able to use these skills to learn other subjects. Support staff help pupils with special educational need in lessons, enabling them to progress along with the rest of the class. Regular amounts of homework are set and pupils complete this well, enabling them to consolidate and extend work introduced at school. Teachers mark pupils' work regularly, writing positive comments and highlighting good work with stickers and achievement awards. However, marking does not always tell pupils how to improve their work so that they can learn from their mistakes. The mature attitudes of the pupils means they can respond well to this type of challenge.

The school is well managed. A high priority is given to achieving good personal relationships and these are good between all staff, governors and parents.

15. The leadership and management of the school by the headteacher and key staff are good and the school is set to continue to improve. The headteacher is an effective leader ensuring that the aims and values of the school are maintained. There are good relationships between staff, governors and parents, who support the school and recognise its success. Senior managers work well as a team. The co-ordinators manage their subject areas effectively, monitoring standards of pupils' work through looking at teachers' planning and reviewing pupils' work. They are not yet fully involved in monitoring teaching and learning in classes and as a result do not always know where teaching can be improved.
16. The governing body is effective, fulfilling its statutory duties, including holding regular acts of collective worship. They have an excellent relationship with the school through their structured committees, which offer good support to the headteacher and staff. They know the strengths and weakness of the school, knowing when to act as 'a critical friend' offering suggestions and helpful guidance to the management of the school. They have been actively involved in the development of the school improvement plan since the last inspection. They now plan and cost school development over a three-year period. Not all governors have been involved in monitoring teaching in the school, leaving this to the headteacher. As a result they are unsure of how good teaching is and where it can be developed and improved. An example of this is the weakness in teaching ICT, where some teachers are confident and could help to develop other teachers' skills and expertise. Governors have also not been involved in monitoring expenditure and whether decisions made improve standards. An example of this would be the new large expenditure to improve the ICT facilities. It has not been evaluated to see whether standards have improved; governors have not yet, at this early stage, developed a strategy about how they may determine this exercise.
17. The school is well-staffed with qualified teachers and support staff. Roles and responsibilities for

co-ordination of subjects are well carried out, with teachers having responsibility for budget planning and subject development. The co-ordination of special educational needs is good. The administration is well organised and maintained and assists pupils' progress. Very good quality support is given to the pupils with statements of Special Educational Needs. The management of ICT is very strong and the co-ordinator has very good ideas as to how the subjects can be strengthened in the school. She has very good skills and uses these to support staff at the school. However, because the computer resources are new to the school greater priority has not yet been given to developing this area of expertise more widely in the school. The care and welfare of pupils are also good. Child protection procedures are in place, with the headteacher as the designated co-ordinator.

18. Specific grants available to the school are well used, such as that for the development of the new suite for ICT. Accommodation is good and is used well. The school is developing a new library area as an integral part of the computer suite so that research activities by pupils can be co-ordinated more effectively.

Parents are fully involved in the life of the school and view most aspects of its work positively.

19. Parents are very positive about the school. A good partnership has been established between the school and the parents. They have high expectations and are not afraid to voice their opinions and express their views. The school welcomes this and responds by providing good quality information about the life of the school. Reports about pupils' achievement meet statutory requirements and provide comments on how well pupils are doing at school, although some of the comments do not offer individual information about pupils' progress in some subjects, such as ICT. A few parents were concerned about the lack of practical science in lessons. The school is aware of these concerns and is addressing the shortcomings in ICT and in investigational work in mathematics and science.
20. Parents are involved, and many help at the school working in classrooms and raising a substantial amount of money for the school's use through the parents association. They also support their children at home with homework and ensure that pupils are punctual for school, arriving on time ready to work. As a result, the pupils have very good attitudes to work, look smart for school and behave impeccably.

WHAT COULD BE IMPROVED

Staff's skills in the teaching of ICT so that standards can be raised to the high level found in English, mathematics and science.

21. Standards in ICT are below expectation at Key Stage 2 and do not match the high standards achieved by pupils in other subjects, especially English, mathematics and science. This subject has been the focus of good development over the last year and money has been spent on improving resources and providing an ICT suite. This area was identified as one needing improvement at the time of the last inspection. Skills in ICT are used well in literacy, but they are less well used to support numeracy skills, including data-handling and graph work. Monitoring and control work is also not covered well and pupils' skills in these areas are still underdeveloped. The ICT curriculum is not well balanced in covering all aspects of the subject.
22. The teaching of ICT seen during the inspection week was good, overall. However, staff's skills are still limited. They are less confident about teaching data handling and control work, than teaching word processing and graphics work. Good use is made of the suite during literacy hours. It is not used well enough during numeracy hours to provide opportunities for pupils to explore number sequences and to solve problems. Resources are now good, and pupils are organised to use the suite at regular times through the week. Skills learnt in lessons are not used sufficiently to support pupils' learning in other subjects, including science, history and geography.
23. Teachers are not currently assessing pupils' skills in ICT. The co-ordinator is unsure of standards

across the school and relies on staff telling her what areas they are developing. The co-ordinator does not monitor standards in ICT through observing and supporting teachers in the computer suite. As a result, she is unsure how pupils are progressing as they move through the school. Teachers are also unsure what the next stages in learning for pupils should be. Standards of achievement are not being recorded for all pupils.

Opportunities for pupils to do their own research, learn about different cultures and use their own initiative and ideas.

24. The quality and range of learning opportunities offered by the school are satisfactory, overall, and the appropriate statutory curriculum is in place. Good teaching and planning ensures that a broad and balanced curriculum meets the needs of all pupils. However, during practical sessions or when pupils are asked to work alone or in groups the level of challenge of work is not so good. Teachers miss opportunities to allow pupils to work out things for themselves through investigation or experimental work. As a result, they do not work as independently as they might. Some tasks set for pupils are mundane, such as exercises to fill in worksheets choosing the correct word to fill the space. These do not always challenge pupils enough. This weakness was highlighted at the time of the last inspection and remains. All subjects have a scheme of work, an improvement since the last inspection. There is good provision for pupils with special educational needs, for gifted and talented pupils and for those with English as an additional language. Literacy and numeracy are planned and taught well. Provision for activities outside school, including trips, is satisfactory. Pupils have an equal access to all areas of the curriculum and are taught about the misuse of drugs. The provision for health and sex education follows the Local Education Authority guidance and parents are kept fully informed of the school's policy. The school has maintained good links with the schools to which most pupils transfer and pupils visit these prior to attending them the following year.
25. Moral and social development is very good. Pupils know the difference between right and wrong and the effects of their actions on others. Spiritual development is satisfactory. Pupils know and understand that there are different religions and beliefs in the world. They have a good understanding of the Christian faith and an appreciation of their own cultural traditions. However, because the school has few pupils from other parts of the world, they are not given enough opportunities to visit different places of worship and learn about other creeds. Opportunities to study and appreciate different music, art, food and clothes from different cultures are missed.
26. Most pupils are very sensible and mature and are able to accept responsibility around the school. This was highlighted at the time of the last inspection. Pupils are allowed to sit with younger pupils at lunchtime, some help by fetching water and ensuring that the very young are looked after. They support them in the playground and most pupils get on very well together and, despite their age differences, show a high level of tolerance towards one another. However, opportunities for pupils to take initiative and to act as responsible people are still not fully exploited. In lessons, pupils show initiative and good ideas when discussing work. Teachers, however, rarely give them time to test out their ideas for themselves, as they usually direct follow-up work in lessons rather than allow pupils to develop their own ideas in science or mathematics. Little time is given to following-up hypotheses raised in science and retesting ideas as a result of experiments that do not work as expected. The current lack of library facilities means that there are too few opportunities for pupils to engage in their own research, or follow up ideas using the Internet or CD-ROMs. Marking of pupils' work is supportive, but rarely challenges pupils to reflect on it and work out their own way of improving it. Pupils are not given enough opportunities to be self-critical and to evaluate their own work.

The development of an outside area for pupils in the reception classes so that physical development and independence can be encouraged;

27. The school currently has two reception classrooms, which accommodate the pupils who are in the Foundation Stage of education and are currently under six years of age. The area provided, plus the space provided in the hall outside, is generous. The planned activities within these areas provide for effective physical development through using tools and equipment with sand, water and

recyclable materials. Pupils are timetabled to use the hall for PE lessons in which they use equipment and develop skills in controlling and moving their bodies.

28. There is currently no access to an open and secure space where children can use larger resources, such as construction equipment, so that they can build models from their own ideas and plans. Their independence to explore the outside and sample the different atmosphere and temperatures is limited by the lack of an easily accessible and secure outside area. This, also, currently limits their physical development; being able to balance, climb and run around between resources and large equipment or learning to ride and operate wheeled vehicles.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards further, the headteacher governors and staff should:

- Raise the standards in ICT by:
 - improving the skills and expertise of all staff by implementing a training programme as soon as possible;
 - teaching the full range of the curriculum, including data-handling and control work to all year groups;
 - developing methods to assess pupils' abilities with ICT;
 - using information about pupils' skills to plan the next stage of learning;
 - using pupils' ICT skills more effectively in other subjects.

(paragraph numbers 21,22,23)

- Improve the opportunities for pupils to use their own initiatives, learn about the wide and - diverse nature of different cultures and carry out their own research and investigation.

(paragraph numbers 24, 25, 26)

- Plan to develop a safe and secure outside area for the pupils at the Foundation Stage of education so that their physical and personal skills can be further improved.

(paragraph numbers 27, 28)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
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
4	16	71	8	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)	315
Number of full-time pupils eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

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	12

Attendance

Authorised absence	per cent
School data	4.2
National comparative data	5.2

Unauthorised absence	per cent
School data	0.1
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
		2000	23	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	22
	Girls	18	18	18
	Total	37	37	40
Percentage of pupils at NC level 2 or above	School	90 (86)	90 (92)	98 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	22	20
	Girls	18	18	18
	Total	37	40	38
at NC level 2 or above	School	90 (90)	98 (94)	93 (88)
	National	84 (82)	88 (86)	88 (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
		2000	19	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	19
	Girls	23	22	24
	Total	41	41	43
Percentage of pupils at NC level 4 or above	School	95 (84)	95 (93)	100 (96)
	National	75 (70)	72 (69)	85 (78)
Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	18	18
	Girls	21	22	23
	Total	35	40	41
Percentage of pupils at NC level 4 or above	School	81 (82)	93 (84)	95 (91)
	National	70 (68)	72 (69)	80 (75)

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	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	274
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)	12
Number of pupils per qualified teacher	23:1
Average class size	26

Education support staff: Y3 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	135

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	26

Number of pupils per FTE adult	18
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FTE means full-time equivalent.

Financial information

Financial year	2000
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	£
Total income	565052
Total expenditure	576212
Expenditure per pupil	1841
Balance brought forward from previous year	27805
Balance carried forward to next year	17919

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	313
Number of questionnaires returned	92

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	1	0	1
My child is making good progress in school.	67	29	1	1	1
Behaviour in the school is good.	64	35	1	0	0
My child gets the right amount of work to do at home.	45	47	8	0	0
The teaching is good.	69	29	1	0	1
I am kept well informed about how my child is getting on.	54	36	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	79	18	1	1	0
The school expects my child to work hard and achieve his or her best.	71	28	0	1	0
The school works closely with parents.	48	48	2	0	1
The school is well led and managed.	65	32	2	0	1
The school is helping my child become mature and responsible.	68	27	3	0	1
The school provides an interesting range of activities outside lessons.	48	37	9	2	4