

INSPECTION REPORT

**ST KENTIGERN'S CATHOLIC PRIMARY
SCHOOL**

Blackpool

LEA area: Blackpool

Unique reference number: 119599

Headteacher: Mrs F Wygladala

Reporting inspector: Mr B Holmes
15215

Dates of inspection: 4th – 5th February 2002

Inspection number: 195000

Short 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:	Newton Drive Blackpool
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Telephone number:	(01253) 393302
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. Fr. J C Foulkes
Date of previous inspection:	20 th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Kentigern's Catholic Primary School, Blackpool is an average sized primary school with 237 pupils between the ages of 4 and 11. Most of the pupils come from the surrounding locality, although some come from outside the immediate area. It is situated within the inner area of Blackpool, close to the town centre. Children enter the school at the age of four, with most not having had any formal Nursery education before their arrival at the school. In the Foundation Stage they are taught in the Reception class, with a small number of Reception age children being taught in a mixed-age class with Year One pupils. A key feature of the school is the high level of pupil mobility after admission at the age of four. The school average is a fifty per cent mobility of pupils per year group during their life in school. In some classes, this turnover of pupils is as high as eighty-six per cent. The number of pupils entitled to free school meals is broadly in line with the national average. The percentage of pupils identified as having special educational needs is above the national average and there is a small number of pupils who have English as an additional language or who belong to a different ethnic group. Five pupils have a statement of special educational need and this proportion of pupils is above the national average. Pupils' attainment level on entry to the school is below what is normally expected for most children.

HOW GOOD THE SCHOOL IS

This is a good school, which places a high priority on providing all pupils with a balanced education, and where the pupils are extremely happy. Pupils achieve well in all aspects of school life, although standards of attainment in English, mathematics and science are just below national averages. The quality of teaching and learning is good overall, often very good and occasionally excellent. Pupils' attitudes to learning, their behaviour and personal development are very good. The school cares well for its pupils and has a strong partnership with parents. The head teacher, supported by the senior staff, leads the school extremely well and the Governing Body plays an effective role in helping to shape the direction of the school. Overall, the school provides good value for money.

What the school does well

- All pupils, including those with special educational needs, make good progress throughout the school because of the school's focus on ensuring that each individual pupil reaches his or her full potential.
- The quality of teaching is good, with a significant amount of very good teaching and some excellent teaching, especially in the upper junior classes, and this results in the pupils being enthusiastic learners.
- The leadership of senior staff, particularly the head teacher, is very good and together with the Governing Body provides a clear direction for the school.
- Pupils attain high standards of behaviour and sustain excellent relationships. Their attitudes to learning and their personal development are very good, and these factors contribute to a positive learning atmosphere.
- The provision for pupils' moral and social development is very good and the school supports pupils' spiritual and cultural development well. As a result, the school is a harmonious community where all are valued equally.
- The school provides a good level of care for its pupils and sustains a strong partnership with parents, which contribute towards the school achieving its aim of developing the whole child.

What could be improved

- Standards of attainment for pupils in English and mathematics by the end of Year 2 and Year 6.
- The level of pupils' skills and their progress in information and communication technology.

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 May 1997. Since that time the school has made good improvement in addressing the areas for development identified and in other aspects of its work. The school has worked hard to improve standards of attainment in English, mathematics and science and, although they are below average, pupils attain well by the end of Year 6 compared to pupils in similar schools. The school is aware that more needs to be done to continue to raise standards for pupils by the end of Year 2 and Year 6. Significant progress has been made in improving standards of teaching, particularly in the junior classes and increasing the levels of very good or excellent teaching. Very good progress has also been made in the leadership and management of the school, identifying clear priorities for development and supporting these developments with good financial planning and management at all levels. Very good progress has been made in improving procedures for assessment and marking and in using the information gained to plan for pupils' future learning. Good progress has been made in improving the curriculum through structured schemes of work and in improving provision for pupils' social and cultural development. Good improvement has also occurred in pupils' attitudes to school and their standards of behaviour. The school has a very good capacity to improve further on the firm foundations already developed.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	C	E	B	A
Mathematics	D	E	C	B
Science	C	C	B	A

Key	
Very high	A *
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

In the 2001 national tests, the overall proportion of pupils attaining the expected level was above the national average in English and science and in line with the average in mathematics. Compared to the performance of pupils in similar schools, these results were well above average. Over the last three years, pupils' standards of attainment at the end of Year 6 have improved at a rate faster than the national trend, despite the high levels of pupil mobility the school has to contend with. Most pupils enter the school with below average levels of attainment, but, by the end of Reception, most pupils are in line to achieve the Early Learning Goals in the Foundation Stage. Inspection findings for the current Year 6 show that standards are not as high as in recent years and this is an area for the school to continue its work. The current year group of pupils in Year 6 is, on average, of lower ability than the 2001 group of pupils. Inspection findings also show that pupils' standards of attainment in Year 2 are just below national averages in reading, writing and mathematics. This is an improvement on the 2001 results when pupils were consistently well below national averages, but it is still an area for the school to improve upon. Pupils' overall achievement, including those with special educational needs and those few pupils for whom English is an additional language, is good throughout the school. Standards in information technology vary from class to class and pupils' progress is inconsistent at present. The school has set challenging targets for its pupils in literacy and numeracy and is working hard to meet them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their learning. They are keen to succeed and very interested in their work.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. The pupils show respect for their teachers and respond positively to their high expectations for behaviour.
Personal development and relationships	Pupils show a very good level of personal responsibility and use their initiative well. Relationships throughout the school are excellent and are a strength of the school.
Attendance	Attendance is just below the national average. The school does its utmost to promote and monitor pupils' attendance and punctuality.

TEACHING AND LEARNING

Teaching of pupils:	Nursery & Reception	Years 1 and 2	Years 3 - 6
25 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.

The good quality of teaching has a strong impact on pupils' learning. Since the previous inspection, the quality of teaching has improved significantly, especially in the junior classes, and become more consistent across the school. During the week of inspection no unsatisfactory teaching was seen. The vast majority of teaching observed was good or better, with a significant proportion of very good teaching spread across the school and some excellent teaching in Year 6. The quality of teaching in literacy and numeracy is particularly strong. Teachers have a very secure subject knowledge, which they use well to support pupils' learning. A particular strength is that teachers plan effectively to meet the learning needs of all pupils and have high expectations of what the pupils can do. In the best lessons, teachers use questions skilfully to challenge pupils' thinking and make very good use of support staff and resources to support different learning needs. These methods give pupils opportunities to think for themselves and to work collaboratively to solve problems. Pupils respond very well to the challenging activities set for them and make good progress. They have very positive attitudes to their work and try hard to do their best. The quality of teaching for pupils with special educational needs is good overall and results in a good quality of learning for those pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides pupils with a good quality of learning experiences, including extra-curricular activities. Access to the curriculum for all pupils is a significant element of the school's provision.
Provision for pupils with special educational needs and English as an Additional Language	Very good. Provision is well organised and efficient and promotes good progress for pupils on the SEN register. Pupils have clear targets and are well supported in the classroom.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' moral and social development is very good. The provision for their spiritual and cultural development is good. This provision has a very positive impact on pupils' personal development.
How well the school cares for its pupils	Good. Procedures for child protection and ensuring children's welfare are good. Assessment procedures are good and are used very effectively to monitor pupils' academic performance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good overall. The headteacher provides excellent leadership and together with senior staff, has a very clear view of where the school should be heading.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are well aware of the strengths and areas for development within the school and share a strong commitment to improvement with the staff.
The school's evaluation of its performance	Very good. The headteacher, senior staff and subject co-ordinators monitor and evaluate the school's performance and the quality of teaching and learning regularly throughout the school year. Very good use is made of data to analyse pupils' performance and identify areas for further improvement.
The strategic use of resources	Very good. Staff and learning resources are used well to support the work of the school. Specific grants are directed well to support pupils' learning. The principles of best value are effectively applied to the purchasing of resources.

Financial planning and administrative procedures are effective. Procedures for performance management and opportunities for the professional development of staff are very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and make good progress. • The teaching is good, and the school has high expectations of children. • Behaviour is good. • Parents are kept well informed about how their children are getting on and they would feel comfortable approaching the school with a problem. • The school helps children to become mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

Parents have very positive views of the school. Inspectors agree with parents' positive comments. Inspectors found that the pupils have very positive attitudes to school and achieve high standards of behaviour. The school is well led, and a good quality of teaching enables pupils to make good progress and achieve well. The school is supportive of parents and gives a good level of information relating to pupils' progress. The inspection also found that the school does provide a good range of extra-curricular activities for its pupils, taking the size of the school into account.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

All pupils, including those with special educational needs, make good progress throughout the school because of the school's focus on ensuring that each individual pupil reaches his or her full potential.

1. In the 2001 national tests, the overall proportion of pupils attaining the expected level was above the national average in English and science and in line with the average in mathematics. Compared to the performance of pupils in similar schools, these results were well above average. It is well above average in English and science and above average in mathematics. Over the last three years, the average points score of pupils in the national tests at the end of Year 6 has increased at a faster rate than the national average, despite the high levels of pupil mobility the school has to contend with.
2. Pupils enter the school with levels of attainment, which are below the level normally expected. Although the inspection findings show that standards of attainment in English and mathematics are still below the national average at the end of Year 2 and Year 6, most pupils do make good progress as they move through the school and achieve well. The current year group of pupils in Year 6 is, on average, of lower ability than the 2001 group of pupils. They have also experienced a sixty-seven per cent rate of pupil mobility in their population since entry to the school at the age of four. The quality of teaching and learning is good throughout the school, with a significant amount of very good or excellent teaching, particularly in the upper junior classes. The school is very well led and managed, which contributes significantly to the progress most pupils make. The individual needs of all pupils are well planned for and this contributes significantly towards their achievements. The school has also developed clear systems for 'profiling' pupils to pin-point their needs and tracking their academic performance in tests and tasks to identify targets for improvement.
3. A significant negative factor in the progress of the pupils at the school is the effect that a changing school population has over time. On average, the school experiences a 20 per cent turnover in its population during any school year. For a year group of pupils this represents an average of a 50 per cent turnover from the admission of pupils at the age four to the time they leave at the end of Year 6. The school monitors this situation very closely and for some year groups, currently in the school, the figures are higher. The current Year 5, for example, has experienced an 86 per cent turnover since their admission to the school at the age of four. The current Year 2 has already seen a forty per cent turnaround in its pupils since admission at four. The school monitors the academic performance of all its pupils very closely, both the transient and the 'stable' school population. These records show that, for the 2001 year group of pupils who stayed at the school from 4 to 11, 97 per cent gained an average of level four at least in the national tests at the end of Year 6, as well as two out of every three pupils who were a part of the transient school population.
4. The school supports pupils with special educational needs and English as an additional language well. The staff work hard to ensure that these pupils are valued and play a full part in the life of the school. The positive approach to including all pupils in activities makes a significant contribution to their personal development and their level of confidence. Other pupils show a positive and supportive attitude towards pupils with special educational needs and those with English as an additional language. For example, in a Year 5 science lesson, pupils of different abilities collaborated extremely well together in investigating air resistance and showed very good levels of respect for each other's contributions.
5. Pupils with different levels of ability progress well throughout the school. Teachers plan extremely well to match tasks to the needs of different pupils in literacy and numeracy. All pupils are challenged well to reinforce their prior learning and increase their knowledge, skills and understanding. Pupils with special educational needs have well focused individual education plans, which provide clear attainable targets to help pupils make good progress. Teachers and learning support assistants work closely together. The level of support provided

for pupils, in small groups or individually, has a positive impact upon pupils' rate of achievement and attainment. Careful and regular assessments of pupils with special educational needs are made so that the rate of learning is closely monitored and future learning is planned to build on what pupils already know, understand and can do. The school has clear strategies for meeting the needs of pupils who have been identified as more able or gifted. These strategies include developing the use of information and communication technology to enhance learning, matching tasks to need, deployment of support staff and the use of specialists, often external to the school, to enhance learning.

Pupils attain high standards of behaviour and sustain excellent relationships. Their attitudes to learning and their personal development are very good and these factors contribute to a positive learning atmosphere.

6. There has been a good improvement in the attitudes and behaviour of the pupils since the school was previously inspected. The school has a strong ethos based upon developing the whole child as a responsible member of the school through self-discipline and partnership with the adults in the school and their parents. The school provides a very good environment where pupils' personal development is supported. This ethos is shared by all who work in the school and is supported well by parents. Staff and pupils treat each other with respect and work together to achieve their best.
7. Pupils attain high standards of behaviour both in classes and around the school. In lessons, they are well behaved most of the time. They listen attentively and respond quickly to teachers' instructions and interventions. They are very well behaved in assemblies, and also at lunchtimes and in the playground. Parents are very happy with the standard of behaviour achieved in the school. The very good behaviour of the pupils positively assists their learning, enabling them to sustain their concentration for longer periods and contributing towards a good pace of learning in most lessons.
8. Pupils have very positive attitudes towards their work. They enjoy coming to school, are interested in their activities and work together in an atmosphere of mutual respect and support. This, together with the caring and informed work of the staff, helps to ensure that pupils' personal development is very good. When new pupils arrive at the school, others act as their 'playground pal' to help them in settling in to the school. In lessons, pupils settle to their work quickly and show sustained levels of interest and concentration. This was evident in all classes throughout the school. Children in the Reception class focused on developing their understanding of shapes and concentrated extremely well. Pupils in Year Two collaborate extremely well in working with a different version of the Little Red Riding Hood story. In a year 6 Literacy lesson pupils showed high levels of independence and concentration in their collaborative speaking and listening work.
9. Relationships between pupils and with the adults around them are excellent and are a strength of the school. In all classes pupils show very good levels of respect for others and appreciation of others' contributions. During the inspection, this was illustrated well in an assembly to celebrate pupils' achievements. All pupils who received rewards were warmly greeted, including a Downs Syndrome boy in the Reception class. The smiles on the faces of the pupils as they left the hall was a wonderful illustration of the warmth and esteem they felt from the celebration of their achievement and contributions to the life of the school. Parents feel strongly that the ethos of the school supports their children in becoming mature members of the community. These important aspects of the school have a very positive impact on pupils' learning and their overall sense of achievement.

The provision for pupils' moral and social development is very good and the school supports pupils' spiritual and cultural development well. As a result, the school is a harmonious community where all are valued equally.

10. The curriculum is well supported by good provision for pupils' spiritual development. The school mission statement strongly promotes spiritual development and opportunities are provided for reflection and prayers. For example, in an assembly taken by the head teacher pupils were encouraged to think about the plight of others in an earthquake in Turkey. Special

people has been a theme which all classes have developed and this work has encouraged pupils to reflect on what makes a person special. The school is a harmonious community, based upon trusting and respectful relationships where pupils are valued. The school places a high priority on pupils' personal development and their self-esteem and opportunities to share experiences are consciously developed. In circle time and their personal, social and health education, pupils are provided with plenty of opportunities to discuss social and moral issues and reflect on the meaning for themselves. The school has close links with the clergy and the parish, and 'father' is a strong visible presence around the school.

11. The school provides very good opportunities for pupils to develop their moral awareness. Pupils' moral development is clear within the school's mission statement and staff provide a consistent approach to dealing with moral issues. Teachers provide good role models for pupils. Pupils are clear about the differences between acceptable and unacceptable behaviour in school. Older pupils act as 'playground pals' to younger pupils in developing a clear sense of right and wrong. They know what the sanctions are and what they have to do to gain rewards. The school behaviour and anti-bullying policies provide clear frameworks against which to set pupils' moral development.
12. The school provides very good opportunities for pupils to develop their social awareness, based on a clear concept on the development of 'rounded individuals.' This represents a significant improvement since the previous inspection. They are expected to take care of others; an attitude that is promoted well through the way that staff build relationships with pupils. Pupils are provided with many opportunities to undertake responsible duties for the benefit of their class and of the school. There is a head boy and a head girl. Older pupils undertake the role of house captains and 'playground pals.' When new pupils arrive at the school, they are assigned to a 'buddy' who makes them feel welcome and helps them settle in. In assemblies, house captains have opportunities to contribute to the smooth running of the occasion. There is a school council that contains representatives from each class. The pupils discuss, and make suggestions about a range of issues related to their lives in school. Pupils' social development is also supported through activities to raise money for others less fortunate than themselves; for example, pupils send contributions to CAFOD and have raised money for the RNIB. They have also contributed to 'Street Life', a charity for the homeless in Blackpool. The school helps to underline the importance of pupils' social development by celebrating their achievements in assembly every week.
13. Pupils' cultural development is supported well and has improved since the previous inspection. The school makes a balanced provision in this aspect of its work. Pupils' awareness of other cultures and faiths is developed in a number of ways. Different festivals are celebrated during assemblies and in their multi-faith work all classes have visited a local synagogue as well as an alternative Christian place of worship in the local area. There is a 'letter link' with pupils in Africa, developed through a geography topic on Kenya. The school has developed an educational visit to France, to extend pupils' awareness of international culture. Pupils' own culture is also consciously developed and celebrated. The mayor and other local celebrities contributed to book week and links have been formed with the Grundy Art Gallery. Pupils have opportunities to learn musical instruments and the school has also had an artist in residence.

The quality of teaching is good, with a significant amount of very good teaching and some excellent teaching, especially in the upper junior classes. This results in the pupils being enthusiastic learners.

14. The good quality of teaching has a strong impact on pupils' learning. Since the previous inspection, the quality of teaching has improved significantly, especially in the junior classes, and become more consistent across the school. During the week of inspection no unsatisfactory teaching was seen. The vast majority of teaching observed was good or better, with a significant proportion of very good teaching spread across the school and some excellent teaching in Year 6.
15. Teachers plan well and set clear learning objectives for their pupils to follow. They have a very secure knowledge and understanding of the subjects they teach, which they use to stimulate pupils' learning and deepen their understanding. Teaching is founded on the very good

relationships which have been established between staff and pupils. This leads to a high quality of interaction between pupils and teacher in lessons, which impacts positively on pupils' knowledge and understanding. Good subject knowledge is supplemented by high expectations of what pupils can do. In an excellent numeracy lesson, observed in Year 6, pupils were set challenging tasks to investigate triangles. The teacher used evaluation of the previous day's lesson to set the scene and demanded reasoning from pupils for their responses to her questions. Her excellent relationships with the pupils created a highly effective and stimulating climate for learning in the classroom. Her subject knowledge was used extremely well to match the tasks to the ability of different groups of pupils, so that all pupils felt included in the activities and were challenged to the limit of their ability. Very good deployment of classroom support added to the pupils' learning experience.

16. Staff have a very clear view of what they expect pupils to learn and by focusing their planning and assessing of pupils' progress and understanding, they help to ensure that pupils are provided with activities which build well on their prior level of attainment. Lessons are planned extremely thoroughly to focus learning on next steps, and very good use is made of time and resources. Occasionally, teachers spend too much time at the beginning of lessons on whole class sessions and this over-direction by the teacher slows the pace of pupils' learning when it occurs. Very good use is made of support staff to support the learning of pupils of different levels of ability, and a wide range of practical and 'hands-on' resources are used to enhance and support learning. These aspects have a particularly good effect on the progress of pupils, including those with special educational needs, towards achieving their agreed targets. In a lesson observed with Year 6 special educational needs pupils, the very good organization and structure of the lesson contributed substantially to pupils' confidence to learn and to their good progress in their understanding of sentence structure. At the end of lessons, teachers often bring pupils together to assess their progress, to consolidate learning and to prepare them for future activities. This helps pupils to assess their own progress and begin to identify areas where they need to focus to improve their level of attainment.
17. Teachers make good use of a wide range of teaching and learning strategies to develop pupils' knowledge skills and understanding. The use of 'talk partners', to share ideas and stimulate purposeful talk, was observed in several lessons during the inspection. Most lessons, particularly in numeracy and science, began from the point of investigating a problem to find a solution. These approaches stimulate pupils greatly and engage them in their learning, encouraging them to work independently, in pairs and groups and to take responsibility for their own learning. In a very good lesson in Reception on mathematical understanding, pupils were set a range of tasks to complete, each giving them a different learning experience, but all focused on developing and increasing their understanding of 2D and 3D shapes. In a very good Literacy lesson in Year 6, pupils undertook a specific role in a debate on 'should children watch television? They worked in 'expert' groups to develop their arguments and then took part in a discussion with other pupils representing different points of view. This activity challenged them to develop their ability to present an argument in a discussion and also to work collaboratively and plan a piece of writing.
18. Pupils are enthusiastic and totally involved in the tasks and this contributes to the good working atmosphere in classrooms. They sustain their interest and concentration for long periods and work well, both independently and collaboratively with other pupils in pairs and small groups. In numeracy, pupils are challenged to explain how they arrive at answers and, with appropriate intervention, teachers help pupils to extend their thinking and knowledge. In a very good Year 1/ 2 numeracy lesson focused on recalling number bonds to ten, pupils of different ability had a clear understanding of what was expected of them and were totally focused on meeting the challenges they were set. In a very good Year 4 lesson focused on fractions, pupils were busy throughout the lesson and sustained a very good pace of learning, as a result.

The leadership of senior staff, particularly the head teacher, is very good and, together with the Governing Body, provides a clear direction for the school.

19. The leadership and management of the school has improved significantly since the school was previously inspected. The head teacher, senior staff and governing body provide very

good leadership of the school. The head teacher, in particular, is an excellent leader with a very clear vision for the development of the school. This vision is captured well by the school mission statement, which focuses on the development of the whole child and maximising the academic potential of the individual. To achieve this mission, the head teacher has developed a collaborative management style. The management team and subject coordinators share in the mission and vision of the school. The impact of this work is a strong commitment to high standards and a strong ethos based upon Christian values, which provides a very good environment where pupils' personal development is supported. This view of the school is shared by all who work in the school and is supported well by parents. The work of the school closely reflects its aims and, on a day-to-day basis endeavours to manage the policies put in place to make the school's aims a reality. A practical outcome of the very good leadership has been the expansion of classroom support assistants to support pupils' learning and help fulfil the aim of meeting the individual learning needs of every pupil.

20. The governing body has a very clear view of its role within the school and the direction in which the school needs to move next. Governors have become much more involved in the life and work of the school since the school was last inspected. The chair of the governing body has worked closely with the head teacher on developing a shared vision for the school, working closely to link its work with that of the church. Governors work closely with subject leaders and the literacy and numeracy governors have visited classes to see pupils at work. A number of governors sit on working parties, which monitor developments, including sampling pupils' work and planning for the School Improvement Plan. The thorough committee structure ensures that governors are kept fully informed about the work of the school and involved in holding it to account and planning future developments.
21. The monitoring and evaluation of the school's performance resulting in effective action to improve further is very good. The head teacher, senior staff and subject co-ordinators carefully monitor quality and standards throughout the school. They do this by a wide variety of formal and informal techniques. The quality of pupils' work is evaluated through regular classroom observations and careful analysis of pupils' completed work. Subject coordinators have a clear role in subject development and the school employs a 'rolling programme' for monitoring the quality of teaching and learning in each subject. The school uses information gained from monitoring and evaluating the quality of teaching and learning very well. Working parties, including both staff and governors, use the information gained to formulate policy and plan subject development. For example, as a result of monitoring in literacy, the school became involved in a Beacon cluster to develop pupils' speaking and listening skills. The priorities on the School Improvement plan are identified as a direct outcome of the school's monitoring and evaluation procedures. The head teacher has a firm belief in the importance of professional development for staff and views this as an important factor in continuing the good quality education and further improving standards. The school has developed a systematic strategy for performance management based upon the needs of staff and the school and in line with the school improvement plan. As a result, there are clear targets for the leadership and management of the school, which are evaluated annually.
22. Efficient financial management helps to ensure that developments are suitably supported and that specific grants are used well. The work of the school is well supported by the efficient administrative and financial staff. Support staff are deployed extremely effectively and learning resources are used well. The accommodation is used effectively, with improvements since the school was previously inspected, but there are inadequate outdoor facilities for physical education.

The school provides a good level of care for its pupils and sustains a strong partnership with parents, which contribute towards the school achieving its aim of developing the whole child.

23. Arrangements for child protection and procedures for ensuring pupils' welfare are good. The school knows its pupils well and puts their personal development and welfare as a priority. There are very clear procedures for monitoring and supporting pupils' behaviour and development, including their attendance. To monitor and improve attendance the school has appointed an attendance officer and adopted a policy of 'first day contact' when pupils are

absent. Pupils are very well supported in their learning. Their academic performance is regularly monitored and they are set targets for future improvement through the annual report to parents.

24. Assessment procedures have improved significantly since the school was previously inspected. They are well developed and are good, particularly in the core subjects and for all pupils who enter the school other than as 'routine admissions.' These pupils are assessed on entry for their reading and spelling ability. The school has developed a very thorough 'tracking' system for monitoring the progress of all pupils, including those pupils who are a part of the transient school population. The information gained from assessment activities is used extremely well to plan for pupils' future learning and to identify those who need additional support, both in the short-term and in the longer-term. The school also organises an after-school club for its pupils, which is popular with parents and well used.
25. The school has a good partnership with its parents. Parents have extremely positive views of the school. They are supportive of the school's ethos and feel that the school does well in helping their children to become mature and responsible. The school works well with its parents and is pro-active in promoting and developing links with them. It has an 'open door' policy, which encourages parents to express their worries and concerns. They feel very comfortable about approaching the school to deal with a problem and reflect that any worries or concerns are always quickly acted upon and dealt with effectively. The PTFA is active in supporting the school and in raising funds to support school initiatives. The school provides parents with a good level of information, both general and about their children's progress. There are three consultation evenings a year to discuss progress and annual reports contain literacy, numeracy and social targets for pupils to work towards.

WHAT COULD BE IMPROVED

Overall standards of attainment for pupils in English and mathematics by the end of Year 2 and Year 6.

26. Although the proportion of pupils attaining the expected levels in the core subjects by the end of Year 6 was in line with the national average in the 2001 National tests, the inspection findings show that for the current Year 6 year group of pupils, their overall attainment in English and mathematics is below the national average. In English, their attainment was in line with national averages in some lessons, but analysis of work shows that, over time, their standards of attainment are not at the expected level. Pupils' speaking and listening skills are in line with expected levels and are well developed through specific, planned strategies. In writing, average attaining pupils use punctuation correctly in their writing and are beginning to extend the meaning of their work with more complex sentences. However, the organization of their writing and their use of vocabulary to extend their ideas, are in need of improvement. In numeracy, although there is a wide range of attainment, the proportion of pupils working at level three means that overall attainment is below average. They are unable to work confidently with larger numbers, or to undertake more complex problems.
27. The 2001 national test results for pupils at the end of Year 2 showed that pupils' attainment in reading, writing and mathematics was well below the average, both compared to all schools nationally and to schools in similar circumstances. Inspection findings show that while the current year group of pupils in Year 2 are on course to improve from that situation, their overall standards of attainment are still below average. This is mainly because of the proportion of pupils in the current Year 2 who are still working at Level 1 of the National Curriculum. The school does have a clear strategy for improving the attainment of pupils in the infant classes and by the end of Year 2. This strategy is at an early stage of development and has not yet fully impacted on pupils' overall standards of attainment. Inspection findings showed that, in writing, a significant minority of pupils are not yet making correct use of capital letters or full stops and are generally making little use of punctuation. In reading, they show limited understanding of the main texts they read. In numeracy, a significant minority of pupils use numbers up to ten confidently, but are not yet extending their understanding to bigger numbers.

The level of pupils' skills, and their progress, in information and communication technology.

28. The progress of pupils in information and communication technology and their levels of basic skills are inconsistent, at present. During the inspection, pupils were observed using computers to the required standard, but it is clear that pupils use their mathematical ability or linguistic ability at times to solve the problems they have been set, rather than the technology they are using. Some examples of the use of information and communication technology to support pupils' learning across the curriculum were also observed during the inspection, but, again, this use of ICT is too infrequent and inconsistent to enable pupils to make lasting progress at present. The school has recently established an eighteen-station specialist information technology suite, in which all classes now have timetabled ICT lessons. The school has also invested in specialist teaching and technical support to work directly with pupils to develop their information technology skills. These initiatives are well planned, but have not yet had sufficient time to raise pupils' standards of attainment, or their rates of progress. There is an appropriate scheme of work in place and the subject leader has a clear vision of the direction in which the subject needs to move and is working hard to provide teachers with guidance and advice in relation to the management of the subject in their classrooms. There is an effective development plan for the subject, which is in an interim stage of development and targets the training of staff and further improvements in resources as next stages in the development of information and communication technology across the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. The governors, head teacher and staff should work together to:
- i. Raise standards of attainment further in English and mathematics by the end of Year 2 and Year 6 by:
 - implementing the Early Literacy Strategy effectively;
 - giving pupils consistent opportunities to extend their use of vocabulary and organize their writing;
 - improving the ability of pupils to work with larger numbers and undertake more complex problems.

(Refer to paragraph 26)
 - ii. Improve the level of pupils' skills, and their progress, in information and communication technology by:
 - developing pupils' information and communication technology skills systematically and progressively across the school;
 - making consistent use of information and communication technology to support pupils' learning in subjects across the curriculum.

(Refer to paragraph 28)

These areas are both priorities on the school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	11	4	0	0	0
Percentage	4	36	44	16	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents four percentage points.

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)	237
Number of full-time pupils known to be eligible for free school meals	57

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	73

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.6

Unauthorised absence

	%
School data	1.0
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	19	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	8	10
	Girls	14	14	13
	Total	21	22	23
Percentage of pupils at NC level 2 or above	School	66 (74)	69 (66)	72 (83)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	8
	Girls	13	13	13
	Total	21	23	21
Percentage of pupils at NC level 2 or above	School	66 (69)	72 (86)	66 (94)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	12	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	20
	Girls	9	6	10
	Total	26	21	30
Percentage of pupils at NC level 4 or above	School	79 (69)	64 (67)	91 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	20
	Girls	11	8	12
	Total	28	23	32
Percentage of pupils at NC level 4 or above	School	85 (69)	70 (69)	97 (72)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	2
Black – other	0
Indian	2
Pakistani	3
Bangladeshi	0
Chinese	0
White	194
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	24
Average class size	30

Education support staff: YR– Y6

Total number of education support staff	14
Total aggregate hours worked per week	287.5

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/2001
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	£
Total income	497,404
Total expenditure	468,687
Expenditure per pupil	1,953
Balance brought forward from previous year	22,302
Balance carried forward to next year	51,019

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	3	0	0
My child is making good progress in school.	56	37	5	1	0
Behaviour in the school is good.	50	42	3	0	4
My child gets the right amount of work to do at home.	37	47	10	0	4
The teaching is good.	63	27	8	0	1
I am kept well informed about how my child is getting on.	49	41	6	1	3
I would feel comfortable about approaching the school with questions or a problem.	76	19	5	0	0
The school expects my child to work hard and achieve his or her best.	69	24	4	0	1
The school works closely with parents.	60	26	12	0	1
The school is well led and managed.	67	23	6	0	4
The school is helping my child become mature and responsible.	62	31	4	0	4
The school provides an interesting range of activities outside lessons.	37	38	14	3	6