

# INSPECTION REPORT

## **ST MICHAEL'S CE PRIMARY SCHOOL**

Tettenhall, Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104384

Headteacher: Mrs Marilyn Jones

Reporting inspector: Hazel Callaghan  
22254

Dates of inspection: June 10<sup>th</sup> - 12<sup>th</sup> 2002.

Inspection number: 195728

Short 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 to 11
Gender of pupils:	Mixed
School address:	Lower Street Tettenhall Wolverhampton West Midlands
Postcode:	WV6 9AF
Telephone number:	01902 558845
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Appropriate authority:	Governing body
Name of chair of governors:	Mr G Brooks
Date of previous inspection:	16 <sup>th</sup> - 19 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Michael's is a Voluntary Aided Church of England School. It is an average sized primary school with 216 pupils. Pupils are admitted from a wide area around the school and the families are from a variety of socio-economic backgrounds. An average proportion of pupils are eligible for free school meals. Pupils come from many different cultures and ethnic groups. About half of the pupils are of white UK heritage. Most of the families of the other pupils' came originally from India, Pakistan and from the Caribbean, but many families have lived in England for two or more generations. Fifty-eight pupils have English as an additional language. This is a considerably larger proportion than is found nationally (26.9 per cent), but only six pupils are in the early stages of learning English. Pupils are admitted to the school with a normal range of attainment. There is an average proportion of pupils identified as having special educational needs, but none have a statement of need which is unusual. Three pupils have specific learning difficulties. There have been a significant number of changes in the teaching staff, in the last two years. Apart from the headteacher, only two teaching staff were at the school at the time of the previous inspection.

### **HOW GOOD THE SCHOOL IS**

This is an effective and improving school that gives satisfactory value for money. It is a happy and harmonious community where all cultures, religions and abilities are valued and respected by all. The school has been through a period of considerable change. Under the good leadership and management by the headteacher, and with the support of the senior management team, the new staff work well as an effective team that are beginning to evaluate their work and seek further ways to improve. Pupils have achieved satisfactorily in the past, but with the current good teaching pupils now make good progress in English mathematics, science and information and communication technology.

#### **What the school does well**

- The headteacher provides very good leadership for the staff and a clear educational direction for the school.
- The good standard of teaching throughout the school is enabling pupils to make good progress in English, mathematics, science and in information and communication technology.
- Pupils' personal development is well promoted and relationships throughout the school are very good. Pupils are very well behaved and they show enthusiasm for school. They have very good attitudes to their work and act responsibly.
- The provision for pupils' spiritual, social, moral and cultural development is very good and this results in the development of a caring, tolerant and happy school.

#### **What could be improved**

- Assessment procedures need to be further improved so that what pupils know, understand and can do are identified so that future work builds successfully on their prior learning. At present their attainment is not sufficiently monitored to ensure that they are making appropriate progress.
- Procedures for monitoring the quality of teaching are not sufficiently systematic or rigorous enough to ensure continued improvement in teaching and pupils' learning across all subjects.

*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 made good improvement since the previous inspection in June 1997. It has faced many difficulties, and changes in teaching staff have delayed progress until the last year. Standards have fluctuated, but overall pupils' achievement has been satisfactory and standards have risen in line with national trends. The most significant improvement is in the quality of teaching, which is now good throughout the school and often very good in Years 4, 5 and 6. The provision for design and technology and information and communication technology has improved and as a result pupils are now attaining the expected standards. Information and communication technology is used well to support pupils' learning in other subjects. The governing body has made good progress in developing its monitoring role and now provides effective support for the headteacher and staff.



## 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	D	C	A	A*
Mathematics	C	D	B	A
Science	D	D	A*	A*

Key	
Top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards in Year 6 rose sharply last year. Standards in mathematics were above those found nationally. In English they were well above average and in science they were in the top five per cent of all schools. Standards in both English and science were also in the top five per cent of similar schools. These were exceptional results, which well exceeded the school's targets and represent the very good progress by these pupils since they were in Year 2. This significant improvement was due to the small number of pupils with special educational needs in the group and the stable teaching received by these pupils through the school. Many classes in the past four years have not achieved as well because of unsatisfactory teaching in some classes and the staff changes in some classes through the school year. Pupils in the current Year 6 has not been as fortunate as those in Year 6 last year and, although the often very good teaching provided in Years 5 and 6 have provided them with effective opportunities to succeed, standards this year are not as high as those in 2001. Currently, pupils are attaining the expected standards for their age in English, mathematics and science, but there are fewer pupils working confidently at the higher level than is usually found.

Children in the reception class enter school with the normal range of attainment and most are will attain the expected standards by the time they enter Year 1. In the 2001 National Curriculum tests, standards of pupils in Year 2 were average in reading, below average in mathematics and well below average in writing. Writing was also weak when compared with similar schools. They attained average standards in mathematics to those in similar schools. All pupils, including the large proportion of pupils with English as an additional language make very good progress through the school in reading. Currently, pupils' achievement is improving due to the current good teaching in all classes. Standards in information and communication technology have improved significantly since the previous inspection and are now mostly in line with those expected. Standards in art are often good and above those expected. Standards in other subjects are broadly in line with those expected.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and show very good attitudes to their work. They concentrate well and are often eager to show what they know.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. The school is usually calm, and pupils are polite and respectful to adults and visitors. They show good levels of care for each other.
Personal development and relationships	Relationships throughout the school are very good. Pupils are considerate of each other and show respect for each other's cultures, feelings and ideas. The school is a tolerant and harmonious community.
Attendance	Broadly in line with that found nationally.



## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 teaching now evident throughout the school is having a positive impact on pupils' learning in all subjects. Pupils learn well because teachers plan their lessons thoroughly with a clear focus on what they want pupils to learn. In the reception class a wide range of stimulating activities motivate the children to investigate and explore, and the activities completed with the teacher are well matched to each child's needs so they make good progress. Throughout Years 1-6, teachers have high expectations for pupils' involvement and concentration, and the very good relationships promote pupils' eagerness to do well. Pupils respond well to the good demonstrations and activities provided and ask relevant questions. A good range of strategies is used to maintain pupils' interest and to challenge their thinking so they are often eager to show what they know and have the confidence to try new tasks. The teachers' good subject knowledge, especially in literacy and numeracy lessons, enables them to give clear explanations and use probing questions that further promotes pupils' good understanding. In the most effective lessons, activities are well planned and effectively build on pupils' previous learning so they make good progress. No unsatisfactory lessons were observed during the inspection, but where teaching was less effective it was due to the imbalance in time given to certain activities, which resulted in pupils not achieving as well as they could. Pupils from all ethnic groups make similar progress to their peers. Pupils in the early stages of learning English and those having special educational needs are well supported by the specialist teachers and the classroom learning support assistants.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum throughout the school is well planned, broad and effectively balanced. Teachers make relevant links between subjects enriching pupils' learning through the provision of stimulating activities. Visits to local places of interest and visitors to school are used well to extend pupils' experiences and to further promote their effective learning.
Provision for pupils with special educational needs	Good support is provided by the special educational needs teacher and learning support assistants. Pupils' needs are clearly identified and appropriate activities enable them to make good progress.
Provision for pupils with English as an additional language	Pupils who are in the early stages of learning English are well supported by the specialist teacher who recognises their needs and provides effective strategies to develop their vocabulary and understanding. Class teachers focus appropriately on developing pupils' vocabulary, but do not always use sufficient strategies to ensure pupils' good understanding.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, social and cultural development is very good. The provision for pupils' moral development is good. Pupils' personal development is very well promoted. Consequently the school is a harmonious, tolerant and happy community.
How well the school cares for its pupils	Pastoral care is very good. Pupils are well supported and they feel secure and well cared for. Procedures for assessing pupils' attainment and progress have improved, but they are not effective in tracking pupils' progress.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior management team provide good levels of leadership and management. They work well together as an effective team who are committed to providing a high standard of education for all the pupils in the school.
How well the governors fulfil their responsibilities	The governors have significantly improved their role in monitoring the work of the school and now provide good levels of support based on understanding of the school's strengths and of the areas in need of improvement.
The school's evaluation of its performance	The school has started to use the results of tests to identify areas of weakness and to monitor pupils' progress, but these strategies are still in the early stages of development. A satisfactory start has been made to monitoring teaching and pupils' learning, but the procedures are not rigorous enough to ensure continued improvement across the curriculum.
The strategic use of resources	Financial planning is effective and governors monitor the process of the school budget efficiently. They employ the principles of best value satisfactorily and use specific grants effectively to provide good support for pupils' learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The parents are very supportive of the work of the school and almost all parents say their children like school.</li> <li>• Parents are very pleased with the high levels of care provided.</li> <li>• Parents feel the quality of teaching has improved and is now good.</li> <li>• Parents believe that the school is well led and managed.</li> <li>• They are pleased that their children are expected to work hard and are developing their maturity and a sense of responsibility.</li> <li>• Parents feel welcome in the school and would be comfortable to discuss problems or concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents would like to see a greater range of clubs and out of school activities for the pupils.</li> <li>• A few parents are not happy with the levels of homework set for pupils.</li> </ul>

The inspection team agree with the positive comments of parents. The number range of extra-curricular activities is judged as satisfactory overall. During the inspection an appropriate range of homework was set in all classes. It was of a good range and was effectively linked to the work being set in class and so further developed and enhanced pupils' learning.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The headteacher provides very good leadership for the staff and a clear educational direction for the school.**

1. The headteacher has a very clear educational philosophy that has guided the school's development. She is responsible for the strong inclusive ethos in the school. Her strong leadership ensures that all staff work well together to create a harmonious and happy community. The school's aims and values are very well promoted by all staff and can be seen clearly in all its work. The headteacher is very sensitive to the pupils' needs and has established many effective procedures to provide for their spiritual, social, personal and academic welfare.
2. The headteacher has had many difficulties to contend with over the last four years and the large turnover in staff has hampered progress in moving the school forward. After standing still for some time the school is now moving quickly under her direction and with the good leadership provided by the senior management team.
3. The headteacher has a clear vision for school improvement, which she feels must be achieved through all staff working together for the benefit of the pupils. The wide range of expertise and experience now in the school has been effectively encouraged and supported through the implementation of clear management strategies so staff are enthusiastic, want to further develop the school's effectiveness and raise standards. The headteacher leads many activities personally, such as the regular 'circle time' discussions held with each class so she 'keeps a finger' on pupils' opinions, and takes a lead in their personal development.
4. The school have clear identified and prioritised what they now need to do in order to improve. Many of the strategies for school improvement are still new and have not yet had an impact on consistently raising standards. However, there is a common commitment to improving standards and the staff under the very good leadership of the headteacher, has the capacity to succeed.

**The good standard of teaching through the school is enabling pupils to make good progress in their learning in English, mathematics, science, and in information and communication technology.**

5. The current good teaching through the school is having a very positive impact on pupils' achievement.
6. The exceptional results attained by pupils in Year 6 last year represented very good progress made by these pupils since they were in Year 2. Other year groups of pupils have not achieved as well in the past and this significant improvement was due to the stable teaching pupils' received through the school. Many classes in the past four years have not achieved as well because of unsatisfactory teaching in some classes. It was also due to staff changes in some classes through the school year. The good teaching now evident throughout the school is enabling pupils to make better progress all subjects and especially in English, mathematics, science and information and communication technology.
7. Children in the reception make a good start in their learning, especially those with English as an additional language. Good focus is placed on developing children's communication, language and literacy skills in all their activities. Children in the early stages of learning English are well supported, and the vocabulary is adapted to ensure their understanding. The teacher and classroom assistant work well together, providing good support for children of all abilities. Children with specific learning difficulties are very well managed and enabled to gain success in their activities. Tasks are well matched to children's different needs and build effectively on their

previous learning so that they achieve well. Most children reach the standards expected by the time they enter Year 1.

8. Good teaching through Years 1-6 ensures that pupils now achieve well in their lessons. Teachers have high expectations for pupils' involvement and concentration, and the very good relationships promote pupils' eagerness to do well. Pupils learn well because teachers plan their lessons thoroughly showing a clear focus on what the pupils need to understand and be able to do at the end of each lesson. Pupils respond well to the good demonstrations and activities provided and ask relevant questions. A good range of strategies is used to maintain pupils' interest and to challenge their thinking, so they are often eager to show what they know and have the confidence to try new tasks. In a science lesson observed in Year 5, for example, the teacher used the initial part of the lesson to revisit pupils' previous learning about sound. She provided a good range of objects for pupils to investigate and consider how sounds are made. Having successfully stimulated pupils' memory she demonstrated a simple but dramatic experiment, showing how air moves when a diaphragm is vibrated. The teacher's questioning probed the pupils' understanding and, although they did not fully understand what had happened, most of the class were eager to try to explain the results using their prior knowledge.
9. Teachers' good subject knowledge, especially in literacy and numeracy lessons, enables them to give clear explanations that further promote pupils' good understanding. In the most effective lessons, the pace of the lesson is brisk and the teachers' expectations for pupils' productivity and range of learning is high. Activities are well planned, are well matched to pupils' needs and effectively build on pupils' previous learning so they make good progress. Computers are used well to further support pupils' learning. In Year 4, for example, pupils used a word processing package to express their views about whether animals should be kept in a zoo, while pupils in Year 6 used it to develop their skills of writing explanatory texts.
10. Information and communication technology was recognised as a weakness at the previous inspection and this has been significantly improved so that pupils now achieve well from a low base and attain the standards expected at seven and eleven. Teachers are more confident in their own expertise, and there are improved resources and levels of equipment so pupils' knowledge and skills are now more systematically taught. Information and communication technology is also used well to support pupils' learning in many different subjects. Pupils develop a suitable range of computer skills to develop their ideas in English, art, music, design and technology, and in recording their findings in mathematics and science.
11. The quality of whole-school curricular planning is very good. It has been very effectively developed over the last year and all staff have contributed well to its completion and consistent high quality. It effectively guides teaching in all subjects so that pupils' knowledge and skills are progressively developed. Teachers make effective links between subjects, enhancing pupils' greater understanding and awareness. Pupils in Year 4, for example, learnt about history through literacy and art in their study of the legend of Daedalus. Many visits are used effectively to promote pupils' greater knowledge and understanding by extending their experiences. The residential trip to Ironbridge, for example, promoted pupils' understanding of the impact of the industrial revolution and prompted their own designs for mugs after visiting the Coalport china museum. Pupils' experiences were effectively recorded on their return, thus promoting their literacy and art skills.
12. Teachers work closely together to support different ability groups and to further match activities to ensure their good achievement. In Year 1, for example, the two class teachers have developed a very effective style of team teaching, which gives the pupils the benefit of their different expertise. The specialist teacher for pupils with English as an additional language also works closely with class teachers helping pupils to use and understand new terms and vocabulary. This was observed in a numeracy lesson in Year 2 and literacy lesson in Year 4.

13. Pupils from all ethnic groups make similar progress to their peers. Those who have low self-esteem and those who are less likely to achieve well are encouraged and given good levels of guidance and support. Pupils in the early stages of learning English and those having special educational needs are well supported by the specialist teachers and the classroom learning support assistants, so they make good progress in their learning, especially in language. Class teachers, however, do not have the same level of expertise. They focus appropriately on developing pupils' vocabulary and understanding, but do not always use sufficient strategies to ensure pupils recognise the different ways words are used, especially in mathematics and science. Teachers are beginning to focus more strongly on improving pupils' problem solving skills in mathematics, recognising that they find difficulty in unravelling the language involved. This has been recognised as an area for further development by the school.
14. No unsatisfactory lessons were observed during the inspection, but where teaching was less effective than in most lessons it was due to the imbalance in time given to certain activities which resulted in pupils not achieving as well as they could. Most lessons observed were, however, good or better.
15. Pupils in the current Year 6 have not been as fortunate as those in Year 6 last year and their learning in the school has often been disrupted in the past by changes of teachers and unsatisfactory teaching. The often very good teaching provided in Years 5 and 6 have provided them with effective opportunities to succeed, but it has not been sufficient to reach the exceptional standards achieved last year. There are also a greater proportion of pupils with special educational needs, which has an impact on the overall achievement of the group. Most pupils this year are attaining the expected standards for their age in English, mathematics and science, but fewer pupils are working confidently at the higher level than is usually found. From the work observed in Years 4 and 5 this is improving. The expectations of teachers throughout the school are rising and they are developing more challenging work to extend pupils' learning.

**Pupils' personal development is well promoted and relationships throughout the school are very good. Pupils are very well behaved and they show enthusiasm for school. They have very good attitudes to their work and act responsibly.**

16. Teachers throughout the school work consistently at promoting pupils' personal development and encouraging their good attitudes and behaviour through an understanding of the values of the school and appreciation of how everyone needs to care for one another. Boys and girls of all ages and abilities therefore have respect for each other, enjoy school and are keen to learn. Their personal development and behaviour are very good and have been well maintained since the previous inspection. Pupils know and respect the boundaries set for appropriate behaviour and as a result there is a relaxed atmosphere within the school.
17. Most pupils are keen and eager to attend school and are glad to be there. Children in the reception class come into school independently and separate from their parents and carers without problem. The quality of relationships is very good. Teachers and pupils relate well to each other and pupils respond by forming good relationships of their own. A caring ethos is evident both in class and round the school. In class, pupils work collaboratively, supporting each other and sharing resources and ideas. Older pupils are particularly caring of younger ones and are keen to look after them when the opportunity arises. Consequently, most pupils say that they enjoy school and parents confirm that their children like coming to school.
18. Pupils have very good attitudes to their work, especially when teaching is stimulating and they are interested. Most listen attentively to their teachers and answer their questions eagerly making thoughtful observations. Most pupils apply themselves to tasks with interest, sustain concentration and persevere with their work until it is complete. Many show pride in their work and interest in the work of others.

19. Very good procedures for promoting pupils' good behaviour are consistently reinforced by all staff. Teachers have clear expectations for pupils' good behaviour in lessons, which they maintain with professional competence. For the small number of pupils who need support and guidance in their behaviour, teachers and support staff use praise and encouragement skilfully as positive reinforcement to develop appropriate behaviour. The school rules are clearly understood and respected, and pupils show their understanding of the need for order, fairness and sensible behaviour in the development of their own class rules. Pupils' behaviour in and around school is very good. Most pupils are polite and considerate to one another as well as to staff and visitors. They hold doors open and stand back to allow visitors to go first. Most are well behaved during lessons. There are isolated occasions when a minority of pupils decide to misbehave in lessons, but the majority of pupils ignore this bad behaviour and do not go off task.
20. Pupils' personal development is good. The school has adopted a clearly planned scheme of work that covers the appropriate areas for pupils' learning, which pupils' explore in weekly lessons and in the circle time discussions when pupils have the opportunity to consider their feelings and responses to different circumstances. The introduction of the pupils' worry box has been a very positive initiative to help pupils express their worries and concerns. Pupils, feel that their feelings are respected and are confident that 'things get sorted out fairly'. They, consequently have a good understanding of how their actions make others feel and have respect for different values and beliefs because they understand how they would feel themselves. There is no evidence of racial harassment or repeated unkind behaviour. Staff successfully work towards the establishment of a very harmonious and racially tolerant school community where pupils are trusted and respected. In return pupils want to behave well and respect others in turn.
21. Pupils show good levels of responsibility and reliability. In Year 6, for example, pupils raise the money for their visit to a local safari park. The school is helping them to become more mature and responsible. This was confirmed by parents at the meeting held before the inspection and on the questionnaires returned.
22. Opportunities to promote pupils' understanding of themselves as learners are good. Pupils are very effectively involved in evaluating their own work especially in art and design, design and technology and information and communication technology. They are encouraged to consider the work they have done, whether they have successfully achieved what had been asked of the teacher and what they could improve next time. This process consolidates their understanding of the task and also very effectively promotes their personal development.

**The provision for pupils' spiritual, social, moral and cultural development is very good and this results in the development of a caring, tolerant and happy school.**

23. Pupils' very good spiritual development is based on the strong Christian ethos of the school. Many pupils are of other religions than Christian, but none are withdrawn from school assemblies, as parents welcome the good focus on developing pupils' reverence for God and the development of their spiritual awareness. The daily act of worship provides pupils with a good opportunity to consider new ideas and to reflect on their importance in their lives. The daily collective acts of worship are very well led by the headteacher and the local vicar. The time is well planned and there is a clear distinction between the assembly time and worship. The lighting of a candle is the signal that pupils recognise as the beginning of this special time. They listen with interest and with good levels of attention. All pupils, irrespective of their own religious beliefs, join in the prayers. Stories are used well as the introduction to the focus of worship and pupils' own experiences are used well to further develop their understanding. The vicar, for example, used the World Cup football competition and the pupils' excitement in supporting their team. He compared it effectively to the fact that Jesus also had followers and supporters. Pupils in Years 3-6 regularly visit St Michaels Church and take part in the Eucharist service. Other religious festivals are also celebrated, such as Divali, which this year was organised by some of the parents. Pupils are encouraged to show respect for other's beliefs as well as for their own. Many of the teachers

incorporate prayers into their daily routines and develop a sense of delight in the wonders of creation, whether natural or man-made. It is a normal part of lessons in subjects such as art and science. Pupils in Year 3, for example, considered what kind of design would create an inspirational piece of architecture or frieze that could be used to enhance their local environment. Their designs showed pupils had thought a lot about what is important to them and what might inspire others.

24. Pupils' very good social development is promoted by all staff. Pupils are encouraged to care for one another. Older pupils were often seen playing with the younger children holding their hands to take them where they needed to go. Pupils are also encouraged to consider people less well off than themselves and they respond well to opportunities to raise money for charities such as Christian Aid. Recently pupils created a 'river of pennies' as an unusual strategy for raising money for 'Water Aid' to support people in Africa. Pupils' co-operative skills are well promoted through opportunities to work in pairs or in groups. The pupils are often given the opportunity to develop their own designs and plans as groups, which requires effective skills of negotiation and collaboration, especially from the oldest pupils. Even the youngest children in the reception class are expected to think of one another, to share toys and resources, which they do sensibly. All the staff act as very positive role models, working well together, which the pupils recognise and emulate.
25. Pupils' very good cultural development is based on the respect and value placed on all the pupils' ethnic backgrounds, cultures and traditions. The cultural difference of the pupils is used as a strength. Cultural development is a way of school life. It is the cornerstone of the inclusive ethos of the school. Pupils continuously learn to appreciate their own cultural traditions as well as the richness and diversity of other cultures from each other. Posters raise awareness of the positive nature of being different. A large display of photos of many of the pupils in the school shows the countries they have come from, their different languages and celebrates the worldwide community that is the school. A display of dual language books supports pupils whose are in the early stages of learning English and reinforces the importance of other languages. Celebrations of many of the worldwide festivals are a growing part of school life. Good opportunities are made for pupils to experience a range of cultural influences through art, music and drama. Visits and visitors to the school, such as a local theatre group, all help to broaden pupils' experiences and develop their good awareness of the multi-cultural world they live in.
26. The good provision for pupils' moral development ensures that pupils have a good understanding of right from wrong and they are able to reflect on their behaviour and its possible impact on others. There is a clear code of conduct, built upon the school and class rules. Children in the reception know what is fair and what is unfair and are encouraged to act with kindness and consideration towards the other children. All pupils know and understand the need for rules and respond well to the rewards for good effort and care for one another. The personal, social and health education lessons provide good opportunities for older pupils to consider moral dilemmas and to make choices based on their understanding of right and wrong. Discussions and debates provide effective opportunities for pupils to develop their ideas and to express them clearly for others to understand. Pupils in Year 5 for example debated who would have to be thrown out of the balloon. Considering the qualities of each person and therefore who should remain. The pupils know that they are able to express their own ideas and thoughts and will be respected for their views. The secure relationships within the school provide a firm basis for the development of a clear moral understanding.

## **WHAT COULD BE IMPROVED**

**Assessment procedures need to be further improved so that what pupils know, understand and can do are identified in order that future work builds successfully on pupils' prior learning. At**

**present their attainment is not sufficiently monitored to ensure that they are making appropriate progress.**

27. Procedures for assessing pupils' achievements have developed satisfactorily since the previous inspection, but they do not as yet cover all subjects or provide information by which teachers can ensure that pupils, whatever their ability or ethnicity are making at least satisfactory progress.
28. Satisfactory procedures have been adopted to monitor what pupils know, understand and can do in English, mathematics and science. The data collected is recorded for each pupil and forms a suitable record of pupils' achievements against the key objectives being taught. Systems have also been introduced to monitor pupils' attainment in information and communication technology. There are no agreed procedures for passing to the subsequent teacher any information about how well the pupils have accomplished tasks or developed the expected skills in most subjects. Opportunities are consequently missed to extend further pupils' learning. Some teachers are not sufficiently aware of how certain skills, such as creating structures out of rigid materials in design and technology, had been covered or the standards attained and so their expectations for further improvement were reduced.
29. Pupils are very effectively involved in evaluating their own work especially in art and design, design and technology and information and communication technology. They are encouraged to consider the work they have done, whether they had successfully achieved what had been asked of the teacher and what they could improve next time. Pupils have individual targets in English and mathematics, which they refer to regularly to judge if they are improving in their work. These different aspects of assessment are a strength in the school but there is an insufficient focus on recording how well pupils are achieving in many of the other subjects.
30. The headteacher makes satisfactory use of data provided from the local education authority on the results of National Curriculum tests to evaluate the school's effectiveness and to monitor the impact of the school's provision. The new deputy headteacher has introduced an effective system by which pupils' achievements in mathematics are monitored. The information is used effectively in setting school targets for mathematics in the National Curriculum tests. It also very effectively highlights those pupils who are not making sufficient progress in their learning. A benefit of the system is the sharing of responsibility by all teachers in monitoring their pupils' achievement, as they have to predict pupils' future attainment. The headteacher and deputy headteacher recognise this benefit and plan to use the data as a basis for future teachers' performance management targets. The recording system is being trialed this year with the aim to extend it to English and science.

**Procedures for monitoring the quality of teaching are not sufficiently systematically planned or rigorous to ensure continued improvement in teaching and pupils' learning across all subjects.**

31. Good progress has been made in this area since the previous inspection, but more clearly planned and rigorous procedures are required if the improvement is to continue effectively.
32. Regular monitoring by the headteacher has resulted in the identification of specific weaknesses in teaching, and the implementation of effective strategies to address the concerns. Many of the areas she identified were also of concern in the previous report. There have been many changes in the teaching staff over the last two years, partly as a direct result of the priority to eradicate poor teaching and partly because staff have moved on in their careers. The headteacher has worked well with the staff and been successful in creating a positive ethos in the school for self-evaluation and review, which is having a positive impact on raising the quality of teaching.
33. There is an open and positive system for monitoring that all staff recognise and participate in. The strategy for raising the quality of teaching is based on teachers' own self-review together with monitoring by the senior management team and subject co-ordinators. There is clear information

and guidance provided for staff about the monitoring procedures to be used and so there is a clear understanding by all staff about the process to be followed. Teachers are consequently becoming more evaluative of their own work and they welcome support from their colleagues. As co-ordinators they are eager to use the strategies agreed to help them gain a clearer understanding of standards in their subjects so that standards improve.

34. The earlier monitoring strategies used by the headteacher have now been satisfactorily extended to include an evaluation of the impact of teaching on learning within subjects, as distinct from the earlier more general focus of observations. All co-ordinators have this aspect of monitoring identified as part of their management role. Systems for the regular release of co-ordinators from their class to carry out their monitoring responsibilities have been introduced with the expectation that all staff with a management role will be eventually involved in observing teaching and standards in their subjects.
35. The senior management team have observed some teaching in their subjects, such as physical education and science. The new deputy headteacher has started to monitor the quality of teaching and pupils' learning in mathematics, but at present there is no clear plan for all teachers to be observed in any one subject or aspect of their work. Observations have been a little piecemeal and there is a lack of overall focus. Not all teachers have been observed teaching English, mathematics, science or information and communication technology. There is, therefore an insufficiently clear overview of potential strengths or areas of weakness. Where lessons have been observed, information and judgements about the teaching are recorded satisfactorily, and supportive feedback is given to each member of staff. Suitable targets for further improvement are agreed with the teacher, but as yet there is no clear procedure for following up targets to ensure satisfactory progress is being made.
36. A variety of suitable strategies for monitoring the education provided in subjects have been identified such as the scrutiny of teachers' planning and of pupils' work and most co-ordinators already use these strategies informally to help them gain a clearer view of the standards. There has been insufficient focus on monitoring how teachers ensure that all pupils, whatever, their attainment, gender or ethnicity are enabled to make good achievement in lessons and over time.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to raise standards further the governing body, headteacher and staff should:

1. Develop and implement manageable systems for assessment by:
  - pinpointing accurately what pupils already know and can do;
  - using this information to plan the next stage of their learning;
  - tracking the achievement of pupils as they move through the school.

Further develop the procedures for monitoring the quality of teaching and pupils' learning by;

- implementing a plan for the systematic monitoring of lessons of all teachers within a subject or aspect so whole-staff discussions can profitably focus on strategies for improvement;
- ensuring that the targets agreed as part of the monitoring process are reviewed so that additional guidance and support can then be provided where necessary.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	18

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	8	7	0	0	0
Percentage	0	29	38	33	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 more than one 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)	216
Number of full-time pupils known to be eligible for free school meals	51

#### **Special educational needs**

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	66

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	58

#### **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	7

### *Attendance*

#### **Authorised absence**

	%
School data	6.3
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.04
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)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	11	17	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	25	23	25
Percentage of pupils at NC level 2 or above	School	86 (90)	82 (87)	89 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	24	25	24
Percentage of pupils at NC level 2 or above	School	86 (90)	89 (83)	86 (97)
	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)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	8	14	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	22	19	22
Percentage of pupils at NC level 4 or above	School	100 (79)	86 (63)	100 (75)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	18	19	22
Percentage of pupils at NC level 4 or above	School	82 (71)	91 (75)	95 (79)
	National	72 (70)	74 (72)	82 (79)

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

Numbers of pupils attaining each subject has been omitted because there are less than ten, to protect individual pupils' identity.

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	18
Black – African heritage	10
Black – other	0
Indian	44
Pakistani	18
Bangladeshi	0
Chinese	1
White	109
Any other minority ethnic group	16

*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)	10
Number of pupils per qualified teacher	26.1
Average class size	31

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	80

*FTE means full-time equivalent.*

### *Financial information*

Financial year	2000-2001
	£
Total income	344,845
Total expenditure	35,378
Expenditure per pupil	1819
Balance brought forward from previous year	26,872
Balance carried forward to next year	13,339

### *Recruitment of teachers*

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	160
Number of questionnaires returned	65

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	2	0	0
My child is making good progress in school.	47	50	3	0	0
Behaviour in the school is good.	58	40	0	0	2
My child gets the right amount of work to do at home.	30	50	18	0	2
The teaching is good.	63	33	2	0	2
I am kept well informed about how my child is getting on.	38	52	8	0	2
I would feel comfortable about approaching the school with questions or a problem.	63	30	7	0	0
The school expects my child to work hard and achieve his or her best.	67	32	2	0	0
The school works closely with parents.	37	50	7	0	7
The school is well led and managed.	52	40	7	0	2
The school is helping my child become mature and responsible.	50	42	5	0	3
The school provides an interesting range of activities outside lessons.	28	40	22	2	8