

INSPECTION REPORT

ST JUDE'S RC INFANT AND JUNIOR SCHOOL

Maypole, Birmingham

LEA area: Birmingham

Unique reference number: 103463

Headteacher: Mrs B Johnston

Reporting inspector: N A Pett
OFSTED Inspector Number: 17331

Dates of inspection: 12th and 13th November 2001

Inspection number: 195989

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: 5 - 11

Gender of pupils: Mixed

School address: St Jude's Close
Maypole
BIRMINGHAM

Postcode: B14 5PD

Telephone number: 0121 4305069

Fax number: 0121 4366411

Appropriate authority: Governing Body

Name of chair of governors: Fr. Anthony Talbot

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
17331	Mr N A Pett	Registered inspector
9306	Mrs B Moore	Lay inspector
29995	Mrs M Walker	Team inspector

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the southern side of Birmingham. It caters for pupils aged between 4 and 11 years of age and serves the immediate area of established housing estates. There are 155 pupils on roll, and it is smaller than the average size for primary schools nationally. Pupils come from the full range of socio-economic backgrounds, with a significant majority experiencing social and financial disadvantage. There is considerable mobility amongst the local population. The number of pupils eligible for free school meals is well above the national average. There is a small number of pupils from minority ethnic heritage, but no pupils have English as an additional language. Sixty-four pupils are identified as having special educational needs, and four pupils hold a statement to address their specific needs, figures that are above average. Attainment on entry at under the age of five is below the expectations for their ages for most of the children. The school received a Schools' Achievement Award in 2000 and has been allocated funds from 'Excellence in Cities' to provide learning mentors. The school's mission statement is embedded in the Catholic faith, and its aims concentrate on learning and sharing to enable pupils to develop their academic and personal potential.

HOW GOOD THE SCHOOL IS

This is a very good school, which operates well. Standards in National Curriculum tests at the end of Year 6 are high in relation to the average for similar schools. Standards seen in work during the inspection are generally above average by the end of Year 6. Pupils' progress is very good. This is achieved by the high quality of teaching. There is very effective leadership and management, which sets high expectations, and these are well met by the committed staff. The school gives very good value for money.

What the school does well

- Through the consistently high expectations, the good and often very good teaching promotes the very good progress and achievements of children and pupils.
- Achieves high standards in pupils' attitudes, behaviour and personal development.
- Cares very well for its pupils, making very good use of the assessment procedures.
- Provides good educational inclusion
- Responds to the high expectations of leadership and management.

What could be improved

The school recognises the need to further improve:

- Outside resources for the Foundation Stage.
- Standards in literacy by the end of Year 2 and Year 6 to match the good standards in numeracy.
- Full coverage of the programmes of study in information and communication technology
- Attendance and punctuality

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 1997 when the judgements were that it was a good school. Since then standards in National Curriculum tests have risen and the quality of teaching has improved. The

key issues from the last inspection have been well addressed. Assessment procedures and their application are now very good and schemes of work guide teachers effectively throughout the curriculum. Library and computer resources have been enhanced. There is now a library in both key stages, and very recently a good computer suite has been opened. Raising awareness of multicultural diversity is now well covered. The management roles of subject co-ordinators is good, as shown through the use of work portfolios, monitoring of teaching and learning and professional development. Behaviour is now well monitored and managed. Overall, improvement has been very good.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	D	C	A	well above average A above average B average C below average D well below average E
mathematics	B	B	B	A	
science	A*	A*	A	A*	

Standards by the end of Year 6 when compared to similar schools are well above average overall for the three core subjects, and are above average overall when compared to the national average. There was little difference between results for boys and girls. Results in tests by the end of Year 2 show a similar pattern for 2001 in relation to similar schools, although results for reading were below average in comparison with all schools. Girls achieved better than boys in literacy but boys did better than girls in mathematics at this age. Whilst the number of pupils in year groups taking the tests can be small and make national comparisons difficult, the results since the last inspection show that improvement has been at a quicker rate than the national average. Standards on entry are well below average and the high quality of teaching engenders good progress. Children and pupils in reception achieve well in all aspects of the Foundation Stage curriculum. Standards seen during the inspection mirror these results. Pupils achieve well, reflecting the good educational inclusion, which ensures that their individual needs are met. Standards in literacy are hampered by pupils' skills in vocabulary, reading and writing. The school recognises this, and is working hard and effectively to support progress. In mathematics and science, standards are above average. In information and communication technology, standards in the large majority of the skills involved are at least average. Recent improvement in resources has allowed the school to make plans for ensuring that all aspects of the programme of study can be taught. In other subjects sampled, pupils achieve standards that reflect the national average, which many pupils exceed.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes towards their work and teachers.

	They enjoy school and work hard.
Behaviour, in and out of classrooms	The behaviour of the very large majority of pupils is very good at all times.
Personal development and relationships	Very good. Pupils show responsibility towards others and for their work. They collaborate well and have very good relationships with teachers and each other.
Attendance	The overall attendance figures for the last year were slightly below the national average for primary schools nationally, and this is unsatisfactory. Unauthorised absence is lower than the national average.

The overall ethos of the school is set in its Catholic tradition. Despite the very good efforts by the school to promote good attendance, the level of attendance has not shown significant improvement, but unauthorised absence has been halved since the last inspection. A minority of pupils are regularly late for school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Very good

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

The scrutiny of pupils' work shows that teaching is consistently good over time in all age groups. The quality of teaching in the class for under fives and Reception is very good. Children are admitted as they approach their fifth birthday, and the teaching meets the requirements of the Foundation Stage very well. There are very good links to the National Curriculum, which prepares the pupils for the next stage of their education, and in Years 1 and 2, the consistently good teaching, and occasionally very good teaching, maintains pupils' progress. Teaching in Years 3-6 is very good, overall, and particularly for older pupils. In most classes the work set really challenges the pupils and develops their knowledge, understanding and skills. Where teaching is outstanding, children and pupils' progress is very good. Literacy and numeracy are well taught, with good use of both skills in other subjects across the curriculum. Pupils with special educational needs are well supported through the effective partnership between teachers and learning support staff and potentially higher attaining pupils are very well challenged through extension work. This high quality of provision leads to the good standards pupils achieve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. There is effective provision for literacy and numeracy, especially in good links with other subjects in the curriculum. Science is well provided for, and there is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. Statutory requirements are met. Pupils receive effective support both in classes and when withdrawn for group and individual support.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' personal development. A particular strength is the provision for their social and cultural development. Teachers also maintain a very good overview of pupils' personal development.
How well the school cares for its pupils	Very good and is seen as a strength of the school by the parents.

There is effective coverage of other subjects within the curriculum but not all of the programme of study for information and communication technology is being covered and National Curriculum requirements are not met. Induction procedures for children entering the Foundation Stage are good. Whole-school procedures for assessment are exceptional and are very well used to inform planning. Assessment profiles are well used to set targets in literacy. Marking is often very good and shows how work may be improved. There is a good partnership with parents, in terms of support and their involvement in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very effective. The headteacher has a clear vision for the school and provides, through her partnership with the staff, a clear educational direction for the school.
How well the governors fulfil their responsibilities	The governors work effectively through a good partnership with the headteacher and staff and generally fulfil their responsibilities very well.
The school's evaluation of its performance	Very good. National Curriculum test results are analysed and further testing systems are applied to ensure that pupils are making appropriate progress.
The strategic use of resources	Very good. Financial and human resources are very well deployed to ensure that the school provides the best opportunities for its pupils. The school achieves very good value for money.

The headteacher manages very well and provides a very good example to staff and pupils. Through the school development plan, priorities are identified and action plans are appropriately carried out. Within the overall management, the roles of the senior staff and co-ordinators are appropriate. Monitoring and evaluation are very good and support effective target setting. The chair of governors has a very good professional partnership with the school. Governors are well informed, and apply the principles of best value as they consult with staff, compare performance, and strive to ensure that the best opportunities exist for the children and pupils. They are not meeting their statutory responsibilities for the curriculum with regard to information and communication technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
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<ul style="list-style-type: none"> • The very good standards which their children achieve through good teaching • The very good ethos • How well the school cares for their children • Homework challenges and extends pupils' learning. • Their children are encouraged to be responsible • Their involvement in the life of the school • That the school is well led and managed. 	<p>There were no areas indicated.</p>
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Seven parents attended the pre-inspection meeting and about 33 per cent of the questionnaires were returned. The overall view of the parents is that the school is providing exceptionally well for their children in relation to both academic progress and personal development. The inspection evidence confirms these views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Through the consistently high expectations, the good and often very good teaching promotes the very good progress and achievements of children and pupils.

1. The overall quality of teaching is consistently good throughout the school and is often very good. Children aged under five and pupils in the Reception class learn and achieve very well because of the teaching that they experience. On entry, their standards are well below average in all of the areas of learning. Through the effective teaching they make good progress and by the time that they begin their work in the National Curriculum at the age of five they have achieved well although standards are still below the national average, overall. In personal, social and emotional development they have acquired the skills to work effectively together and have improved significantly in communication, language and literacy skills. Good progress has been made in mathematical and creative development, and in their knowledge and understanding of the world. In their physical development, children make satisfactory progress, as the outdoor facilities are limited. Teaching is stimulating as was seen in a session in which children undertook a wide range of activities that combined learning in many of the early learning goals; good mental number work, singing of a song to develop language, and the use of a computer to find a missing item on the screen. The use of appropriate activities and praise helped to develop children's self-esteem.
2. In Years 1 and 2, and in Years 3 - 6, the teaching remains consistently good, and in many lessons inspected it was very good. It is clear from the scrutiny of pupils' work that teaching over time is consistently good. The National Curriculum is effectively covered in all subjects except information communication technology, where limitations in resources prevent the full coverage of the programme of study. Nevertheless, there is good coverage of aspects such as word-processing and data handling, and as the new resources are developed the plans set address the current shortcomings.
3. Virtually all lessons are characterised by the high expectations of the teachers, which leads to the good achievement of the pupils. Classroom management is very good and this reinforces the good standards of behaviour achieved. Teachers generally have good subject knowledge. Lessons are very well planned and there is frequently good educational inclusion as the differing learning needs of the pupils are met. There has been good improvement in the schemes of work since the last inspection. Work set is devised to be challenging to all pupils, and there is often extension work for those who complete the main activity for the lesson. Learning support staff are very active with pupils who are identified as having special educational needs and they have a most effective partnership with the class teachers. The individual education plans for these pupils are clear, understood and well used. They are informed by the assessment process.
4. The learning objectives for lessons are clear and are shared with the pupils so that they know what they are doing and why. Good practice is seen as teachers involve the pupils well in the learning process through challenging questions, which they use to

develop literacy, knowledge and understanding. Learning support staff are equally proficient in this activity and pupils are encouraged to think for themselves. For example, in a Year 5 science lesson, pupils were well prepared for their investigation into differing rates of evaporation and generated good hypotheses and predictions. Similarly, in a Year 1 lesson, pupils enjoyed studying each other as they learned the correct names for different parts of their faces, and then described the differences, such as colour, size, and similarities. This work supports the development of their reasoning and thinking skills. The pace of most lessons is good and pupils are involved in a range of activities, making good use of resources. This includes very effective displays which combine children and pupils' work with commercially produced posters. They are stimulating and add to the very good learning atmosphere. The quality of assessment and marking is very good and forms a significant factor in the overall improvement of achievement, and in the high quality of care for children and pupils. At the end of lessons, teachers make very good use of plenary sessions in which they check the quality of learning and use this information effectively in their evaluations and planning. Homework is well used and is often an extension of the work done in class that adds to the challenge as well as the learning opportunities.

5. The teaching of literacy and numeracy is good. In literacy, pupils respond positively to the good support they are given by teachers to overcome some of the difficulties they encounter in putting newly acquired knowledge into practice in their written work. This was noted in the previous inspection report. Teachers plan a good range of activities and nearly always present these activities in an interesting manner in order to appeal to pupils' interests and to promote learning. For example, pupils acting as 'human commas' made good progress in understanding the use of commas in lists. In Year 6, lessons develop vocabulary and writing skills as pupils study the impact of words on emotions and interests. In Year 4, the challenge in the work on poetry stimulated the pupils' interests. Good use was made of computers as pupils developed and drafted their ideas. This has a positive influence on the pupils' personal development as well as their understanding and skills in communication. In Year 2, the most effective use of the 'Big Book' led to the understanding and use of language and particularly the use of verbs as pupils used their own sentences and analysed the text. In numeracy, the good mental introductory sessions, as seen in a Year 2 lesson, stimulate the pupils' interest and enable them to see number and shape patterns as the lesson develops into the main objective of learning about fractions. Information and communication technology is often well integrated into the lessons and good use is made of the new computer suite. Computers are effectively used with basic learning programmes in English and mathematics and for research. For example, in a Year 3 lesson, pupils effectively developed their skills in the use of data handling. They established a database by inputting information on games and then used the computer program to produce graphs and pie charts to illustrate their findings. Resources are still being developed, as is the use of the computers, and plans are set to remedy the shortcoming as not all of the programme of study is being covered. Good improvement has been made in computer resources and also in library resources since the last inspection, with one for Years 1 and 2, and one for Years 3 - 6. The libraries are well used by teachers in their lessons.
6. The effect of this teaching is the good achievement of the children and pupils. Results in the National Curriculum tests and assessment at the end of Year 2 have improved since the last inspection and particularly in the last set of tests. Results in writing and

mathematics were above the national average, but reading results were below the national average. Results in teacher assessments for science were close to the national average. In comparison with similar schools, results were well above average in reading and writing, and very high in mathematics. Girls achieved better than boys in literacy but boys did better than girls in mathematics at this age. Whilst the number of pupils in year groups taking the tests can be small and make national comparisons difficult, the results since the last inspection show that improvement has been at a quicker rate than the national average. In tests at the end of Year 6, results were average in English, above average in mathematics and well above average in science. In comparison with similar schools, results were well above average in English and mathematics and very high in science. There was little difference between results for boys and girls. Results are improving at a quicker rate than nationally.

7. Standards seen during the inspection mirror these results. Standards in literacy are below average, hampered particularly by pupils' limited skills in vocabulary, reading and writing. The school recognises this, and is working hard and effectively to support progress. In mathematics and science, standards are above average. In information and communication technology, standards in the large majority of the skills are at least average. In other subjects sampled, pupils achieve standards, which meet expectations and many pupils exceed them.

Achieves high standards in pupils' attitudes, behaviour and personal development.

8. There is a very strong and distinctive Catholic ethos, which is respected by all associated with the school. It is achieved through the high expectations set by all of the adults working in the school, to which the children and pupils willingly respond. In all activities seen during the inspection and from discussions with pupils, staff and parents, the high standards being achieved in students' behaviour, attitudes and values are clearly apparent.
9. Children and pupils enjoy coming to school. The overall quality of their behaviour is very good. In classes and around the school the large majority of pupils are well behaved. In lessons, most pupils have positive attitudes to learning. From the Foundation Stage and Reception class, through to those in Year 6, the pupils work willingly with enthusiasm and perseverance. They are proud of their achievements. Relationships between pupils, and between pupils and teachers, are good. The high standards in behaviour and good quality of relationships do much to eliminate any minor disagreements between pupils, and instances of bullying and racial disharmony are very rare. Incidents are dealt with very well, which supports the high standards being achieved, and there have been no exclusions in the past year. The attendance of most pupils is good, as is their punctuality, but there is a significant minority who do not have good attendance, and are also late for school. Where pupils' attendance is good, it supports their learning. Pupils show respect in the manner in which they receive visitors, applaud success, care for their environment and accept differing values and beliefs.
10. Provision for the children and pupils' spiritual, moral, social and cultural development is very good. As it is a denominational school, overall judgements on their spiritual and moral development will be made by inspectors from the Diocese. In lessons inspected, good opportunities were taken to support the spiritual and moral development of the

children and pupils. For example, in a Year 6 English lesson, the consideration of newspaper headlines led to discussions which contributed to pupils' values and beliefs. In a Year 5 science lesson, work on evaporation added to pupils' sense of awe and wonder. The very clear code of conduct is well understood by the children and pupils and effectively reinforced in classrooms and as they move around the school. They understand the difference between right and wrong. The last inspection report commented on the good provision and this judgement still stands.

11. Social development is very good. In many lessons pupils are encouraged to take responsibility for their work and behaviour. The frequent occurrence of group and pair work provides good opportunities to develop social skills and pupils enjoy these opportunities. Opportunities taken in lessons are very well controlled and pupils listen well to each other. They share ideas and resources well. Pupils support the work of the Church and charities of their own choice, promoting their concern for others less fortunate than themselves. Pupils respond well to opportunities to exercise responsibility. For example, they act as monitors, take the initiative in lessons and Year 6 pupils are very sensitive and responsible in their work as 'buddies' to Year 2 pupils in supporting their reading. They take advantage of the extra-curricular opportunities, which provide them with opportunities to mix socially and work together across the age range. These opportunities, which enrich the curriculum, include visits, visitors, school productions, life in the Church and sport. Cultural development is satisfactory. Pupils are made aware of their own cultural heritage, and their awareness of aspects of their local society is well developed, for example, through their work in geography as they compare lifestyles in different countries. Very good displays highlight the world faiths which are present in their community, and this helps pupils develop their awareness as to how other religions influence lifestyles. The overall improvement since the last inspection in multicultural awareness has been satisfactory.
12. Children and pupils respond very well to this provision for their personal development. The effective structures promote good standards of behaviour, attitudes and personal development, and this makes a significant contribution to the academic standards being achieved.

Cares very well for its pupils, making very good use of the assessment procedures.

13. The overall ethos of the school is characterised by the high quality of care for the children and pupils. This care is a strength of the school. Parents fully endorse this inspection judgement. Teachers and all adults working in the school know the children and pupils very well and in the light of the social and economic difficulties that a significant number of families experience the school is very supportive. The code of behaviour and the very good opportunities for personal development support the caring environment. Links with outside agencies are used appropriately and well. Child protection and health and safety procedures meet statutory requirements. The Code of Practice for special educational needs is fully in place.
14. In support of this very good approach to children and pupils' welfare, the key issue from the last report to make the use of assessment more consistent has been achieved. Assessment procedures are now very good, and they enable the staff to know how well children and pupils are progressing in their work and in their personal development.

There is very detailed analysis of National Curriculum tests and assessments to target any shortcomings. Very good use is made of a range of other national testing systems, including base line assessments when children enter the school, as they transfer between year groups, and in literacy skills. The quality of marking is often outstanding, with very constructive comments that refer to the quality of the work done and how it might still be improved. Very good use is made of rewards. All of this process leads to effective target setting in test results and for pupils' individual progress. The information is used very effectively to inform lesson planning and the development of schemes of work. Thus there are booster classes at appropriate times of the year for pupils in literacy and numeracy and targeting of pupils of differing prior attainment. This links well with the effective educational inclusion as pupils who are gifted and talented are as well supported as those with special educational needs. It also enables children and pupils to have a good understanding of their own levels of achievement and progress.

Provides good educational inclusion

15. The overall approach by the governors, headteacher and all staff are very supportive of the whole range of children and pupils. From the underlying care of its Catholic ethos, to its knowledge of each individual child and pupil, through the quality of assessment and in the quality of teaching, the school works very successfully to meet the differing learning needs in classrooms and around the school. For example, the analysis and monitoring of academic and personal development, the quality of teaching and the celebration of achievement of children and pupils of differing ethnic and social background are all good. The school received a Schools' Achievement Award in 2000 and has been allocated funds from 'Excellence in Cities' to provide learning mentors. Good use is made of a wide range of strategies and agencies to support learning and personal development for the full range of prior attainment so that individual learning difficulties are addressed. In lesson planning good links are made in the work undertaken to develop literacy, numeracy and information technology skills. This approach provides good equality of opportunity and has led to the improvement in both attainment and achievement of the majority of pupils.

Responds to the high expectations of leadership and management.

16. The headteacher has been in post for a short time, having previously been the deputy headteacher. She has built on the good foundations which were reported at the time of the last inspection and through her high expectations has further developed standards and the overall ethos of the school. Staff, governors, pupils and parents have great confidence in the headteacher's leadership and the school is most efficiently managed. She is very involved in the day-to-day life of the school and sets a very clear example to all staff, pupils and parents, through her commitment to the school. In partnership with the staff and governors she provides very good educational direction and the school's aims, which are clearly shared by all members of the school community, are very well met in relation to the religious, personal and academic standards achieved. Even with results that reflect and often exceed the national average the headteacher still recognises that standards in literacy can be raised. The very positive response to the headteacher by the staff and pupils is a significant factor in the success of the school.

17. The governing body is well aware of the school's strengths and weaknesses. Strategic planning is good and governors are fully involved in the planning process. The chairman of the governors has a good professional partnership with the headteacher and this is a valuable facet in the overall involvement of governors. Other governors also visit the school and support well. Governors apply the principles of best value as they seek to gain the best opportunities for children and pupils. It is only in that the statutory requirements for information and communication technology are not met are governors not fulfilling their duties.
18. The school has addressed the key issues from the last inspection in 1997 and improvement has been very good overall. Strategies for monitoring and evaluation are very good, overall. There is good delegation and the overall skills of the senior management team and subject co-ordinators are very well used. Monitoring and evaluation by subject co-ordinators is now good and there are portfolios of pupils' work to support assessment, a clear pattern of lesson observation and monitoring, and good professional development. Behaviour is now well monitored, as evidenced by the high standards. Results at the end of Years 2 and 6 show improvement. The quality of teaching has improved. The review of procedures for assessment has enabled the school to resolve this key issue.

WHAT COULD BE IMPROVED

Outside resources for the Foundation Stage.

19. The outdoor facility for children aged under five is contained in an attractive grassed area adjacent to the main building. There is a very limited range of apparatus to provide the appropriate opportunities for children's physical development, such as the use of wheeled vehicles and climbing frames. As the area is uncovered and grassed this limits its use when there is wet weather. Plans are proposed for this area to be developed but are currently hampered by the financial costs.

Standards in literacy by the end of Year 2 and Year 6 to match the good standards in numeracy.

20. In comparison with similar schools, results in National Curriculum tests at the end of Year 2 and 6 are above average. In comparison with all primary school nationally results are average, and show an improvement in recent results. Many pupils make very good progress as they enter the school with well below average skills in speaking, listening, reading and writing. Nevertheless, the school recognises that there is the need to raise standards in literacy and the strategies used are effective. While many older pupils are confident in discussion and enjoy talking about their work, they do experience difficulties in their understanding and use of vocabulary, and the length of their answers. This was seen in a Year 4 geography lessons and in a Year 5 science lesson. Teachers work effectively to improve standards but there are some shortcomings that undermine them. For example, not all pupils have good comprehension of technical words that they meet in work sheets. Written answers are sometimes short, lack appropriate structures and there are often spelling errors. However, there is good use of speech marks and basic sentence structures, and

standards of grammar being achieved by older pupils show significant improvement. The good range of writing, which includes reports, poetry, critical accounts, book reviews and creative work is having an appropriate impact on improving standards. Good opportunities for reading extend comprehension skills and vocabulary. Investigations and recording of events supports observation and reasoning skills. Thus, the action being taken has the clear potential to raise the standards in line with targets set for all pupils to match the above average standards achieved in numeracy.

Full coverage of the programmes of study in information and communication technology

21. There has been a significant improvement in the number of computers available and the computer suite is a valuable resource. Most computers can now cope with the range of modern programs, and they are used well. Because this development has been recent, and not all programs are yet available, the full programme of study for information and communication technology is not covered. There are good examples of word-processing, simple use of techniques such as ‘pasting and sticking’ tables and pictures into text, and the use of programs to support literacy and numeracy. The computers are networked and this allows good opportunities for work. Where teachers are confident they make good use of the opportunities, and they effectively involve the expertise of the learning support staff. Plans are in place to rectify this situation so that there is effective application of information and communication technology in all subjects.

Attendance and punctuality

22. Structures to promote attendance are good, and have had a positive effect on improving attendance since the last inspection. Nevertheless, standards are below the average for primary schools nationally and are unsatisfactory. Good progress has been achieved in reducing the unauthorised absence, which is now less than the national average. There is also a minority of pupils who are regularly late for school. The school recognises the need to continue to promote good attendance to support pupils’ progress and achievement, and is working to secure better relationships with a minority of parents and carers of these pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The governors, headteacher and staff recognise there is still room for improvement in this very good school, especially within the areas for improvement listed earlier in this report. In order to build on its success it now needs to:
 - Raise further the standards of literacy for all pupils by the ages of seven and eleven;
 - Extend the range of resources so that all programmes of study are met for information communication technology
 - Extend the outdoor resources and facilities for children in the Foundation Stage to promote their opportunities for development.
 - Continue to promote good attendance and punctuality, especially for the minority of pupils whose attendance and punctuality are unsatisfactory.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	7	4	2	0	0	0
Percentage	19	44	25	12	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 six percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	152
Number of full-time pupils known to be eligible for free school meals	N/A	69

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	64

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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	8	12	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	10	10	10
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	80 (60)	85 (73)	85 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	9	11	11
	Total	16	18	18
Percentage of pupils at NC level 2 or above	School	80 (60)	90 (100)	90 (100)
	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	11	14	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	11
	Girls	10	9	14
	Total	17	18	25
Percentage of pupils at NC level 4 or above	School	68 (76)	72 (84)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	9
	Girls	10	9	11
	Total	17	18	20
Percentage of pupils at NC level 4 or above	School	68 (76)	72 (84)	80 (100)
	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	7
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	113
Any other minority ethnic group	9

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)	8.5
Number of pupils per qualified teacher	20
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	75

FTE means full-time equivalent

Financial information

Financial year	2000/2001
	£
Total income	446439
Total expenditure	452026
Expenditure per pupil	3014
Balance brought forward from previous year	37497
Balance carried forward to next year	31910

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	1
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	155
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	24	6	0	0
My child is making good progress in school.	75	22	2	0	2
Behaviour in the school is good.	67	27	6	0	0
My child gets the right amount of work to do at home.	55	43	2	0	0
The teaching is good.	88	12	0	0	0
I am kept well informed about how my child is getting on.	76	18	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	12	2	2	0
The school expects my child to work hard and achieve his or her best.	90	10	0	0	0
The school works closely with parents.	78	16	4	2	0
The school is well led and managed.	80	16	4	0	0
The school is helping my child become mature and responsible.	82	16	2	0	0
The school provides an interesting range of activities outside lessons.	51	31	18	0	0