

INSPECTION REPORT

St. Joseph's Catholic Primary School

Barnoldswick, Lancashire

LEA area: Lancashire

Unique reference number: 119685

Acting Headteacher: Mrs C. Flood

Reporting inspector: Mr P. M. Allen
OIN 17531

Dates of inspection: 28th February – 1st March 2001

Inspection number: 196357

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 – 11
Gender of pupils:	Mixed
School address:	West Close Road Barnoldswick Lancashire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr M. J. Peckover
Date of previous inspection:	23 rd June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's Primary at Barnoldswick in the Pendle district of Lancashire, is a small voluntary aided Roman Catholic primary school that serves both the parish of St Joseph's and that of nearby St Patrick's. Of the 130 pupils on roll there are 20 more girls than boys. The school serves a mixture of social backgrounds. There are five classes, two for Key Stage 1 and three for Key Stage 2. At the time of the inspection, the deputy headteacher was Acting Headteacher and one teacher was on long term sickness absence. This meant that two of the five classes had supply teachers and, in the case of one class, this had led to instability because of repeated changes of teacher. Virtually all the pupils are of white ethnic origin. There are 20 pupils on the register of special educational needs, which is broadly in line with the national average. The number of pupils eligible for free school meals is slightly below the national average. Most of the children have received pre-school education and attainment on entry to the school is broadly in line with what could be expected. The school aims to create a caring environment where each child has the opportunity to fulfil their potential and achieve their hopes and goals. The school looks to both welcome its new headteacher soon after the inspection and to a period of more settled staffing.

HOW GOOD THE SCHOOL IS

This is an effective school which can become more effective when the staffing situation is more settled. Children's development is well supported by the school's caring, Christian ethos. Children make a very positive start to their schooling. Although most pupils make at least sound progress, progress is more marked towards the end of Key Stage 1 and the end of Key Stage 2 than it is in the first part of Key Stage 2. Standards are high at the end of both key stages, especially Key Stage 2. The school is benefiting significantly from the good leadership of its acting headteacher and the quality of the majority of the teaching is good or very good. The school gives satisfactory value for money.

What the school does well

- ◆ There are mainly very good standards at the end of both key stages, especially at Key Stage 2.
- ◆ There is very good teaching towards the end of each key stage.
- ◆ The provision for spiritual, moral, social and cultural education is good.
- ◆ There are good assessment procedures in the core subjects of English, mathematics and science, which inform effective target setting.
- ◆ There is a successful partnership between school and home.
- ◆ There are very high standards in music.

What could be improved

- ◆ The progress made by pupils in the first part of Key Stage 2.
- ◆ The provision and standards in information and communication technology.
- ◆ The provision for Reception children so that it more clearly supports the new Early Learning Goals.
- ◆ The school development plan.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Notwithstanding the current, short term instability in staffing, the school has made a steady improvement since the previous inspection in June 1997. The issues from that report have been largely addressed. Standards in design and technology at Key Stage 2 have improved significantly and curriculum planning has been improved, partly through the development of schemes of work. The assessment of pupils' work in the core subjects, including the setting of targets, has been well developed. The processes of monitoring and self-evaluation have also been well developed by the school, although there is still a need to improve the school development plan. The provision for pupils with special educational needs has improved. Since the previous inspection, standards have risen in the core subjects, especially at Key Stage 2. A new headteacher will soon be in post and the school is well placed to make further improvements.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	C	B	B	well above average A above average B average C below average D well below average E
Mathematics	C	A	A	A	
Science	B	A	A	A	

Children at the foundation stage (Reception year) attain well and are likely to attain the new nationally prescribed Early Learning Goals; a significant minority will exceed them. Standards at the end of Key Stage 1 are good in reading and very good in writing and mathematics. Standards at the end of Key Stage 2 are very good in English, mathematics and science. With the exception of English at Key Stage 2, where standards are higher than in previous years, the judgements for both key stages are reflected in the results for summer 2000 and those over the last three years. There are no significant differences in the standards achieved by pupils of different gender. Results have steadily risen over time, most markedly at Key Stage 2. There is recognition in the school that standards could be still higher in reading and spelling at Key Stage 1 and there are firm plans to address this point. The school has set targets to maintain and build on these very creditable results.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils are generally enthusiastic about school with positive attitudes towards their work.

Behaviour, in and out of classrooms

Behaviour is usually good and sometimes exemplary in classrooms, in the playground and in the hall at lunchtimes.

Personal development and relationships	The provision for personal development is good and well supported by the very good relationships between the adults and the children.
Attendance	Attendance is good and there is no unauthorised absence. Children are keen to come to school.

The good attitudes and behaviour together with the very good relationships have a positive impact on the quality of education.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	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 quality of the relatively small amount of teaching observed during this short inspection was at least satisfactory and very often better. It was very good in 36 per cent of the lessons seen, good in 36 per cent and satisfactory in the remainder. The very good teaching seen at the end of Key Stage 1 and Key Stage 2 brings about the very high standards at the end of both key stages. The needs of the pupils, including those with special educational needs, are generally met, although there is a need to more closely target the progress made by pupils in the two youngest Key Stage 2 classes. The skills of literacy and numeracy are usually well taught. The teaching of the youngest children should be more closely focused on the new Early Learning Goals.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, although there is recognition in the school of the priority to significantly develop the information and communication technology curriculum.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs. These pupils are well supported and they make good progress, especially in the acquisition of basic skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual, moral, social and cultural development is good; it effectively promotes and supports the school's Mission Statement.
How well the school cares for its pupils	The school ensures the health, safety, care and protection of all pupils within its caring, Christian ethos.

There is a successful partnership between school and home. Parents enjoy their involvement and appreciate the welcoming approach. The school has made a good start in improving the information and communication technology experiences for the pupils. There are good assessment procedures which inform effective target setting in the core subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher, although new to the role, is providing clear and purposeful leadership and management and is being well supported by the staff and parents.
How well the governors fulfil their responsibilities	The enthusiastic governing body is supportive of the school, has a sound understanding of its roles and responsibilities and is meeting its statutory requirements.
The school's evaluation of its performance	The school has made a very creditable start in monitoring its performance, partly through analysing results, setting targets and monitoring teaching.
The strategic use of resources	The school makes satisfactory use of its resources; the surplus income has been reduced through expenditure on learning resources and payment for supply teachers.

The school is adequately staffed and well resourced, although there is need to develop resources for the foundation stage and for information and communication technology. The school is advantaged by its good quality, well cared for accommodation. The strategic management of the school needs to be led by a comprehensive school improvement plan which has as its main agenda the further raising of the quality of education. Appropriate consideration is given to applying the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Children like school and are making good progress. ◆ Standards of behaviour. ◆ The quality of teaching and the approachability of the school. ◆ The expectation that the children will work hard, do their best and become responsible. ◆ The school is well led and managed. ◆ School works closely with parents. 	<ul style="list-style-type: none"> ◆ As well as a number of individual concerns, some parents indicated that they would appreciate more extra-curricular activities. ◆ A significant number of parents are concerned about the adverse effect on the class which has been taken by a number of supply teachers.

Virtually all the views expressed were supportive of the school and inspectors broadly support these views. The amount of extra-curricular activity is similar to most schools of a similar size and is creditable, given the current staffing difficulties. The concern over the number of supply teachers is very understandable and the governors hope this situation will soon be resolved. Parents are satisfied with what the school provides and achieves.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There are mainly very good standards at the end of both key stages, especially at Key Stage 2

1. The previous inspection described standards at the end of Key Stage 1 as good and this pattern of attainment has at least been maintained. Lesson observations, a scrutiny of work and hearing a sample of readers, together with evidence of the school's own data, indicate that standards at the end of Key Stage 1 are good in reading and very good in writing and mathematics. Although only a relatively small number of pupils are assessed, this judgement is clearly reflected in the results of summer 2000. A consideration of the available data over a longer period similarly reflects this position. Taking the three years from 1998 to 2000 together, national performance data shows that the performance of pupils in reading and writing exceeded the national average for their age group, whilst their performance in mathematics exceeded the national average by a significant margin.

2. Although standards at the end of Key Stage 1 are high, there is recognition in the school that standards could be still higher in reading and also in spelling and there are firm plans to address this. The school aims to further raise standards in reading by raising the profile of reading, by improving the teaching of phonics, by increasing the range and stock of books, by giving children more access to books and by further developing the partnership with parents in the practice of reading skills. The school is confident that these moves will bring reading standards up to the very creditable level of writing and mathematics standards.

3. The previous inspection described standards in English, mathematics and science at the end of Key Stage 2 as being sound and in line with national averages. Standards have risen very significantly since that time. The judgement of the inspection team, based on all available evidence, is that standards in English, mathematics and science at the end of Key Stage 2 are very good and well above national averages. This is broadly reflected in the results of summer 2000 when the English results were good when compared with all schools and similar schools and the mathematics and science results were very good when compared both nationally and with similar schools.

4. Taking the three years from 1998 to 2000 together, the performance of pupils in English clearly exceeded the national average for their age group, whilst in mathematics and science pupils exceeded the national average by a significant margin. All the available evidence indicates that the current Year 6 pupils are likely to continue, if not improve, on these very creditable results, including a small number of pupils who are likely to attain very high levels.

5. The very good standards are brought about by the very good teaching which pupils receive towards the end of each of the key stages.

There is very good teaching towards the end of each key stage

6. Even though only a relatively small number of lesson observations can be undertaken in a short inspection, it was clear that pupils were receiving very good teaching towards the end of each key stage. This was particularly the case in literacy and numeracy lessons. This high quality teaching impacts very clearly on the rate, breadth and consolidation of pupils' learning. It

promotes the very good progress which leads to the good and mainly very good results in the national tests at the end of Year 2 and the end of Year 6.

7. In the very good teaching, importance is given to devising meaningful tasks which encourage interest, a desire to achieve, a sense of confidence amongst the pupils and which are matched to the varying levels of pupils' abilities. This was the case in a literacy lesson for the Year 1 and Year 2 class which was very well linked with the class topic on 'minibeasts'. The pupils enjoyed shared reading about a snail and showed good understanding of how a snail eats and breathes. They enjoyed experimenting with words and using alliteration; for example, one pupil created the line 'sleepy slug slithers very slowly' and another 'snoopy snail sneezed in the snow'.

8. The group activities had clear purpose, were laid out attractively and were carefully matched to the pupils' abilities. The higher attainers accessed information about snails from the computer, whilst others did cutting and sticking to create a diagram to depict the life cycle of the butterfly. The teacher and the classroom assistant supported the groups, asking focused questions to take pupils' learning forward. The classroom is well presented and well organised. The very good teaching has a positive impact on pupils' behaviour, response, progress and levels of attainment.

9. Where teaching is very good, there are clear learning objectives which set a high level of expectation of pupils of differing abilities and interests. Pupils are required to work at a good pace, with an understanding of the quality and quantity of work required of them by certain deadlines. This was the case in a literacy lesson on characterisation with pupils from Year 5 and 6. The teacher explained clearly the techniques of developing characteristics through dialogue, description and action, making effective use of illuminating examples before setting the pupils appropriate and stimulating tasks that reflected high expectations for 'quality descriptions'.

10. In this session the pupils created detailed character profiles, often with humour, always with enthusiasm. In discussion, the pupils listened attentively to each other, asking questions to develop ideas and take account of others' views. The quality of teaching impacted very clearly on the very good quality of the work being produced. The pupils responded to the high expectations for good behaviour. This was also the case in a numeracy lesson with the same class when the pupils' attitudes and behaviour were judged by the observing inspector to be excellent.

11. The quality of the very good teaching helps pupils to gain the appropriate knowledge, skills and understanding in a systematic and effective way. It leads to the creditable standards and results evidenced at the end of both key stages and especially at the end of Key Stage 2.

The provision for the spiritual, moral, social and cultural development of pupils is good

12. The overall provision for pupils' personal development, including their spiritual, moral, social and cultural development, continues to be a strength of the school. Whole school, key stage and class assemblies provide good spiritual development. Acts of collective worship are well planned and offer pupils opportunities for prayer and quiet reflection. During the inspection, a well organised Mass for Ash Wednesday gave the pupils good opportunities for reflection and pupils considered a series of 'Daily Lenten Reflections'. They also consider local, national and international events and how these may affect their lives and the lives of others. Pupils are often

invited to write their own prayers, 'thank you' prayers for example, and read them out during assembly time.

13. The school clearly promotes a sense of right and wrong and pupils respond positively to this ethos. The religious education programme, work covered in personal and social education and moral themes discussed in assembly all impact on the development of the moral understanding in pupils. There is an effective code of conduct and pupils are involved in drawing up their own class rules. This adds to pupils' understanding of 'doing the right thing' and of being responsible for their own actions. Achievements are celebrated in the weekly 'Good News Assembly'. The school takes time to recognise pupils' achievements in school and their endeavours and successes out of school. These features help the school to promote good self-esteem in pupils.

14. Pupils' social development is fostered in a variety of ways. Classes have monitors for routine tasks such as giving out resources, keeping classrooms tidy and taking registers to the school office. Older pupils act as cloakroom monitors and help younger children with their coats. They also take responsibility to ring the school bell on time at the end of breaks and help younger pupils to 'line up' in the playground. In physical education lessons, pupils are made responsible for setting out and putting away small and large apparatus. In the summer term Year 6 pupils hear Reception and Year 1 children read. Pupils' social development is further enhanced by visits out of school; for example, through the local 'Street Wise' scheme.

15. Pupils learn to appreciate and value their own and other cultures. This is seen in history through studies of life in Britain in the past. For example, Year 5 and 6 pupils complete a study unit on 'Life in Victorian Times'. During their school life pupils are provided with opportunities to study art from different times and places, for example African art. At the appropriate time the whole school acknowledges the Muslim festival of Eid. Year 6 pupils benefit from French lessons in the summer term. A suitable range of visits out of school and visitors into the school further enhances their understanding of local and national culture. These include, for example, visits to the local area and further a field to the Manchester Science Museum, the Jorvik Museum, Harewood House, Shipley Hall and Blackpool Zoo. Visitors into the school have included a Shakespearean actor, a children's author and members of the local education authority music service.

16. The provision for spiritual, moral, social and cultural education is one of the school's strengths and it effectively promotes and supports the school's Mission Statement and underpins its caring, Christian ethos.

There are good assessment procedures in the core subjects of English, mathematics and science, which inform effective target setting

17. There are good procedures in place for assessing pupils' attainment and progress. The academic needs of individuals are being well addressed and recorded in a systematic way in the core subjects. This is an improvement on the findings of the previous inspection as the school has now put into place formal procedures for assessing pupils' attainment and progress in science. The school has made good improvement in the way assessment procedures are used to inform future planning and setting reliable targets for improving pupils' levels of attainment. The procedures are outlined in a clear assessment policy, which is monitored well by the acting headteacher and assessment co-ordinator. There is a structured timetable of assessments throughout the year and the teachers also identify opportunities for assessment in their planning.

18. The school carefully assesses the children when they begin school in the Reception year and those with learning or behavioural difficulties are identified at an early stage. Teachers continue to monitor the children's progress regularly throughout the year to determine their progress over this important period. From Year 1 to Year 6, detailed assessments are made using a range of formal tests together with the teachers' ongoing day-to-day assessments to determine pupils' progress. This information is used very effectively to plan the next step of learning and to set reliable targets for further learning. In addition, the information is used as a management tool to target specific pupils or groups of pupils, which has a positive impact on raising their levels of attainment. A good feature of the target setting process is that pupils are involved in reviewing their own targets for improvement. For example, in English if a piece of writing is given a National Curriculum level 4, pupils assess the work and discuss with their teacher and each other how they could improve it and achieve a higher level. This is very good practice and is enabling pupils to develop a greater awareness of their own learning.

19. The acting headteacher has made a good start in reviewing the results of pupils' test performances in order to give a clear, at a glance picture of pupils' progress over time. Staff make good use of the assessment components within the National Literacy and Numeracy Strategies and a formal system has recently been put into place to record pupils' attainment at specific intervals.

20. The school is well placed to build upon the good assessment procedures in place and develop systems to assess and record pupils' attainment in other subjects.

There is a successful partnership between school and home

21. The very strong, effective partnership with parents reported at the time of the previous inspection has been maintained. The responses to the parents' questionnaire and discussion with parents show they strongly support the work of the school though a significant number of parents understandably expressed concerns about the adverse effects on the class which has been taken by a number of supply teachers. The governors hope this situation will soon be resolved. Parents strongly believe that children enjoy school and their behaviour is very good. Inspectors agree that the relationships throughout school are very good and have a significant impact in creating a positive work ethos in which pupils collaborate and achieve well. Pupils' behaviour is always at least good and at times exemplary.

22. The acting headteacher and staff are accessible to discuss any problems or to provide information and the majority of parents feel comfortable about approaching the school when they have any worries or concerns. Some parents are concerned that there is not a good enough range of extra-curricular activities provided by the school. The inspection finds that the amount of activities provided compares well with most schools of a similar size and is creditable, given the current staffing difficulties.

23. Parents make a very good contribution to the learning of their children and the life of the school. There are a good number of committed parents who regularly help in the classrooms and accompany pupils on visits outside school. One parent provides invaluable assistance in helping run the out of school netball club. The very active parents' and teachers' association successfully raises considerable amounts of money for school funds. Most parents are happy with the level of homework provided and support their children well when work is sent home. They realise that the school expects their children to work hard and achieve well. The recently

introduced homework diaries provide a very good means of communication with their child's class teacher.

24. Parents receive very good information about their children's progress. The annual reports indicate what pupils can and cannot do, the progress being made and where pupils are finding difficulties. Parents are offered appropriate opportunities to attend meetings to discuss their children's work and progress with the teachers. At the meeting during the spring term, parents receive precise information about their child's attainment in terms of National Curriculum levels and how well they are achieving compared with others in the class. They are also given their child's predicted targets for the end of the year and teachers discuss how they might help their child achieve them.

25. Overall, the school's work is considerably enriched by its partnership with parents and this has a beneficial effect on pupils' attainment and progress.

There are very high standards in music

26. Mention was made at the parents' meeting of the very significant contribution of music to the life of the school. The school has a strong music tradition and this enriches the opportunities for pupils and the breadth of the curriculum.

27. The subject is well led by the co-ordinator who teaches music to the two oldest classes. All pupils are taught the recorder in Year 2 and Year 3 by a specialist teacher and subsequently those who continue are taught by the co-ordinator. Specialist woodwind teaching is provided and, during the inspection, a practice was observed of a 15 piece ensemble which featured good quality clarinet, flute and saxophone playing. A guitar group performed well in assembly. From Year 2 onwards, around 80 per cent of the pupils play a musical instrument.

28. The Key Stage 2 choir of over 50 pupils meets on a regular basis such as during one lunchtime during the inspection. The standard of singing observed was very good with enthusiastic and tuneful singing which showed very good diction. The pupils sing a wide range of imaginative songs including 'Blue Whale', 'Hitching a ride', and 'We are marching in the light of God', which pupils sing in two languages. The choir, together with instrumental groups, takes part in annual events such as the Pendle Festival and a massed choirs' performance of a cantata. The choir performs carols in the centre of the town and performs for the local elderly at the Parish Centre. Last year pupils successfully wrote their own Millennium songs which were put together in a medley.

29. The annual production of a musical nativity is a highlight of the school year; they involve all Key Stage 2 pupils and are very well attended. Videotapes provided by the school give evidence of the good quality and enthusiasm within this work. The musical dimension of the school's life has a good impact on the pupils' personal and cultural development. The musical ability and enthusiasm of the co-ordinator contributes significantly to this strength of the school.

WHAT COULD BE IMPROVED

The progress made by pupils in the first part of Key Stage 2

30. The very good teaching at the end of Key Stage 1 and the end of Key Stage 2 brings about the very good progress that the pupils are making. Pupils in the two youngest Key Stage 2 classes are making slower progress. This is significantly the case in the younger class of the two where, due to the long term illness of a teacher, the pupils have been taken by a series of supply teachers over a prolonged period of time. This situation has been brought about by a particular set of circumstances beyond the control of the school. A number of parents have, understandably, expressed their concern over the situation.

31. The current Year 3 pupils performed very well in the end of Key Stage 1 tests in summer 2000. In reading their performance was good when compared with all schools nationally and in line with the results of similar schools; in writing and mathematics their performance was very good when compared both nationally and with similar schools. These creditable standards have not been maintained because the pupils have become unsettled by the number of teachers who have taught them. This has clearly had an adverse effect on the levels of progress being made.

32. A scrutiny of the exercise books reflects this situation. Marking is inconsistent and there is less matching of the tasks to the needs and abilities of the different ability groups than is found in the rest of the school. The quality of presentation and handwriting has deteriorated for some pupils because of insufficiently high expectations. Some pupils are not as productive as they could be. The amount of work produced is sometimes insufficient; 'not enough' is a comment in one book. Most pupils are motivated to do well but they are not being sufficiently supported. Standards in the class are not as high as they ought to be, although with settled, consistent, very good teaching, the school can get these pupils back 'on track'; the previous results indicate their potential.

33. Successfully addressing this difficulty is a priority for the school and the governors are hoping that the situation will soon be resolved. The arrival of the new headteacher will enable the present acting headteacher to resume a full time teaching commitment with one of the classes and other contingency plans are being put in place. When all the practicalities are addressed, the school can return to its normal practice where all pupils are given the same opportunities to make progress.

The provision and standards in information and communication technology

34. The school has identified the raising of attainment in information and communication technology as its most significant educational priority and target, partly through its prominence in the school development plan. Necessary action has been identified to improve resources, to improve teacher knowledge and to monitor progression throughout the school. A positive start has been made but much remains to be done.

35. The school still has insufficient computers and programs to develop skills well enough. Information and communication technology skills are insufficiently developed across the curriculum. Training can develop staff confidence and make teachers more aware of what pupils can achieve. These issues impact upon the progress pupils make and do not allow them enough suitable activities to reach the higher levels in information and communication technology, especially towards the end of Key Stage 2. The school is well aware of the deficiencies and the importance of raising attainment in this subject. Its plans need to be detailed and costed in the new school improvement plan.

36. The work is being led by an informed and enthusiastic co-ordinator. She provides help and guidance for colleagues to develop their skills and confidence. There is a plan for staff training through the local education authority in the use of both the Intranet and the Internet. The co-ordinator is in the process of implementing the local education authority's information and communication technology programme of work which clearly identifies the skills to be taught and how they can be used across the curriculum.

37. The school also benefits from the employment of a very knowledgeable and hard working classroom assistant who devotes a large amount of her time to working on information and communication technology with pupils in Key Stage 2. In a lesson observed during the inspection, she was responsible for some very good teaching with the oldest pupils, when they were helped to use desktop publishing programs to arrange text and graphics on well known figures from history such as William Shakespeare, Charles Darwin and Queen Victoria. The school needs to maximise the use of her expertise, especially in the teaching of appropriate skills.

38. Many pupils possess good levels of confidence and skill in computer work which they have developed in their work at home. This capability and interest needs to be further developed in school. The school recognises that there needs to be significant developments in the work on control technology. The school should continue to focus on the full routine and cross-curricular use of information and communication technology across the various subjects, supported by a good range of programs.

39. The initiatives and the planned developments will make a significant difference to the information and communication technology curriculum and provision, enhance the teaching and learning in the school and ensure that the pupils receive their full National Curriculum entitlement.

The provision for Reception children so that it more clearly supports the new Early Learning Goals

40. The children in the Reception year make a very positive start to their schooling. They benefit from the hard work of the teacher, the nursery nurse and the classroom assistant. A lot of thought goes into planning the work and there are good procedures for assessing and monitoring. Staff are warm and caring and value the children as individuals. The supportive relationships enable the children to feel secure and happy during their introduction to school life. The work planned for the children provides a solid base for Key Stage 1 of the National Curriculum but needs to take more account of the new nationally prescribed Early Learning Goals which identify the levels of attainment expected for most children at the end of the Reception year.

41. Children in Reception are taught alongside a smaller number of Year 1 pupils. Much of the work currently undertaken is more geared towards the needs of the older pupils. The staff should further their knowledge and understanding of the Early Learning Goals and take more account of them in planning the curriculum. The development of a policy for the foundation stage curriculum could provide a focus for this.

42. There are times, for example in literacy and numeracy, when the children are required to sit for too long at one time, when the skills of the nursery nurse are underused. The work for the younger children can be undertaken in shorter, more focused time allocations. More opportunities can be developed for each adult to work discretely with one of the two year groups. The Reception children need more opportunities to explore, investigate, discuss, create, practise and consolidate their developing knowledge, skills and understanding.

43. The development of resources to support each of the six areas of learning can help to support a wider range of stimulating experience, using a broader range of materials. Children need more opportunities to be actively involved in practical and creative activities which include some choice and decision making by them. This can give more of a balance between formal adult-led activities and time spent in having opportunities to learn through structured activities which support the goals which have been identified.

44. The classroom is an attractive, secure place to be and children are given many good opportunities to learn; for example, in knowledge and understanding of the world, they are given good opportunities to learn about the area in which they live. The good features in place can be built upon to provide a richer and more varied curriculum for the Reception children, adding to the quality of education provided.

The school development plan

45. The strategic management of the school needs to be led by a new comprehensive school improvement plan which has, as its main agenda, the further improvement of the quality of education. This plan should cater for the long term development of the school, projecting beyond the current year and into the next few years.

46. The current school development plan is not a helpful document to enable the school to evaluate or monitor its intended improvements. Although the plan targets areas for improvement, they are too imprecise with insufficient detail of what action is needed to meet each objective or how much money is required. There is no indication of who will monitor each objective and the success criteria are not always clear.

47. Long term strategic planning is not sufficiently refined. Many aspects of school life are not included; for example, there are no targets relating to buildings and premises, parents or the community. There is no clear evidence of a systematic review of policies.

48. A concise but wide ranging plan detailing a coherent and progressive programme of improvement, closely linked to the school's budget, would present a long term view of priorities based on an evaluation of the work of the school. The acting headteacher is aware of the shortcomings of the present school development plan and has already identified how improvements can be brought about. The school development plan does benefit from the involvement of staff, governors and, to some extent, parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed.

In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

- ◆ target increasing rates of progress made by pupils in the first part of Key Stage 2 by:
 - *stabilising the staffing situation;*
 - *making the needs of those pupils a priority;*
 - *raising the productivity of the pupils, especially the higher attainers;*

- *putting in place strategies to enable these pupils to 'catch up';*
- ◆ improve the provision and standards in information and communication technology by:
 - *building up staff confidence through training;*
 - *continuing to review, extend and renew computer provision;*
 - *developing a range of software to support learning across the curriculum;*
 - *providing greater access to all the programmes of study;*
- ◆ broaden the curriculum for Reception children by:
 - *ensuring that the work takes more account of the Early Learning Goals;*
 - *ensuring that children have access to a wider range of materials and activities;*
 - *giving children more opportunities to make choices and to take part in more practical and creative work;*
 - *maximising the skills and support of the nursery nurse;*
- ◆ replace the current school development plan with a new school improvement plan which
 - *presents a longer term view of the development of the school;*
 - *includes costings and success criteria;*
 - *takes into account the many facets of school life;*
 - *provides an agenda for systematic, planned improvements.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	36	36	28	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	130
Number of full-time pupils known to be eligible for free school meals	15

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	20

English as an additional language	Number of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	Number of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	15	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Girls	14	15	15
Percentage of pupils at NC level 2 or above	School	90 (78)	100 (78)	100 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Girls	14	15	15
Percentage of pupils at NC level 2 or above	School	90 (89)	100 (89)	100 (83)
	National	84 (82)	88 (86)	88 (87)

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

As the number of boys in Key Stage 1 was less than 10 then their results are not recorded separately as they are for girls.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	11	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	13
	Girls	11	9	10
	Total	23	20	23
Percentage of pupils at NC level 4 or above	School	96 (78)	83 (83)	96 (89)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	10
	Girls	8	6	6
	Total	18	15	16
Percentage of pupils at NC level 4 or above	School	75 (78)	63 (83)	67 (83)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	111
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	21 : 1
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	54

Financial information

Financial year	1999/00
	£
Total income	230,729
Total expenditure	238,810
Expenditure per pupil	1,852
Balance brought forward from previous year	36,747
Balance carried forward to next year	28,666

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	90
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	4	0	0
My child is making good progress in school.	60	32	4	2	2
Behaviour in the school is good.	60	38	0	2	0
My child gets the right amount of work to do at home.	34	52	10	2	2
The teaching is good.	58	36	2	2	2
I am kept well informed about how my child is getting on.	40	50	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	12	4	0	0
The school expects my child to work hard and achieve his or her best.	80	18	2	0	0
The school works closely with parents.	48	46	6	0	0
The school is well led and managed.	72	20	4	0	4
The school is helping my child become mature and responsible.	58	36	6	0	0
The school provides an interesting range of activities outside lessons.	32	38	16	4	10