

INSPECTION REPORT

ST ETHELBERT'S RC PRIMARY SCHOOL

Slough, Berkshire

LEA area: Slough

Unique reference number: 110039

Headteacher: Mrs B Jasnikowska

Reporting inspector: Mr P Evans
20737

Dates of inspection: 29th – 30th April 2002

Inspection number: 197176

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Wexham Road Slough Berkshire
Postcode:	SL2 5QR
Telephone number:	(01753) 522048
Fax number:	(01753) 552613
Appropriate authority:	The Governing Body
Name of chair of governors:	Peter Carey
Date of previous inspection:	July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20737	Mr P Evans	Registered inspector
13762	Mr N Shelley	Lay inspector
12764	Mrs W Thomas	Team inspector
20951	Mr P Littlejohn	Team inspector

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved?	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	9 - 12
WHAT COULD BE IMPROVED	12 - 14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15 - 18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Ethelbert's Roman Catholic Primary School is a larger than average primary school providing education for a total of 314 children, aged 4 to 11 years, 147 girls and 167 boys. The school serves the parishes of The Holy Redeemer and St Ethelbert's. Many pupils from the St Ethelbert's parish are transported to and from school by bus. Employment in the area is average, although there is a significant proportion of social housing on the local estates. Fifty children attend the school's nursery, 25 in the morning and 25 in the afternoon. The majority of children who attend the nursery move into the school's reception class at the appropriate time. The school also has a Speech and Language Unit, which provides specialist education and support for pupils not only from the school but also from a wide area within the local education authority. The proportion of pupils who are on the school's register of special educational needs is broadly in line with the national average, although the proportion with a statement of special educational need is above average. However, the majority of pupils with a statement of special educational need attend the specialist Speech and Language Unit. The percentage of pupils identified as being eligible for free school meals is broadly in line with the national average. The proportion of pupils for whom English is not their first language is high, although only a small number of these pupils are at the early stages of learning English. The overall attainment of pupils on entry to the school is in line with expectations for their age.

HOW GOOD THE SCHOOL IS

The overall effectiveness of St Ethelbert's Roman Catholic Primary School is satisfactory. The quality of teaching within the school is good overall. The good attitudes among pupils lead to the above average standards achieved by pupils as they leave the school. There is a good range of extra-curricular activities, visitors to the school and outside visits, which contribute well to pupils' learning. The leadership and management of the school are satisfactory.

Considering its context, the standards that it achieves, the level of education that it offers to all its pupils and the money that it spends, St Ethelbert's provides satisfactory value for money.

What the school does well

- The headteacher and governors have a clear vision and provide a good educational direction for the school.
- The school ensures that no pupil is disadvantaged because of race, creed, religion, gender, background or ability.
- The enrichment of the curriculum, particularly the extra-curricular activities, enables each pupil to identify a strength. This raises their self-esteem and self-confidence.

What could be improved

- Standards in English, mathematics and science in Years 1 and 2 and English in Years 3 to 6 require further improvement.
- The ways that teachers use the good information that they collect about how pupils are progressing, so that they plan lessons to match tasks to pupils' developing levels of ability, is unsatisfactory.
- The way in which the quality of teaching and learning is checked throughout the school is lacking in rigour.
- The balance of the curriculum, because not enough time is given to some of the foundation 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 was last inspected in May 1997 when several issues were raised in order to build on the work undertaken by the school. These included improving the expectations for the attainment of all pupils, particularly in art and music, providing appropriately-challenging tasks for pupils and developing a consistent approach to the management of behaviour. There was a need to improve the quality of assessment and to strengthen the overall monitoring of the curriculum. The school was required to comply with the National Curriculum in all aspects of information and communication technology and improve the provision of music. In spite of serious disruptions to staffing, significant changes to the governing body and several changes to the senior management team during the past two years, the school has developed an action plan covering all these issues. However, it has not been possible to implement all the action plan and overall the school has made satisfactory improvement since the last inspection.

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	B	E	D	C
mathematics	D	D	B	A
science	A	E	B	A

Key

well above average A

above average B

average C

below average D

well below average E

The majority of children in the Foundation Stage reach standards that are in line with expectations for their age in all six areas of learning by the time that they enter Year 1. A significant minority exceeds these standards, especially in English, mathematics and personal development.

In the 2001 national tests for seven-year-olds the school's results were average in mathematics and well below average in reading and writing. Standards in science, according to teacher assessments, were well below the national average. Inspection evidence shows that standards in the present Year 2 are below average in English, mathematics and science.

The school's national test results for eleven-year-olds in 2001 were above average in mathematics and science and below average in English. Inspection evidence shows that standards in the present Year 6 are average in English and science and above average in mathematics.

When compared to the results in similar schools, the results for seven-year-olds were above average in mathematics and well below average in reading and writing. Results for eleven-year-olds compared to those in similar schools were well above average in mathematics and science and average in English.

Since 1999, the trend in the school's results at the end of Year 2 has been steadily downward in reading and writing and steadily upwards in mathematics. Results at the end of Year 6, over the same period, have shown a downward trend in English, a steady rise in mathematics and a maintenance of standards in science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils have a positive attitude to school and enjoy the lessons and activities that they undertake.
Behaviour, in and out of classrooms	Good. The behaviour of the great majority of pupils, in and out of classrooms, is good.
Personal development and relationships	Satisfactory. The personal development of all pupils is satisfactory. Relationships between pupils and between them and staff are good.
Attendance	Good. Attendance is above the national average.

The majority of pupils have a positive attitude to school and to any responsibilities they undertake, although a small minority of pupils can be disruptive and inattentive during lessons. However, the management of these pupils at such times is good.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 teaching in the school is good overall. During a short inspection few lessons are observed. Overall judgements are based not only on teaching seen in lessons but also on evidence gained from looking at pupils' past work. The marking of pupils' work is inconsistent between teachers throughout the school. The great majority of pupils' work is marked, but very few teachers use comments to guide pupils on how to improve their work. In too much of pupils' past work the same tasks were given to all pupils irrespective of their levels of attainment. This significantly slows the pace at which pupils learn. A significant number of teachers are new or very new to the school and have not yet had the opportunity to have a significant effect on pupils' learning. In the lessons seen during the inspection, pupils' levels of learning closely matched the quality of teaching.

Twelve lessons or parts of lessons were observed during the inspection. In eight lessons the quality of teaching was good, in another three lessons it was satisfactory and in only one lesson was the quality of teaching less than satisfactory. More-satisfactory teaching, and the one less than satisfactory lesson, were seen in Years 1 and 2. Lessons were seen in the Foundation Stage, in English and mathematics in both Years 1 and 2 and in Years 3 to 6, as well as in art and design, music, physical education and history across the school. The quality of teaching seen in lessons was good in mathematics and satisfactory in English. The school's strategies for teaching numeracy skills are satisfactory and those for teaching literacy are less than satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The statutory curriculum is in place and is enriched by a good level of extra-curricular activities, visits and visitors to the school. However, there is an imbalance in the time and emphasis given to some foundation subjects.
Provision for pupils with special educational needs	Good. The provision for pupils with special educational needs is good.
Provision for pupils with English as an additional language	Satisfactory. Support for pupils whose mother tongue is not English is satisfactory overall. However, once they can speak English fluently they are not taught specific subject vocabulary.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good. Provision for pupils' moral, social and cultural development is good. Pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Good. In most areas care is offered at a good level. However, assessment information is not well used to carefully match future work to the individual levels of pupils' abilities.

The level of partnership between the school and parents is satisfactory. There is a good level of extra-curricular provision and richness is added to the school's provision by the good range of visits and the visitors invited to the school. The balance of the curriculum is less than satisfactory. Too little time is given to some subjects and towards the end of the school there is too much emphasis on those subjects which are the focus of national tests. The care that the school offers to all its pupils is good overall. However, in the use of assessment information and in the inconsistency in teachers' marking of pupils' work the school's provision is less than satisfactory. This slows the pace of pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The school's Senior Management Team has had little time to develop as a strong team. Most co-ordinators are developing their role as leaders of subjects that are new to them. However, the new headteacher and the acting headteacher have given good, clear educational direction to the school.
How well the governors fulfil their responsibilities	Satisfactory. They fulfil their statutory duties and have a satisfactory understanding of the strengths and weaknesses of the school. The governing body's part in directing the school is good.
The school's evaluation of its performance	Satisfactory. There have been too many disruptions, which have affected the performance of the school to make evaluation really effective.
The strategic use of resources	Satisfactory. The school makes satisfactory use of resources available to the school.

The Senior Management Team has had five changes of personnel in the past two years. The new headteacher had less than a term to form a strong team with her new deputy before she became ill and the new deputy headteacher took over as acting headteacher. It is a sign of the strength within the school that the staff, some of whom are very new to the school, have worked very hard to support the good acting headteacher in coping with these difficulties. The governing body, which has itself seen

significant change in the past two years, has given good pastoral support to the school. The school applies the principles of best value satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact that their children like attending school. • The way that the school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of extra-curricular activities offered by the school. • The amount of homework that their children receive. • The way that the school works with them. • The information that they receive about their children's progress. • The behaviour in the school.

Inspection evidence supports the positive views of the great majority of parents who expressed an opinion. The range of extra-curricular opportunities offered by the school is good. The information that is provided for parents, particularly the written annual reports of the progress that their children make, is good. The behaviour of the great majority of pupils in the school is consistently good. There is some disruptive behaviour caused by the small number of pupils who have emotional and behavioural difficulties. However, on the occasions when this happens, well-trained staff are on hand to deal with it. In these matters inspection evidence does not support the views of a minority of parents. Disruption to both the teaching and management staff has caused a period of uncertainty, but the school makes every effort to work closely with parents. During the inspection homework was seen being given to pupils, with clear expectations for its completion and return. However, inspection evidence shows that this has been inconsistent throughout the school in the past and is less than satisfactory overall.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the school provide good vision and clear educational direction for the school.

1. The leadership and management of the headteacher and the deputy headteacher are satisfactory overall. However, in their short time together, they have provided good vision and a clear educational direction for the school.
2. Since August 2000, when the longstanding headteacher retired, there has been a period of uncertainty in the management of the school. An experienced headteacher was appointed on a temporary contract until a new headteacher could be appointed. She took up the post in September 2001. The temporary headteacher had prior commitments for the summer term of 2001 and for most of that term the co-ordinators for Years 1 and 2 and for Years 3 to 6 jointly led the school until the new headteacher designate joined the school. At the end of that term the co-ordinator for Years 3 to 6, who was also the deputy headteacher, retired.
3. On her arrival at the school, in September 2001, the headteacher quickly assessed the situation in the school and identified the three major priorities for improvement as the management of pupils' behaviour, improvement in the quality of teaching and learning throughout the school and pupils' standards at the end of Year 2. An audit of staff strengths has been undertaken, ensuring that they are all happy and confident with the responsibilities that they have undertaken. A great many subject co-ordinators have taken responsibility for new subject areas and each has drawn up an action plan for their subject. Subject policies have been reviewed and are in draft form awaiting the approval of the governing body.
4. The partnership between the headteacher and the deputy headteacher is good. Although the deputy headteacher only joined the school in January 2002, she has quickly settled into her role, providing good support for the headteacher. Less than a term after her appointment the deputy headteacher accepted the role of acting headteacher, when the headteacher had to take leave through illness, and she has fulfilled the role well. She was already confident about the priorities that had been identified and felt that further disruption in the Senior Management Team would be unhelpful to the school.
5. A clear programme of staff meetings is fully in place to provide a constant review of the school's provision. Performance management has been planned but is not yet fully in place because of staff changes. All staff have been set targets which are based on the priorities of the school for improvement. Targets also include improvements in the implementation of national strategies, the priorities of the school development plan and the particular needs of individual members of staff, particularly those who are new to the school and overseas-trained teachers. The good programme for staff development is aimed at meeting these requirements, but again this has been affected by recent changes in staffing.
6. As a part of the priority given to improving the quality of teaching and learning, pupils' results in national literacy and numeracy tests have been analysed and it was found that, since the introduction of the National Literacy Strategy, less individual reading has taken place. The new deputy headteacher is the English/literacy co-ordinator and has undertaken an audit of literacy standards because she was not happy with the development of literacy in the school. The audit has led to an action plan, but this has not yet been fully put into place. However, extra reading tuition for pupils is now provided, supported by learning-support assistants at lunchtime. It is too soon for this strategy to have had its full effect. The school intends to modify the implementation of the National Literacy Strategy to suit pupils' levels of concentration, as some find it difficult to concentrate for the full hour. The Numeracy Strategy has been more effective, particularly in mental maths, although further improvements are still required. More rigorous development of pupils' mental strategies in mathematics is required to further improve standards. Assessment

procedures have been put in place and procedures for assessment are now good. The tracking of pupils' progress through the school was not in place at the time of the last inspection. Procedures for tracking pupils' progress are now good, but they have not been in place long enough to have a measurable effect.

7. The strength of the teamwork among all members of the school's management is growing. The recurrent changes in staffing have meant that this has been constantly interrupted. However, the present group of teachers and learning-support assistants are working well together. At the time of the inspection the good acting headteacher had been in post for only four weeks, but all staff worked well as a team to show the school at its best during the inspection. This is having a positive effect on pupils' learning.
8. The effectiveness of the governing body in fulfilling its responsibilities is satisfactory overall. It has also had changes to personnel in recent terms. Governors give good pastoral support to the school, they have a satisfactory understanding of the school's strengths and weaknesses and are committed to its improvement. In the way that they dealt with the appointment of the new headteacher and deputy headteacher they showed that their part in shaping the direction of the school is good. It was their decision, based on the good advice of the local education authority and the diocesan authority, not to appoint a headteacher from the first set of interviewees because the qualities that they were seeking were not available to them. Since the appointment of the new headteacher they have shown solidarity and given good support to the Senior Management Team. Their monitoring of the school's budgets and spending is satisfactory. All spending decisions are based on consideration of the options available. When appropriate, a number of quotations are sought and final decisions are made giving priority to what is best for the learning of pupils, not on the basis of cost alone. Overall, the governors give satisfactory support to the work of the school. The governing body ensures that it fulfils its statutory duties. The relationship between the headteacher and the governors is good. Within the performance-management programme, the headteacher has targets set by the governors. Some members of the governing body are frequent visitors to the school, which contributes well to the effectiveness of their planning. Overall, the school has responded satisfactorily to the issues raised in the last inspection and all the key issues have been addressed in an action plan. However, not all the school's action plan has been successfully implemented.
9. Assessment and performance data show that, overall, the school is performing well. When pupils leave the school at the end of Year 6 a significant number are successful in national standard assessment tests. The school makes satisfactory use of its financial resources, grants and other funding. Educational priorities are satisfactorily supported through the school's financial planning. Many staff are aware of and familiar with new technology to support administration and pupils' learning. This was seen in some lessons and in the work of the good school secretary.
10. The school ensures that specific grants are used for their designated purposes. It monitors the effectiveness of its spending satisfactorily in all areas and governors are fully informed. The principles of best value are applied satisfactorily to further the opportunities open to all pupils.
11. The match of teachers and support staff to the demands of the curriculum is satisfactory. There are presently four teachers on short-term contracts and there are three full-time vacancies to be filled. While the teachers in the school work well together, the long-term development of good teamwork is affected by these constant changes. This has an effect on the standards that pupils reach. The school's accommodation is good. Classrooms are enhanced by the good quality of the pupils' work that is displayed in many areas. Resources for teaching and learning are satisfactory overall. Resources for literacy require improvement, while those for numeracy are satisfactory to meet the needs of the curriculum. The resources for information and communication technology are good. The school has its own information and communication technology suite which is very well equipped and all classrooms have their own computers. These elements have a positive effect on pupils' levels of achievement.

12. The overall effectiveness of St Ethelbert's RC Primary School is satisfactory. Considering its context, the level of education that it provides, the standards that it achieves and the money that it spends, the school gives satisfactory value for money.

The school ensures that no pupil is disadvantaged because of race, creed, religion, gender, background or ability.

13. The equality of provision for all its pupils, and the thought and planning that go into the inclusion of all pupils in all areas of the school's work, are good and a strength of the school.
14. The school has very good policies to ensure that no pupil is disadvantaged because of race, creed, religion, gender, background or ability. Pupils are taught to value and celebrate difference. In one Year 5 lesson in mathematics, the class was composed of slightly more girls than boys and included pupils with special educational needs, about one third of whom were of minority ethnic background, two of whom had English as an additional language and some who had special educational needs. All were fully included throughout the lesson through good class-teacher questioning. The teacher showed very positive attitudes to pupils' contributions, ensuring that all were willing to contribute. This has the effect of enabling all pupils to learn equally.
15. The provision for pupils with special educational needs is good. Teachers and learning-support assistants give pupils good support in lessons. The targets set in individual education plans are well focused and attainable in a short time. On those occasions when support is required for pupils with English as an additional language, it is well organised and enables them to play their full part in lessons. There are times when pupils with special educational needs are withdrawn from lessons for specialist teaching. When this takes place it is planned so that it matches what is taking place in the classroom. Consequently, pupils' full entitlement to the school's curriculum is safeguarded. This has a positive effect on their learning.
16. Girls and boys are fully included in all the school's activities, even though there is a gender imbalance in some areas of the school. During the inspection the school sent two football teams to take part in a local competition. Both teams contained almost 50 per cent of girls. These selections are made on the basis of talent and one of the teams reached the semi-finals of the competition. This is reflected in the playground where girls and boys are frequently seen playing soccer and other games together. This has the effect of increasing pupils' respect for each other and improving their learning.
17. There is a small minority of pupils in the school who suffer from emotional and behavioural difficulties. The teachers and the very-well-trained learning-support assistants have good strategies for the full inclusion of these pupils. In one lesson a pupil with emotional and behavioural difficulties began to display difficult behaviour and refused to co-operate. The learning-support assistant worked very well with him, encouraging him first of all to read quietly with her and then to move back to full inclusion in the lesson. Normally these pupils are supported well during lessons and enabled to make satisfactory progress.
18. St Ethelbert's is a Roman Catholic school and has a majority of Catholic pupils. However, there are pupils of other religions who attend the school and they are all fully included in all activities. No racial, religious or sexual discrimination was evident in the school during the inspection. From talking to pupils it is clear that incidents of this type, including bullying, take place very rarely and when they do they are dealt with firmly but fairly by all staff. This gives pupils confidence in the security of their learning environment.

The enrichment of the curriculum enables all pupils to identify a strength. This raises their self-esteem and self-confidence.

19. Pupils are keen to attend the good range of extra-curricular activities which the school offers. These include a French club twice a week, a drama club run by a teacher and a learning-support assistant and a music club run by the music co-ordinator. Sporting clubs are also well represented, including a soccer club run by a parent during lunchtimes, netball and tennis coaching, a cross-country club and other games and sports according to season. Sporting activities have a high priority in the school's good programme of extra-curricular activities and the school is pleased that this has led to increased sporting achievement in local leagues and

competitions. This in turn has a positive impact on the attitudes and academic standards of the pupils involved.

20. The school also provides a good range of visitors and visits to places of educational interest. These include visits to a Sikh temple, a Baptist Church, a Mosque and Northampton Cathedral. Pupils also visit the Church of The Holy Redeemer for worship and masses. Older pupils take part in an annual residential visit to a centre in Wales. This visit includes outdoor and adventurous activities as an extension of the physical education curriculum. No child is excluded from this residential visit if their parents are unable to contribute towards the cost. Year 6 pupils undertake fundraising to help to pay for the trip. Pupils have learned Polish and Irish dancing during lunchtimes in order to take part in the Mayor's festival. In the summer term 2001 pupils practised for and took part in the local Asian Dance festival and a group takes part in the Slough schools' celebrations at Christmas, singing in the "Festival of Voices". A group of Year 5 pupils entered a local art and design competition and during the week of the inspection one of them was rewarded with a trip on the London Eye as her prize. Pupils' learning benefits in a variety of areas from these activities, including their religious, cultural and physical development.
21. Visitors to the school include a good range of musicians from different cultures, such as Africa and India, who perform for the school and teach pupils to play their particular instruments. A storyteller visited the school and played the didgeridoo as a part of his presentation. Visiting musicians from the local education authority teach pupils to play the violin, trumpet or guitar. The "Football in the Community" group visits the school each week to assist with Year 4 physical education and to run an after-school football club. The school is assisted in funding some of these activities through the local Education Action Zone. The Education Action Zone has provided funding for an author and artists to come into the school to work with pupils. The author led a group of Year 5 pupils in writing poetry. The poetry that they created is awaiting publication. Education Action Zone funding is shortly to fund lunchtime controllers to provide activities for children during their lunch break. The Education Action Zone has also provided the school with 10 computers to temporarily replace the ones stolen from the school. Pupils' learning is enhanced by the contributions of these various high-quality visits and visitors.
22. Pupils also raise money for various charities by undertaking a range of different activities. For example, on one occasion they paid to wear their ordinary clothes to school and made a river of pennies which raised £400. This was donated to the national charity WaterAid, which provides clean drinking water for children and communities in the third world. This was closely linked to the Year 5 topic on water. These activities impact positively on pupils' social, moral and cultural development.
23. The good range and quality of these extra-curricular studies, visits and visitors are major factors in the standards achieved by pupils in the school. By the time that they leave the school, pupils grow to be confident and have high levels of self-esteem. They develop the confidence to perform in public, whether speaking or reading their own writing at assemblies, playing music, singing or acting before larger audiences. The range of activities is wide enough to enable every pupil to find a strength. This has a very strong impact on their personal development. Pupils develop good levels of maturity and skills as independent learners by the time that they are eleven years of age.

WHAT COULD BE IMPROVED

Standards in English, mathematics and science in Years 1 and 2 and English in Years 3 to 6 require further improvements.

24. In the 2001 National Tests for seven-year-olds, the standards that pupils in the school achieved in reading and writing were well below the national average for all schools and well below the results achieved in similar schools. Teacher assessments of pupils' standards in science showed them to be well below the national average. In the 2001 National Tests for eleven-year-olds, the standards that pupils achieved in English were below the national average for all schools and well below the standards of pupils who had reached similar standards at the end of Year 2.

25. Resources for the teaching of reading are less than satisfactory as there is a limited range and number of both fiction and non-fiction books throughout the school. The school does not have a well-developed system for teaching the skills of reading and older pupils who are able to read fluently are not taught advanced reading skills. The promotion of reading and the enjoyment of books are not given a high priority and consequently most pupils do not enjoy a love of books and literature. While the standard of writing of some older pupils is satisfactory, this is not true of pupils in Years 1 and 2 and the use of extended writing in other subjects is not well developed throughout the school. While the National Literacy Strategy has been introduced across the school, it is not well used as a method for teaching other subjects and pupils are not encouraged to use their literacy skills in other subjects.
26. The introduction of the National Numeracy Strategy has been more effective and standards in mathematics are higher than those in English across the school. However, the development of pupils' mental strategies for solving mathematical problems is less than satisfactory in Years 1 and 2. Pupils' use of their mathematical knowledge and understanding in other subjects is also less than satisfactory throughout the school.
27. In science, too much work is presented to all pupils irrespective of their levels of ability for all to make satisfactory progress. Evidence from pupils' past work shows that teachers give too much guidance on the experiments that pupils undertake and that too much of pupils' recording of their findings is written by teachers for pupils to copy. This restricts pupils' investigations and discoveries because they do not design and undertake their own experiments, or write accounts of experiments in their own words.

The ways that teachers use the good information that they collect about how pupils are progressing, so that they plan lessons to match tasks to pupils' developing levels of ability, is less than satisfactory.

28. Evidence obtained from looking at pupils' past work shows that too much work at the same level is offered to pupils of all abilities. This occurs less frequently in English and mathematics than in other subjects, but is less than satisfactory throughout the curriculum. This was not the case in lessons observed during the inspection, when in mathematics and English work was set at levels which were appropriate for the differing levels of ability of pupils in the class. This was the case even when groups in those subjects were set according to pupils' prior attainment. In many subjects pupils' recording of their results or research is copied from a single source, whether that is from a whiteboard, with paragraphs presented by the teacher, or from a single text. On many occasions this restricts the learning of both the more able and the less able pupils in a group. Pupils with special educational needs are almost always set work which is well matched to the targets in their individual education plans. In some subjects, such as science, the experiments that pupils undertake are too closely directed by teachers and, on some occasions, undertaken by the teacher with pupils as onlookers. This does not develop pupils' abilities to design and undertake their own experiments and limits the development of research and investigation skills. The use of marking as a guide for pupils on how they should improve their work is less than satisfactory. Teachers almost always mark pupils' work. However, written comments are restricted to giving praise or to recording the work that pupils have completed. These comments, while raising pupils' self-esteem or recording what they have done, do not tell them how to improve their work further. On occasions when teachers have recorded that pupils have not completed the work set, some teachers do not check to make sure that the work is completed later.

The way in which the quality of teaching and learning is checked throughout the school is lacking in rigour.

29. Because of the period of sustained staff changes, the Senior Management Team has had great difficulty in maintaining the momentum of monitoring and evaluating the quality of teaching and learning. Procedures are in place to monitor the quality of teaching and learning. Teaching and learning are a clear priority of the new headteacher and are shown as such in the School

Improvement Plan. However, one of the most notable factors affecting the school's performance during the past three years has been the ongoing changes in both the teaching staff and the Senior Management Team. The school has yet to ensure that this monitoring takes place regularly and is rigorously undertaken in order to ensure that the teaching and learning in the school are of good quality throughout and consistent for all its pupils. The development and application of such strategies are required in order to ensure the identification of inconsistent application of the school policies for the use of assessment, marking and the balance of the curriculum.

The balance of the curriculum is less than satisfactory, because not enough time is given to some of the foundation subjects.

30. All subjects are included in the school's planning and all are taught to all pupils. However, evidence gained from looking at pupils' past work shows that the time spent on some subjects, such as art and design, design and technology, history and geography is inconsistent between year groups and between classes of pupils of the same age. Mainly in Years 5 and 6, though in other year groups to a lesser extent, the timetables of some classes are largely confined to English, mathematics, science and religious education. In the case of English, mathematics and science, this is in order to prepare pupils for the national tests in those subjects. Partly because of the lapse in rigorous monitoring of what is being taught, some teachers concentrate too much on one subject rather than another or teach more to their own strengths, rather than adhering to the school timetable. The school timetable is unbalanced and has yet to be reviewed to ensure that sufficient time is allocated to each subject of the National Curriculum and that all pupils are offered a balanced curriculum. At present many pupils do not receive the level of teaching that they should in some subjects including art and design, design and technology, history and geography.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

Raise standards in English and mathematics in Years 1 and 2, and English in Years 3 to 6, by:

- rigorously teaching the skills of reading throughout the school and enabling all pupils to enjoy a love of books and literature;
- improving the quality of writing in English and the use of extended writing in other subjects;
- further improving pupils' mental strategies for calculation in mathematics and their use of their knowledge and understanding of mathematics in other subjects; and
- improving the quality and quantity of fiction and non-fiction books throughout the school.

(Paragraphs: 24, 25, 26, 27, 28)

Improve the quality and consistency of teaching throughout the school by:

- using assessment information to carefully match future tasks to pupils' improving levels of attainment; and
- improving the quality of marking throughout the school so that it is used to show pupils how they can improve their work.

(Paragraph 28)

Improve the management of the school by:

- ensuring the rigorous and regular monitoring of the quality of teaching throughout the school; and
- developing clear, succinct guidelines for new or temporary teachers, together with high-quality systems of support to ensure continuity of provision within classrooms.

(Paragraph 29)

Improve the balance of the curriculum throughout the school by:

- ensuring that sufficient time is allocated to all National Curriculum subjects and, through rigorous monitoring, maintain a properly balanced curriculum for all pupils.

(Paragraph 30)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	8	3	1	0	0
Percentage	0	0	67	25	8	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 eight 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)	25	314
Number of full-time pupils known to be eligible for free school meals	0	68

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	17
Number of pupils on the school's special educational needs register	1	73

English as an additional language	No of pupils
Number of pupils with English as an additional language	51

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	4.7

Unauthorised absence

	%
School data	0.7

National comparative data	5.6
---------------------------	-----

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	34	22	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	22	30
	Girls	17	19	22
	Total	40	41	52
Percentage of pupils at NC level 2 or above	School	71 (78)	73 (80)	93 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	26	25
	Girls	14	20	17
	Total	37	46	42
Percentage of pupils at NC level 2 or above	School	66 (82)	82 (82)	75 (84)
	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	28	32	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	28
	Girls	26	25	31
	Total	42	44	59
Percentage of pupils at NC level 4 or above	School	70 (67)	73 (63)	98 (74)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	19	26
	Girls	27	24	30
	Total	40	43	56
Percentage of pupils at NC level 4 or above	School	67 (74)	72 (74)	93 (74)
	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	14
Black – African heritage	14
Black – other	13
Indian	19
Pakistani	13
Bangladeshi	0
Chinese	0
White	216
Any other minority ethnic group	17

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	3	0
Other minority ethnic groups	1	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	26.1
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	360

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	13.1

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
----------------	-----------

	£
Total income	869965
Total expenditure	848241
Expenditure per pupil	2209
Balance brought forward from previous year	0
Balance carried forward to next year	21724

Recruitment of teachers

Number of teachers who left the school during the last two years	8.5
Number of teachers appointed to the school during the last two years	9.2

Total number of vacant teaching posts (FTE)	3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
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	347
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	33	9	3	0
My child is making good progress in school.	35	48	12	3	1
Behaviour in the school is good.	23	41	19	16	1
My child gets the right amount of work to do at home.	14	39	28	14	3
The teaching is good.	29	48	10	3	7
I am kept well informed about how my child is getting on.	32	48	19	1	0
I would feel comfortable about approaching the school with questions or a problem.	38	45	13	3	1
The school expects my child to work hard and achieve his or her best.	39	48	4	4	3
The school works closely with parents.	30	48	19	1	1
The school is well led and managed.	26	46	9	6	10
The school is helping my child become mature and responsible.	28	55	10	4	1
The school provides an interesting range of activities outside lessons.	13	29	33	10	13

Please note that not all columns total 100 due to rounding and the fact that not all parents respond to every question.

Inspection evidence supports the positive views of the great majority of parents who expressed an opinion. The range of extra-curricular opportunities offered by the school is good. The information that is provided for parents, particularly the written annual reports of the progress that their children make, is good. The behaviour of the great majority of pupils in the school is consistently good. There is some disruptive behaviour caused by the small number of pupils who have emotional and behavioural difficulties. However, on the occasions when this happens, well-trained staff are on hand to deal with it. In these matters inspection evidence does not support the views of a minority of parents. Disruption to both the teaching and management staff has caused a period of uncertainty, but the school makes every effort to work closely with parents. During the inspection homework was seen being given to pupils with

clear expectations for its completion and return. However, inspection evidence shows that this has been inconsistent throughout the school in the past and is in need of improvement.