

INSPECTION REPORT

ST ANTHONY'S RC PRIMARY SCHOOL

Clayton, Bradford

LEA area: Bradford

Unique reference number: 107324

Headteacher: Mrs B Ford

Reporting inspector: Mrs A Dawson
11608

Dates of inspection: 15th – 17th October 2001

Inspection number: 197496

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Whelan
Date of previous inspection:	15/09/1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Anthony's Voluntary Aided Roman Catholic Primary School is situated on the western outskirts of Bradford. It is about the same size as most other primary schools. It mainly draws its pupils from the village of Clayton. The majority of the pupils have attended a nursery or a playgroup before they enter the reception class in the year they become five. In September of this year the school has opened a new nursery with 37 part-time pupils on roll. Pupils' overall attainments in social, language and mathematical skills are broadly average when they enter the reception class. There are 205 pupils on roll in full-time education; of these 100 are girls and 105 are boys. They are grouped in seven classes. The number of pupils on roll has increased from 194 at the time of the last inspection in 1997. Twelve per cent of pupils are on the register for special educational needs. This is below the national average of 23 per cent. Four pupils have statements of special educational needs, which is broadly average. There are 24 pupils, or 11 per cent of the roll, eligible for free school meals, which is below the national average of 19.7 per cent. Most of the pupils are of white European origin. Eleven other pupils come from Caribbean, Indian, Pakistani or Chinese heritages. All but five pupils, who are fluent in English, speak English as their first language. Other main languages include Urdu, Punjabi, Gujarati and Cantonese. This is higher than most schools. The school has a stable population with six pupils entering the school and four leaving other than at the normal time during the last academic year. This is below average. The characteristics of the school are slightly less favourable than those reported during the last inspection. There is a higher percentage of pupils with special educational needs and pupils who speak English as an additional language. There are two pupils who are academically gifted. The school has a stable staff and there are no problems recruiting staff. This is a popular school which is oversubscribed.

HOW GOOD THE SCHOOL IS

This is a very good school with a Christian ethos. The quality of relationships within the school is very good. Because the quality of teaching is very good and individual needs are met, all pupils make very good progress overall in English, mathematics and science. Most pupils enter school with attainments that are broadly average. The majority are currently attaining well above average standards in mathematics and above average standards in English and science by Year 6. The headteacher gives excellent leadership. She is fully supported by a very able deputy headteacher, a hardworking staff and a very good governing body. There is excellent educational direction and vision. The school is well thought of by the parents and the community. Despite high unit costs, the school gives very good value for money.

What the school does well

- The school is maintaining high standards overall in English, mathematics, science and information and communication technology.
- The pupils learn very well because they are taught very well throughout the school.
- There is very good provision for pupils with special educational needs.
- The leadership and management are excellent. There is excellent educational direction set for the school.
- Because there are very good relationships within the school, the pupils are enthusiastic learners.
- There is a rich curriculum and there is very good provision for pupils' spiritual, moral and social development.

What could be improved

- The standards in writing could be further improved for some of the average attaining pupils by setting more challenging targets and creating additional opportunities for pupils to practise their writing skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement overall since the previous inspection in 1997. The school has successfully dealt with the key issues from the last inspection, which were concerned with improving the provision to raise standards in information and communication technology, art and design and music; improving the quality of teaching and learning; the quality of the curriculum and the strategic management of the school. Standards in information and communication technology are now well above average. Provision for art and design and music has improved. The quality of teaching and curriculum and strategic planning have all improved. The school has also successfully implemented the foundation stage of learning for pupils under six and the National Literacy and Numeracy Strategies. The curriculum has been revised in the light of new requirements. The increased number of teaching assistants make a very good contribution to the pupils' learning. There is good improvement in almost every other aspect of the work of the school.

STANDARDS

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

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

In the 2001 tests pupils attained high standards in mathematics, well above average standards in English and above average standards in science when compared with all schools. This is partly as a result of improved strategies for teaching and learning and partly because of the higher attainments of the group of pupils taking the tests. In comparison with similar schools, pupils attained high standards in English and mathematics and well above average standards in science. Over the last five years, the pupils' performance has kept pace with the national trend. The varying number of pupils in each year group and their individual attainments cause fluctuations in the overall standards that pupils attain. The results should be treated with caution as there are relatively small numbers of pupils taking the tests, which diminishes the statistical reliability of the data.

The inspection finds that the school is continuing to sustain high standards. For the current groups of pupils in Year 2 and Year 6, standards are above average in English and science and well above average in mathematics. However, because 36 per cent of the pupils in Year 6 have special educational needs, the overall attainments of the pupils in Year 6 are not as high as those of the pupils taking the tests last year. This depresses the overall judgement on the standards of the pupils working at the expected levels. Relative to pupils' attainments on entry to the school, their achievements are very good. In information and communication technology, standards are well above average throughout the school. The school is currently working towards raising pupils' attainments in writing. Pupils in the nursery have settled in successfully. In the foundation stage, pupils make very good progress in all areas of learning and are on course to exceed the early learning goals by the end of their reception year. The school has set challenging targets and is on course to meet its targets this year. In 2001, the targets were exceeded for mathematics and English significantly with all pupils, including those with special educational needs and those who speak English as an additional language, gaining the expected level in English and all but three gaining the expected level in mathematics. Mainly, this was because of the effective teaching methods and high expectations of the staff.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They concentrate very well during lessons because they find their lessons interesting. They enjoy school and take very good care of their resources and the building.
Behaviour, in and out of classrooms	Behaviour is very good both in lessons and in and around school. Pupils are welcoming and polite to visitors.
Personal development and relationships	Very good. Pupils are highly motivated learners. They respect the views of others and play and work happily together. This is evident in the very good relationships between pupils, staff and other adults who work in the school.
Attendance	Pupils are punctual and attendance is well above average. The breakfast club provides pupils with a good start to the day.

The positive approach towards encouraging good behaviour and attitudes to work and self-respect and respect for others, is central to the school's Christian aims and values. This is a happy community where the pupils' attitudes to learning are a major contributing factor to their good achievement.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is consistently very good and a major strength of the school. Clear objectives and demonstrations of what pupils are to learn help them, step by step, to progress well. Teachers' high expectations of pupils and the very good relationships within the school promote pupils' very good achievement. Five excellent lessons were observed, which is outstanding. There were nine very good and ten good lessons observed and one satisfactory lesson. There is little difference in the quality of teaching throughout the school. The basic skills of reading, writing and mathematics are taught very well. Information and communication technology is taught through all subjects very well. Teachers work successfully together, sharing their expertise, using time and resources very effectively. The support staff are particularly well deployed and make a significant contribution to pupils' learning. However, there are some improvements that can be made in the quality of pupils' content in writing. In the very good teaching observed, the teachers apply the methods advocated in the National Literacy and Numeracy Strategies very carefully and thoroughly. Additionally, in the excellent lessons, the staff use a full range of teaching styles to maximise pupils' learning. The staff take care to fully include all pupils in lessons and all other aspects of school life. The pupils with special educational needs are supported very well and make good progress. Those who are gifted academically and the higher attaining pupils are stretched. There is very good provision for pupils who speak English as an additional language. The cultural heritages of pupils from a range of backgrounds and cultures are celebrated throughout the curriculum. The teachers have employed effective methods and have successfully raised the attainments of boys to match that of the girls. The foundation stage has been implemented very well. The staff in the new nursery and the reception class use their assessments very effectively to plan a wide range of interesting and enjoyable activities for all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum for pupils in the nursery and reception classes is well planned and leads effectively into the programmes of study for the National Curriculum. The curriculum for pupils throughout the school is rich and broadly based. There is good quality education about the misuse of drugs, health and sex education.
Provision for pupils with special educational needs	Very good. Learning difficulties are identified early. The pupils are supported very well in classes and make very good progress towards their targets.
Provision for pupils with English as an additional language	There is a small number of pupils who are bilingual and speak English fluently. They have full access to all aspects of the curriculum and their achievement is similar to that of all other pupils. The school takes care to celebrate the cultural heritages of these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' personal development. The school makes very good provision for pupils' spiritual, moral and social development and good provision for their cultural development.
How well the school cares for its pupils	The school takes very good care of the pupils. There are very good procedures for promoting good behaviour. Procedures for assessment are very good and the staff use assessments of pupils' work very well to inform their future lesson planning. Effective procedures are applied for child protection.

The school has a very good partnership with parents. Parents feel welcomed into school and the school responds quickly to their needs. The parents think highly of the school and are appreciative of the care given to their children. Most support their children's learning very well at home and a very small minority support pupils well in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are excellent. The headteacher, deputy headteacher and the staff work together with excellent direction to achieve the aims of the school. They are successfully improving standards.
How well the governors fulfil their responsibilities	The governors are very supportive of the school. They receive very good information from the headteacher and staff and work very effectively with her to meet the school's targets and fulfil their statutory duties.
The school's evaluation of its performance	The school has excellent systems for evaluating its performance. All the staff work very hard to improve their practices and overcome any weaknesses. The headteacher and subject leaders evaluate teaching and learning successfully to improve the quality of education provided.
The strategic use of resources	The school makes excellent use of the building, time, staff and the budget to help children learn.

The support staff, are very well deployed to make a very good contribution to pupils' learning. The shared commitment and capacity to succeed by the whole school community are excellent. The school constantly seeks to find best value for money and make the best use of its budget to raise standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children make good progress and achieve high standards. • That the quality of teaching is good and pupils are expected to do their best. • That pupils behave well and there are good relationships between pupils and staff. • That the school is helping their children to become mature and responsible. • That they feel comfortable about approaching the school with queries or concerns. 	<ul style="list-style-type: none"> • Some parents would like more information about the curriculum and feel that the school does not work closely enough with them. • A minority of parents would like more extra-curricular activities for their children.

The inspectors agree with the very positive view of the school held by the parents. The school has a very good partnership with parents. The amount of homework falls within the normal range expected nationally for pupils of this age. Homework is planned well by the school to consolidate and extend what their children have studied during the day. The extra-curricular activities are good for a school of this size.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is maintaining high standards overall in English, mathematics, science and information and communication technology

1. Pupils achieve very well throughout the school. The quality of teaching and the pupils' interest and involvement in lessons result in very good learning. Consequently over time, pupils make very good progress in knowledge, understanding and skills. This applies in particular to the core subjects of English, mathematics and science and in information and communication technology. However, this is not at the expense of other subjects. There has been very good improvement in the standards of information and communication technology, design and technology and art and design since the last inspection.
2. Variations in national test results from year to year are largely due to a few pupils performing at a slightly lower level than others and missing a level by one or two marks. This adversely affects the overall scores for the whole group. Because the school successfully identifies individual needs, pupils with special educational needs, those who speak English as an additional language, the gifted and most able, both boys and girls make very good progress.
3. This year a new nursery class has been opened. The provision is very good. The staff have worked very hard to implement the foundation stage. Lessons are well planned between the reception and nursery. The curriculum is very good with a wide range of interesting and appropriate activities planned to meet the needs of the pupils for all areas of learning. An effective recording system for both the nursery and reception pupils allows for a smooth transition between the two classes and into the early stage of the National Curriculum. Pupils' attainment on entry to the reception class falls within a wide range but overall is broadly average. As a result of the very good teaching in the nursery and reception classes, pupils are making very good progress. By the end of the reception year, most are exceeding the early learning goals in all areas of learning. The majority of pupils for example, record and solve simple addition and subtraction problems. The majority have started to read and begun to write sentences and phrases. The staff are particularly skilled in discussion; quickly identifying what help is needed and know how to move pupils on in their learning.
4. By Year 2, the results of the national tests show that in 2001, pupils attained above average standards in reading, average standards in writing and well above average standards in mathematics in comparison with all and similar schools. The pupils are currently attaining above average standards in reading and writing and well above average in mathematics.
5. By Year 6, the results of the national tests show that in 2001, standards were very high in mathematics, well above average in English and above average in science in comparison with all schools. In comparison with similar schools, standards were well above average in English and mathematics and above average in science. The pupils are currently attaining well above average standards in mathematics and above average standards in science and English.
6. Most of the pupils achieve the expected levels in Years 2 and 6, apart from some on the register for special educational needs. Examination of their work and lesson

observations shows that pupils achieve very well by the time they leave school. Overall, there is a strength in standards in mathematics throughout the school where standards are high. The school is currently working on improving standards in writing where not as many pupils are attaining at higher levels in comparison with mathematics. The inspection findings confirm these conclusions. Nationally, pupils' attainment is lower in writing than in mathematics or science. However, some average attaining pupils with more focused support and practice could attain a higher standard.

7. Standards in information and communication technology are also a strength of the school. The teachers have been trained well through the national training programme and are confident in teaching the subject. The pupils succeed so well because information and communication technology is planned and taught very well in all subjects. The resources are in constant use, enabling pupils to practise and consolidate their skills. Despite the theft of computers in the recent past, the school has overcome the lack of resources through effective use of teaching time and access to laptop computers. However, because of the layout of some classes, especially the Year 5 and Years 5/6 classes, it is difficult for all pupils to see a screen when the teachers are initially introducing a lesson, either in this subject or, for example when looking at texts in English. This is recognised for development and the school has plans for a new computer suite, big enough to teach a class with up-to-date technology.

The pupils learn very well because they are taught very well throughout the school

8. Teaching and learning are consistently good throughout the school. Twenty-five lessons were observed. The teaching was excellent in five lessons, very good in nine lessons and good in ten lessons. It was satisfactory in only one lesson. This represents very good improvement since the last inspection when the quality of teaching overall was satisfactory. In most lessons, the teachers effectively use the methods promoted by the National Literacy and Numeracy Strategies. There is a clear learning focus shared with the pupils, well-prepared resources to meet the needs of all the pupils and a useful recap at the end of each session to consolidate the learning and inform the teachers how well the objectives have been achieved. Excellent lessons were seen in the reception class and in the Years 5/6 class. In these lessons, teachers moved learning along at a rapid pace. The staff frequently and successfully questioned pupils to test their understanding. They used a variety of methods and activities to match the learning styles of the pupils. The frequent and focused revisiting of what pupils already know and how it related to the new learning allowed for maximum progress. The pupils understood the context of their learning and knew how to improve. The displays of pupils' work challenge pupils well to consolidate what they have learned and to find out further information. This creates an effective and supportive learning environment. Because the expectations set by the staff were high, the pupils were challenged very well to meet the targets set. Judgements were also confirmed by the examination of pupils' work, especially the range and relevance of the work and the high expectations of the staff, reinforced by their marking and the setting of personal targets, which helped pupils to improve their work.
9. English, mathematics, science and information and communication technology are taught very well overall. In English, pupils are taught the basic skills very well which are often then applied in other subjects. Reading, handwriting and spelling are taught very well and consistently developed across the curriculum. In reading, the access to good quality resources promotes pupils' very good attitudes to reading and enjoyment of books. Pupils take pride in the presentation of their work and write neatly and legibly. The development of a range of spelling strategies is effective in promoting good

standards in spelling. The school is encouraging pupils to attain higher standards in writing. In mathematics, pupils are encouraged to understand the pattern and relationships between numbers and their operations very well. A very good emphasis is placed on pupils understanding and explaining how to solve problems from an early age. In science, the skills of predicting, observation, testing, recording and drawing scientific conclusions are developed well throughout the school. In information and communication technology, skills are taught very well with limited resources. By Year 6, pupils are competent in using spreadsheets to solve problems and using 'PowerPoint' to give presentations of their work. The staff are knowledgeable and confident in teaching the subject. Information and communication technology is used well to support learning in all other subjects.

10. Teachers have very good subject knowledge and between them there is particular expertise in the core subjects of English, mathematics and science. In other subjects, the best use is made of this expertise as they exchange classes to teach to their specialisms. In subjects such as music and art and design, visiting specialist teachers help to further enhance the curriculum. For Year 6 pupils taking the national tests, 'booster classes' are well organised to help pupils learn well.
11. Homework throughout the school is well used to extend what pupils have been learning in their lessons. As well as providing regular spelling, reading and number tasks, teachers ask pupils to carry out additional topic research. The activities help to consolidate their learning during the day and promote research skills. Additionally, pupils' enthusiasm is such that they often bring in their independent research, irrespective of homework. This is always celebrated and rewarded by the staff.

There is very good provision for pupils with special educational needs

12. There is a teaching assistant in each class as well as additional support for pupils with statements of special educational needs. The assistants are very well trained and deployed and make a very significant contribution to the standards that pupils attain. They most frequently assist the lower attaining pupils and the pupils who speak English as an additional language who need the most help in learning. Their very good relationships with the pupils are particularly effective in boosting pupils' confidence in learning and answering questions. The assistants are skilled in interpreting the content of the lesson so that pupils are accessing the same curriculum as the other pupils in the class, but at the pupils' level. Consequently these pupils are achieving as well as all others. The teachers also support the needs of the higher attaining and gifted pupils very well, ensuring they and all other pupils are challenged as well as they can be.

The leadership and management are excellent. There is excellent educational direction set for the school

13. The headteacher provides excellent leadership. There is a very clear management structure in place. All members of staff with responsibilities work together very well to carry out their roles. This results in an excellent direction that is set to implement the school's aims of providing 'high quality' education to meet the needs of all pupils. The governing body are very supportive of the school. They are fully informed by the headteacher and the staff and fulfil their statutory responsibilities very well.
14. The school's self evaluation of its strengths and weaknesses and the commitment of the whole school community to succeed are outstanding. Since the last inspection in 1997, there has been very good improvement. All the issues from the last report have

been addressed. The school has successfully implemented the National Literacy and Numeracy Strategies and the foundation stage of learning for pupils in the nursery and reception classes. The staff have kept pace with the rapid changes in information and communication technology, ensuring it is frequently used in all subjects. The quality of teaching and learning is monitored very well to ensure that staff are meeting the needs of all of its pupils. The results of the monitoring, along with the teachers' assessments of pupils' progress, aid lesson planning. Consequently, the teaching and learning are consistently very good throughout the school.

15. There are rigorous assessment procedures to find out if the standards are high enough and where improvements can be made in the core subjects of English, mathematics and science. The school identifies strengths and weaknesses from the results of national tests, which are compared with national and similar schools. Pupils' achievements are tracked through school year-by-year and help is placed where it is needed most. The school has been particularly successful in raising the attainment of the below average attaining pupils and the attainment of the boys. Last year all the boys in Year 6 and the pupils with special educational needs attained the expected level in English. The school is equally successful in meeting the needs of the higher attaining pupils, several of whom who are gifted academically. Last year, a small group of pupils in Year 6 were working at Level 6. Consequently, because of the very good quality teaching and the high expectations held of all pupils, the pupils are learning and achieving very well. This year, even though the pupils are achieving very well, the priority is to raise the quality of pupils' performance further in writing.
16. The strategic planning is very good and a strength of the school. There is very good improvement since the last inspection. The school improvement plan is based on raising standards. To this end, the governors are keen to make the best possible staff appointments to enhance the quality of teaching and learning. The system for performance management is fully in place. The headteacher is keen to find out about new initiatives and to train her staff in the most up-to-date methods. The school is presently investigating the methods used to accelerate pupils' learning. These methods were most frequently observed in the excellent lessons where the teaching method was most closely matched to pupils' individual learning styles. While the classes may be slightly larger than is usually found, with the highest number of pupils being 32, this is compensated for by the appointment of a teaching assistant for each class. These staff are very well trained to work from teachers' plans to support groups of pupils needing most help. There is no doubt of the success of this strategy and the quality of the work of the assistants, as the pupils they support are achieving very well. The assistants are ably led and managed by a head assistant who is also a governor of the school and is able to keep the governing body well informed about the progress of these pupils. Financial spending is frequently monitored alongside the school priorities and the standards pupils attain. Governors have been recently commended by the local education authority for their well-organised meetings. Thus, the school improvement plan becomes an effective tool which is used well to aid the continuing development of the school.
17. The educational provision is enhanced by the successful outcomes of bids that are made. For example, there have recently been successful bids to fund the new nursery class and the forthcoming suite for information and communication technology. The governors are thorough when evaluating best value for money, knowing that 'cheapest isn't always best'. They make careful considerations before expenditure. The school is presently saving funds in order to replace window frames.

Because there are very good relationships within the school, the pupils are enthusiastic learners

18. One of the most striking features of the school is the pupils' enthusiasm for learning. The Christian ethos and very good relationships within the school create a successful learning environment. The pupils are not passive learners. They are eager and excited by learning. This is demonstrated by their confidence in asking questions when they want to find out information or don't know the answer. The staff are vigilant to ensure all pupils are supported very well in their learning. Particular care is taken to fully involve pupils with special educational needs and those who speak English as an additional language in all the activities offered by the school. Any emotional or behavioural difficulties are resolved at an early stage. Because the pupils are happy, settled and valued by the staff for the contributions they make, they learn very well. Particular efforts have been successful in raising the profile of literacy for boys and consequently their achievement. The school promotes a work ethic of: 'It's cool to learn'. In writing, achievement is celebrated at every opportunity and rewarded by praise in the classroom and during school assemblies. Initiatives such as the 'buddy' system, where older pupils partner younger pupils to help them, particularly in reading, have benefited all pupils. The younger pupils are helped in their learning and understand what is expected of them as they become older. The older pupils develop their social skills and reflect on their own learning as they help others make progress in reading or in other activities. For example, last year, Years 5 and 6 pupils designed and made slippers for their 'buddies' as part of their design and technology project.
19. Pupils in Year 6, when asked about the school, say they like their lessons because the teachers make them interesting. They also say they like their teachers, but they are expected to work hard and their teachers make sure everyone always does their best. Parents positively comment about their children's enthusiasm for learning. One parent encapsulated the views of others well with the phrase that their children 'are always asking questions!'

There is a rich curriculum and there is very good provision for pupils' spiritual, moral and social development

20. The staff and governors are prudent in their consideration of the whole curriculum and their aim for pupils to 'have a rounded education'. All subjects are taught well and from the scrutiny of pupils' past work, there is a rich broad curriculum with full coverage of all the programmes of study. The curriculum is very well planned and pupils' knowledge, skills and understanding are consistently developed as they progress through the school. This is very good improvement from the last inspection. The curriculum is enhanced by trips to places of interest and by visitors and specialist staff who come in to teach or successfully contribute to pupils' learning in art and design and music. Provision for extra-curricular activities is good. Pupils have opportunities for instrumental tuition or coaching by the Bradford Bulls rugby team or Bradford City football team. All of these are popular choices. A good number of pupils take part in competitive sports and the pupils in Years 4 and 6 enjoy a residential visit linked to the geography curriculum in the summer term. The learning activities and games provided by the before- and after-school 'xtra' club helps to develop pupils' personal and social skills and provides a good start and end to the school day.
21. The school makes very good provision for pupils' personal, spiritual, moral and social development. The Christian ethos of the school is strongly represented. The staff set a good example to pupils in their relationships with pupils and other adults. Praise and

rewards for good work, behaviour and thoughtful acts of helpfulness and kindness are keys to promoting good attitudes to work and responsible and caring attitudes to others. The importance of these aspects of the curriculum is reinforced as teachers include opportunities for pupils' spiritual, moral, social and cultural development in daily lesson plans.

22. Provision for spiritual development is very evident in school assemblies and religious education lessons. There are strong links with the church and the priest regularly visits to take a liturgy or mass, or pupils attend in church. Both parents and children are involved in these assemblies. This offers opportunities for family worship and affirmation of faith. Spiritual development is also in evidence in subjects such as art and design, music and English. Opportunities for pupils to reflect on the work of famous artists, musicians and writers are regularly planned into the curriculum. In lessons, pupils are encouraged to reflect on moral and social issues that concern them in whole-class discussions known as circle times. Matters that the pupils feel strongly about are then channelled through the school council to the headteacher and the governing body. These clear channels of communication, open to pupils, encourage them to reflect and find solutions to problems, knowing that their views are taken into account and acted upon. For example, the pupils recently asked for an extra-curricular art club. This is due to be implemented in the near future and run by the newly appointed nursery teacher who has specialist expertise in art and design.
23. Social and moral development are encouraged by the opportunities for all ages to learn from one another through their 'buddy' system, where older and younger pupils share reading or art and design activities. Co-operation and good relationships are encouraged, not only in lessons, but also at playtimes. The headteacher meets half-termly with the lunchtime supervisors, who have a close relationship with the pupils. Any racist or bullying remarks are promptly acted upon and discussed. Thus, shared high expectations of behaviour are upheld by the whole school. School rules are clearly displayed and agreed by staff and pupils. At the recent end of term worship, the priest asked the pupils what they had learned. Answers related to pupils' attitudes and values. For example, the pupils replied 'to be hardworking, sensible and responsible and truthful'. These responses are included in the school code of conduct. Pupils are encouraged to be responsible for their actions. Older pupils write journals and set personal targets for themselves in their homework diaries. Year 6 pupils act as prefects, each having a particular responsibility to help others abide by the school rules and to help with the smooth day-to-day running of the school such as running the school tuck shop.
24. Pupils' cultural development is celebrated through the multicultural resources in everyday use. The heritages of all pupils are affirmed as they are encouraged to contribute aspects of their cultural heritage in discussions. Major feast and festivals of all faiths are celebrated. Racial tensions are discussed, both in assemblies and in circle times. The school has no strong links with other faith schools or with the wider community. This aspect of the curriculum is planned for future development.

WHAT COULD BE IMPROVED

The standards in writing could be further improved for some of the average attaining pupils by setting more challenging targets and creating additional opportunities for pupils to practise their writing skills

25. This is the major focus for school improvement this year. Pupils' handwriting is neat and legible and well formed. The standard is consistent throughout the school. The effort that pupils make to do their best is evident in their good standards of presentation. Spelling is developed well. The staff have adopted a number of schemes and the spellings recommended by the National Literacy Strategy, so that pupils progressively build up their knowledge and understanding of common spelling patterns and words. In pupils' narrative and story writing, a range of opportunities is planned for pupils to practise their skills, not only in the literacy hour but also through other subjects. However, while staff are very good at identifying where pupils need to improve their work, in practice the targets set for improvement are not as sharp. Some pupils know where they need to go next, but how pupils can improve is not always clearly communicated by the staff. This is most evident in pupils' written work when staff have pointed out areas for improvement. Sometimes, pupils are not sure exactly what is required of them in order to improve. While the lower attaining and the higher attaining pupils are achieving very well, a minority of average attaining pupils could do better, with sharper personal targets and more opportunities to practise their skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The governors, headteacher and the staff should:

improve pupils' attainment in writing by:

- setting more challenging targets for some of the average attaining pupils who are attaining close to the higher levels;
- clearly communicating to pupils the skills they need to improve their work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

25

Number of discussions with staff, governors, other adults and pupils

12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	9	10	1	0	0	0
Percentage	20	38	38	4	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four 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)	19	205
Number of full-time pupils known to be eligible for free school meals	0	24

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	21

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.1
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	15	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	10
	Girls	14	14	14
	Total	24	23	24
Percentage of pupils at NC level 2 or above	School	96 (91)	92 (94)	96 (91)
	National	84 (83)	85 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	14	13	13
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	92 (94)	92 (91)	92 (94)
	National	85 (84)	88 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	11	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	19
	Girls	11	10	11
	Total	30	28	30
Percentage of pupils at NC level 4 or above	School	97 (85)	90 (88)	97 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	20
	Girls	10	10	11
	Total	28	27	31
Percentage of pupils at NC level 4 or above	School	90 (85)	87 (88)	100 (88)
	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	1
Black – African heritage	0
Black – other	0
Indian	5
Pakistani	3
Bangladeshi	0
Chinese	2
White	194
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)	8
Number of pupils per qualified teacher	25
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	217

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19
Total number of education support staff	1
Total aggregate hours worked per week	22
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	416,101
Total expenditure	403,301
Expenditure per pupil	1,949
Balance brought forward from previous year	3,121
Balance carried forward to next year	15,921

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 38.8

Number of questionnaires sent out	224
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	39	2	0	0
My child is making good progress in school.	54	37	6	0	3
Behaviour in the school is good.	57	43	0	0	0
My child gets the right amount of work to do at home.	38	46	9	1	6
The teaching is good.	66	32	1	0	1
I am kept well informed about how my child is getting on.	46	33	16	1	3
I would feel comfortable about approaching the school with questions or a problem.	67	26	5	2	0
The school expects my child to work hard and achieve his or her best.	71	24	2	0	2
The school works closely with parents.	45	41	10	0	3
The school is well led and managed.	60	36	2	0	2
The school is helping my child become mature and responsible.	60	37	0	1	2
The school provides an interesting range of activities outside lessons.	24	47	18	1	9