

INSPECTION REPORT

ST CHAD'S CATHOLIC PRIMARY SCHOOL

Birmingham

LEA area: Newtown, Birmingham

Unique reference number: 103435

Headteacher: Mrs B. Ewins

Reporting inspector: Mrs N. Moss

22685

Dates of inspection: 4th – 5th February 2002

Inspection number: 197529

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Hospital Street
Newtown
Birmingham

Postcode: B19 3XD

Telephone number: 0121 359 6554

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Appropriate authority: The Governing Body

Name of chair of governors: Mr M. Spencer-Williams

Date of previous inspection: 15th September 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Chad's Catholic Primary School is a smaller than usual primary school on an urban site in central Birmingham with 192 boys and girls on roll, from 4 to 11 years of age. Most pupils join the school in the reception class. On entry to the school, pupils' attainment varies, but it is broadly below average. More than 36 per cent of pupils are known to be eligible for free school meals, above the national average. The school has 6.3 per cent of pupils identified as having special educational needs, a figure well below the national average. No pupils have statements of special educational need. The school has almost 12 per cent of pupils for whom English is an additional language, a high proportion, most of whom speak Vietnamese, Mandarin, Gujarati or Cantonese as a first language. Over thirty-five per cent of pupils come from ethnic minorities. The school is a Catholic school, very well regarded by the local community and serves a very mixed catchment from its own Parish of St. Chad's, as well as many surrounding parishes. The school is popular with parents and is oversubscribed. In 1999 it was awarded Beacon status, which it has maintained since then.

HOW GOOD THE SCHOOL IS

St. Chad's Primary School is a very good school which provides an excellent education, a caring and Christian environment and a very broad range of opportunities for its pupils. Standards in English, mathematics and science by the age of eleven are well above the national average and very high in comparison with those achieved by most similar schools. The quality of teaching is very good overall. Relationships within the school and the pupils' excellent behaviour and very positive attitudes are particularly impressive. Both contribute strongly to the school's success. The school is excellently led by the headteacher and senior management team, who together have a clear and shared vision of the school's way forward. The school provides very good value for money.

What the school does well

- Standards in English, mathematics and science are very good.
- Provision for children in the reception class is very good, so that they make good progress.
- Teaching is very good overall throughout the school and teachers have high expectations of pupils, so that they learn well.
- The attitudes and behaviour of pupils are excellent and the school's provision for
- pupils' spiritual, moral, social and cultural development is also excellent.
- The quality and range of learning opportunities offered to pupils is very good.
- The school's care for its children is very good and assessment is used very well to match work to pupils' needs.
- The school has very effective links with parents and involves them well in the life of the school.
- The leadership and management of the headteacher and key staff are excellent.

What could be improved

- There are no outstanding issues.

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 progress since it was previously inspected in 1997. Although the school had a good report at that inspection, there has been no complacency and recent

good initiatives have ensured that standards have continued to rise. The key issues from that inspection have been effectively addressed. Pupils of all level of attainment make good progress through the use of assessment to monitor their progress and to plan lessons appropriately so that tasks are matched to their needs. Learning objectives are made clear to pupils, so that they know what they are learning. Subject co-ordinators now regularly plan the curriculum, monitor it and evaluate the results of teaching in their subjects. The headteacher, senior staff and governors have ensured clear methods for identifying success criteria and have strong strategies for evaluating both the quality of education and the effectiveness of the school's financial decisions. The success of these measures, and the excellent leadership of the headteacher, is to be seen in the significantly greater than average proportion of higher levels that pupils attain in the National Curriculum Tests and in the fact that the school has been awarded a Beacon status.

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	A*	A*	A*	A*
mathematics	A*	A*	A	A*
science	A	A*	A*	A*

Key

well above average A

above average B

average C

below average D

well below average E

Standards reached by eleven-year-olds in the 2001 national tests were very high in English and science, in the top five per cent nationally, and were well above the national average in mathematics. When compared with schools with pupils from similar backgrounds, results were very high, in the top five per cent of these schools, for all three subjects. The proportion of pupils reaching a higher level than is expected for their age was very high in English and science and well above average in mathematics. A comparison of these pupils' results in national tests at seven and eleven years of age shows that the very good progress pupils make is maintained over the two key stages. Over time, results are improving in line with the national rate. Taken overall, these results are very good indeed.

Standards reached by seven-year-olds in the 2001 national tests were very high in writing and well above the national average in reading and mathematics. When compared with similar schools, results were very high, in the top five per cent, for reading and writing and well above average in mathematics. Over the last three years, results have been maintained at this very good level.

In 2001, the school met the very challenging targets it set for itself in English and mathematics. Targets set for the next year are equally high. Standards are very good in literacy and numeracy throughout the school. Pupils for whom English is an additional language are reaching very good standards and achieve well. Pupils with special educational needs do very well and the standards they reach are partly the result of intensive support given

them by the school. More able pupils achieve very well through the initiatives taken by the school to extend them to their full potential. There is no significant difference in the achievement of boys and girls or of different ethnic groups.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and to their work are excellent and make a significant contribution to their success.
Behaviour, in and out of classrooms	Pupils' behaviour is excellent. Even in the confined space of the classrooms, in rainy weather, pupils play very well, with a good awareness of the needs of others. There have been no exclusions in the last year.
Personal development and relationships	Extremely good. Pupils' personal development is a priority for the school and this shows in their mature and responsible attitudes. Relationships with one another and with adults are most impressive.
Attendance	Attendance is above the national average and the school's procedures for monitoring attendance are good.

TEACHING AND LEARNING

Teaching of pupils in:	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 vast majority of teaching seen during the inspection was good or very good. All lessons observed were at least satisfactory. This consistently high standard of teaching is an important factor in the good progress that pupils make and is an improvement since the last inspection. Teachers have very good subject knowledge and teach speaking, writing and number skills very well. They plan carefully to ensure that the pupils make good progress and that the needs of pupils of all abilities are well catered for. They create a very good working environment in their classes, where pupils are stimulated and keen to learn. Teachers have high expectations of what the pupils can achieve and challenge them to think and to build on what they already know. The skills of literacy and numeracy are very well taught. In both, a good variety of activities challenges pupils. Good oral work develops language skills well. This emphasis is particularly beneficial to pupils for whom English is an additional language. Mental mathematics are well taught, as are investigative and enquiry skills. Teachers make lesson objectives very clear to pupils and refer to them during and at the ends of lessons. Pupils consequently have a clear understanding of what they are doing and why. As a result, they work hard and are eager to achieve well. Teachers manage their pupils well and insist upon high standards of behaviour. Most pupils willingly comply, so that time is not wasted and lessons proceed at a brisk pace and good levels of effort are sustained. Very good use is made of support staff.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good and well balanced, with very good emphasis on the key skills of language and number and it meets all statutory requirements. The range of activities offered outside lessons is very good. All pupils are included in all activities and all are offered a high level of support to help them reach their full potential.
Provision for pupils with special educational needs	Very good provision is made for pupils with special educational needs. Their needs are identified early and clear targets for improvement are set for them. The needs of the more able are very well catered for with extension work.
Provision for pupils with English as an additional language	Provision is very good. Pupils' levels of English are carefully assessed and this information is used to plan activities closely matched to pupils' needs. These pupils have full access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes excellent provision for pupils' spiritual, moral, social and cultural development. Every opportunity is taken to ensure their development and the pupils are becoming thoughtful, caring and responsible young people.
How well the school cares for its pupils	Assessment procedures are very good and ensure a good match of activities to pupils' levels of attainment. The school cares very well for its pupils and offers a high degree of warm and loving pastoral support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. She and the senior staff have a very clear vision of the way forward for the school and the commitment to raising standards in all areas is shared by everyone in the school.
How well the governors fulfil their responsibilities	The governing body works closely with the headteacher and is knowledgeable and enthusiastic in its support of the school's procedures for raising standards. It does much to create the encouraging ethos of the school. Management is good and all statutory requirements are met.
The school's evaluation of its performance	The school is very good at evaluating its own strengths and weaknesses and working out procedures for improvement.
The strategic use of resources	Resources are used very well and efficiently. The school budget is very effectively planned to meet the school's priorities and all avenues are explored to ensure that the school obtains the maximum benefit from the money it spends.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and make good progress in their work.• Teaching is good.• Their children behave well in school.• The high expectations the school has of their children.• The way in which the school works closely with them and keeps them informed about their children's progress.• The good leadership and management of the school.• The way in which their children are helped to become mature and responsible.• The wide range of activities offered to their children.	

Inspectors support the very positive views of parents, which were indicative of the high regard in which they hold the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1. When pupils join the school, they are broadly below average in attainment, but by the time they leave the school at the age of eleven, standards are very high in English and science and well above average in mathematics. When results at eleven are compared with those of schools with pupils from similar backgrounds, they are in the top five per cent nationally in English, mathematics and science. This represents very good attainment and an improvement on the time of the previous inspection.

2. Progress is very good throughout the school and achievement is high. In particular, more able pupils are enabled to reach their full potential by good teaching and the careful use of assessment to provide work to match their ability. At the age of eleven, the percentages reaching grades higher than those expected for their ages in the national tests are consistently well above national averages in all three core subjects.

3. In English, pupils are given many good opportunities and good encouragement to speak with confidence. Standards are above average by the time they are in the older classes. They listen well and attentively, responding eagerly to the ideas of others, and offering their own coherently. This was clearly seen in a lesson in Year 4, where the teacher promoted good oral discussion and thoughtful use of vocabulary in the sharing of the reading of a poem, 'Colonel Fazackerly'; pupils showed good general knowledge, maturity and self-control. The many initiatives in reading taken by the school recently have resulted in good levels of reading throughout the school. Pupils enjoy books and think about what they read in a mature and sensible manner. Comprehension skills are well advanced. Pupils write willingly and at length, with a good degree of understanding of types of writing and of different styles. Teaching focuses well on expression, feeling and atmosphere in writing and on different narrative techniques, so that pupils write with depth and in a variety of ways.

4. In mathematics, older pupils can add two and three digit numbers with ease, accuracy and speed. They understand ratio and direct proportion and have good understanding of fractions, decimals and percentages. They can use simple formulae involving more than one mathematical operation. They can measure and draw angles accurately and handle number well in the mental mathematics sessions. Pupils use information and communication technology (ICT) thoughtfully to enhance their work in mathematics. Younger pupils have good grasp of number, shape and time. In a Year 2 numeracy lesson, a teacher very successfully used the pupils as the hands of a clock to teach them to turn 'clockwise' by various degrees.

5. In science, older pupils have a very clear understanding of materials and their properties, such as solids, liquids and gases, as well as the details of a healthy lifestyle. They can give scientific reasons for their predictions and understand the factors that determine a 'fair test'. Pupils understand chemical and physical changes and are clear in their understanding of the planets, the phases of the moon and how shadows are caused. They are able to offer good reasons for their choice of recording methods for investigations, which they undertake enthusiastically. Younger pupils investigate the various senses, look at the characteristics of living and non-living things and learn about plants and their growth cycle.

6. Pupils for whom English is an additional language reach very good standards. They have very positive attitudes to learning and work well with the adults who teach them. The strong emphasis throughout the curriculum on oral work and practical activity also helps their learning a great deal.

7. Pupils with special educational needs also make very good progress and most achieve the targets of their individual education plans, through the very good support of the co-ordinator for special educational needs and the support assistants.

Provision for children in the Reception class is very good, so that they make good progress

8. Provision for children in the Reception class is very good. The rich curriculum provided at the time of the previous inspection has been maintained, though planning has been revised to match the new learning goals for children in this age group. Previous nursery school experiences generally lead to children entering the Reception class with good attitudes towards learning. The school capitalises on this and provides very well for their continued progress.

9. Learning experiences are motivating and very well planned. While many of the activities offered provide for children's development in several areas at the same time, the key objectives in focus are always clearly identified in the planning. For instance, daily routines focus effectively on aspects of children's personal and social education, the development of independence and on specific communication skills. Children's reading, usually below average on entry, is systematically developed by a range of strategies. Shared story and rhyme sessions encourage children to recognise and enjoy the richness of language. They are encouraged to browse in the well-resourced book corner and to enjoy books at home. There are regular opportunities to develop the visual recognition of familiar words and letter sounds. The teacher highlights these features well, using interesting stories to read with the children. Reading is linked to the development of writing skills, which are well below average on entry to the school. The school favours the copywriting of comments provided by the children, which staff refine and scribe, so that there is incidental support for children's grammatical skills. There is strong emphasis on the use of joined writing. The process is remarkably successful and results in the very high standards of presentation achieved by pupils as they move through the main school.

10. Children's mathematical development, broadly average on entry, is effectively promoted by direct teaching of number and shape recognition and learning through play activities which encourage the application and consolidation of this teaching. For example, a recent 'café' project has supplied good opportunities for applying elementary number knowledge to the counting of one penny coins. Children learn to name and count coins, as well as to recognise and write numerals. Additionally, each child has a weekly opportunity to use a computer-based program in mathematical core skills. This provides carefully sequenced learning opportunities, with on-going assessment and matching of mathematical challenges to each child's developing levels of knowledge and understanding. Sometimes, mathematical learning is linked to artwork, such as the making of shape collages. Children make good progress in this area.

11. Many good opportunities are provided for the children to enhance their knowledge and understanding of the world. For example, a visit to the airport resulted in an extensive range of imaginative role play, in which children managed the check-in, ran the 'airport café' and duty-free shop and became pilots and air traffic controllers. Children made their own passports, using computers and a digital camera for photographs. The 'café' role play project included a visit from the school cook and a grand opening ceremony, in which the 'café manager' presented flowers to the 'mayor and mayoress'. Staff were introduced, ribbon cut and press invited to provide photographs. Subsequent discussion enhanced children's vocabulary and their ability to describe events. Real world activities include visits to local firms, such as a major car factory, where children explored exhibits such as an ambulance and a police car and the opportunity was taken to reinforce road safety rules. A 'jungle' theme resulted in creative role play, the printing of loin cloths, the use of natural materials to make jewellery, making music with drums, singing and dancing.

12. Children's manipulative skills are well developed. Planning indicated that appropriate opportunities are provided for the development of large motor skills, including the use of a climbing frame to develop co-ordination and confidence.

13. The quality of teaching is very good. Staff show very good understanding of how to engage the interest and promote the learning of young children. Planning demonstrates very good knowledge of Foundation Stage requirements and excellent teaching of basic skills. Children's learning is guided by very good, on-going assessment procedures. The management of children is excellent, contributing to the calm but stimulating atmosphere of the class. The result is that children work hard, but with enjoyment and success. The environment is spacious and full of opportunities. Currently, outdoor spaces are unsatisfactory, but plans to improve this situation are already in hand. By the end of their time in the Reception class, almost all children reach the early learning goals and a significant number exceed them, providing a very good basis for the next stage of their education.

Teaching is very good overall throughout the school and teachers have high expectations of pupils, so that they learn well

14. During the inspection, over four-fifths of lessons seen were good or better and two-fifths were very good or excellent. There were no unsatisfactory lessons. This uniformly good quality of teaching greatly benefits the pupils and contributes to their high levels of achievement. There has been a significant improvement since the previous inspection. The present good quality of teaching is a tribute to the hard work of the headteacher in putting in place procedures to share good practice, to support and encourage new teachers and to the willingness of teachers to be involved in striving to raise standards.

15. Teachers' knowledge and understanding of the subjects they teach is very good. In a Year 2 literacy class, the teacher kept pupils spellbound with the telling of a story of the sun and the wind in preparation for pupils transforming it into their own written versions. Explanations are made clearly and teachers ensure that all pupils understand what is expected of them and what they will learn. In a Year 5 literacy lesson, the teacher's very good subject knowledge enabled all pupils to make good progress in understanding a text on the fair testing of a scientific experiment, how to summarise the experiment and to realise why the conclusion made is so important.

16. Planning is used well, so that teachers and pupils are aware of a lesson's intentions. Teachers are well organised, knowing what each group of pupils is expected to cover and how this will be achieved. This clarity of planning aids teachers' confidence in teaching subjects which are not their specialisms and ensures a clear acquisition of skills as pupils progress through the school. Well structured plans also aid the classroom learning assistants to support pupils well. Literacy and numeracy are both particularly well planned. There is a very good match between tasks set and the abilities of different groups of pupils. In a Year 3 numeracy lesson aimed at an awareness of the points of the compass, the level of task was very carefully matched to pupils' abilities, with very good extension tasks for the most able.

17. Questioning is used particularly skilfully to challenge pupils to think through problems and to understand difficult ideas. Teachers plan their questions at the right level for each pupil, with their abilities in mind. Teachers' use of supplementary questions to move pupils' thinking forward is good, as is the way they ensure that all pupils are involved in a lesson. In a very good Year 6 science lesson, where pupils were exploring evaporation and condensation, the teacher used questions with expertise to encourage pupils to offer contributions to stimulate their ideas and their initiative.

18. Teachers use practical lessons, including investigations, very effectively. Good use is made of scientific method and of clear approaches to problem solving, involving pupils in making their own hypotheses and deductions.

19. Most teachers manage their pupils effortlessly, with good humour and efficiency, so creating an orderly environment in which pupils can learn well.

20. The quality of teachers' assessment of their pupils' learning is very good and helps them to plan for improving pupils' progress. Marking of pupils' written work gives them a clear understanding of what pupils have achieved and how they can improve their work. In some marking, especially in Year 6, teachers ask for more from their pupils, and this is generally acted upon by the pupil and followed up by the teacher.

21. Expectations of pupils' standards, level of effort and behaviour are very high. Pupils know what is expected of them, rules are clear and reward and praise are freely given. Teachers enjoy lessons and share their enthusiasm with pupils, so that strong relationships are built up and pupils gain in confidence. They challenge pupils to extend their thinking and to learn to formulate their own ideas. Teachers' celebration of pupils' success encourages and motivates pupils, making learning an easy and enjoyable experience and spurring them on to even greater effort.

The attitudes and behaviour of pupils are excellent and the school's provision for pupils' spiritual, moral, social and cultural development is also excellent

22. Pupils' attitudes to their work and to each other are excellent. They enjoy lessons, and show an enthusiasm for their school and are keen to learn. They learn at an early age to work well without direct supervision, in groups or independently. They enjoy participating actively in lessons and are very ready to answer questions and offer ideas. They know that their contributions will be valued and this encourages them to play an active part in lessons. Even the youngest pupils are able to concentrate well for long periods of time, because they are interested in the work they are given. Little time is wasted on discipline in lessons and pupils

rarely need reminding about how to behave. Pupils display very positive attitudes to learning; their response to lessons is good at all ages. They often show great pleasure in their achievements and the achievements of others.

23. In classrooms and around the school, behaviour is also excellent. Pupils move around the school quickly and quietly, with good consideration for others. In some lessons the behaviour is impeccable. They play well together in the playground and older pupils behave thoughtfully and kindly to younger ones. Pupils show consideration and respect for each other. Relationships between pupils and adults are excellent. Pupils are open, friendly and courteous. The quality of relationships between all members of the school community contributes significantly to the happy and warm social atmosphere within the school. Pupils from the different ethnic backgrounds form good relationships; they freely choose to play and work together.

24. Pupils' attitudes to their school and the tasks they are given are very positive. They are successfully encouraged to develop mature attitudes and respond well to the opportunities given to show initiative and take responsibility. The School Forum is starting to provide a very effective opportunity for pupils to contribute their views on a range of subjects, and to see their views taken into account and acted upon. Pupils appreciate the environment created for them by the school and respond well to the good humour and care shown to them by the teachers. Pupils were very eager to tell inspectors how good their school is and how proud they are to belong to it and wear its uniform.

25. The school provides its pupils with a spiritual ethos, springing from its Christian foundation, which excellently nurtures a happy, multicultural community. There is a strong sense of belonging in the school. Pupils are encouraged to become responsible members of the school community and they are given a clear understanding of their rights and responsibilities. They are taught right from wrong and the staff set them a very good example.

26. Assemblies and circle time are used well to promote friendship and consideration for others, as well as to give pupils the opportunity to reflect on major aspects of their lives and the world around them. Teachers frequently make opportunities in lessons for pupils to experience something of the wonder of the natural world.

27. The school is a very good example of how pupils can enjoy cultures of both past and present, of their own and other countries and of living in harmony in a multicultural society. Art and music are both strongly promoted, as seen in a Year 6 assembly, where Picasso's ability to use basic painting skills well before he began to experiment was the main theme. The school makes much effort to involve the community in pupils' education. Pupils are encouraged to perform, particularly as a choir, and reach very high standards.

The quality and range of learning opportunities offered to pupils is very good

28. On-going monitoring and evaluation of the curriculum have enhanced the provision since the time of the previous inspection. It is now very good. Learning opportunities are broad, providing relevant experiences for all the pupils concerned. Provision for pupils' personal, social and health education is well integrated into the curriculum.

29. A wealth of creative learning activities provides very motivating and effective learning experiences for children in Reception class. The provision made for pupils with special educational needs and those for whom English is an additional language is very good, enabling them to achieve well. Boys and girls and pupils from all backgrounds are provided with equal opportunities to succeed. Up to date subject policies and well planned schemes of work ensure that National Curriculum targets for learning are well addressed throughout the key stages. Well informed and committed subject leaders provide good support for colleagues, whose imaginative planning ensures that all pupils have access to a relevant and motivating curriculum.

30. Very good provision is made for teaching literacy and numeracy skills. Frequent assessments of the strengths and weaknesses in pupils' performance in these areas have combined with teachers' growing confidence in teaching the subjects to promote very effective curriculum development. The school's outstanding results in both subjects at the age of eleven owe much to these factors. The high levels of achievement in science are also due to the depth and breadth of the curriculum provided for pupils of all levels of prior attainment. The widespread use of literacy and numeracy skills across the curriculum is a further important factor in pupils' success. A striking example occurred in a Year 6 science lesson, when pupils were required to imagine themselves as a drop of water, describing their experiences of the water cycle. This led to discussion of the verb tense that might be used and whether the use of the first or third person singular was appropriate. Information and communication technology is also to be found well used across the curriculum. Year 3 pupils, for instance, used a computer and a floor robot to explore angles and turns in a numeracy lesson.

31. Schemes of work in other subjects show good quality coverage of National Curriculum requirements. Provision for design and technology, for example, combines a good understanding of the fundamental principles of the subject with exciting learning opportunities, such as making puppets, helter-skelters and monsters with eyes that light up. Excellent use of field studies and city-wide resources enrich the provision in history, geography, art and design and music. There are links with the Royal Ballet, visits to the Jewellery Quarter and other local industries, as well as to nationally acclaimed art collections. Visiting speakers and musicians also enhance the provision. A very good and varied range of extra-curricular activities is provided, including mixed and Gaelic football, mixed netball, chess, Spanish, guitars, karate and a Readers' Club. The school choir has sung at the Symphony Hall, the Cathedral and on television. After school 'booster' classes are provided for all older pupils. These extra learning opportunities are much appreciated by pupils and attendance at them is high.

The school's care for its children is very good and assessment is used very well to match work to pupils' needs

32. The school continues to provide very good support, advice and guidance for all pupils. The headteacher, teachers and support assistants are accessible and responsive to pupils' needs. They provide thoughtful and caring support for all pupils, including those with special educational needs and those for whom English is an additional language, and this very effective care enables pupils to make very good progress. The very good relationships throughout the school are a significant strength of the school, and have a very positive impact on pupils' learning.

33. The school has very successfully created a climate for good behaviour by having high expectations, to which pupils respond well. Pupils behave, inside school and in the playground, as members of a family, with older pupils looking after younger ones. No poor behaviour was seen during the inspection and the tolerance and respect shown by all at the school for each other is a remarkable feature. Teachers and support staff give praise and encouragement for effort and perseverance, as well as high standards of work, and pupils respond appropriately and try even harder.

34. The social inclusion initiated and supported by the school ensures that all pupils, whatever race, colour, gender or ability, are fully included in all activities and given equal opportunities to reach their full potential. Indeed, this is a feature of the school which strikes one forcibly in the harmonious atmosphere it generates.

35. Arrangements to monitor the attendance of pupils are good, and parents know the procedures to inform the school of the reason for pupils' absence. The school makes good efforts to remind parents of the need for punctuality and regular attendance.

36. Child protection procedures are well established, and meet statutory requirements. The health, well-being and safety of pupils are given an appropriately high priority.

37. Assessment procedures are very good and are a pervasive element in the provision for learning at all stages in the school. The results of these assessments are systematically recorded and used to track the progress of individual pupils over the years and across the curriculum. Discussion within lessons, combined with regular and thorough marking of pupils' work, provide day to day appraisal of individual progress. Teachers use the information effectively to set targets for each pupil and to provide appropriately challenging learning activities. More formal testing of pupils' attainment, including national tests, contributes to this target setting and that for the school as a whole.

38. The school is making increasing use of computer programs to analyse the strengths and weaknesses of pupils' mathematical understanding and overall performance. A specialised assessment procedure is also used well to track the progress of pupils with special educational needs.

39. The school's individual record keeping is very efficient. Pupils are kept well-informed about their own progress towards all National Curriculum targets. They have personal record books, in addition to very well designed reading records. Subject co-ordinators regularly scrutinise the standard of pupils' work as a check on the effectiveness of the curriculum. The results of national tests are analysed and priorities for development are identified. In addition the school has an imaginative and effective procedure for linking the assessment of pupils' progress to curriculum development, by a review of pupils' work in each subject over a three to four year cycle. Each year group contributes to a whole school display or performance, which is used to check that curriculum coverage and continuity is leading to good progress by the pupils.

The school has very effective links with parents and involves them well in the life of the school

40. The school aims to encourage an active partnership with parents, and continues to be very successful in achieving this aim.

41. A large number of parents responded to the pre-inspection questionnaire, giving an overwhelmingly positive response in all areas, enthusiastically reinforcing their support for the school during the inspection. Parents are made very welcome in school and confirm that they are able to approach the school at any time should problems occur. They are able to speak to teachers and to the headteacher at the start and end of each school day. Parents regularly give valuable help in classrooms, and accompany staff and children on educational visits. Their help is greatly appreciated by the school.

42. Communications with parents are very good and fully appreciated. Detailed information is given through the prospectus and Governors' Annual Report to Parents and regular newsletters; the style is clear, friendly and encouraging. In addition, termly parents'

evenings take place where individual learning targets are shared and evaluated. Annual Reports to parents comply with requirements. All subjects are covered and teacher comments are evaluative.

43. Many parents are actively involved in the life of the school and this has an excellent impact on pupils' support, enjoyment and development. Parents and helpers assist in class, with reading, with clubs and on trips. A very active and successful Parents and Friends Association hosts a variety of social and fundraising events. Money raised is carefully used for charity and to enhance learning resources, thus benefiting all pupils. The multi-cultural nature of the school ensures that parents initiate a wide variety of events that have a great impact on pupils' learning and appreciation of other cultures, promote the knowledge and understanding of other countries around the world, the distance and lifestyle.

44. Pupils clearly benefit from the help parents give their children at home. Reading books are taken home regularly; the reading diary is both a useful record of books read and home/school dialogues. In addition, pupils learn spellings and involve parents in project work. The high quality of parental involvement both at school and at home promotes pupils' confidence and has a significant impact on learning and attainment.

The leadership and management of the headteacher and key staff are excellent

45. The headteacher has great clarity of vision of the school's future, a determination that standards in all areas, academic and spiritual, shall be as high as possible and the ability to establish very good relationships with the staff. As a result of this excellent leadership, the whole school is committed to improvement, is harmonious and provides a very caring and supportive environment for pupils. The headteacher also ensures that it is an exciting environment, where new initiatives, such as Beacon status, have been achieved, a learning mentor appointed and effective assessment systems implemented. In addition, she encourages excellence in the arts, through music, art and design and poetry.

46. The headteacher and senior teacher work extremely well together, and with the very effective governors, in advancing the everyday life of the school, planning for future development, such as the present development of the reception class playground, and in determining immediate and long-term priorities. They work very well with the other teachers, offering much help, support and encouragement, particularly to new teachers. Subject co-ordinators are diligent in the development, monitoring and appraisal of their subjects, in order to achieve the best possible outcomes for their pupils. The happy, warm and thriving ethos of the school is a direct result of the strength of the headteacher and her team.

WHAT COULD BE IMPROVED

47. There are no outstanding issues on which the school could improve at the present time.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. The school should continue to progress and continue to provide the high quality of education it gives its pupils at this time.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
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	2	5	7	3	0	0	0
Percentage	12	29	41	18	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	192
Number of full-time pupils known to be eligible for free school meals	76

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	29

English as an additional language	No of pupils
Number of pupils with English as an additional language	26

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
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	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	14
	Girls	13	12	12
	Total	28	26	26
Percentage of pupils at NC level 2 or above	School	97 (100)	90 (97)	90 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	14	16
	Girls	13	13	12
	Total	28	27	28
Percentage of pupils at NC level 2 or above	School	97 (100)	93 (93)	97 (97)
	National	85 (84)	89 (88)	89 (88)

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

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

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	26	26	26
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	26	26	26
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

Where the number of boys or girls is ten or fewer the individual results are not reported

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	35
Black – African heritage	1
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	4
White	83
Any other minority ethnic group	35

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24
Average class size	27.4

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	217

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	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.

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.

Financial information

Financial year	2000/2001
	£
Total income	511 851
Total expenditure	526 854
Expenditure per pupil	2 718
Balance brought forward from previous year	52 226
Balance carried forward to next year	37 223

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	192
Number of questionnaires returned	107

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	17	0	0	0
My child is making good progress in school.	90	10	0	0	0
Behaviour in the school is good.	91	9	0	0	0
My child gets the right amount of work to do at home.	77	21	0	0	2
The teaching is good.	93	7	0	0	0
I am kept well informed about how my child is getting on.	87	13	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	93	7	0	0	0
The school works closely with parents.	93	7	0	0	0
The school is well led and managed.	94	6	0	0	0
The school is helping my child become mature and responsible.	84	15	0	0	1
The school provides an interesting range of activities outside lessons.	81	19	0	0	0