

INSPECTION REPORT

**ST. MARY MAGDALENE CATHOLIC
PRIMARY SCHOOL**

Burnley

LEA area: Lancashire

Unique reference number: 119489

Headteacher: Mr T Ferguson

Reporting inspector: Mrs A Waters
13827

Dates of inspection: 22nd - 23rd January 2001

Inspection number: 197532

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Wellfield Drive, Burnley
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. M. Fraher
Date of previous inspection:	September 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Mary Magdalene School is an average sized Roman Catholic primary school on the outskirts of the town of Burnley. It caters for Roman Catholic children aged 4 to 11 from the local parish which serves a broad range of social and economic backgrounds. There are currently 213 pupils, 106 boys and 107 girls on roll. Their attainment on entry to the school is mixed and varies from year to year and overall is broadly average. Just over 7 per cent of pupils are known to be eligible for free school meals, which is below the national average. Nineteen per cent of pupils are on the school's register of special educational needs which is about average. Two pupils have a statement of special educational need and this is below average. All but six pupils are of white ethnicity, and none has English as an additional language.

HOW GOOD THE SCHOOL IS

The school is an effective school and provides a good quality of education for pupils of all ages and abilities. Very good teaching in the Foundation Stage enables pupils to make a good start to their education. Good teaching throughout the school enables pupils to make good progress in their learning and by the end of Key Stage 2 pupils attain high standards in English, mathematics and science. Good leadership and management, in which the parents place great faith, have been instrumental in achieving satisfactory improvements in several aspects of the school's work. Pupils have very good attitudes to the school and to their work and their overall personal development is good. There is a very good ethos for learning and for pupils' overall development. Standards are improving year on year. As a result the value for money provided by the school is good.

What the school does well

- Standards have risen in both key stages in recent years and are of a high standard in English, mathematics and science by the end of Key Stage 2.
- Very good provision is made for children in the Foundation Stage which enables pupils to make a very good start to their education.
- Teaching is good at Key Stage 1 and Key Stage 2 and is having a positive impact on raising standards.
- Pupils' attitudes to school, their behaviour and the quality of their relationships with each other and with their teachers are very good.
- There is good support for pupils with special educational needs.
- The school provides a very good level of care for its pupils and has high expectations of success.
- The headteacher with the support of the governors, staff and the wider community creates an ethos that strongly supports learning and pupils' all round development.

What could be improved

- Independent writing across the school but most especially at Key Stage 1.
- Teaching and learning in information and communication technology.
- The effectiveness of the monitoring of teaching and pupils' work, and planning what needs to be done to bring about further development.
- Arrangements for recording and tracking pupils' progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. All of the key issues for action have been addressed and improvement is satisfactory overall. Good improvement has been made in raising standards in English, mathematics and science. Schemes of work have been put into place and teachers' planning is more focused on National Curriculum programmes of study. The marking of pupils' work is now more consistent. The two other issues arising from the previous inspection concerned the role of the co-ordinator and the school's procedures for assessing pupils' attainment and progress. These have improved satisfactorily, although further developments are needed in both areas. Subject co-ordinators are now more aware of what is being taught and some have been involved in visiting classrooms and monitoring pupils' work. Information from end of key stage national tests is analysed and any weaknesses in the curriculum are identified. However, how the necessary improvements are to be brought about is not always made clear. In addition, there is still some work to be done to devise and implement a system for tracking individual pupils' progress and attainment as they move through the school. The school has maintained the many good features identified in the previous inspection and is well placed to continue to improve.

STANDARDS

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	A	C	A	A
Mathematics	B	B	B	A
Science	C	D	A	A

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The 2000 national test results are very impressive with standards that are well above average in English and science and above average in mathematics. In comparison with similar schools the results are very favourable and the school's performance is well above average in all three subjects. The percentage of pupils reaching the nationally expected level in English, mathematics and science is very high and the percentage reaching the higher levels in English and science is well above average. Between 1996 and 2000 the school's rising trend in standards at the end of Key Stage 2 has been above the national trend. The school exceeded its targets for attainment in English and mathematics.

The results of the 2000 end of Key Stage 1 National Curriculum tests and assessments are well above the national average in reading and close to the average in writing. In mathematics they are above average. Over the past three years the results have steadily improved.

The work seen during the inspection confirms that the National Curriculum results give an accurate reflection of the standards achieved at both key stages. However, the work of pupils in the current Year 2 indicates that their results are not likely to be as high as in previous years. The school has plans to raise standards in writing across the school but at present not enough opportunities are provided for pupils to develop writing skills in Key Stage 1. Although many pupils show a good level of competence in using the computers to communicate information and as a research tool, pupils are not receiving a structured and balanced programme of teaching in information and communication technology.

The children in the Foundation Stage make good progress and by the time they enter Year 1, most achieve the early learning goals.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show great interest and enthusiasm in their work and enjoy coming to school.
Behaviour, in and out of classrooms	Very good. Pupils behave well both within the classroom and around the school. They are polite, courteous and friendly towards each other and to visitors.
Personal development and relationships	Good relationships exist amongst pupils and staff and the whole school community, contributing to the pupils' good overall personal development.
Attendance	Very good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
18 lessons seen overall	Very good	Good	Good

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

The quality of teaching is good overall and leads to the good results that are achieved by the end of Key Stage 1 and 2. It is of a particularly high quality in the Reception class for pupils in the Foundation Stage. During the inspection, teaching was very good in 17 per cent of lessons, good in 44 per cent and satisfactory in the remainder.

Basic skills in literacy and numeracy are taught thoroughly and systematically, particularly reading where parents are closely involved in supporting their own child's learning.

Teachers know their pupils well and are very aware of their needs. They plan tasks and activities with just the right amount of challenge to develop individual pupils' learning. This is demonstrated in the way teachers extend the most able pupils to their full capacity whilst giving good support to those who find learning more difficult.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided for pupils in the Foundation Stage is very good because of the stimulating and rich learning experiences provided. The curriculum for Key Stage 1 and 2 is satisfactory and includes all subjects of the National Curriculum.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs and enables them to make good progress and achieve in line with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the spiritual, moral and social development of pupils and satisfactory provision for their cultural development. This makes a strong contribution to their overall personal development
How well the school cares for its pupils	This is a very caring and supportive school where the welfare of pupils is given great importance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher provides good pastoral leadership with the strong support of the staff and governors. Subject co-ordinators are becoming more involved in developing the curriculum and raising standards.
How well the governors fulfil their responsibilities	Governors are very supportive and use their individual and professional skills well to support the work of the school. There is a need for more focused evaluation to identify what needs to be done to bring about future developments.
The school's evaluation of its performance	The school has a good idea of its strengths and areas for development but lacks a clearly thought out plan to bring about the necessary improvements.
The strategic use of resources	The school makes good use of its available resources to promote pupils' learning. The governors are committed to getting best value for money and budget carefully.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like to come to school • Teaching is good • Behaviour is good • Most parents agree that they are well informed about the life and work of the school • Parents think that the school is well led and managed • The school is very approachable and all matters of concern are taken seriously • The school encourages pupils to show care and respect • The school provides good opportunities to learn about their children's progress. • Parents appreciate the strong community spirit and the very good relationships between staff and pupils 	<ul style="list-style-type: none"> • Some parents believe that the school does not provide enough extra curricular activities

The inspection findings support the parents' positive views of the school and agree with parents that the range of extra-curricular activities is limited. The school acknowledges that they provide very little in the way of after school clubs and plan to give this some consideration.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards have risen in both key stages in recent years and are of a high standard in English, mathematics and science by the end of Key Stage 2.

1. At the time of the last inspection, standards at the end of both key stages were found to be satisfactory and in line with the national average. Since then, the results in the annual National Curriculum tests at Key Stage 1 showed a decline but in recent years standards have recovered well and risen steadily. The improvement rate in reading at Key Stage 1 is particularly good with standards that are now well above the national average and well above those of similar schools. Standards are above the national average in mathematics and close to average in writing. They are broadly in line with those of similar schools. Although standards in writing have improved, they are relatively weaker than those in reading.
2. By the end of Key Stage 2, on the basis of the National Curriculum tests, pupils' attainment in English and science is well above the national average and above average in mathematics. In comparison with similar schools, pupils' attainment is well above average in all three subjects. Although there is some minor fluctuation from year to year because of the different compositions of the year groups, the school has maintained a rate of improvement over recent years that is above the national trend. In the 2000 end of Key Stage 2 tests in English, mathematics and science, all pupils achieved the nationally expected level 4 and the percentage of pupils reaching the higher level in English and science was well above the national average. In mathematics the percentage reaching the higher level was close to the national average. Although the standards in mathematics appear to be relatively weaker than the standards in English and science, scrutiny of the work of the recent school leavers shows that pupils worked at a consistently higher level than some of them achieved in the tests.
3. Several factors contribute to these levels of success. The school wants all its pupils to do as well as they can and takes effective and practical steps to encourage them to do so. The quality of teaching is good throughout the school and very good at the end of Key Stage 2. Teachers have good levels of subject knowledge and expertise and make maximum use of lesson time. They present information in a stimulating and imaginative way that captures pupils' attention and promotes enthusiasm. The school gives high priority to improving pupils' progress in literacy and numeracy. New ideas and teaching methods, including the introduction of the literacy and numeracy strategies have been successfully introduced and monitored. Teachers provide consistent levels of challenge and support for all pupils. The headteacher and teachers assess pupils' attainment and monitor pupils' progress regularly. They intervene quickly and effectively if pupils are not progressing as well as they should.
4. Reading is a priority throughout the school. From the time they first start school pupils are encouraged to develop an interest in books and by the end of Key Stage 1 many are reading at a standard that is above the national average. As they move through the school, pupils' reading becomes more fluent and more expressive. Many become avid readers and show great delight in talking about their favourite authors and books they have enjoyed reading. Pupils are well supported in their reading by teachers, classroom assistants, voluntary helpers and at home by their families. Older pupils often read to younger children and share books with them. This helps to develop pupils' social skills and greatly enhances the family atmosphere within the school

5. Pupils have a good knowledge and understanding of number and, by the end of Key Stage 1, work accurately with numbers to 100 in addition, subtraction and multiplication calculations. More able pupils are able to perform division calculations and solve simple problems. All pupils have a good knowledge of shapes, measurement and simple data handling. Good progress is maintained at Key Stage 2. Teachers have high expectations and more able pupils are constantly being challenged by the work planned, whilst lower ability pupils are given good support to enable them to achieve to the best of their abilities.
6. The results of the 2000 end of Key Stage 2 National Curriculum tests in science showed a sharp increase on previous years. The school attributes this improvement to the extra support available to the pupils through the booster classes and through targeting groups of pupils for more intensive support. The inspection findings are that pupils have good basic factual knowledge and are securely developing their skills of investigation. Year 6 pupils demonstrate a clear understanding of the procedures involved in carrying out an experiment and the rules of an investigation. Older pupils in particular make appropriate use of their literacy and numeracy skills to support their work in science.

Very good provision is made for children in the Foundation Stage which enables pupils to make a very good start to their education.

7. The very good quality of the provision for the children in the Foundation Stage is a strength of the school. The experienced teacher and nursery nurse work well as a team and their many skills are used very effectively. The stimulating learning environment encourages children to respond well and provides a good start to their education. The curriculum is based securely on the six areas of learning recommended for this age group. A good range of interesting tasks is carefully planned and graded to meet the children's needs. Priority is given to the development of language and literacy skills and also to mathematical skills and personal and social education.
8. Pupils enter the reception class with a wide range of attainment. Most have had some pre-school experience in local nurseries and playgroups and overall the level of attainment is about average for that expected for this age group. The children have settled well into school and understand the basic routines and procedures. They respond well to the high expectations that are fostered within a secure and caring environment and make good progress in all areas of their learning.
9. The quality of teaching is very good. Those who work with the children in the Foundation Stage have a good knowledge and understanding of the needs of children of this age and the way in which they learn. Effective planning, linked to the areas of learning, together with well matched, interesting activities result in teaching that motivates the children well. Tasks are well focused on the development of skills through well integrated activities linked to all areas of curriculum. Little time is wasted in the children's day so that their constant activity and well timed changes from one task to the next ensure maximum learning. There is a good balance between instruction through direct teaching and the freedom to learn through play. Children are encouraged to express themselves through role play and through their interaction with one another whilst engaged in a wide variety of activities. Simple assessment procedures are used regularly to check how well children are learning and these are used to plan for the next steps in their learning.

Teaching is good at Key Stage 1 and at Key Stage 2 and is having a positive impact on raising standards.

10. The quality of teaching is good overall and leads to the good results that are achieved by the end of both key stages. The high quality support staff make a significant contribution to the work in classrooms. Basic skills in literacy and numeracy are taught thoroughly and systematically, particularly reading where parents are closely involved in supporting their own child's learning.
11. Teachers have good subject knowledge and a secure grasp of the principles of the literacy and numeracy strategies and the National Curriculum programmes of study. This is demonstrated in the way teachers extend the most able pupils to their full capacity whilst giving good support to those who find learning more difficult. Many tasks are open-ended and this enables pupils to work at their optimum level.
12. Pupils' learning continually builds on what has been learned previously. Teachers know their pupils well and are very aware of their needs. They plan tasks and activities with just the right amount of challenge to develop individual pupils' learning. Questioning is used very effectively to make pupils think, as well as to find out what they know and understand. This is particularly so in numeracy lessons when pupils are given good opportunities to describe different ways of arriving at their answer. In an English lesson in Year 3, the teacher was careful to include all pupils through well targeted questions, especially the lower attainers who were enabled to feel successful when providing the correct answer.
13. Classroom organisation is effective and pupils benefit from good organisation of resources and activities. A purposeful, quiet and calm working atmosphere is created in most classrooms and this encourages pupils to work hard and persevere with their tasks.
14. Lessons are well planned with a clear focus on what it is that pupils are expected to learn. This adds a sharpness to lesson introductions and helps teachers to make accurate assessments of what pupils have learned. These assessments are often shared with the pupils so that they have a better understanding of how they are progressing. Understanding of whole lessons is reviewed towards the end of the sessions, when teachers question different groups of pupils very skilfully to check that they have understood what they have been taught.
15. A notable feature of the teaching is the imaginative way that teachers present information and the interesting starting points that they choose to capture pupils' interest and enthusiasm. A good example of this was seen in a Year 6 English lesson where pupils were involved in producing a leaflet to persuade people to sign a petition to save the local nature reserve. Pupils drew on their own knowledge and experience of the area and quickly developed their awareness of the powers of persuasive writing and the need to construct effective arguments. Learning is often made to feel fun, and tasks for the younger pupils are made into a game. On these occasions pupils show a delight in learning which stems from their frequent achievement of success.

Pupils' attitudes to school, their behaviour and the quality of their relationships with each other and with their teachers are very good.

16. Pupils' attitudes to school are very good. In all classrooms and around the school, pupils respond very well to the high expectations and positive attitudes of the staff. Pupils are enthusiastic in their attitude to school and they clearly enjoy being there and take a pride in their achievements. They co-operate well with their teachers and apply

themselves well to their tasks. The children at the Foundation Stage develop very good and positive attitudes to their learning. They share role play areas and equipment with good consideration for each other and work and play well together. Pupils at Key Stage 1 are attentive and responsive, doing promptly what they are asked to do. Older children work independently and their interest in what they are being taught leads to high levels of concentration. Pupils are confident and enthusiastic in answering the teacher's questions and contributing to discussions. A good example of this was seen when pupils in Year 2 after being introduced to antonyms, were eager to offer suggestions. Their relationships with each other and with adults are friendly and helpful. This was evident in a Year 3 mathematics lessons where pupils showed high levels of involvement, concentrated well and generously acknowledged the success of others.

17. Behaviour is very good throughout the school. This makes a considerable contribution to pupils' progress in lessons. The school is a friendly orderly and happy community. The overall atmosphere, the quality of respect and good classroom management mean that for almost all pupils, little correction is needed. It has not been necessary to exclude any pupils in recent memory.
18. The school has a strong sense of community and relationships are very good. All pupils are well integrated and they are very willing and prepared to help and support one another. Pupils are very polite, friendly and considerate both inside and outside the classroom. There is an evident respect for property and a regard for the feeling and beliefs of others. This was most noticeable during an assembly based on the Holocaust.

There is good support for pupils with special educational needs

19. The school welcomes and successfully educates pupils with special educational needs and enables them to reach their full potential and achieve standards in line with their peers. The care and consideration given to the pupils reflects the school's aims and its Christian ethos.
20. The school follows the Code of Practice for pupils identified as having special educational needs. Up to date individual educational plans with specific targets are drawn up and followed and these are regularly reviewed. Communication with parents is good and they are fully involved in the reviews and in the setting of the targets. Support and advice from agencies outside the school make a satisfactory contribution to the progress and welfare of these pupils.
21. The pupils with special educational needs are fully integrated into the life of the school. Careful attention is given to meeting the needs of all pupils within the planned curriculum. Pupils with special educational needs are expected to learn as well as the rest of the class. Support assistants are used effectively to create flexibility in grouping pupils and to target pupils for intensive support. Appropriate challenges are set for all pupils and the necessary help is provided to enable pupils to meet these challenges and overcome difficulties encountered. As a result pupils are constantly moving on in their learning and making good progress.

The school provides a very good level of care for its pupils and has high expectations of success

22. This is a caring school where the very good relationships enable staff to respond sensitively and effectively to the varied needs of pupils. Positive steps are taken to ensure pupils' health and safety. The level and quality of support provided are very good. The educational and personal support given to pupils is very good. This good provision

contributes significantly to the caring and family ethos of the school and is effective in supporting the pupils.

23. Arrangements for child protection are very good. Local authority procedures are followed carefully. All staff receive guidance regarding how to deal with problems and they show a high level of care and vigilance.
24. The procedures for assessing the academic performance of pupils are good. The school makes effective use of the statutory and optional tests in English and mathematics to identify weaknesses in subject provision and to monitor the progress made by pupils. Teachers make good use of day to day assessment to guide their planning. This is evident in the good match of work to the needs of both individual and groups of pupils.

The headteacher with the support of the governors, staff and the wider community creates an ethos that strongly supports learning and pupils all round development.

25. The Mission Statement of the school is based on a strong Christian ethic and is the inspiration for its ongoing growth and development. It is further expanded in the aims of the school which are reflected in its every day life. The committed hard working staff are led by a dedicated headteacher with the strong support of the governors and parents. They are successful in creating the fundamentally distinctive character and strong community spirit within the school.
26. The school places great store on helping pupils with all aspects of their personal and academic development and ensuring that they make good progress. Good opportunities are provided for pupils to succeed and to do well. The pupils show a pride in their school and respond to the staff's high expectations of them to meet the challenges set and to improve on their previous best.
27. There is an effective partnership between governors and staff leading to better quality provision throughout the school. This partnership working together for the benefit of the school is enabling good progress to be made in improving the quality of education. One example of this was the vision for establishing a computer suite. Governors, staff and parents worked hard to ensure that this vision became a reality, which it very recently has.

WHAT COULD BE IMPROVED

Independent writing throughout the school but most especially at Key Stage 1.

28. Pupils' attainment in writing, although satisfactory, is not as high as that in reading and mathematics at Key Stage 1. In the 2000 end of year National Curriculum assessment and tests, the results obtained by pupils in writing were much lower than in reading and mathematics. Although almost all pupils obtained the nationally expected Level 2, few were at the upper end of the scale and only 5% reached the higher Level 3. This was in contrast to the 33% who obtained Level 3 in reading. The inspection confirms that standards in writing are much lower than those in reading and the school's own observations also confirm this view. At Key Stage 2, standards in English are well above average. However, although pupils' writing is technically accurate and well organised, there is only limited evidence of pupils using their considerable competence to write for a range of purposes and styles and few pupils consider themselves as authors. The school has identified this as an area for development but has not

undertaken a detailed analysis to determine why the standards are as they are. As yet no steps have been taken to rectify the shortcomings or to develop strategies to raise standards in this aspect.

29. Although appropriate attention is given to implementing the literacy hour, pupils are not gaining the full benefit of developing their writing skills alongside their growing facility in reading and spoken English. There are several factors that impinge on the quality and standard of pupils' writing. At Key Stage 1, pupils are not presented with enough opportunities for writing independently and at length. Many of the written tasks require them to write very little. They are frequently confined to completing photocopied worksheets which only require pupils to supply the missing word or copying from the blackboard. Pupils become confident with the secretarial elements of writing including letter formation and handwriting. They are less secure in using these skills and pieces of writing are very short. More able pupils show a developing awareness of sentence structure and punctuation but this is not consistently applied. Average and lower attaining pupils can communicate their ideas and can spell most common words correctly. Furthermore, pupils carry out their work on sheets of paper which are gathered into folders, rather than in exercise books. This results in individual pieces of work becoming disordered and does not provide pupils with a clear view of how they are improving or encourage them to have a pride in their efforts. There are only limited opportunities for pupils to further develop and use their writing skills through work in other subjects.
30. Pupils at Key Stage 2 learn to produce well structured and technically accurate pieces of writing. The majority of pupils are able to compose pieces that demonstrate accurate sentence construction, punctuation and grammar. Their work is very well presented and pupils develop a neat cursive style of handwriting. However, much of their work is related to the completion of isolated exercises from text books which are unrelated to their own experiences. Pupils are developing competence in organising and structuring their writing in non-narrative formats, such as writing a letter of complaint or producing an argument for saving the nature area. There are few examples of extended writing and empathetic writing across other areas of the curriculum. Pupils have too few opportunities to develop their own creative writing style by drawing on their experience of reading and studying a range of fiction and poetry.

Teaching and learning in information and communication technology

31. The previous inspection reported that standards in information technology met the national expectations and that the resources were adequate. Staff expertise was found to be limited and hindering further development. Since that time little has been done to increase teachers' competence and the resources have gradually become outdated and unreliable.
32. Recently efforts have been made to bring about improvements and a new computer suite is in the process of being installed. Specific grants have been spent wisely and specialist help has been sought. Parents have made a considerable contribution towards providing the facilities. However, as yet there are no plans in place to decide how the suite will be used and the school does not have an up to date policy or scheme of work for the subject. At present very little use is made of information technology to promote learning in other subjects.
33. The school acknowledges the need to put further effort into improving the subject. Training opportunities are to be provided this term to improve the teachers' knowledge and expertise in the subject.

The effectiveness of the monitoring of teaching and pupils' work and planning what needs to be done to bring about further development.

34. The headteacher has established a regular programme of classroom visits to monitor teaching and learning. He provides both written and verbal feedback to teachers individually. This monitoring confirms that planning is being carried out and that tasks are set for pupils of different abilities and gives him a view of the standards that are being achieved. However, it is too general and not stringent enough to evaluate the impact of the teaching on pupils' progress, or to identify where teaching needs to be refined.
35. In order to carry out their responsibilities for maintaining an overview of their subjects the co-ordinators for English and mathematics have been given time to visit classrooms and look at pupils' work. These visits do not have a specific focus and the arrangements are too informal for the co-ordinators to gain a detailed, up to date knowledge about their subject. Co-ordinators of other subjects look at colleagues' long term plans and, at the end of each term, check a sample of pupils' work. This, together with informal staff room conversation, provides them with some indication of what is being taught in their subjects, but it is too general to enable them to form a view of the standards being achieved.
36. Standards are evaluated primarily by the headteacher and the deputy headteacher carrying out an analysis of results achieved in various tests. However, this analysis is not sufficiently detailed to identify the strengths and weaknesses in pupils' performance. Although in broad terms areas for improvement are recognised and prioritised, there is a lack of clarity about what precisely needs to be done to bring about the necessary improvements.
37. The school has a realistic view of its strengths and weaknesses and a good idea about its priorities for development. However, whilst the school recognises where improvements are required, there is a lack of clarity about what precisely needs to be done. The governing body is very supportive of the school and diligently carries out all its statutory obligations. It works closely with the headteacher and staff and procedures for monitoring the work of the school are developing. These include discussions about the results of the National Curriculum tests using comparative data and information and presentations by key members of staff about new initiatives. This is a useful means of enabling governors to check the school's performance, to gain an overview of the curriculum and to keep them informed about new developments. The governing body acknowledges its dependence on the headteacher for much of the information it receives and is beginning to play a more active part in shaping the future work of the school by asking questions and seeking clarification of the information. However, at present the information is insufficiently detailed to guide the plans for improvement. As a consequence planning for improvement is not sufficiently well focused and is lacking in explicit detail.

Arrangements for recording and tracking pupils' progress.

38. The school makes effective use of the statutory and optional tests in English and mathematics to assess pupils' attainment and to monitor the progress made by pupils. The results of these tests and assessments are carefully recorded but are not kept or organised in a way that enables pupils' attainment and progress to be easily tracked as they move through the school. Consequently it is not easy to gain an overall picture of the progress of individual pupils or groups of pupils. As a result not enough use is made of the available information to indicate areas for development in either the curriculum or the teaching of specific topics. Nor is the information used to set targets for individual pupils or groups of pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. In order to improve the quality of education still further, the school should:

1) improve standards of writing throughout the school by:

- providing more opportunities for pupils to develop their writing skills both within English lessons and across the curriculum,

2) improve the quality of teaching and learning in information and communication technology by:

- providing a structured programme of work to assist teachers in their planning,
- providing effective professional development to improve teachers' expertise,
- ensuring that teachers' planning identifies how information and communication technology will be used to support pupils' work in other subjects,

3) improve the effectiveness of the monitoring of teaching and pupils' work by:

- providing a sharper focus for evaluating lessons and pupils' work in order that the strengths and weaknesses are more clearly identified,
- enabling co-ordinators to have a clear view of standards and the quality of teaching and learning in their subjects,
- involving co-ordinators more fully in the analysis of information gained from assessment of pupils' achievements,

4) improve the quality of planning for further development by:

- making more effective use of all available assessment data,
- evaluating the effectiveness of initiatives such as the work being done to improve writing,
- monitoring of teaching and standards to identify more precisely areas for improvement,

- 5) **provide a coherent system for gathering the information from assessments and tests in order that pupils' progress may be more easily tracked and targets set for individual and groups of pupils.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	17	44	39			

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		213
Number of full-time pupils known to be eligible for free school meals		15

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		34

English as an additional language

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

Pupil mobility in the last school year

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

Attendance

Authorised absence

	%
School data	96.7
National comparative data	94.4

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	19	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	19
	Girls	19	19	19
	Total	38	36	38
Percentage of pupils at NC level 2 or above	School	97 (88)	92 (88)	97 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	19
	Girls	18	19	19
	Total	37	39	38
Percentage of pupils at NC level 2 or above	School	95 (91)	100 (94)	97 (94)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	13	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	13	12	13
	Total	25	24	25
Percentage of pupils at NC level 4 or above	School	100(84)	96 (84)	100(84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	13	13	13
	Total	24	24	24
Percentage of pupils at NC level 4 or above	School	96 (84)	96 (90)	100 (94)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	5
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	207
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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	26.6
Average class size	30.4

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	122.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	

Total number of education support staff	[]
Total aggregate hours worked per week	[]

Number of pupils per FTE adult	[]
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	338128
Total expenditure	358218
Expenditure per pupil	1674
Balance brought forward from previous year	66921
Balance carried forward to next year	56831

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	160
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	12	2	0	0
My child is making good progress in school.	76	24	0	0	0
Behaviour in the school is good.	67	31	0	0	2
My child gets the right amount of work to do at home.	40	29	10	2	19
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	48	38	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	22	0	0	0
The school expects my child to work hard and achieve his or her best.	65	33	0	0	2
The school works closely with parents.	52	43	5	0	0
The school is well led and managed.	81	19	0	0	0
The school is helping my child become mature and responsible.	67	31	0	0	2
The school provides an interesting range of activities outside lessons.	27	41	10	7	15