

INSPECTION REPORT

HOLY ROSARY CATHOLIC PRIMARY SCHOOL

Winshill, Burton-upon-Trent

LEA area: Staffordshire

Unique reference number: 124327

Headteacher: Mr P Finegan

Reporting inspector: Mrs O Cooper
10859

Dates of inspection: 6-8 March 2000

Inspection number: 197940

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Alexandra Road, Winshill, Burton-upon Trent, Staffs
Postcode:	DE15 0JE
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Appropriate authority:	The governing body
Name of chair of governors:	Father Michael Gilligan
Date of previous inspection:	6 - 9 October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a popular, voluntary-aided Roman Catholic primary school in the Winhill area of Burton-on-Trent. It is attached to the Diocese of Nottingham. There are currently 222 full time pupils on roll between the ages of four and eleven. A private nursery occupies part of the accommodation, which many pupils attend prior to entering the reception class. There are two pupils of European heritage who have English as an additional language. Virtually all the pupils are white; one pupil is of Indian heritage. There are four travellers' children. Seventeen pupils have special educational needs; including five who have formal statements. The proportion of pupils with special educational needs is below the national average but the proportion of pupils with formal statements is above. Most of the pupils with special needs have moderate learning difficulties. The proportion of pupils eligible to receive free school meals is below the national average. Attainment on entry to the school is broadly average for four-year-olds.

HOW GOOD THE SCHOOL IS

Holy Rosary is a good school. Staff, governors and parents work closely together for the benefit of all the pupils. Standards in English, mathematics and science by the age of eleven have risen and are above the national average; they are well above the national average in English. The quality of teaching is good and this has a positive impact on these high standards and the progress made by pupils whatever their level of ability. The leadership of the school is very good and the management is good. There are effective systems for monitoring the teaching and for giving guidance and support to bring about improvement. There are systematic procedures for assessing pupils' attainment and so determining their rate of progress. When taking into account the level of attainment on entry to the school, the above average standards by the age of eleven, the pupils' very good attitudes and behaviour and the income per pupil, which is below average, the school provides good value for money.

What the school does well

- Results of national tests in English and mathematics for pupils in their final year have improved significantly in the last three years. The headteacher, staff and governors are committed to striving for higher standards.
- The teaching is good overall and very good at Key Stage 2.
- The pupils have very good attitudes to school and behave very well: these have a positive impact on the rapid progress most pupils make over time.
- The headteacher is a very good and effective leader and is well supported by the governors and senior staff in managing and developing the school.
- The high degree of care and concern for pupils' academic and personal development enhances their learning.

What could be improved

- Standards in information technology are below the level expected for pupils by the age of seven and eleven.
- More opportunities could be provided for pupils to take on responsibility for aspects of the daily life of the school.

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 October 1997 when it was found to have serious weaknesses, mostly in the leadership and management of the school. These weaknesses have been overcome as a result of the action taken and overall there has been good improvement. There is a clear sense of educational direction to the work of the school that is evident in the three-year school development plan. The arrangements for monitoring the quality of teaching and learning are good and have a positive impact on pupils' attainment. Standards in information technology have improved from the low level reported at the time of the last inspection and, in some aspects, they are now satisfactory. However, standards at the end of each key stage have not yet risen to the level expected nationally for pupils aged seven and eleven. The curriculum for information technology now covers all National Curriculum requirements. Arrangements have been implemented for the appraisal of teachers and these are satisfactory.

In addition to the improvement relating to the key issues, there has been improvement in pupils' attitudes and behaviour, in the quality of teaching, in the provision for pupils with special educational needs and in the school's partnership with parents. The relationship between the headteacher and staff and the governing body is now more open; all now work closely together for the benefit of the pupils. The quality of displays throughout the school has

improved significantly; they are informative, challenging and provide an attractive environment which is conducive to learning. All of the staff have contributed to this improvement.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	C	A	A	A
Mathematics	D	B	B	B
Science	B	C	B	C

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

This information shows that in English and mathematics there has been significant improvement in the pupils' performance in national tests between 1997 and 1999. Standards in English have risen from in line with the national average in 1997 to well above the national average and the average for similar schools in 1999. In mathematics, standards rose from below the national average in 1997 to above the national average and the average for similar schools in 1999. Inspection findings confirm these standards are being sustained. The results in science have remained similar over the last 3 years and were in line with the average for similar schools in 1999. The improvement in the school's results in English and mathematics is greater than that found nationally, although the overall trend in improvement in all three subjects is broadly in line with the national trend.

The school's targets in English and mathematics in 1999 were set at 75 per cent of pupils achieving the expected level for eleven year olds or higher. The school exceeded its targets and so, for 2000, the targets have been increased to 85 per cent in English and 80 per cent in mathematics. Standards in reading and independent writing are high and support pupils' work in other subjects. Their skills in numeracy are well developed and support their work in other subjects such as science and geography. At the age of seven, standards in English and mathematics are above the national average. In science standards are average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy their time in school and want to learn. They are interested in what they do and are proud of their achievements.
Behaviour, in and out of classrooms	Very good with few exceptions in lessons, at lunchtime and at playtimes.
Personal development and relationships	Relationships are good, warm and caring, with mutual respect evident between the pupils and all adults. Pupils show respect for property and for the feelings of others.
Attendance	Satisfactory; in line with national averages.

All pupils are valued for what they personally can contribute to the daily life of the school. They respond well to the headteacher's aspiration of making Holy Rosary as good a school as possible and try their hardest to succeed in lessons without undue pressure being placed upon them. They support each other well when working in groups and are willing to say when they do not understand and need help from their teachers or classroom support assistants. There is a good rapport between pupils and all adults. Pupils' personal development is not promoted as fully as it could be; there are few opportunities for them to take responsibility in the daily life of the school. The rate of unauthorised absence is very low although there are examples of parents taking pupils out of school for family holidays of more than 10 days in term time.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory or better in all lessons and is good in 60 per cent, including 30 per cent that are very good. The overall teaching of English is very good. The teaching of mathematics is good. Teaching in Years 2, 4 and 6 is consistently of good and often very good quality. All teachers are secure in their understanding of the National Literacy and Numeracy Strategies and are very competent in teaching the skills of literacy and numeracy. Lesson plans are of particularly good quality and show how pupils of differing ability levels are to be catered for, including those with special educational needs and the more able. This enables all pupils to make at least satisfactory, and often, good progress in lessons. The aims of lessons are written on blackboards, shared with pupils and direct the work throughout. The time towards the end of lessons is particularly well used to reinforce new learning and to check on progress made. Lessons are interesting and enthuse and motivate pupils to do their best. Where satisfactory teaching was seen it was successful for most pupils but had shortcomings that stemmed from a lack of strategies for overcoming the challenging behaviour of a very small number of pupils. The teaching of information technology is satisfactory when pupils are withdrawn from their classes for teaching by a subject specialist but has shortcomings elsewhere due to a lack of confidence and knowledge for a small number of staff and insufficient use of computers in general.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; meets statutory requirements for the National Curriculum and includes religious education and health education. The nationally agreed areas of learning for pupils in the first year in school are well taught. Most time is allocated to the teaching of basic skills, but this still leaves time for a broad range of experiences in other subjects.
Provision for pupils with special educational needs	Good; pupils are now identified as soon as possible and appropriate support provided. The quality of support from classroom assistants is often good and helps pupils to make progress towards their targets.
Provision for pupils who have English as an additional language	There is no additional provision for these pupils from external agencies. Class teachers and support assistants help these pupils as best they can and parents who speak the child's first language help on a voluntary basis.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good in all aspects. Spiritual development is promoted well through assemblies and prayers at the beginning and end of each day. Pupils have a clear understanding of what is right and what is wrong. Cultural development is promoted through literature, art, music, history, geography, and visitors and visits to museums and theatres. Pupils are well prepared for life in a multi-cultural society.
How well the school cares for its pupils	Good steps are taken to ensure pupils' health, safety and well-being. All staff have received training in child protection procedures and all have first aid qualifications.

The school offers an interesting and varied curriculum with an excellent range of extra-curricular activities including sport, music, French and hobbies such as stitchcraft. The school is proud of its sporting achievements. The after-school care club is well organised and has received a letter of distinction from the sponsors, which is well deserved. The club offers a wide range of activities some quiet, and others creative and challenging, to suit the needs of all those attending.

There are effective strategies for promoting good behaviour through rewards and high expectations of self-discipline.

External support is provided for some pupils with special educational needs and for travellers' children where necessary and this helps them to make progress. All teachers know the pupils and often their families well, which helps in supporting their personal development. Procedures for assessing pupils' attainment and progress are good, with the information gained from assessment being used to guide curricular planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is inspirational and motivates staff and pupils to do their best. He is well supported by the senior management team, which has played its part in helping to raise standards to the current level.
How well the governors fulfil their responsibilities	The governors fulfil all their statutory obligations and are effective in supporting the improvements and school development in general. They continually challenge the school on its performance and monitor the outcomes of action taken to raise standards.
The school's evaluation of its performance	Satisfactory. The school has started to evaluate its performance by analysing test data but the school acknowledges there is further work to be done.
The strategic use of resources	Good. Effective use is made of the time, money, people, accommodation and resources available to bring about the most benefit for the pupils.

The headteacher has been instrumental in creating the ethos of the school, which is conducive to learning and is underpinned by the Christian values of respect, care and concern. There are high expectations of staff and pupils and, in turn, governors have high expectations of the headteacher. This leads to a whole staff team working closely together with the single aim of success for all. Effective use is made of questionnaires to gain the views of parents. There are minor aspects which could be improved and these relate to the rigour of procedures for using the information gained from assessing pupils' attainment and in recording agreed changes to policies to keep them up to date.

The school is beginning to apply the principles of best value in judging its performance in comparison with other schools. In other aspects it has been applying the principles for some time by seeking tenders for large items of equipment before placing orders.

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 because they are valued as individuals whatever their ability. • The very good behaviour in and out of the school. • The school helps children to become mature and responsible. • Children are expected to work hard and achieve their best. • The teaching is good. • The community spirit and family ethos. 	<ul style="list-style-type: none"> • Some parents are not sure when homework is to be returned to school. Once returned parents do not see the work again until open evening and do not know how their children are progressing. The policy is not clear to them. • The school reports issued to parents last year were not as informative as those issued previously.

The inspectors agree with both the strengths and weaknesses identified by the parents. The homework policy was due to be updated in 1998 according to the school prospectus. The policy was discussed by staff and agreement reached. However, the policy itself was not re-written and this is leading to the confusion. The school has already decided to change the way reports to parents are written. There will be hand written comments on the core subjects and on overall progress on reports issued later this year.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Results of national test in English and mathematics for pupils in their final year have improved significantly in the last three years. The headteacher, staff and governors are committed to striving for higher standards.

1. At the time of the last inspection in 1997, the school's results for eleven-year-olds were below the national average in mathematics and were broadly in line with the national average in English. The 1999 results showed a significant improvement in both subjects. In English the proportion of pupils reaching the level expected for eleven-year-olds, over four fifths, was well above the national average with nearly half the pupils achieving a higher level. In mathematics, four fifths of the pupils achieved the level expected for their age, which was above the national average and over a third achieved the higher level, which was well above the national average. The strong leadership by the headteacher, his aspiration to be as good a school as possible and the commitment of the teachers has been instrumental in this improvement. Whilst overall improvement in English, mathematics and science is broadly in line with the national trend, the improvement in results in English and mathematics is greater than that found nationally. The school identified shortcomings in the attainment of boys over a year ago and extended the range of texts used in literacy hours to provide more interest for them. This has increased their motivation and has successfully narrowed the gap in the attainment of boys and girls.

2. The 1999 results for seven-year-olds in the national tests in reading and writing were not as good as for the older pupils. Compared with all schools nationally, standards in reading and writing were average. In mathematics, the results were similar to those of the older pupils. The literacy strategy is having a positive impact on standards in reading for the younger children, particularly in whole class work on text. Reading books are taken home as part of their homework and many parents support their children by hearing them read. Parent helpers also support by hearing individual pupils read. The Numeracy Strategy has been successfully implemented and pupils are making good progress in developing skills in mental recall and in explaining how to solve problems using different strategies.

3. Assessment of pupils soon after they enter the school shows overall attainment to be broadly average, although early reading skills are slightly above average. Pupils of all abilities make good progress in all aspects of English. Higher attaining pupils are challenged in lessons, with extension work readily available if they finish quickly. Lower attaining pupils and those with special educational needs are well supported by their classroom assistants and are able to make good progress towards their targets. Some pupils with special educational needs succeed in reaching the levels expected by the age of eleven. The 1999 results were achieved with a class that had one fifth of the pupils with formal statements of their special educational needs. Where the selected text for the class is too difficult for pupils with special educational needs, individual tasks are set which are well matched to the individual pupil's ability.

4. The procedures for assessing pupils' work and identifying those who have not made sufficient progress are good and have improved since the last inspection, although further, more rigorous systems are required to measure the value added to pupils' progress over their time in the school. Pupils are assessed three times each year, in October and January, and optional national tests are undertaken towards the end of the school year. The October assessments are teachers' assessments of an aspect of English or mathematics, for example, last year it was place value in mathematics. These assessments combined provide reliable evidence of progress. Individual targets are then set in discussion with parents. Where pupils are identified as not having made sufficient progress they are given support from classroom assistants.

5. The relationships between pupils and teachers play an important part in raising and sustaining standards. The pupils feel comfortable in saying they do not understand the work set and teachers are happy to repeat the explanation and to question the pupils until they are confident they understand fully. The marking of pupils' work shows clearly what is good and what could be improved and this again helps pupils to improve their work. In a discussion over lunch, a junior pupil said that the best thing about the school was the teachers, "because they help you to learn". The governors rigorously monitor the work of the school through regular visits, the termly headteacher's reports and the progress towards the performance targets set for the headteacher and deputy headteacher.

Teaching is good overall and is very good at Key Stage 2

6. The quality of teaching has improved since the last inspection when 13.5 per cent was unsatisfactory. The proportion of very good teaching has also increased slightly. Following the last inspection, planning procedures were reviewed and now the aims and purposes of lessons are clearly identified. These aims are written on blackboards and shared with pupils at the start of all lessons and direct what takes place throughout. They are returned to at the end of

the lesson when teachers check with the pupils if they have been achieved. If teachers are confident the pupils have understood the work undertaken, they often explain where this is leading to in the next lesson. This gives pupils an understanding of how the current work fits into the total programme.

7. All teachers are secure in their knowledge of the National Literacy and Numeracy Strategies and are competent in teaching the basic skills in literacy and numeracy. They have sufficient knowledge of all the other subjects of the National Curriculum and the nationally agreed areas of learning for children in the reception class, with the exception of information technology. A small number of teachers lack sufficient knowledge and confidence to teach aspects of this subject satisfactorily and insufficient opportunities are given for pupils to practise the skills taught by the subject specialist. Overall, the quality of teaching enables pupils of all abilities to learn and make good progress. The scrutiny of pupils' workbooks showed that in all subjects, pupils are acquiring knowledge, deepening their understanding, and developing skills at a good rate. In most lessons seen, teachers had high expectations of the pupils, both in terms of work and behaviour. Year 6 pupils responded well to this, for example, when planning and carrying out their own experiments on solubility. As pupils worked, challenging questions were asked which made the pupils think about whether their tests were fair. The pupils were engrossed in what they were doing until the experiments were complete and the conclusions drawn.

8. In all classes, the pupils work in small groups with others of similar ability and this works well. In Year 6, a group of pupils are receiving extra support to boost their performance in the national tests to be undertaken shortly. This additional support is part of normal lessons in the classroom and is giving pupils greater confidence in their abilities. This method of offering additional support proved particularly successful last year and led to the school exceeding its targets in English and mathematics.

9. Most of the activities are well prepared and enthuse and motivate pupils, for example, in a Year 4 literacy hour on writing character profiles, the teacher pretended to find a travel wallet in school and, from the contents, built up a picture of the person who owned it. The children were very interested and used their knowledge of places, sporting events and tourist attractions to contribute to the discussions. They soon settled to writing their character profiles, which were of good quality.

10. Teachers manage pupils very well, in fact they rarely have cause to speak to pupils about their behaviour or the noise level. The only exception seen was in Year 1, where a very small number of pupils with behavioural difficulties occasionally choose not to participate in lessons and there is no clear strategy for dealing with such situations in order to bring those concerned back into the lesson. In all other lessons, mutual respect between teachers and pupils is evident and good working routines are well established. These routines begin in reception and the importance of self-discipline is emphasised and fostered for all pupils. For example, one computer is allocated for the use of pupils with special educational needs. Individual pupils are responsible for carrying out tasks on a daily basis and they do so in a conscientious and mature manner.

11. Classroom support assistants make a significant contribution to pupils' learning. They are well deployed by the teachers, are clear as to their roles and responsibilities and often work many hours above those for which they are paid, for the benefit of the pupils. Each support assistant often works with one class and gets to know the children and the routines well and this helps all concerned. The quality of support is good throughout the school. The time available for learning is used well, lessons usually start on time and proceed at a brisk pace. There was an instance in Year 3 when the pace slowed during the written tasks in a literacy hour because the pupils were not told how long they had to complete the task.

12. Teachers set homework frequently in all classes and parents agree that this aids pupils' progress. Parents support their children in completing the homework but are not always sure when to return it to school. Once completed, the work is not returned to the pupil. Parents do not see the work again until the open evening at the end of the year, so they do not know if their child is having problems that they can help them to overcome. There is a lack of clarity in homework arrangements because the policy has not been re-written as it should have been, and the information in the school prospectus is not clear.

The pupils have very good attitudes to school and behave very well: these have a very positive impact on the rapid progress made by pupils.

13. In lessons, at lunchtime and at play, the behaviour of the pupils is very good with few exceptions. Both girls and boys join in games of football on the playground, with some younger children happily sitting colouring in pictures. There are no problems with bullying mentioned by parents or pupils and all are confident that should any problems arise, they would be dealt with effectively and swiftly. The school promotes self-discipline and this is effectively

reinforced on many occasions in lessons. The school successfully meets its aim of encouraging the children to become responsible individuals by fostering an attitude of care and tolerance between the children and staff and towards the community at large. There is a distinct family atmosphere, which is supportive of the younger pupils. The staff and other adults who work in school on a voluntary basis set good role models for the pupils. The teachers know pupils well and are interested to hear of family events. The pupils in turn are courteous and polite to adults, showing mutual respect.

14. Most pupils are confident and show enthusiasm for learning. They listen intently to their teachers, observe closely, follow instructions given and work hard to solve problems. They plan their own work in groups sensibly, and express their thoughts and opinions when arriving at conclusions or solutions. They take pride in their achievements and often apply their learning to new situations. They usually understand what they are doing and why and are willing to accept help or advice when offered. For example, pupils in Year 3 were collating information to be presented in block graphs and some needed help to collate the information systematically. In plenary sessions, pupils are willing to listen to each other and, in assemblies they are genuinely pleased for those who receive certificates for good work or effort. The pupils show great respect for resources, evident during wet lunchtimes when board games, computers, books and other equipment are in use. Pupils are willing to try and solve problems, to predict outcomes, to investigate and form hypotheses and are beginning to evaluate their work.

The headteacher is a very good and effective leader and is well supported by the governors and senior staff in managing and developing the school.

15. The headteacher has aspirations of this school being the best it can be and is inspirational in motivating others to give of their best. The work of the school is firmly built on Christian principles and values of respect, care, and concern. He wants pupils to achieve their full potential within a secure and happy school, but one with high expectations and where decisions are made for the benefit of the pupils. He demonstrates a strong commitment to serving the school community, which is recognised by staff and governors. This is evident in the way staff join pupils in the after school care club for drinks or a snack. At the time of the last inspection there were serious weaknesses in leadership and management but this is now a strength of the school. All staff support the headteacher in his work; the school secretary plays a big part in the smooth day-to-day management of the school.

16. A school development plan covering a three-year period was devised and implemented soon after the previous inspection. This comes to an end on 31 March 2000 and no plan is yet in a draft form beyond this date. Whilst the success of the action taken is evaluated each year, the plan is not extended to maintain a longer term view of the developments needed; this is a shortcoming of the school development planning process. The current plan has supported the improvement in the quality of teaching and learning. Good procedures for monitoring the work in classrooms have been implemented. These involve inspectors from the Local Education Authority, the headteacher and curriculum leaders. Targets for improvement are set for the whole school and for individual staff where appropriate. The monitoring visits led to the identification of weaknesses in spelling and in the use of time in plenary sessions. Steps have been taken successfully to secure improvement in both aspects.

17. As part of the school development planning process all curriculum co-ordinators produce good quality action plans for their areas of responsibility; these are approved by governors. Funding is allocated on the basis of planned developments and the co-ordinators are responsible for purchasing resources and carrying out the required action to secure improvement. Progress towards the targets is monitored and inspection evidence shows that most action has been completed successfully. These are good procedures for holding co-ordinators accountable for the development of their subjects.

18. At the time of the previous inspection, standards in information technology were low and were a key issue for action. The headteacher, in discussion with staff worked, out a strategy for development making more effective use of the subject expertise available in the school. A teacher without class responsibility works with all pupils throughout the year. This has been successful in raising pupils' attainment, but it is not yet up to the expected level for eleven-year-olds. The school has recently adopted national guidelines as a basis for the programme of work and the co-ordinator has assessed pupils to give a starting point by which to measure progress. This has taken a long time, but will enable the governors to measure future success and the cost effectiveness in terms of pupils' progress.

19. There has been a significant improvement since the last inspection in the contribution of the governing body to the development and improvement of the school. There are more open discussions and informed decisions are made because governors are kept better informed by the headteacher. All decisions are taken in terms of the benefits for the pupils, which is good practice. There are high levels of expertise amongst the governors and these are used well when forming committees. They are in school often which enables them to monitor the policies in practice and check on

standards at first hand. They have been successful in bidding for money for projects such as the after school care club. The headteacher is held fully accountable for standards in the school and performance targets have been set.

The high degree of care and concern for pupils' academic and personal development enhances pupils' learning.

20. The school takes good steps to ensure the health and safety of pupils. All staff are trained as first aiders and have received training in child protection procedures. In general there is a high level of educational and personal support and guidance for pupils. The provision for pupils' personal, social, spiritual, moral and cultural development is good. The range of extra-curricular activities is excellent and includes sport, music, French and other interests such as stitchcraft. There are many school teams that compete against other schools and pupils are actively encouraged to take part in these activities. A week's visit to France gave the older pupils an opportunity to try out their ability to speak French. This is one example of the school's commitment to providing a wide range of opportunities to promote the pupils' academic and personal development. The after-school care club has received a letter of distinction for the quality of its care.

21. The procedures for assessing pupils' attainment and progress are good, but the use of assessment data is not being used rigorously enough to check the value added by the school to the pupils' progress. For example, the individual pupils who have not made sufficient progress over the year are identified and extra support given, which is good practice. However, the proportions of pupils who make more or less than expected progress are insufficiently quantified and used by senior management and governors as a means of measuring the achievement of groups, classes, and key stages or the performance of the school overall. Nor is the general trend in attainment at the ages of seven and eleven being checked to see if the school is adding sufficient value for all groups of children over time. There has been no analysis of pupils' performance in individual test questions to highlight any gaps in teaching.

22. All teachers know their pupils well and, in some cases, the families too. They help or support pupils in overcoming personal problems. There is a good rapport between all adults and virtually all the pupils and this promotes the pupils' personal development. They feel confident to say when they do not understand something knowing that help will be forthcoming in a way that does not make the pupil feel uncomfortable.

WHAT COULD BE IMPROVED

Standards in information technology are below the level expected for pupils by the age of seven and eleven.

23. Whilst there has been some improvement in standards in information technology since the last inspection, pupils' attainment throughout the school is still below the level expected for their ages. During the inspection period, the computers were rarely seen in use and this confirmed the comments made by pupils and parents that access to computers is infrequent and this hinders their progress in developing skills. In fact, more pupils were seen using computers during a wet lunchtime and in the after school care club than in lessons.

24. There are many examples of labels on display in classrooms, which have been produced by pupils of all ages, and, along with other evidence in pupils' books and in their records, these show that word processing skills are more developed than other aspects of the subject. However, pupils are still slow to find letters on keyboards. Pupils in reception use graphics programs and understand how to select different effects such as spray painting or drawing lines by clicking on the appropriate icon. They are beginning to control a mouse successfully. Pupils in Year 3 can access information on simple databases with support from their teacher. Year 6 pupils can find information on given topics, for example volcanoes, using CD-ROM and can print, save, store and retrieve information. However, their knowledge of producing databases and spreadsheets is limited. Their understanding of multi-media presentations is below the level expected for eleven-year-olds. The school does not have the resources to teach the Year 6 curriculum and has to buy-in the services of the Local Education Authority to teach some aspects of controlling and modelling. Where pupils have access to computers at home and understand how to send e-mails and find information on the Internet, their skills are at a higher level; but this is only a small number of pupils.

25. There is effective use of computer programs to support pupils with special educational needs and who have learning difficulties, particularly in English and mathematics. Individual programs in mathematics are currently in use for pupils in Years 1 and 3, with evidence of good progress being made by all those pupils involved. There is a similar situation in English where individual spelling programs have been set up to meet the needs of individual pupils. This aspect of information technology is particularly successful but only involves a small number of pupils.

26. The change in organisation, by using a subject specialist to teach the skills to all pupils in small groups, has

improved the quality of teaching. However, this means pupils only have the opportunity to work with this teacher once every half term which is too infrequent for satisfactory progress to be made. Computers in classrooms are not used systematically enough to build on these lessons and develop pupils' skills in other lessons.

27. The quality of teaching observed was satisfactory. Other evidence from discussions with pupils and staff and the scrutiny of work indicates there are some weaknesses. A small number of teachers lack confidence and knowledge to teach the subject competently. Some of the equipment is getting older and despite upgrading, only one computer has Internet access. Funding to enable the school to access the National Grid for Learning has just been received and plans are already in place to improve the resources.

28. The pupils enjoy their work in lessons and are eager to demonstrate their skills to inspectors. They treat the hardware and software with care and return items to the correct place after use, ready for the next person to use. During a wet lunchtime up to six pupils were happily sharing one computer, exploring programs with confidence.

29. The governors are monitoring closely the development of the subject, especially in relation to the value for money being given. All pupils have been assessed to give a baseline for future improvement and they are awaiting information from the headteacher as to the benefit for pupils from deploying the subject co-ordinator to work with all classes and pupils. There are no targets set for year groups or procedures to measure their progress over time and these are necessary for the effective development of the subject.

Provide more opportunities for pupils to take responsibility for aspects of the daily life of the school.

30. Whilst pupils have responsibilities for daily tasks such as keeping classrooms tidy, collecting registers and taking care of equipment, they have few other opportunities to take on responsibilities which promote their personal development. There are house captains but no school prefects. The school does not take pupils' views into account in any aspects of its work, or provide opportunities for pupils to greet visitors to the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. The school should continue to develop its monitoring procedures by involving all curriculum leaders as stated in the school development plan. In addition, the school needs to address the following key issues.

- Z Raise standards in information technology by:
 - improving teachers' knowledge of the programme of study and their skills and confidence so that all can teach the subject competently;
 - making more efficient use of the resources available to provide pupils with more frequent opportunities to develop their skills;
 - improving the resources available;
 - setting targets for improvement for each year group and measuring the progress towards them.
(Discussed in paragraphs 23-29)

- Z Provide more opportunities for pupils to take on responsibilities for aspects of the daily life of the school (discussed in paragraph 30).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	30	30	40	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	222
Number of full-time pupils eligible for free school meals	27

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	17

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

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
	1999	14	17	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	16	16	16
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	90 (87)	90 (88)	90 (98)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	16	16	16
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	90 (85)	90 (97)	90 (88)
	National	82 (81)	86 (85)	87 (86)

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
	1999	8	17	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	6
	Girls	16	15	14
	Total	21	20	20
Percentage of pupils at NC level 4 or above	School	84 (79)	80 (71)	80 (75)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	16	13	14
	Total	20	18	19
Percentage of pupils at NC level 4 or above	School	80 (71)	72 (75)	76 (71)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	221
Any other minority ethnic group	0

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)	9.4
Number of pupils per qualified teacher	23.6
Average class size	31.7

Education support staff: YR – Y 6

Total number of education support staff	7
Total aggregate hours worked per week	112

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	1998/9
	£
Total income	314,954
Total expenditure	307,480
Expenditure per pupil	1,398
Balance brought forward from previous year	6,280
Balance carried forward to next year	13,754

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	222
Number of questionnaires returned	94

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	6	0	1
My child is making good progress in school.	41	48	9	1	1
Behaviour in the school is good.	50	48	0	0	2
My child gets the right amount of work to do at home.	28	48	12	9	3
The teaching is good.	55	36	7	2	0
I am kept well informed about how my child is getting on.	46	32	14	7	1
I would feel comfortable about approaching the school with questions or a problem.	56	36	5	3	0
The school expects my child to work hard and achieve his or her best.	65	26	4	1	4
The school works closely with parents.	50	32	10	4	4
The school is well led and managed.	53	34	4	2	7
The school is helping my child become mature and responsible.	50	44	3	1	2
The school provides an interesting range of activities outside lessons.	57	31	5	1	6

Other issues raised by parents

That letters to the Chair of Governors concerning admissions to the school have not been answered.

Parents of pupils in Year 1 had not received feedback on the assessment carried out at the end of the reception year. This was due to the time taken for the results to be processed and returned to the school. This has now been rectified.