

INSPECTION REPORT

ST DOMINIC'S CATHOLIC PRIMARY SCHOOL

Stone

LEA area: Staffordshire

Unique reference number: 124363

Headteacher: Mrs S Adcock

Reporting inspector: Mrs J Moore
8710

Dates of inspection: 11th – 12th March 2002

Inspection number: 198849

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Station Road
Stone
Staffordshire

Postcode: ST15 8YG

Telephone number: 01785 812038

Fax number: 01785 615965

Appropriate authority: The Governing Body

Name of chair of governors: Mr K King

Date of previous inspection: 24th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
8710	Julie Moore	Registered inspector
9411	Rosemary Last	Lay inspector
19765	Pauleen Shannon	Team inspector

The inspection contractor was:

Arden Inspections

University of Warwick Science Park
Unit 2, Barclays Venture Centre
Sir William Lyons Road
Coventry
CBV4 7EZ
Tel/Fax: 024 7641 5299
Email: Ardeninspections@cs.com

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Dominic's Catholic Primary School is situated in the pleasant town of Stone in Staffordshire. It is a Voluntary Aided school and is smaller than many other primary schools in the country. There are 101 boys and 98 girls on roll and they are taught in seven classes. Some pupils live in Stone, others travel quite a distance. Parents have chosen this school for their children because it provides a Christian education based on the Catholic faith. When the children start school their standards on entry are at the level expected for their age, but there can be wide ranging differences from time to time. Almost all the pupils are White European with one pupil from an ethnic minority background. All are fluent English speakers. Twelve percent of pupils have special educational needs, and one pupil has a statement of special educational need. This is below average nationally. The percentage of pupils known to be eligible for free school meals is much below average.

HOW GOOD THE SCHOOL IS

St Dominic's is a school that is moving forward under the firm leadership of the new headteacher. It provides a good education for its pupils but there are some gaps, which are already known to the school and are being tackled successfully. Standards are well above average in the main subjects of English, mathematics and science for both the seven and eleven-year-olds. The only exception is in information and communication technology (ICT), where standards fall short of expectations. That said, pupils make good or better progress across the school, except in Year 1 where their progress slows. Teaching is good overall with some high quality teaching, especially in Year 6. The new headteacher provides good leadership. She is crystal clear about the way forward, and she has made a very positive start. The school is managed well, and pupils are fully prepared for their role as future citizens. All of them are fully included in every aspect of the day-to-day life of the school. It provides good value for money.

What the school does well

- The new headteacher is providing strong leadership and good management.
- The pupils achieve high standards because much of the teaching is high quality, and the pupils learn well.
- Children get a very good start to their education in the reception class.
- There is very good provision for the pupils' personal, spiritual, moral and social development.

What could be improved

- Standards are too low in ICT and there are some gaps in the pupils' learning.
- Pupils' progress is variable in Year 1.
- The arrangements for child protection are not fully in place.

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 1997. At that time there were three main issues to be tackled. These were to:-

- improve the school's systems for monitoring and evaluating pupils' progress
- ensure that all staff are aware of their responsibilities towards child protection
- pursue rigorously the plans for covering the outside courtyard and to provide a school library

Satisfactory progress has been made in the first and the last of these. Unsatisfactory progress has been made in the second issue as many of the staff are still not aware of the child protection procedures in school, and what their responsibilities are.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A	C
Mathematics	A	A	A	A
Science	A	B	B	C

Key	
well above average	A B
above average	
average	C D
below average	
well below average	E

Standards for the eleven-year-olds are well above average in English and mathematics, and above average in science. Inspection findings agree with this, except that the inspectors found standards in science to be well above average as well. There is a similar picture for the seven-year-olds, with standards in the highest five percent in the country in reading and well above average in writing, mathematics and science. Children in the reception class are on course to achieve, and in many cases exceed, their targets for the end of the reception year¹. Boys are doing much better than girls in the lower part of the school. However, by the upper juniors the girls are catching up and the difference is significantly less by the time they are eleven. Pupils with special educational needs are well catered for and they progress as well as their classmates.

When compared to similar schools² standards are average in English and science, and well above average in mathematics. This is because a greater percentage of pupils in 2001 had special educational needs in English, limiting the standards they were capable of achieving in both subjects. Most of the pupils at St Dominic's achieve highly, to the best of their capabilities. They make good progress, doing very well where the teaching is of high quality. This holds good throughout the school, except in Year 1 where overall progress is less marked, and in ICT where progress is erratic because there are gaps in the curriculum, and standards fall short of expectations.

Trends over time are in line with national trends, and, in the main, standards are better than they were when the school was last inspected. Last year the school exceeded its challenging targets for eleven-year-olds in English and almost met them in mathematics. Even more challenging targets are in place for this year and the school is on course to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy their lessons and they are keen to learn and to do well. This is one of the main reasons that standards are so good.
Behaviour, in and out of classrooms	Good. The vast majority of pupils behave well. Good behaviour slips in the few instances when work is not challenging enough. One pupil was excluded from school last year for fully justified reasons.
Personal development and relationships	Very good. Pupils are sensitive to each other's needs, and they willingly help and support one another. Relationships are very good, enabling

¹ These are called the Early Learning Goals.

² Those schools with a similar percentage of pupils known to be eligible for free school meals.

	pupils to work successfully.
Attendance	Very good. High attendance levels have a positive impact on pupils' learning.

TEACHING AND LEARNING

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

Teaching is good overall, with no unsatisfactory teaching, which is an improvement since the last inspection. There are variations across the school, with the strongest teaching in Year 6 and in the reception class. There is also some strong teaching in Year 2 and Year 3. Most teachers taught at least one very good lesson, and teaching in just under half of all lessons was very good or excellent. The weaker teaching is in Year 1, where there are strengths and weaknesses. During the inspection there were usually two or three adults, as well as the teacher, and this meant that the pupils made satisfactory progress. However, their progress over time is less secure. The other weakness is in ICT where learning falls short of expectations because there are gaps in the curriculum. The school knows about this and the new headteacher has taken immediate steps to improve things. It is early days, but significant progress is being made and standards are improving.

English and mathematics are well taught, and almost all teachers are competent at developing their pupils' literacy and numeracy skills. From the start of their time in school pupils learn their letter sounds and words. They are good at blending sounds together, and they are taught other ways of identifying words they don't know. By the time they are in the upper juniors they read fluently and well, discussing different authors and genres with confidence. Writing skills are also taught systematically and learnt effectively. Top infants write with confidence, having a clear structure to their writing and using a wide range of vocabulary. Older juniors write longer pieces of prose, using the correct tenses for verbs, with much lively and interesting writing. Basic mathematical skills are also developed effectively. Pupils have a good grounding in number facts, and they are quick to recall them mentally. Most pupils are adept at working out problems, as well as successfully using their mathematical knowledge in other subjects such as science or geography.

Pupils with special educational needs are well taught, like their classmates. They make good progress in their learning. Higher attaining pupils are accurately identified and well challenged in some lessons. The majority of them make good progress, but their progress slips where the teaching does not take a strong enough account of their needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is a full curriculum in place and it is broad and balanced. There are gaps in the ICT curriculum and the requirements for ICT are not met fully.
Provision for pupils with special educational needs	Good. Pupils are identified early on and they get good levels of support. This enables them to make good progress.
Provision for pupils' personal, including	Very good. Pupils have a range of responsibilities about the school, which they fulfil outstandingly well. Their spiritual, moral and social

spiritual, moral, social and cultural development	development is very good, and their cultural development is satisfactory.
How well the school cares for its pupils	Unsatisfactory. The school is a caring environment, where progress and attainment are tracked well. However, newer members of staff do not know about the arrangements for child protection, and this is a significant weakness. This was an issue at the last inspection, and it remains an issue.

Inspectors spoke to a significant number of parents during the inspection. Without exception, all of them felt positively about the school and its links with themselves. The new headteacher and her team are working hard to develop links with parents as about one third of parents who responded to the questionnaire felt that the school did not work closely with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The new headteacher and her acting deputy have made a positive start in tackling a number of issues. Weaknesses have been identified, and the school is moving forward well under their leadership.
How well the governors fulfil their responsibilities	Barely satisfactory, in that the child protection issue identified at the last inspection remains an issue. Governors have many strengths, and much of their work is of a high standard, but they are not sufficiently involved in shaping the way forward for the school.
The school's evaluation of its performance	Good. The new headteacher has a firm grasp of the strengths and weaknesses in the school. She is making good use of all the data about the school's performance, and is taking positive steps to tackle areas of concern.
The strategic use of resources	Satisfactory. Additional funds are soundly managed to promote learning and to improve standards. Governors are aware of the importance of making the necessary comparisons to ensure that the school is competitive.

The school's computers are old and they are not capable of meeting all the requirements of the National Curriculum. The school knows this, new equipment is being purchased, an action plan drawn up, and the school is well on course to improve its ICT capability.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel that the school helps their children to become mature. • Their children like school and their behaviour is good. • They feel comfortable about approaching the school. • Their children are expected to work hard. 	<ul style="list-style-type: none"> • They do not feel that the school provides an interesting range of activities. • The school does not work closely with parents. • Their children do not get the right amount of homework.

Inspectors agree with parents' positive views. They judge that the school is taking the necessary steps to improve its links with parents, the curriculum is broad and balanced, and the amount of homework is about right for the age and experience of most pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The new headteacher is providing strong leadership and good management.

1. The new headteacher and her acting deputy are a good team, providing firm leadership and a clear steer for the school. Senior managers and governors work together, and there is a strong team spirit within the school which is helping everyone to move forward with confidence. Standards are high and strengths and weaknesses have been accurately identified by the new headteacher, who has taken the right steps to tackle the main issues. Priorities have been decided and an action plan drawn up. This is a useful document that provides the framework for moving the school forward.
2. When she took up her post in January the new headteacher acted positively to identify what the school was doing well and what could be improved. Her initial action plan was to undertake an initial review of the main areas of the school's work so that no time was wasted in starting to move the school forward. This is what happened:-

- ❑ *Standards, progress, teaching and learning in English and mathematics were reviewed in every class.*

Outcome: Individual support and guidance was provided where a need was identified. The outcome of this meant that teaching has become stronger than it was at the start of the term.

- ❑ *The curriculum was reviewed and it was discovered that ICT had a low profile.*

Outcome: ICT was included on all timetables. Private funding was donated to purchase new computers and to install them. Staff were already fully trained to teach the subject, extra support and guidance was given to individuals as well as to the whole school. Curriculum times were adjusted to achieve a better balance.

- ❑ *Indoor and outdoor accommodation was reviewed, alongside an initial review of learning resources.*

Outcome: Surplus, ageing and redundant equipment was disposed of, freeing up valuable indoor space. Plans were drawn up to improve the indoor and outdoor reception class area. One improvement since the last inspection is the provision of a new library, which is adequately stocked with non-fiction books.

3. Current arrangements for storing resources and equipment in outdoor garden sheds and a garage are inefficient. It takes staff too much time to gather up learning resources from around the school grounds and then to put them away again. Resources need to be readily available for staff and pupils so that pupils develop their independence, and valuable learning time is not wasted.
4. The strong Catholic faith underpins all of the school's work. This means that everyone connected with the school has a clear vision of the type of school that they want for the children in their care, and they are some way towards achieving it. Every child is fully included in all aspects of day-to-day life. The ethos is Christian, caring and supportive, and everyone is fully committed to maintaining and improving the good education that the pupils receive at St Dominics.
5. Funds are soundly managed, learning is effective for the vast majority of pupils and standards are high. Spending decisions are carefully costed and governors make the necessary comparisons to make sure that they get good value for the money they spend. For example, funds have been retained by governors ready for the appointment of a new deputy headteacher. There are not enough computers of the right standard and quality to meet the requirements of the curriculum. Governors know about this, and they have begun to work with the new headteacher in order to tackle the issue. New equipment is being purchased, an action plan has been drawn up, and ICT is taught and learnt in each year group. Staff have already had intensive training in the subject and they are now using this training successfully, with good results. The funds available to support teaching and learning for those pupils with special educational needs are used effectively and they make good progress.

6. It is early days in the tenure of the new headteacher. She has already had a significant impact on the school's work, with a crystal clear vision of what has to be done to make a good school even better. The school is very well placed to move forward confidently.

The pupils achieve high standards because much of the teaching is high quality, and the pupils learn well.

7. The teaching is good. It was very good in around one out of two lessons, with the strongest teaching in Year 6 and in the reception class. There was also some strong teaching in Year 2 and Year 3. The quality of the teaching is the main reason why standards at St Dominics are as high as they are. Boys are doing much better than girls in the lower part of the school. By the upper juniors the girls are catching up, and the difference is significantly less by the time they are eleven. Trends over time are broadly in line with national trends in school improvement.
8. Children get a good start to their education in the reception class. When they start school most of the children are at an average standard for their age. As they move through the school most of them make good or better progress, so that by the time they leave St Dominics their standards are well above average in the main subjects.
9. Like their classmates, the pupils with special educational needs make good progress. Frequently they make very good progress. This is because work is pitched at the right levels for them and they get good support from their teachers and classroom helpers. Learning moves forward at a good pace and no time is wasted.
10. In the most recent national tests for the eleven-year-olds standards were well above average in English and mathematics and above average in science. Inspection findings agree with this, except that the inspectors found that the eleven-year-olds are achieving well above average in science as well as in English and mathematics. When compared to similar schools standards were average in English and science. This is because a greater percentage of the year group had special educational needs, and this limited the standards they finally achieved in these subjects. Last year the school exceeded its targets in English, and just missed them in mathematics. This year the targets are even more challenging, and the school is on course to achieve them.
11. The quality of teaching is very good in Year 6, hence the high standards. The teacher knows her pupils well, and she is very adept at assessing what they have learnt from a lesson, as in a science lesson where pupils were investigating the effect of adding a variety of wires to an electrical circuit. The investigation had to be carried out as a 'fair test'. Tasks were pitched at challenging levels for the pupils. One group of average attainers knew what they were trying to achieve but not how to get there. They made very good use of their planning boards to plan their work collaboratively, but were not sure how to structure their circuits so that the test was always fair. Sensitive discussion, alongside probing questions from their teacher, enabled the group to draw on their earlier learning about circuits, and they speedily set up their investigation. Findings were quickly recorded on a chart, and the group were then able to make comparisons, arriving at a conclusion that had been thoroughly tested using scientific methods. Everyone was very keen to be involved, and the pupils worked hard and conscientiously to achieve their goals, contributing to successful learning.
12. There is some strong teaching in Year 2, where standards were well above average in the tests in reading, writing, mathematics and science. As in Year 6, the teacher knows her pupils well and she has high expectations of what they are capable of achieving. Pupils readily rise to the challenges set, and their learning progresses very well indeed. Their infectious eagerness contributes significantly to the very good learning experiences in their classroom. Work is pitched at the right levels for the higher, average and lower attaining pupils, taking learning forward at a good pace. In a science lesson in Year 2 the pupils worked in groups, carrying out an investigation into forces and movement. Planning cards in different colours allowed the pupils to decide what they were going to keep the same (green cards), and what they were going to test (orange cards). By structuring the lesson in this way the teacher created a great deal of productive discussion in each group. She

knew when to stand back and allow pupils to find out for themselves, and when to intervene so that their learning always moved on very well indeed. All of this meant that pupils' attainment well exceeded the expected standards and they made very good progress in their learning.

13. Literacy and numeracy are especially well taught and teachers make sure that pupils use their literacy and numeracy skills to support work in other subjects as well. During the inspection there were many good examples, for instance in a personal, social and health education session (PSHE) with Year 3 where the pupils used their speaking, listening, reading and writing skills identifying how they could resist peer pressure. Ideas were shared with their classmates so that everyone benefited.
14. Reading and writing standards well exceed national expectations across the school. By the time the pupils reach Year 6 they are competently reading a range of challenging texts. Higher and average attainers are clear about how they infer the author's meaning from the text, and they readily discuss how authors create a suitable setting and develop their characters. In an excellent Year 6 lesson the teacher skilfully drew on pupils' prior knowledge of the use of clauses so that the pupils were quickly into their reading and writing activity. The teacher's very good questions, 'What is the text telling you?' and 'How does the author create a sense of foreboding?' successfully focused lower attaining pupils' attention on the relevant section of the text, consolidating their knowledge successfully. ICT was used effectively by a number of pupils during the session. They checked a variety of words and phrases, adeptly using *Dreamwriter* to find different words and their meanings to introduce into their own written work.
15. A Year 5 class were reading *The Pied Piper of Hamelin* by Robert Browning. By speedily drawing the pupils' attention to the poet's use of colourful language the teacher opened the lesson well. Challenging pupils were kept on task successfully throughout the lesson, with positive benefits for their learning. Lower attaining pupils worked well with the learning support assistant (LSA), who was well briefed and who led a stimulating discussion so that pupils' understanding was enhanced all round. Higher and average attaining pupils produced good quality writing, which was lively and interesting with some very good examples showing pupils' empathy with the children in the poem.
16. The Numeracy Strategy has had a positive impact on pushing up standards. Year 3 pupils working on fractions achieved high standards that are well above the expectations for their age. In this lesson the teacher's planning was securely based on her previous assessment of what the pupils understood. Challenging activities extended pupils' knowledge, which was reinforced successfully by a computer program 'Fraction Fireworks'. Right from the start of their time in school the pupils have a good grounding in number facts. They are quick to recall them mentally and most pupils are adept at working out problems of steadily increasing difficulty.
17. Across the school pupils readily apply their mathematical knowledge to a range of situations. Infant and junior pupils successfully use their measuring skills when charting the results of their science investigation, or when they are planning, making and evaluating their work in design and technology. Pupils use their knowledge of numbers confidently because they have been well taught. Pupils' progress is monitored regularly and staff are clear what pupils know, understand and can do. This is an improvement since the last inspection.

Children get a very good start to their education in the reception class.

18. The reception staff have successfully developed the strengths identified in the last report. Very good team-work and positive links with parents, alongside a very secure understanding of the best ways that young children learn, ensure that all the children who join St Dominic's reception class have a very good start to their education.
19. When they start school many of the children are broadly average in their areas of learning³, with some lower and some higher attainment. Early assessment of the children's capabilities enables staff to plan individual learning programmes well. This initial assessment, alongside specific support

³ The name given to the different parts of the curriculum in the Foundation Stage i.e. the reception class.

from their teacher or classroom helper, speedily ensures that children develop positive attitudes to school and learning and they do not 'switch off'. Without exception, the children are keen and eager to learn, they want to come to school and they are happy to be there. Teaching is very good, with two out of four lessons being very good or excellent. This means that all the children, including those with special educational needs and the higher attainers, make very good progress. Almost all of them are on course to achieve or exceed their early learning goals⁴ by the end of the reception year. Every child has full access to the stimulating curriculum on offer.

20. Learning is fun because the staff have created an exciting learning environment. Children are always encouraged to make choices, to share and to wait their turn. Staff know when to step back, letting children investigate for themselves, and when to intervene to support learning. Children speedily become independent, gaining in confidence and self-esteem. There is a good mix between activities chosen by the children and those directed by the teacher. This strategy successfully reinforces the children's personal, social and emotional development, which is above the expected standard when the children leave the reception class.
21. Well planned tasks are securely based on the stepping stones for learning⁵. Staff constantly observe and assess the children as they are playing and working so that they can readily identify the next stages for them. Early reading and writing skills are taught and learnt very well indeed. Higher attaining children are able to write their own sentences from their story about *Eddy Teddy*. Lower attaining children listen and recognise rhyming words such as 'asleep/Bo-peep' in their listening and reading game. The children listen attentively when their teacher reads *Each, peach, pear, plum* by Janet and Alan Ahlberg. Throughout this session the children behaved well because the lesson was interesting and exciting. Specific questions helped to focus the children's attention so their understanding of the text improves – 'What will you find in the wood?' eliciting 'We will find trees', from a pupil with special educational needs.
22. Mathematics is enjoyed, and the strong focus on using the correct mathematical language means that children quickly learn the correct terms. Teaching is very good. In one example the children were using teddies of different colours but the same size to find out if they were heavier or lighter than each other. *Heavier than, lighter than, the same as*, were used confidently by the children. Their teacher expertly used pictures of teddies to build up the children's sentences, which they all read. This kind of activity draws effectively on pupils' prior knowledge, very successfully reinforcing new learning.
23. Children's curiosity about the world around them was used as a very good starting point for learning about rough and smooth surfaces. Working outdoors the children identified rough and smooth surfaces before making rubbings and identifying similarities and differences between them. Resources were on hand to facilitate learning, and the children were completely immersed in their task when working independently or with their teacher. Concentration was excellent because of their interest and excitement at the challenging task, which was pitched at the right level. The excellent relationships helped the lesson to move forward without any time being wasted, and the teaching was outstanding.

There is very good provision for the pupils' personal, spiritual, moral and social development.

24. As befits a church school the strong Christian ethos is evident throughout. Spirituality is evident in every aspect of the school's life and work. The reverent and special atmosphere during acts of worship is apparent to everyone, and staff and pupils share feelings of awe and reverence. Time for quiet reflection and prayer gives pupils and staff the opportunity for moments of personal peace in their busy days, essential if they are to understand the awe and wonder of a greater being than themselves.

⁴ Standards for the reception children to reach by the end of the reception year.

⁵ Learning targets for the children to achieve on the way to reaching the early learning goals.

25. High standards in the pupils' personal development are achieved in many ways, most of which are embedded through all aspects of the curriculum and citizenship sessions. Older pupils identify and care about the needs of those younger than themselves, supporting and playing with them at break and lunch times. Pupils take on increasing responsibilities in each class, taking part in decisions about their work and investigations. Class and school rules are understood and obeyed, with good levels of behaviour and self-discipline. Pupils try hard to behave well, and they are successful. Right and wrong are clearly understood, and moral issues in bible stories are discussed and debated so that pupils' understanding is secured.
26. Social development is very good. Pupils work and play together, helping and supporting each other, and successfully raising funds for those less fortunate than themselves. Younger and older pupils have a range of responsibilities that effectively develop their social awareness – keeping the school tidy and free from litter, getting out equipment and putting it away again, keeping class libraries and cloakroom areas tidy, and making sure that class and school rules are kept by everyone – all contribute towards pupils' developing social responsibilities.
27. Cultural development takes place through work in geography, history, music, art, literature and religious education. These experiences are successfully threaded through the curriculum. Pupils' own cultural traditions in their local town of Stone are highlighted, but there is less emphasis on multi-cultural traditions and beliefs.

WHAT COULD BE IMPROVED

Standards are too low in ICT and there are some gaps in the pupils' learning.

28. As part of her initial review the new headteacher identified that ICT did not have a high enough profile on the school's curriculum. Immediate action was called for, as staff had had the full benefit of recent training in the subject, but they were not using their training to teach ICT consistently. That said, most of the school computers are ageing and unsuitable to meet the demands of the ICT curriculum in 2002. The requirements for the subject are not met fully.
29. Discussions with pupils indicate variable levels of computing skills, with below average standards. Many pupils have home computers and so have acquired their ICT skills through using their own computers. However, there are many gaps in pupils' learning with little evidence to show that they use controlling activities through the computer to carry out pre-programmed moves. Pupils are not using the Internet facility fully, and they have very limited experience of drop down menus, databases and graphics. Most pupils need assistance to get started on their tasks and their word processing skills are limited.
30. Rapid progress has been made since January. ICT is now planned and timetabled in every class. The pupils have much more access to appropriate ICT experiences than they did at the beginning of the Spring term. Staff are using their earlier training to good effect, and ICT is supporting learning soundly. There is still a long way to go before all elements of the subject are in place, but a very positive start has been made. Pupils are now developing their skills and understanding at a reasonable rate.

Pupils' progress is variable in Year 1.

31. During the inspection Year 1 pupils made satisfactory progress in lessons. This was because there were usually two or three adults in the class as well as the teacher, and this enabled the pupils to make typical gains in their learning. However, there have been fewer gains over longer periods of time, where pupils' learning is less secure.

32. Pupils' written work in Year 1 is limited in content, and at times is repetitive with the higher and average attaining pupils producing work of a similar standard. There is little evidence that pupils' writing skills are improving, for example when using a capital letter or a full stop. A minority of pupils have regressed in their writing, and their previous attainment has not been extended enough. Some of the marking does not always identify what has to be done if standards are to improve. All of this means that pupils' progress varies, falling short of expectations.

The arrangements for child protection are not fully in place.

33. Governors fell short of expectations in their limited follow up of the child protection issues in the last report. Staff who are new to the school do not know who the named person for child protection is, they are unaware of the procedures to follow if there is an issue related to child protection. In addition, the named person for child protection i.e. the new headteacher, has not been trained for her role. These issues have been addressed fully and the school is on course to meet all its requirements in the very near future. Governors need to be much more actively involved in shaping the way forward for the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. To improve standards and the quality of education provided by the school governors and senior managers should:-

- (1) Ensure that the policy and scheme of work for ICT are up to date and that all parts of the subject are covered.

Update staff training where necessary, making sure that staff know what has to be covered and when.

Identify when and how pupils' skills in ICT are to be developed.

Ensure that all teachers include ICT when they are planning lessons.

Paragraphs 2, 5, 28 to 30

- (2) Continue to provide extra support for teaching and learning in Year 1, alongside specific targets for improvement. Governors and senior managers must monitor progress and take appropriate action.

Paragraphs 31,32

- (3) Ensure that the named person for child protection undergoes all relevant training.

Provide written guidance about all the child protection procedures, and have a training session for all staff.

Governors must ensure that effective systems are in place so that every new member of staff is appropriately trained, and that they have all the correct information

Paragraph 33

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	9	9	5	0	0	0
Percentage	8	36	36	20	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	199
Number of full-time pupils known to be eligible for free school meals	N/A	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	9	21	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	21	21	21
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	21	21	21
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (97)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Boys' data is not included in the above table because there are fewer than ten boys in the year group.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	16	12	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	12	9	12
	Total	27	24	28
Percentage of pupils at NC level 4 or above	School	96 (96)	86 (93)	100 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	11	11	12
	Total	26	27	28
Percentage of pupils at NC level 4 or above	School	93 (96)	96 (89)	100 (79)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.3
Number of pupils per qualified teacher	28:1
Average class size	28.4

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	143

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	1	0

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

Financial information

Financial year	2000
	£
Total income	364035
Total expenditure	358777
Expenditure per pupil	1794
Balance brought forward from previous year	14800
Balance carried forward to next year	20058

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

205

Number of questionnaires returned

76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	53	3	1	0
My child is making good progress in school.	36	53	4	0	8
Behaviour in the school is good.	41	45	7	3	5
My child gets the right amount of work to do at home.	29	58	11	1	1
The teaching is good.	28	62	3	0	8
I am kept well informed about how my child is getting on.	17	47	29	5	1
I would feel comfortable about approaching the school with questions or a problem.	37	54	5	0	4
The school expects my child to work hard and achieve his or her best.	55	38	4	0	3
The school works closely with parents.	18	47	30	1	3
The school is well led and managed.	21	50	3	1	25
The school is helping my child become mature and responsible.	45	46	4	0	5
The school provides an interesting range of activities outside lessons.	7	32	42	12	8

