

INSPECTION REPORT

**ST GEORGE'S ROMAN CATHOLIC AIDED
PRIMARY SCHOOL**

Warminster

LEA area: Wiltshire

Unique reference number: 126481

Headteacher: Mr A J Sadler

Reporting inspector: David Welsh
(OFSTED No: 10992)

Dates of inspection: 27 - 28 November 2000

Inspection number: 224234

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Woodcock Road Warminster Wiltshire
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Appropriate authority:	The governing body
Name of chair of governors:	Revd Sr Paula Langton
Date of previous inspection:	11 – 14 November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St George's Roman Catholic Voluntary Aided Primary School is situated in the town of Warminster in the County of Wiltshire. There are 209 pupils who attend full-time. The school is slightly larger than at the last inspection and almost full. Its admission number is 30 and it is regularly oversubscribed. Pupils are usually admitted to the school in the autumn term after their fourth birthday. Although most pupils live in Warminster many come from surrounding villages. Many pupils [approximately 25 per cent] join and leave the school other than at the normal times of September and July and this causes some difficulty in projecting targets for the school's future performance as cohorts differ significantly from year to year. Nearly all pupils are of European origin and English is their main language. Cantonese is the main language for the very few pupils who learn English as an additional language. The proportion of pupils on the special needs register, including those with a Statement of Special Educational Needs, is close to the national average. Assessment on entry shows that the general attainment of the pupils is average, overall, and reflects the full ability range. The proportion of pupils eligible for free school meals is small and well below the national average.

HOW GOOD THE SCHOOL IS

This is a good school with many very good features. The school has continued to improve since the last inspection. Strong leadership and good teaching ensure a positive ethos in which most pupils make at least satisfactory progress in their learning. Pupils at the age of 11 usually achieve standards that are at least in line with the national average in English, mathematics and science and sometimes higher. Pupils' attitudes to work and their sense of responsibility are very good. Taking into account the very high levels of income per pupil the school gives satisfactory value for money.

What the school does well

- Standards of reading, writing and mental arithmetic are well above average.
- In music, standards of listening and performing are well above average and standards in swimming are high.
- The pupils' attitudes, relationships and personal development are very good.
- Teaching in Years 5 and 6 is very good.
- The school promotes the pupils' moral and social development very well.
- The headteacher, with the support of staff and governors, creates an ethos that strongly supports learning and personal development.
- The procedures for integrating new pupils are very good.

What could be improved

- Standards in information and communication technology [identified by the school].
- The effectiveness of the governing body as a critical friend and its procedures for monitoring aspects of the school's work.
- The use of information from tests to predict targets, to evaluate the school's effectiveness and to identify strengths and weaknesses in pupils' knowledge and skills in English, mathematics and science [identified by the school].
- The role of subject co-ordinators.
- The allocation of time to subjects across the curriculum [identified by 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 previously inspected in November 1996 and since that time improvement has been good. Apart from 2000, when there were special factors, the school has maintained overall standards in English, mathematics and science in line with the national trend. All the action points from the last inspection have been tackled well and the capacity for improvement is good.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A*	C	E
Mathematics	C	A	E	E*
Science	C	B	E	E

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

From 1996 to 1999, the school's overall performance in the national tests in English, mathematics and science for pupils aged 11 was above the national average and in line with the national trend. In 2000, the school's results were considerably poorer with only the school's performance in English in line with the national average. When compared with similar schools the results are much worse than in previous years with the performance in mathematics in the lowest 5 per cent. However, there were considerably more pupils with specific learning difficulties than usual in this cohort and a significant number of pupils were admitted and left the school in the three months leading up to the tests. The school's records show that of the 13 pupils who attended the school for the whole of Key Stage 2, nearly all achieved the standards expected in English, mathematics and science. The school is setting itself challenging targets for the tests in Year 6. These are based upon the pupils' previous attainment in English, mathematics and science but the number of pupils who are admitted or who leave during the school year means they need constant revision if they are to remain realistic. Attainment in reading, writing and mental arithmetic is well above average. In music, standards in listening and performing are well above average. In swimming, standards are high. Attainment in other subjects is at least in line with standards expected of eleven year olds, except in information and communication technology where it is lower.

Standards at the end of the infant stage in reading, writing and mathematics are improving. In the national tests in 2000, the school's performance was above the national average in reading and mathematics and well above average in writing. Standards in science were above average. In other subjects, standards are at least in line with those expected of pupils aged 7 except in information and communication technology where they are lower. Children in the Reception class are likely to attain the Early Learning Goals by the end of the Foundation Stage.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to attend school. They enjoy their lessons and work hard.
Behaviour, in and out of classrooms	Most pupils behave very well in classrooms, in the playground and around the school. A few pupils are silly when teachers do not apply the behaviour code consistently.
Personal development and relationships	Relationships are very good and a strength of the school. Pupils are kind to one another and they are very keen to help other children and adults. They like to take responsibility when given the opportunity.
Attendance	Good, but unauthorised absence is above the national average.

Pupils' attitudes, behaviour, relationships and personal development are a strength of the school.

TEACHING AND LEARNING

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

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

- Teaching is good, overall. In the lessons observed, it was excellent in 17 per cent of lessons, very good in 13 per cent, good in 29 per cent and satisfactory in 33 per cent. It was less than satisfactory in 8 per cent of lessons. Overall, this is an improvement upon the findings reported in the last inspection.
- Teaching in Years 5 and 6 is very good, overall. It is often excellent, enabling pupils to make very good progress in their learning.
- In the Reception class [the Foundation Stage] teaching was good or very good in 66 per cent of lessons, helping children to make a good start to their education.
- Teaching in mathematics and numeracy is very good, resulting in high standards in mental arithmetic.
- Teaching in literacy and English is good, overall. It ranges from satisfactory to excellent. The school has embraced the literacy strategy effectively as well as retaining practices such as the use of adults to hear children read, which has proved to be so advantageous to pupils' learning.
- The teaching of pupils with special educational needs, and those for whom English is not their first language, is good. Under the direction of teachers, teaching assistants support these pupils well, enabling them to make good and sometimes very good progress in their learning.
- Particular strengths in pupils' learning include reading, writing, mental arithmetic, listening and performing in music, and swimming. Pupils make at least satisfactory progress in all other areas of learning, except in information and communication technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum covers the full range of subjects and sufficient time is given to English and mathematics. Allocations of time for all subjects have not been agreed collectively and pupils do not receive equal access to the curriculum. The school has plans to address this.
Provision for pupils with special educational needs	Good. The procedures for identifying and supporting pupils are effective and have improved since the last inspection but the co-ordinator's teaching time is not always used efficiently. When the pupils receive individual or group support from the teacher or teaching assistant they make better progress than at other times.
Provision for pupils with English as an additional language	Good. The school provides appropriate support when it is necessary, although it has few books in dual languages.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral development is excellent and for social development very good. Spiritual development is promoted more strongly through assemblies and the general ethos of the school than through the National Curriculum subjects. The pupils' awareness of other cultures is more effectively promoted than reported at the last inspection.
How well the school cares for its pupils	The school has very good arrangements for the care of its pupils. Staff know their pupils well and they take a keen interest in them as individuals.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher form a strong partnership to give clear educational direction to the school. Staff and governors contribute positively in providing an ethos in which pupils are keen to learn and to develop their personal and social skills. The role of subject co-ordinators is not sufficiently developed to ensure higher standards across all subjects.
How well the governors fulfil their responsibilities	The governors are conscientious and keen to meet their statutory responsibilities but they have not yet been involved in a process of self-review to ensure that they are effective in all aspects of their work. They monitor the curriculum effectively through visits to the school but they are not sufficiently rigorous in their role as the critical friend.
The school's evaluation of its performance	The school regularly evaluates its work in many ways. It has begun to analyse the results of tests to identify strengths and weaknesses in pupils' learning and to set targets in English, mathematics and science. It has not yet made sufficient use of base-line assessment to forecast results in the tests when pupils are 7.
The strategic use of resources	The school makes very good use of its financial resources as a result of applying the principles of best value when allocating resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • The school expects children to work hard and achieve their best. • Children like school. • The school helps children to become mature and responsible. • Children make good progress in school. • Behaviour in the school is good. 	<ul style="list-style-type: none"> • An interesting range of activities outside lessons. • A closer working relationship with parents. • More information about how their child is getting on.

The inspectors endorse parents' positive comments. However, they cannot fully support those who would like to see improvements. Whilst inspectors understand parents' desire to see a more interesting range of activities outside lessons, the range and number of such activities is similar to that normally found in schools of this size. The school provides parents with formal opportunities to meet teachers on three occasions each year and it is made clear that teachers are willing to meet parents at other times to discuss how their children are progressing. Although some parents expressed concern that the school does not have a close enough working relationship with them, the vast majority stated they were very happy with the arrangements.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of reading, writing and mental arithmetic are well above average.

1. Standards in reading are above average because the school has had a strong commitment to the teaching of reading over many years. Pupils take home a reading book every day and parents and carers are expected to read with their children at home. Proof that this happens is in the pupils' reading diaries and it is clear that pupils read a vast amount over a year. All the pupils interviewed said that they did read to someone at home on a daily basis. Pupils read aloud together most days as part of the Literacy Hour whole-class session. They also read individually as part of shared reading time during that hour as well as reading several times a week to an adult in the school. In the juniors, each pupil is given a daily time for silent personal reading. The school uses a comprehensive reading scheme as a basis for reading but adds to it with books of special interest, for example, stories that appeal to boys. There is also an increasing programme of work on the sounds and symbols of English, which starts in the Reception class. The co-ordinator has recently instituted a system of half-termly reading targets in order to raise achievement still further. She also monitors pupils' reading and has begun to analyse test results in order to detect any weakness in the teaching.
2. The standards of writing observed during the inspection are good for this time of the year, indicating that by the end of both key stages pupils' attainment will probably be well above average. Handwriting is taught and practised so that by the end of Key Stage 2 it is well- formed, cursive, has a personal style and is clear and legible. Pupils learn spellings every week, often as part of homework, and this increases their confidence with spelling, allowing them to write more freely. During the literacy hour they learn to use different types of writing, such as descriptive, persuasive, poetic and dramatic. When they come to write their own stories, book reviews or their opinions, such as in letters to living authors, they have an understanding of how English works. The co-ordinator has begun to ask staff to set weekly writing targets with the pupils and these are closely monitored. Those pupils who need extra support have regular work within a specific programme and pupils with special educational needs are very well supported both by the teachers in class and by teaching assistants.
3. Prior to the numeracy strategy being embraced by the school, the school had recognised the need for pupils to develop good mental arithmetic skills. In the junior classes there has been a tradition for some years of pupils calculating up to fifty questions in a time-limit of three minutes. Pupils are given cards at different levels so that all pupils are challenged according to their ability. The pupils repeat the questions on the card each day until they manage to complete all questions accurately in the time-limit, when they move on to a new card. Pupils concentrate well in these short sessions and they make good progress in learning to add, subtract, multiply and divide numbers up to 100. With the advent of the numeracy strategy, pupils are developing other strategies to assist them with mental calculations and by the age of 11 nearly all pupils can quickly double and halve numbers and triple and divide them by a third.

In music, standards of listening and performing are well above average and standards in swimming are high.

4. During music lessons pupils listen with intense concentration to everything that is said and done. They are thus able to hear and repeat complex rhythmic patterns on demand and change them as required. This ability to listen also accounts for the way they learn to sing new songs and play the recorder. They learn to sing by doing voice exercises each lesson, which they repeat after the teacher. The exercises include listening to tone, changing dynamic, going up or down in pitch and opening the mouth or holding the head in the correct position. The singing is of a very high standard both in lessons and in the assemblies. It is sweet, in tune, often interestingly complex and varies in pitch and intensity as demanded by the teacher. Recorder playing is also a strength. An example is the way a whole class can play together. They finger the notes while saying the note names; then they finger the notes while saying the rhythm and finally they play the notes reading from the score. Even more unusual is the way they can play back a simple phrase or tune to the teacher after she has played it to them. The recorders, like the singing, are a pleasure to hear. With these two skills the pupils frequently perform to audiences both in and

out of school, such as to the cancer patients in a local hospice or to the residents of an old folks home, as well as at school concerts and carol services. The pupils are rightly proud of these achievements.

5. Pupils in all year groups are taken for swimming lessons at the nearby community school once a week throughout the school year. Teachers are assisted by parents when the children are still in the Reception class and by a swimming instructor in all year groups. Pupils are divided into groups according to ability. Teachers have appropriate subject expertise and the pupils make good progress in first of all gaining their confidence and then in developing good technique in a range of strokes. As they progress through the school the pupils are challenged to develop water safety skills and to achieve survival awards. Despite the changes to the cohorts because of pupils being admitted and withdrawn throughout the school year, pupils reach a high standard by the end of Year 6. Almost all pupils manage to attain the standards expected of pupils aged 11, with over one half of the pupils achieving the silver survival standard. Three pupils last year attained the gold standard.

The pupils' attitudes, relationships and personal development are very good.

6. Parents indicated through the questionnaire and at the meeting with inspectors that the overwhelming number of children enjoy school. Conversations with pupils confirm this. Pupils arrive promptly. They enter the school with enthusiasm and quickly settle into the school's routines. They listen carefully to their teachers and respond positively to instructions and questions. They are enthusiastic to complete their tasks and they concentrate very well in lessons and in assemblies. They take pride in their work, which is neatly presented. They are keen to share their knowledge with others through answering questions and participating in class or group discussions. They move around the school in an orderly manner, for example, when they go to assemblies, lunch and physical education lessons. They enjoy taking part in extra-curricular activities. Pupils complete their homework conscientiously. They are challenged by the process of target-setting and proud when they meet their targets. This has a positive effect on pupils' attainment.
7. Relationships within the school are very good. Pupils are kind to one another. They show an interest in their friends and they welcome new pupils to the class. They help them to settle in. Older pupils help those who are younger, for example, at lunch-time when pupils sit around the tables in groupings of mixed ages and in paired reading activities. Pupils like to take responsibility and many of the older pupils seek opportunities when this is possible.

Teaching in Years 5 and 6 is very good.

8. Teaching is good, overall, throughout the school. In Years 5 and 6 the overall teaching is very good. Teachers have a love of learning and this is transmitted to the pupils. Teachers prepare their lessons well with learning objectives made clear to the pupils at the beginning of the lesson. Pupils are constantly reminded of these and of how they relate to the levels of attainment being striven for. They are also reminded of their personal targets. Where appropriate, previous knowledge is revised before proceeding with new learning. Activities take account of the pupils' different levels of attainment. Teachers have high expectations of pupils in behaviour and attitudes to work. Pupils are encouraged to complete tasks within set time- limits to ensure a brisk pace to the lesson. Teachers employ a range of strategies to retain pupils' interest, such as discussions in pairs. Teachers are fond of their pupils and their good sense of humour helps to sustain pupils' interest in class discussions. Pupils are encouraged by the teachers' manner and they are not discouraged from answering questions because they sometimes do not answer correctly. This has a positive effect on pupils' learning.
9. Teachers have good management skills. They make very good use of teaching assistants and other adults, deploying them where they are needed most. Teachers ensure that other adults are well-briefed about their tasks and the pupils with whom they work. Pupils with special educational needs make very good progress in the lessons where additional adults are in the class to support them. Adults use questioning effectively to challenge pupils to think and this extends their learning, for example, in a Year 5 lesson pupils were asked to explain what a negative prefix does to a word. Pupils are praised for their efforts and this encourages them to continue with their tasks and further enhances their learning. Teachers are keen to extend their

skills and are currently studying "learning styles" in order to improve further their ability to interest pupils and improve their learning.

The school promotes the pupils' moral and social development very well.

10. The school promotes the pupils' moral development exceptionally well. From the time the children arrive in school in the Reception class, they are taught what is right and what is wrong. Teachers and other adults make clear their expectations of pupils and they quickly learn how to behave as part of the St George's community. Pupils learn to collect resources and when they have finished their work, to put them away. They are taught how to behave towards one another and how to share resources, for example, erasers. They are involved in learning about the code for good behaviour and older pupils are encouraged to 'care' for the younger children, for instance lunch-time. Generally, pupils are encouraged to appreciate the effort of others and the school ensures that all pupils have opportunities to share their successes, with appropriate recognition of their efforts. For example, in assembly, one pupil was invited to show his award of British Judo Champion for his age group and describe how he achieved it. Staff make very good use of assemblies to promote moral development through the use of stories, including those from the Bible, and the pupils' understanding is developed through the very effective use of questioning.
11. Social skills are promoted very well. Staff are very good role models. Teachers and learning support assistants work very well together. When other adults are also in the class they too are clearly part of the teaching team. All other adults who work in the school are clearly valued and seen to play an important role in the school, for example, cleaning and catering staff and lunch-time supervisors. From the earliest days in the Reception class the children are encouraged to work and play well together, for example, when they take turns playing a game to learn about numbers that are 'more than' or 'less than' others. When learning, pupils are often encouraged to work in pairs or small group; for example, in Year 2, when pupils identify 'similarities' and 'differences' between themselves and their partner. In Year 4, pupils work collaboratively in physical education. Pupils learn to behave appropriately when they eat their school lunch. Pupils from different year groups sit around the same table and the older pupils are encouraged to see that the youngest pupils are helped whenever required. The 'buddy' system, where one pupil is allocated to help a new pupil integrate into the school, is another very good example of how well the school promotes the pupils' social skills. By the time pupils reach Year 6, they have matured considerably and have very good social skills. They are polite and courteous to adults. Relationships within the school are very good between pupils, between adults and between adults and pupils.

The headteacher with the support of staff and governors creates an ethos that strongly supports learning and personal development.

12. The headteacher and deputy headteacher form a strong partnership to give clear educational direction to the school. They are well supported by the staff and governors. The aims, which are reflected in the everyday life of the school, make a strong contribution to the spiritual, moral, social and cultural development of the pupils and to the standards achieved across the curriculum. The Christian values embodied in the Catholic Faith are readily apparent in the day-to-day life of the school, with moments of prayer in classes at the beginning of sessions as well as in assemblies. The school has welcomed pupils with specific disabilities and has made very good provision for these pupils to be included in all the activities of the school.
13. The school has a good history of evaluating its work, for example, annual evaluations of subjects. Staff enjoy their work and are keen to improve their knowledge and skills, for example, several teachers are currently studying 'learning styles' and how these affect the pupils' progress. This enthusiasm for learning is reflected in the pupils, who have a strong work ethic and who are generally very well-behaved. Pupils are welcoming and courteous and they are keen to use their initiative and take responsibility. They are always encouraged to do their best and the presentation of their work reflects this. The headteacher and staff ensure that all pupils have a chance to excel. This is achieved by the varied educational programme, which includes activities outside of the classroom, such as choir, instrumental playing, performing arts and team games. All pupils have the opportunity to learn to swim, thus gaining confidence from their success. Pupils also benefit from visitors, and educational visits including residential trips. In assemblies, pupils are given opportunities to celebrate their successes both within and outside school. The

headteacher and staff have a personal interest in every pupil and the school communicates well with families.

The procedures for integrating new pupils are very good.

14. There is a regular turnover of pupils at other times of the year than September and July. This mainly, though not exclusively, results from the military postings of their parents. These pupils are well-integrated into the school environment receiving very good support and guidance. Each of them is allocated to another pupil, a 'buddy', who has also previously been admitted into the school other than at the beginning of the school year. The 'buddy' helps them become familiar with school routines and to socialise with their classmates. Teachers provide very good support, ensuring that pupils quickly and happily acclimatise to their new surroundings. Parents appreciate the feedback and reassurance provided to them by staff on how their children are settling-in successfully.

WHAT COULD BE IMPROVED

Standards in information and communication technology.

15. The school has identified information and communication technology appropriately as a priority for improvement. Standards are inconsistent across the school and below the standards expected of pupils aged 7 and 11. Many pupils have some experience of word processing but other skills are less well-developed. The school has recently purchased a considerable number of computers and has the facility to link computers across classrooms through a 'server'. However, it does not yet have sufficient facility to teach skills with groups of pupils working at computers at the same time under the direction of the teacher. Staff are currently receiving training from experts from a nearby technology college. The headteacher has set targets for all pupils to carry out basic tasks on the computers in the current academic year and pupils in some classes have already achieved some of these. Pupils are interested by information and communication technology and, with the ongoing training of staff, the school is well placed to raise standards in this subject.

The effectiveness of the governing body as a critical friend and its procedures for monitoring all aspects of the school's work.

16. The governing body is well aware of its statutory responsibilities and it has arranged an appropriate committee structure to ensure that these are met. Governors are conscientious in their duties. Many attend training to ensure that they have the skills and knowledge necessary for their role, but there are weaknesses and the governing body does not yet have a process for reviewing its effectiveness. The procedures for monitoring much of the school's work are effective but there are weaknesses; for example, governors are not sufficiently rigorous in their role as critical friend. Questions about the standards achieved in all subjects, how the school sets its targets and what analysis has been completed on results of last year's test results have not been sufficiently challenging. Some governors are not clear about all the responsibilities of the governing body and how involved governors should be in monitoring all aspects of the school's work.

The use of information from tests to predict targets, to evaluate the school's effectiveness and to identify strengths and weaknesses in pupils' knowledge and skills in English, mathematics and science.

17. Since 1999, the school has been setting targets related to the number of pupils to attain Level 4 in the National Curriculum tests in English, mathematics and science. The school previously identified the need to improve standards of writing by the boys and took appropriate action. As a result of the school's performance in the national tests in 2000, particularly in mathematics, the headteacher and deputy headteacher have been analysing pupils' strengths and weaknesses in the subject and the deputy headteacher has used the information from the Year 5 test results in 2000 to help plan learning in the current Year 6. This is very good practice. However, the same process has not yet been completed in English and science and the co-ordinators of English, mathematics and science are not taking sufficient responsibility for this. The headteacher has begun to keep records that track pupils' progress in English, mathematics and science in each

year that tests are taken, from Reception to Year 6. These are used to set realistic but challenging targets for the national tests taken by the pupils aged 11. The school has not yet made sufficient use of information provided at the Foundation Stage, using base-line assessment to predict targets at the end of Key Stage 1 when the pupils are 7.

The role of subject co-ordinators.

18. The role of subject co-ordinators has been developing since the last inspection. In particular, the co-ordinators for English and mathematics have implemented and evaluated the literacy and numeracy initiatives. The co-ordinator for special educational needs has improved the procedures for identifying and reviewing the progress made by pupils on the special needs register. Other co-ordinators, with the co-operation of staff have produced policy documents and appropriate schemes of work. Each year, co-ordinators have completed evaluations of their subject and identified some actions to implement. The co-ordinators for English, mathematics and science have monitored the work of pupils of different abilities from Year 1 to Year 6 and teachers' planning. The English co-ordinator has recently drawn up an action plan following a detailed audit and the co-ordinators for mathematics and science have begun a similar task. Other co-ordinators do not always analyse the standards the pupils attain in the subject or the strengths and weaknesses within the subject. Action plans do not focus sufficiently on raising standards and they do not include detailed costs for governors to use when deciding on the overall priorities in the school improvement plan.

The allocation of time to subjects across the curriculum.

19. Class timetables are currently monitored by the curriculum co-ordinator to ensure that pupils have opportunities to learn about all the subjects. However, timetables show that pupils in different classes receive different amounts of time in some subjects as a result of the individual teacher's preference. At Key Stage 2, lessons in science vary from approximately one hour to one and a half hours each week. The school has no overall policy to ensure that all pupils have sufficient amounts of time to cover the schemes of work in all National Curriculum subjects and religious education, although the school has recognised the need to review this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. The school should now:
- (1) Raise standards in information and communication technology by ensuring that there are adequate resources, that staff have appropriate subject expertise and that pupils have sufficient time to use the resources (identified by the school).
(paragraph 15)
 - (2) Review and improve the procedures of the governing body to carry out all its statutory duties, particularly monitoring. Identify opportunities where it can assist the school more effectively through its role as critical friend. Produce an action plan for improvement.
(paragraph 16)
 - (3) Use information from tests throughout the school to identify strengths and weaknesses in pupils' knowledge and skills in English, mathematics and science, to predict targets at both key stages, and to evaluate the school's effectiveness (identified by the school).
(paragraph 17)
 - (4) Clarify and extend the role of co-ordinators to include the production each year of a fully itemised action plan, with costs, to raise standards in their subject or area of the curriculum. Use these to help governors to identify the priorities in the school improvement plan.
(paragraph 18)
 - (5) Agree collectively the amount of time to be allocated to all subjects/areas of the curriculum from Year 1 to Year 6 in order that all pupils have equal access to the

curriculum. Ensure that there is sufficient time to cover the Programmes of Study in each curriculum area. (identified by the school).
(*paragraph 19*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
17	13	29	33	8	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		209
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		37

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	11	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	12	13	13
	Girls	11	11	11
	Total	23	24	24
Percentage of pupils at NC Level 2 or above	School	92 (86)	96 (79)	96 (86)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	12	13	12
	Girls	11	11	11
	Total	23	24	23
Percentage of pupils at NC Level 2 or above	School	92 (79)	96 (89)	92 (79)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	12	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	8	5	8
	Girls	10	7	9
	Total	18	12	17
Percentage of pupils at NC Level 4 or above	School	82 (92)	55 (88)	77 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	9	10	7
	Girls	9	10	7
	Total	18	20	14
Percentage of pupils at NC Level 4 or above	School	82 (100)	91 (88)	64 (83)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	0
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)	9.7
Number of pupils per qualified teacher	21.5
Average class size	26.1

Education support staff: YR – Y6

Total number of education support staff	5.0
Total aggregate hours worked per week	112

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999-2000
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	£
Total income	425147
Total expenditure	429299
Expenditure per pupil	2083
Balance brought forward from previous year	14650
Balance carried forward to next year	10498

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	25	2	2	1
My child is making good progress in school.	61	32	5	1	0
Behaviour in the school is good.	59	34	4	1	1
My child gets the right amount of work to do at home.	54	38	8	1	0
The teaching is good.	71	28	0	0	1
I am kept well-informed about how my child is getting on.	37	45	14	2	2
I would feel comfortable about approaching the school with questions or a problem.	55	33	10	2	0
The school expects my child to work hard and achieve his or her best.	72	27	0	1	0
The school works closely with parents.	35	44	13	4	3
The school is well led and managed.	49	38	9	2	2
The school is helping my child become mature and responsible.	59	35	4	0	1
The school provides an interesting range of activities outside lessons.	38	34	19	3	5

The percentages may not always add up to 100 as a result of rounding up.