

INSPECTION REPORT

**ST ROSE'S RC (Voluntary Aided) INFANTS'
SCHOOL**

Hemel Hempstead

LEA area: Hertfordshire

Unique reference number: 117484

Headteacher: Sister M Damien OP

Reporting inspector: John Messer
15477

Dates of inspection: 6-7 November 2000

Inspection number: 224240

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant |
| School category: | Voluntary aided |
| Age range of pupils: | 4-7 years |
| Gender of pupils: | Mixed |
| School address: | Green End Road Boxmoor Hemel Hemstead Hertfordshire |
| Postcode: | HP1 1QW |
| Telephone number: | 01442 398855 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mrs T Knowles |
| Date of previous inspection: | 14 October 1996 |

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|---------------------------------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This voluntary aided Roman Catholic infants' school has 152 full-time pupils on roll, who are taught in six classes, and a further 51 children attend the nursery on a part-time basis, either in the mornings or the afternoons. The school is an average-sized infants' school. Nearly all pupils are from white, English-speaking backgrounds. Four per cent of pupils are from ethnic minority families and 6 pupils speak English as an additional language. No pupils have Statements of Special Educational Need, though 15 per cent, a lower proportion than the national average, are entered on the register of special educational needs because they require some extra learning support. Around three per cent of pupils are entitled to free school meals, which is below the national average. Most pupils come from relatively advantaged home backgrounds. Children's attainment on entry to the school is well above average, though the full range of ability is represented. There is a significant proportion of exceptionally able pupils. The characteristics of the school have changed little since the last inspection.

HOW GOOD THE SCHOOL IS

This is an effective school. By the time the pupils leave the school at the age of seven, they attain standards in English, mathematics and science which are well above national expectations. The strong Catholic ethos of the school supports pupils' personal and social development exceptionally well and provision for their spiritual development is exceptionally good. Pupils' social skills are particularly advanced and relationships, both with adults and with each other, are very good. Pupils speak confidently and are self-assured. They benefit from a rich curriculum and gain a broad and balanced education that prepares them well for the next stage of their schooling. The headteacher and governors work closely together to provide clear educational direction for the work of the school. Parents give strong support. Overall the quality of teaching is good, though within this overall pattern there are wide variations; it ranges from unsatisfactory to excellent. The school provides a good quality of education and gives good value for money.

What the school does well

- By the age of seven pupils attain standards in reading, writing, mathematics and science that are well above national expectations. Good work was seen in music.
- Where teachers have high expectations of behaviour and performance pupils make very good progress.
- Pupils' attitudes to learning are very positive, their behaviour is very good and strongly supportive relationships are formed; this good personal development helps the pupils to make good progress.
- Pupils are articulate and speak confidently and their well developed speaking and listening skills help them to make good progress across the curriculum.
- Pupils have very well-developed personal skills and provision for their spiritual, moral and social and cultural development are very good.
- Pupils with special educational needs are supported well and make good progress.
- The school is strongly supported by parents and governors and this support helps to maintain high standards.

What could be improved

- Standards in information and communication technology are too low and the requirements of the National Curriculum in this subject are not fully covered.
- The quality of teaching varies widely and in Year 1 it is unsatisfactory in a small number of lessons.
- In several classes there is insufficient challenge for the most able pupils, who are therefore not fully stretched.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in October 1996, standards in reading, writing, mathematics and science have improved and are now well above national expectations. The quality of teaching has improved; there is now a greater proportion of good teaching and a lower proportion of unsatisfactory teaching. Schemes of work, designed to assist teachers' planning and promote the progressive development of skills, knowledge and understanding, have now been introduced for all subjects. Assessment of pupils' attainment and progress is better than it was but the school is currently revising

its assessment policy to ensure that the assessment of pupils' attainment and progress informs teachers' daily planning. The School Development Plan has been improved and now includes clear success criteria but it is not always clear who is responsible for monitoring improvements. Accommodation has been improved and a new library has been incorporated into the building. A copse in the school grounds, now called the 'Millennium Wood', has been developed as a good learning resource. The school has good capacity to build on its strengths and to improve standards further.

STANDARDS

The table shows the standards achieved by 7-year-olds based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1998 | 1999 | 2000 | 2000 | |
| reading | A | A | A | A | well above average A above average B average C below average D well below average E |
| writing | A | A | A | A | |
| mathematics | A | A* | A | B | |

When compared with all schools nationally, the school's results as measured by the National Curriculum tests for seven-year-olds are consistently well above average in reading, writing and mathematics. When compared with similar schools results in mathematics are less consistent; the star symbol shows that in 1999 the school's results were very high, among the top 5 per cent in the country, and in 2000 were above average when compared with similar schools. In mathematics in 2000, a lower proportion of pupils than in 1999 exceeded the national target of Level 2 and attained the higher Level 3 standard. Generally the school's results have been improving steadily from year to year and are as high as they should be, given that children's attainment on entry to the school is generally well above average. Inspection findings are consistent with the test results. By the age of seven pupils' attainment in information and communication technology falls below national expectations. Good work was seen in writing, science and music. Pupils' positive attitudes and enthusiasm for learning help them to achieve well in most lessons.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils are keen to learn and are eager to please. |
| Behaviour, in and out of classrooms | Very good. Pupils are mostly well behaved in classes and around the school. |
| Personal development and relationships | Pupils have well-developed personal skills. Relationships throughout the school are very good. |
| Attendance | Good. Rates of attendance are above the national average. |

Pupils are enthusiastic learners and are keen to do their best. They are reflective and think deeply about issues. Many showed great empathy for the victims of the floods which are currently affecting parts of the country. The strong Christian ethos that pervades the school supports pupils' spiritual development well.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years |
|----------------------|--------------------|----------------|
| Lessons seen overall | 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.

Overall, the quality of teaching is at least satisfactory in 92 per cent of lessons; it is good in 28 per cent, very good, and occasionally excellent, in 28 per cent and unsatisfactory in 8 per cent. The teaching of English is consistently good in Year 2 and ranges from satisfactory to very good in Year 1. The teaching of mathematics is satisfactory in Year 1 and good in Year 2. Teaching in the foundation stage, the nursery and reception classes is always at least satisfactory; it is good in a third of lessons and very good in a third. The National Literacy Strategy provides a good planning framework for teachers and skills are taught well. The school has also introduced the National Numeracy Strategy but skills in numeracy are not always taught well as several teachers are not sufficiently confident in using the strategy. Teachers' lesson planning does not always indicate how tasks will be adjusted to meet the learning needs of the most and the least able pupils. Lessons do not always meet the learning needs of all pupils in the class and expectations of the most able in particular are often too low. Teaching is especially successful where teachers show enthusiasm and are confident in the subjects they are teaching. Teaching is less successful where teachers have difficulty in managing pupils' behaviour and where introductory sessions lack pace. Throughout the school classroom support assistants make a strong contribution to the quality of teaching. Pupils' enthusiasm for learning is a particular strength and helps them to make good progress.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | With the exception of shortcomings in provision for information and communication technology, a broad and balanced curriculum is taught. |
| Provision for pupils with special educational needs | Very good. Pupils who need extra learning support are identified quickly and their needs are met successfully. |
| Provision for pupils with English as an additional language | The very few pupils with English as an additional language are mostly fluent in English speaking skills and they make good progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision for spiritual, moral, social and cultural development is very good. |
| How well the school cares for its pupils | High levels of care are maintained within a secure learning environment. Assessment procedures are satisfactory and are used well to support pupils' progress. |

The school works in close partnership with parents, who give the school strong support. The statutory requirements of the National Curriculum are met in all subjects except information and communication technology. Satisfactory child protection procedures have been established.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher provides strong leadership and is well supported by staff. There is a shared commitment to maintaining high standards. |

| | |
|--|--|
| How well the governors fulfil their responsibilities | Governors are well informed about school issues and give good support. |
| The school's evaluation of its performance | The school analyses its performance and is well aware of the areas where further development is needed. |
| The strategic use of resources | Broadly satisfactory. Time and resources are generally used well, though computers remain unused for extended periods of time. |

The governing body ensures that the school is provided with adequate resources to support teaching and learning in most areas of the curriculum. The exception is information and communication technology. The number of computers in the school is too low and is below the levels found in similar schools. The guiding principles of the Roman Catholic Church suffuse the school's orderly, business-like learning environment. The headteacher gives clear direction to the work of the school and has established a calm, purposeful working atmosphere. Gentle humour is used well to build positive relationships. Governors give careful consideration to all spending decisions and allocate resources according to the principles of best value.

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. • Behaviour is good. • The school expects pupils to work hard and achieve their best. • The school is well led and managed. • The school helps pupils to become mature and responsible. | <ul style="list-style-type: none"> • The amount of homework pupils are expected to do. • The range of activities outside lessons. • Information about how their children are getting on. |

Inspection findings show the pupils are provided with an adequate amount of homework. There are no extra-curricular activities, which is not unusual for an infants' school. Information about pupils' progress is satisfactory, though little use is made of reading diaries to share information about progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of seven pupils attain standards in reading, writing, mathematics and science that are well above national expectations. Particularly good work was seen in music.

1. In the National Curriculum tests in 2000 the school's performance in reading and writing was well above average when compared with all schools nationally and when compared with schools that have pupils from similar backgrounds. In mathematics the school's performance was also well above average when compared with all schools and above average when compared with similar schools. In science teachers' National Curriculum assessments indicate that pupils attain standards which are also well above average. In 1999 the proportion of pupils who exceeded the national target of Level 2 and attained the higher Level 3 standard was well above the national average in reading and writing and in mathematics was very high in comparison with the national average. The proportion who attained this higher level in 2000 fell slightly in reading and writing and they fell in mathematics to a greater extent, partly due to the different characteristics of the pupils who took the tests in 2000.
2. Inspection findings are consistent with the test results. By the age of seven pupils attain standards in reading, writing, mathematics and science which exceed national expectations. Nearly all pupils read fluently and with confidence. They read with good expression and understanding. They understand the nuances and humour in stories such as those in Anthony Brown's book, 'Willy and Hugh'. They suggest appropriate adjectives, such as 'chirpy' for a happy feeling. Pupils show a sense of wonder when studying different books about grandfathers and appreciate the poignancy of the empty chair at the end of John Burningham's book, 'Grandpa'. They know how to use dictionaries and thesauruses as well as indexes and contents. Pupils go to the new library and understand the classification system, which helps them to find the information they need. Many make exceptional progress in their writing, especially in Year 2. An analysis of pupils' work shows that in the two months since September pupils' writing skills have improved significantly. They write at length in a neat joined script. They understand how to use powerful adjectives to inject vigour and colour into their writing. They write a good range of letters, many of which are to show appreciation to those who have helped them, such as the school caretaker. They use their literacy skills well in other areas of the curriculum. They read history books with good levels of understanding and use atlases well in geography. They write good descriptions of The Great Plague and the Fire of London as well as good biographies of Samuel Pepys, Florence Nightingale, Robert Owen and other famous people. Their writing shows great empathy for children who were exploited and often injured in factories before Owen's reforms.
3. By the age of seven pupils have developed a good sense of number. They understand the term 'place value' and are good at addition, subtraction and multiplication. They have a good knowledge of two-and three-dimensional shapes and explain clearly that the difference between a cube and a cuboid can easily be seen by studying the square or rectangular faces. Little use is made of skills developed in numeracy in other areas of the curriculum, however. By the age of seven pupils have developed a good understanding of scientific principles. They know that everything in the world is made of matter and that the three states of matter are solid, liquid and gas. They study a wide range of materials and identify whether they are solids, liquids or gases. They study the properties of materials and consider why, for example, saucepans are made of metal and the soles of plimsolls are made of rubber. They test materials to see which will be attracted by a magnet and which will conduct electricity.
4. Particularly good work was seen in music. In the nursery two toy squirrels climbed a tree formed by a glockenspiel. As the beater moved up the tree, and up the scale, the notes became higher and as they moved down the scale the notes became lower. Children developed a good understanding of high and low notes and could distinguish high from low notes. They beat harder to produce loud notes and more gently to produce softer noises. Here they were developing a good understanding of dynamics. In Year 2 pupils dramatised a sea shanty and used their singing voices as well as percussion instruments to create a joyful musical performance, controlling tempo, maintaining a rhythm and working well in unison.

Where teachers have high expectations of behaviour and performance pupils make very good progress.

5. Examples of very good teaching were seen in most year groups. Exceptionally good teaching was seen in music in Year 2 where the teacher's good subject knowledge and high expectations of pupils' performance resulted in a highly successful lesson where pupils consolidated and extended their musical skills. The quality of teaching in the nursery is enhanced by the highly skilled contribution of the nursery nurse. She often takes half the class and her well planned and carefully prepared lessons ensure effective learning. In one lesson, for example, five apples were placed on a tray but they rolled off, leaving different combinations of five off or on the tray. This work was good fun and children were encouraged to record the results accurately on large sheets of paper until they were convinced that they had captured all possible combinations. In the reception classes high expectations of pupils' ability to deal with technical terms in language and number lead to heightened understanding. They are taught to observe the difference between two sets of cubes and to count the difference. They then take one string of cubes from another and are led to understand that what is left is the difference. Opportunities are grasped by teachers to encourage children to talk about how they arrive at their answers. They note that when they line up in twos they are forming sets of even numbers and that insects have an even number of legs. In the reception classes pupils are expected to work independently in the sand or water trays while the teacher is focusing her attention on a group or an individual. They are expected to share responsibility for managing the classroom by collecting work, tidying up and taking it in turns to be the special helpers each day. The children accept these responsibilities and behave very well.
6. Very good teaching was seen in mathematics in Year 2 where the lesson proceeded at a brisk pace. Pupils were expected to be able to count in twos, fives and tens and to explain how, for example, sixty could be made from two sets of ten and eight sets of five. Here the pupils were highly motivated by the teacher's high expectations and rose well to the challenges set. Pupils are enthusiastic about learning and relish tasks which present them with a problem to solve. Where pupils are given appropriate challenges, they learn effectively and make good progress. Where teachers maintain high expectations of behaviour and are intolerant of excess noise or undue disturbance, pupils react well and respect the teacher's wishes and behave sensibly. Pupils are eager to please and are keen to succeed and these positive attitudes make a major contribution to the effectiveness of their learning.

Pupils' attitudes to learning are very positive, their behaviour is very good and strongly supportive relationships are formed; this good personal development helps the pupils to make good progress.

7. Throughout the school pupils are eager to learn and keen to succeed. They are competitive and want to excel in all they do, yet they are also supportive of each other. They help each other with putting on coats at playtime and are sympathetic to pupils who feel unwell or are upset. They make firm friendships and support their friends loyally. Pupils are mostly very well behaved in and around the school. They approach visitors confidently and are courteous as they offer to give directions or ask after visitors' well being. They discuss their work sensibly and reflect maturely on the progress they have made. Pupils are given great respect by staff and this helps the pupils to feel valued. The contributions that each is able to make to the life of the school are celebrated both informally in the classroom and often more formally in assemblies. Pupils bring good work to share with the headteacher and trophies or certificates, for dance or rugby football, for example, are shared with the school in assemblies. Pupils develop high levels of self-esteem, which helps them tackle tasks with confidence in their ability to succeed. This makes a major contribution to the progress that pupils make.

Pupils are articulate and speak confidently and their well-developed speaking and listening skills help them to make good progress across the curriculum.

8. In the nursery pupils listen well and most are able to discuss the content of lessons sensibly. In a discussion on 'minibeasts', for example, one three-year-old child said, 'Do you know that a spider is not called an insect, it is called an arachnid?' In one of the reception classes pupils discussed the shape of letters thoughtfully and considered whether the letter 'p' was a 'd' or a 'b' upside down. They participate confidently in discussion sessions and most are keen to express their views. They enjoy the challenge of being presented with technical language such as the terms 'syllable' and 'phoneme'. When drawing a picture of a night scene pupils in a reception

class referred to the different shaped moons they had drawn. One boy said that he had drawn a full moon whilst his partner said that she had drawn a crescent moon. There are many instances when pupils show such well-developed understanding of language. They are acutely aware of nuances and humour in stories as well as in their interchanges with staff. Children in another reception class made up a complicated story that provided a commentary as they played with boats and toy animals in the water table. In Year 2 pupils study the illustrations of characters in stories and make sensible deductions about the feelings, attitudes and disposition of the characters. Many of the advanced language skills are developed at home and are consolidated and extended effectively in school.

Pupils with special educational needs are supported well and make good progress.

9. Pupils with special educational needs are identified quickly and good Individual Education Plans are made to meet their needs. Clear targets are set and pupils are well supported in their learning by classroom assistants and by the part-time teacher, who attends the school for two days each week. Teachers have a good understanding of the needs of these pupils. Where appropriate, pupils are grouped by ability within classes and are provided with work which matches their particular needs. Teachers plan lessons carefully but in many lesson plans no specific reference is made to pupils with special needs or to how the learning support assistant will be deployed. Nevertheless support is good and enables pupils to make good progress. The attainment and progress of these pupils are recorded and these records help to plan the next stages in learning. The personal development of these pupils is especially good and they tackle the tasks they are given with confidence. The good pastoral care, which is a particular strength of the school, enables them to feel secure and to know that their contributions are highly valued. Parents are kept well informed about their children's progress and review meetings are held regularly to discuss the best way forward.

The school is strongly supported by parents and governors and this support helps to maintain high standards.

10. The pre-inspection parents' meeting was exceptionally well attended and parents voiced strong support for the school. This strong support was confirmed by the large number of questionnaires about the school which were returned by parents. Parents support the school in its efforts to maintain high standards and to provide a high quality of education. They support the school in assisting with ensuring that pupils are well behaved, courteous and positive in their attitudes to learning. They are particularly appreciative of the strong pastoral care provided and the high priority given to the development of values and beliefs. The strength of their support has a major impact on the quality of pupils' learning and the progress which they make. Governors also provide good support. They are closely associated with the school and maintain a close oversight of provision. Parents and governors show their appreciation in practical ways and the excellent school library, which was built recently, is testament to the partnership between parents, who raised much of the finance, governors, who provided much practical expertise in the planning and building of the library, and the school, which provided the impetus. The strong partnership between parents, governors and the school does much to maintain the quality of education that the school provides.

WHAT COULD BE IMPROVED

Standards in information and communication technology are too low and the requirements of the National Curriculum are not fully covered.

11. In many lessons computers are either not switched on or are switched on but are not being used. There were occasions when programs to support reading were being used well but this was the exception. Skills in information and communication technology are not being taught progressively and learning is inconsistent. Contrary to statutory requirements the full Programme of Study is not being taught. There is insufficient emphasis on providing opportunities for pupils to gather information from databases or CD-ROMs, for example, or to give instructions to robots to make things happen. Pupils have few opportunities to explore a variety of tools associated with information and communication technology, such as word processing software or adventure games. The planned use of computers to support teaching and learning across the curriculum is inadequate. The development of this subject features as a high priority on the current School

Development Plan but progress towards meeting statutory requirements has been slow. The result is that many pupils are being denied opportunities to access that part of the curriculum which is particularly relevant to their future needs. There are too few computers in the school to support teaching and learning effectively. Several pupils have good support from home, which helps them to overcome these shortcomings. One boy in Year 1, for example, spotted a web site on the packaging of his milk carton. He accessed the Internet at home and returned to school to share his findings with the class.

The quality of teaching varies widely and in Year 1 it is unsatisfactory in a significant minority of lessons.

12. Several teachers lack confidence in their mastery of the subjects they are teaching and in their ability to manage pupils' behaviour successfully. This leads to a decline in the quality of teaching provided. In several classes too long is spent on introductory sessions. Often pupils spend too long sitting on the carpet rather than getting on with activities. When this occurs the pace of learning slows and time is not used efficiently. Lessons are not always well structured to enable all pupils to achieve success. Planning does not indicate how the needs of all groups will be met, how computers will be used to support teaching and learning nor how learning will be evaluated so that the next steps can be planned. Where the work presented is too easy, pupils lack motivation and become restless. Where the objectives of the lesson are shared with the pupils and where the purpose of activities is explained, then pupils work more purposefully. Where there is no clear rationale for lessons, learning is less purposeful. In a minority of lessons, for example, pupils are told what they will be doing but not why. They are not told whether the work they are producing will be used to form a display, be made into a book or is to be taken home. In several classes teachers' management of pupils' behaviour is insecure. Class rules are established but are not always followed consistently. Pupils are told, for example, not to call out but to put up their hand when answering a question yet on occasions the teacher will accept an answer which has been called out.
13. There is no teaching and learning policy which sets out the criteria which lead to successful teaching. Teachers have no clear idea, therefore, what the school considers to be the characteristics of effective teaching. There is no common understanding of what constitutes high quality teaching nor of the criteria which are used to evaluate the quality of teaching in the school.

In several classes there is insufficient challenge for the most able pupils, who are therefore not fully stretched.

14. The needs of the most able pupils are not always met fully. They thrive on challenge but the level of challenge is not always appropriate and they are not sufficiently stretched. This means that they do not always make the progress that they are capable of making. This occurs in mathematics and science in particular, though in other subjects there are instances where they are provided with low level tasks, such as colouring in, rather than tasks which match their learning needs. In an art lesson, for example, the whole class completed a colouring exercise designed to ensure that pupils could match colours, such as purple, with the written word 'purple'. This took no account of whether pupils had already mastered this matching exercise or not. In mathematics the most able pupils often spend too long consolidating learning that they have already mastered rather than moving on to more advanced work. In science pupils have too few opportunities to ask questions and investigate how they might find answers to the questions they pose. The most able pupils are not formally identified and teachers' planning does not refer to their particular learning needs. As a result the performance of the most able pupils is not formally monitored or evaluated. This leads to a measure of underachievement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

15. In order to improve standards further the headteacher, staff and governing body should:
- improve the quality of teaching by:
 - increasing the pace of lessons and using time more efficiently;
 - introducing a teaching and learning policy which includes clear criteria against which to evaluate the quality of teaching;
 - providing training to ensure that teachers have sufficient subject knowledge and expertise in

- investigative science and information and communication technology;
- rigorously monitoring and evaluating teaching in order to identify areas for improvement. (paragraph 12)

- improve standards in information and communication technology by:
 - increasing opportunities for pupils to use computers and develop the skills described in the National Curriculum Programme of Study;
 - implementing the scheme of work so that skills, knowledge and understanding are developed progressively throughout the school;
 - improving resources both in terms of hardware and appropriate software. *(paragraph 11)

- ensure that the needs of the most able pupils are met by:
 - identifying their particular learning needs;
 - raising expectations of their performance;
 - making reference in lesson planning about how activities will be organised to meet their needs;
 - rigorously monitoring their performance.(paragraph 14)

- * This area for development already features as a priority in the school's current School Development Plan.

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 | 16 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 4 | 24 | 28 | 36 | 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– Y2 |
|--|---------|--------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 25.5 | 152 |
| Number of full-time pupils eligible for free school meals | | 3 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR– Y2 |
|---|---------|--------|
| Number of pupils with statements of special educational needs | | |
| Number of pupils on the school's special educational needs register | 3 | 23 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 6 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 3 |
| Pupils who left the school other than at the usual time of leaving | 2 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 4.1 |
| National comparative data | 5.4 |

| Unauthorised absence | % |
|---------------------------|------|
| School data | 0.02 |
| 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 | 33 | 26 | 59 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 32 | 33 | 33 |
| | Girls | 23 | 23 | 24 |
| | Total | 55 | 56 | 57 |
| Percentage of pupils at NC level 2 or above | School | 93 (86) | 95 (95) | 96 (100) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 33 | 33 | 33 |
| | Girls | 23 | 24 | 25 |
| | Total | 56 | 57 | 58 |
| Percentage of pupils at NC level 2 or above | School | 95 (95) | 96 (98) | 98 (98) |
| | National | 84 (82) | 88 (86) | 88 (86) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 2 |
| Black – African heritage | 2 |
| Black – other | 2 |
| Indian | 2 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 171 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR – Y2

| | |
|--|------|
| Total number of qualified teachers (FTE) | 7.4 |
| Number of pupils per qualified teacher | 20.5 |
| Average class size | 25.3 |

Education support staff: YR – Y2

| | |
|---|----|
| Total number of education support staff | 5 |
| Total aggregate hours worked per week | 85 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 26 |

| | |
|---|----|
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 33 |

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | 13 |
|--------------------------------|----|

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 1999-2000 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 387 000 |
| Total expenditure | 381215 |
| Expenditure per pupil | 1644 |
| Balance brought forward from previous year | 5407 |
| Balance carried forward to next year | 11 192 |

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

179

Number of questionnaires returned

116

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 79 | 21 | 1 | 0 | 0 |
| My child is making good progress in school. | 60 | 32 | 4 | 0 | 4 |
| Behaviour in the school is good. | 75 | 23 | 0 | 0 | 2 |
| My child gets the right amount of work to do at home. | 31 | 38 | 14 | 3 | 13 |
| The teaching is good. | 65 | 30 | 2 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 34 | 47 | 11 | 3 | 5 |
| I would feel comfortable about approaching the school with questions or a problem. | 62 | 29 | 5 | 2 | 2 |
| The school expects my child to work hard and achieve his or her best. | 74 | 25 | 1 | 0 | 0 |
| The school works closely with parents. | 48 | 40 | 5 | 3 | 4 |
| The school is well led and managed. | 78 | 16 | 2 | 2 | 3 |
| The school is helping my child become mature and responsible. | 73 | 26 | 0 | 0 | 1 |
| The school provides an interesting range of activities outside lessons. | 19 | 29 | 19 | 8 | 26 |

Other issues raised by parents

Parents give the school strong support and at the pre-inspection meeting expressed their great appreciation of the quality of education that the school provides. No significant issues were raised.