

INSPECTION REPORT

ENGLISH MARTYRS CATHOLIC PRIMARY SCHOOL

Hillmorton, Rugby

LEA area: Warwickshire

Unique reference number: 125724

Headteacher: Mr Stuart Hallahan

Reporting inspector: Dr Colin Lee
21854

Dates of inspection: 6th – 9th November 2000

Inspection number: 224265

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	High Street Hillmorton Rugby Warwickshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Fr M Glaze
Date of previous inspection:	9 th June 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6-9
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	10-14
WHAT COULD BE IMPROVED	14-15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16-19

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a voluntary-aided Catholic primary school which serves a wide area covering the eastern side of Rugby. The socio-economic background of the pupils represents a broad range that is slightly above average overall. At present, there are 214 pupils on roll between the ages of four and eleven; 108 boys and 106 girls. This is an average size for a primary school. Taken overall, children's attainment when they start in the reception class is above average for their age. The school has 16 pupils from ethnic minority groups and seven have English as an additional language. Twenty-two per cent of pupils are on the register of special educational needs which is slightly above the national average. Three pupils have statements of special educational need and this is also above average. The percentage of pupils eligible for free school meals, currently 3.3 per cent, is below average.

HOW GOOD THE SCHOOL IS

This is a good school that meets pupils' needs very effectively. Pupils achieve good standards that are above average in English, mathematics and science at the ages of seven and eleven. Pupils' attitudes and personal development are excellent, and they make an outstanding contribution to the quality of life in the school. Teaching is good, and leadership and management of the school are very good. The school provides good value for money.

What the school does well

- Standards in English, mathematics and science are above average at the end of both key stages.
- Pupils' attitudes and personal development are excellent.
- Good teaching, by all teachers and support staff, enables all pupils to make good progress.
- Very good leadership and management promotes high standards in all aspects of the school's work.
- Very good systems of assessment are used very well to monitor pupils' learning and progress.

What could be improved

- The wider curriculum is not used sufficiently for teaching the skills of literacy, numeracy and information and communication technology.
- History and geography are not allocated sufficient time for pupils to reach the standards of which they are capable.

The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in June 1997. All the key issues from that inspection have been addressed very conscientiously and all weaknesses have been eradicated. The governing body is playing a full part in helping the school to move forward. The governors' involvement in the daily life of the school has increased and there is much more rigour in their monitoring of the school's work. The school development plan has improved by incorporating long-term strategic planning for four year periods. Pupils' knowledge about literature shows marked improvement as a result of a well-planned programme of stimulating learning opportunities that builds on the significant investment in books that has occurred. Staff appraisal is implemented fully in compliance with requirements. In addition to addressing the key issues, improvements are evident in the overall quality of teaching, the leadership and management of the school and in pupils' standards in reading, writing and science.

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	C	A	A	B
Mathematics	B	A	C	D
Science	A	A	B	C

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

Between 1997 and 2000, the school's trend of rising standards being achieved by eleven-year-olds has matched the national trend. There are occasional dips in standards that reflect the disparity between different groups of pupils, such as the test results in 2000, in mathematics, that was due to a higher than average percentage of pupils in Year 6 having special educational needs in mathematics. The school sets itself challenging, but realistic, targets, for both the expected and the higher levels, in the national tests for seven and eleven-year-olds. The percentage of eleven-year-olds attaining the expected Level 4 did not reach the school's target in mathematics but, in English and science, targets were exceeded. In all three subjects, more pupils attained the higher Level 5 than expected. Pupils now in Year 6 are in line to achieve standards above average in English, mathematics, and science by the age of eleven. In this class, as has been the case in the school's test results over the past four years, boys achieve higher standards overall than girls. The work of pupils in Year 2 shows that they are also in line to achieve standards above average in reading, writing, mathematics and science by the age of seven. Pupils throughout the school are achieving standards expected for their age in all subjects, except geography, where pupils' standards should be higher by the age of eleven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to all aspects of school life.
Behaviour, in and out of classrooms	Good in lessons and very good during recreation periods, and when moving around the school.
Personal development and relationships	Excellent relationships between all pupils and staff and between pupils of all ages. Personal development by pupils is also excellent and is a strength of the school.
Attendance	Good. Above the national average with rates of unauthorised absence below average.

Pupils' involvement in daily routines, their acceptance of personal responsibility, and the initiative that they show, are important contributions to the school's success.

TEACHING AND LEARNING

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

In the 23 lessons seen, teaching was very good in 30 per cent, good in 57 per cent and satisfactory in the remaining 13 per cent. No unsatisfactory teaching was seen during the inspection. Examples of good teaching were observed at all key stages and teaching in Years 2 and 6 was consistently very good. All teachers have very good relationships with pupils and maintain good class management. They have very high expectations of pupils' behaviour, attitudes, and the standards to be achieved, that result in good rates of learning in nearly 90 per cent of lessons. Support staff are used very well in literacy and numeracy lessons, and these staff teach the pupils, for whom they are responsible, well. All teachers and support staff are very good at providing ongoing assessment of pupils' learning and progress. Teachers use this assessment information very well for planning the next stage in pupils' learning. The high quality of teachers' planning is a notable strength and, in all lessons, learning activities are matched to the specific needs of individual pupils or groups of pupils very well. This enables pupils of all abilities to make good progress. There is good teaching of literacy and numeracy throughout the school with very good teaching of the basic skills. Pupils' progress and learning are good in these subjects. In all lessons, pupils show very good effort and strive to achieve high standards. They respond well to the feedback from their teachers, whether this is verbal during lessons, or through the good quality marking, and this enables pupils to gain very good knowledge of their own learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good curriculum is in place for the Foundation Stage ¹ . At Key Stages 1 and 2, the curriculum meets statutory requirements and provides a broad range of learning opportunities, but the timing of history and geography topics is not spread evenly.
Provision for pupils with special educational needs	Good provision throughout the school ensures that these pupils' needs are met well and that they make good progress.
Provision for pupils with English as an additional language	Satisfactory for the few pupils concerned.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall, with excellent provision for pupils' moral and social development.
How well the school cares for its pupils	Very good procedures ensure that all aspects of pupils' welfare, including child protection, are very good. The monitoring of pupils' academic development is, similarly, very good.

Parents have very good views of the school, and school and home work very successfully in close partnership.

¹ The Foundation Stage applies to children from the age of three of age to the end of the reception year in primary school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's very good leadership stimulates very good school management, in which all key staff carry out their responsibilities very effectively.
How well the governors fulfil their responsibilities	Good fulfilment of responsibility. The governors are thoroughly involved and know the school's strengths and weaknesses well.
The school's evaluation of its performance	Very good self-evaluation procedures enable the school to identify priorities, set itself targets and pursue very effective courses of action for future improvement.
The strategic use of resources	Good use of physical and human resources and prudent management of finances.

Under the headteacher's very skilled leadership, the deputy headteacher and all co-ordinators have very good levels of expertise in their management roles. Collectively, and individually, they respond to the challenge of improvement, and to the school's ethos of a caring, family community, very effectively.

The levels of staffing and resources are satisfactory. Classroom accommodation is good for the Foundation Stage and Year 1, but very basic and cramped for other pupils.

The principles of best value are applied very well. Pupils and parents are regularly consulted about school initiatives. The school is constantly challenging itself and its pupils, is mindful of how it compares with other schools, and seeks the very best value in all services that it requires. Through their interest and financial support, a wide range of commercial and community organisations make a very positive contribution to the work of the school.

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. • The good progress made by pupils. • Pupils' good behaviour. • The good teaching. • How the school deals with their questions or problems. • The high expectations the school has of its pupils. • The school's close partnership with parents. • The good leadership and management. • How pupils are helped to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework set. • The range of activities outside lessons.

Inspectors endorse all the aspects that please parents. They do not support the concern expressed by parents about the amount of homework set. The type and amount of homework set is in line with that provided by other schools. The concern of some parents about the range of extra-curricular activities available to pupils is not supported by inspectors. The school provides a variety of sporting and cultural activities that matches that found in most schools and is entirely satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are above average at the end of both key stages

1. The results in the national tests, taken by pupils at the ages of seven and eleven, have shown an overall upward trend for the past four years. Slight fluctuations have occurred, for example, the drop, in 2000, in pupils' mathematics test results at the age of eleven. However, the school's very good procedures for tracking pupils' progress, analysing the data from regular testing, and ongoing assessment of pupils' learning, means that the school is very aware of pupils' potential and sets challenging, but realistic, targets for the standards that pupils should be achieving. Results, such as those occurring in mathematics in 2000, are therefore anticipated and the school is currently evaluating teaching methods and its use of performance data in order to improve further the standards of pupils in one year group whom it identifies as being less able than those in other year groups. The school's objective is to remove any dips in performance in annual tests and the work observed during the inspection indicates that this is being achieved. Thorough planning of work that is carefully matched to the needs of different groups of pupils, combined with very good use of support staff, is enabling all pupils to make good progress towards both the short-term targets that are being set to maximise all pupils' learning in individual lessons and, also, over longer periods of time.
2. The pupils currently in Years 2 and 6 are achieving good standards of work that are above expected levels for their age in English, mathematics and science. Pupils' skills in speaking and listening are above average throughout the school. This was the case at the time of the previous inspection. Pupils in Key Stage 1 speak clearly, and listen carefully. Most use a good range of vocabulary to express their ideas. By the time they are eleven, pupils listen carefully to the teachers and to each other and show, by their responses, a good level of understanding and maturity in their ability to develop a conversation. In Year 6, pupils showed good articulation during a discussion about capital punishment when clear, confident expressions of their personal views were very evident.
3. At the age of seven, pupils' achieve standards in reading that are above average. They retell the story that they are reading accurately. They read simple text fluently, and apply a good range of well-learned strategies to make sense of unfamiliar words. Most pupils understand well what they have read and are beginning to gain an understanding of how non-fiction books are organised. By the age of eleven, pupils are developing the skills to scan quickly for information well, and they have a good understanding of how non-fiction books are organised. They read aloud with good expression, express enjoyment of reading, and name a good range of authors, demonstrating that the school has addressed successfully the limitations in pupils' knowledge of literature that were evident at the time of the last inspection.
4. Pupils' writing skills are above average . By the age of seven, handwriting is well formed, with joined script, and pupils write sentences that are accurately punctuated. Pupils' spelling shows they have a good understanding of spelling patterns. At the age of eleven, pupils' descriptive writing uses a rich and broad vocabulary when, for example, expressing the imagery stimulated by a piece of gnarled wood. Their book reviews provide thoughtful, lively summaries of plots that are compared constructively with the same and other authors' work.
5. The above-average standards that pupils achieve in mathematics are promoted by teachers' very successful implementation of the National Numeracy Strategy. At the age of seven, all pupils write numbers to 20 correctly, both as digits and words. Pupils of average ability and those who are more able do this to 100. All use mathematical vocabulary well. They have good understanding of the different value of a number when it is placed in either a unit or a ten column. By the age of eleven, pupils' good understanding of numeracy is evident in the clarity of their explanations of their working methods when, for example, they calculate different forms

of a fraction that are equivalent to each other. This work shows a secure understanding of percentages and decimal fractions. Pupils use correct mathematical vocabulary at all times. They write numbers exceeding one million, accurately, and have good understanding of the rules for multiplying numbers, that include up to three places of decimals, by ten, 100 and 1000.

6. Pupils throughout the school are making good progress in science and, as in mathematics, the expectation of all teachers that correct scientific vocabulary should be used is met successfully from Year 1 onwards. Good levels of knowledge and understanding are achieved and, by age seven, pupils provide clear, scientific explanations for what they observe or discover through investigation. This was evident in Year 2 pupils' work on the usefulness of different materials and containers for wrapping foodstuffs in order to retain freshness. Materials were classified correctly and more able pupils wrote well-reasoned statements about the most appropriate material for wrapping a variety of foods. By the age of eleven, pupils have a well-established knowledge of a broad range of scientific topics and they are developing a very good understanding of the key principles of investigation. Year 6 pupils benefit from their teacher's excellent subject knowledge and her insistence on pupils reinforcing their own understanding by always explaining the meaning of terms that they use. In a lesson on changes occurring when solids and liquids are mixed, pupils demonstrated well their understanding of terms such as reaction, dissolve, hypothesise. The confidence and good levels of knowledge of pupils of all abilities represents very good achievement by this age.

Pupils' attitudes and personal development are excellent

7. The school has very good procedures for promoting pupils' personal development and these include excellent provision for moral and social development. The school places a high priority on the development of pupils' positive attitudes, good behaviour, and the acceptance of personal responsibility, and, as a result, pupils' response is excellent.
8. Within a broad ethos that actively promotes a sense of family and community, pupils are valued as vital contributors to the smooth running and overall success of the school. The overwhelming view of parents that their children enjoy school is evident at all ages. The confidence and happiness of children in reception is testament to the success with which the reception teacher and support staff have helped children to settle quickly into school routines. The children are helped by the attitude of older pupils who actively look out for them during recreation periods.
9. Throughout the school, two features of lessons that are contributing to good levels of learning are the positive attitudes that pupils show and their good behaviour. The desire to learn and the respect shown for teachers results in no wastage of time, pupils settling down to work very quickly, and smooth transitions from one phase of a lesson to the next. Pupils' positive responses are encouraged and praised by teachers, all of whom communicate very clear expectations of how life should be in classrooms. This shared commitment to the quality of atmosphere created in the classroom is encapsulated by the displays in all classrooms of positive statements of what pupils promise and what the teacher promises. This is one of many contributions to the excellent relationships that exist between pupils and staff. The boundaries of acceptable behaviour are established clearly by both the school policy and the very effective management of pupils' behaviour by all teachers. Equally effective, is the school's rewards policy that operates, very successfully, within individual classrooms but also in a whole-school context. The prominent notices in corridors that remind pupils of the tangible rewards for successes, such as achieving consistently neat handwriting, or learning the mission statement, are a strong and successful motivation for pupils.
10. Outside the classroom, pupils' behaviour is very good. At lunch-times, pupils frequently work in corridors or classrooms and do so knowing that a high level of trust is placed on them by adults. Older pupils are also given the specific responsibility of ensuring that good standards of behaviour are maintained by other pupils. They show interest in what younger pupils are doing, offer help if appropriate, and carry out duties, such as answering the telephone, very

conscientiously. In a more structured way, pupils' sense of responsibility and community involvement is promoted, very successfully, through involvement in parish and community activities and charity work. There is a clear statement that initiative is encouraged and pupils know that their suggestions for improving the school will be considered.

Good teaching, by all teachers and support staff, enables all pupils to make good progress

11. The good academic standards and excellent personal development achieved by pupils are the result of the high quality of the teaching and support staff. Good teaching is the custom and, during the inspection, 87 per cent of teaching was good or better and no teaching was unsatisfactory. All teachers possess a wide range of strengths that are enabling pupils to achieve good levels of learning. Teachers have very good levels of subject knowledge and this is particularly evident in Years 2 and 6 where pupils have very high levels of interest in their work as a result. The teaching of these year groups is consistently very good.
12. All lesson planning is very good and teachers' plans share common factors that have a very positive effect on pupils' learning. The statement, in all lesson plans, of what pupils are to learn in a lesson is clear and precise. In the very good and better teaching, such as a science lesson in Year 6 and a Year 1 English lesson, these learning intentions were broken down further into statements of what was to be achieved by pupils of different abilities. In all lessons, the learning objectives are reinforced by being displayed on the board or wall and, still further by pupils recording them in their books. Teachers' constant references during lessons, encouraging pupils to, 'remember the objective', enable pupils to gain a very good knowledge of their own learning. This knowledge is consolidated further by very good marking that informs pupils of their successes and also how their work can be improved. This marking, and the informal feedback provided during lessons, establishes clear targets that pupils should work towards in the short term. Longer-term targets are also well established and, occasionally, displayed inside the front cover of pupils' books, as was observed in Year 2 mathematics books. There are good systems for informing parents of the specific targets to be achieved by pupils and the school is to introduce a format for the first parents' evening of the year that enables teacher, parents and pupil to meet together to discuss the targets.
13. In all lessons, the work planned for pupils is matched to the specific needs of individuals or groups of pupils very carefully. This enables all pupils to make maximum progress in their learning as they are working at a level that is right for them. At the same time, teachers always plan work that will extend learning as much as possible in a lesson, and pupils know that their completion of one task will lead to provision of another activity that will help their learning even further. Pupils respond to this very well and apply very good effort, working with good concentration and producing a good volume of work. All good or better lessons proceed at a brisk pace and have a constant element of challenge that reflects teachers' high expectations. Challenging questioning is a common characteristic of all teaching, and pupils are constantly being encouraged to explain their reasons for answers to questions or choice of working methods. For example, in reception, children were encouraged to explain the reasons for their choice of colours in drawings of trees. The challenging questioning by teachers promotes good learning and thorough understanding by pupils of all abilities. In Year 2, pupils gain great confidence from the teacher's encouragement of them to be, 'successful thinkers', a strategy that promotes high levels of involvement by pupils and a thorough consolidation of their learning.
14. From an early age, pupils are encouraged to work independently, without teachers' support, and, because the work is at the right level for them, they do so very successfully. In a Year 1 literacy lesson, for example, more able pupils made good progress in sentence writing because of the well-established habit of using word books and dictionaries to check the spelling of words being used. Teachers also plan the use of their own time very effectively so that, where a group needs particular input or support from them, the time is used efficiently and other pupils clearly understand the expectation that they will work independently. For instance, less able pupils in a Year 5 history lesson made good progress in their learning about the use of census information when receiving the undivided attention of the teacher. In other

circumstances, teachers make very effective use of learning support staff. These staff are briefed thoroughly and work very successfully with the groups that they are responsible for. The quality of their teaching is good, as are the relationships that they have with pupils. Pupils with special educational needs are making consistently good progress as a result of the high quality of the work of support staff in literacy and numeracy.

15. At the end of each session, support staff complete a detailed evaluation of pupils' learning and progress. This ongoing assessment of pupils' learning provides information that is built on successfully when planning the next lesson. Teachers carry out continuous assessment of pupils' learning and, within lessons, make excellent use of pupils' ideas to guide the next stage in learning. This was evident in a Year 3 science lesson that, constantly, used pupils' ideas on the variety of criteria that could be used to classify different rocks to, very skilfully, guide pupils to learning the key points that the teacher wanted to establish in the lesson. The assessment of minor learning difficulties experienced by some pupils in a Year 2 literacy lesson led to the following lesson commencing with reinforcement of the main teaching points that enabled all pupils to achieve better progress. The work of one group in a Year 1 literacy lesson was recorded at the end of the lesson and then used as the starting point for the next lesson. A well-structured science investigation in Year 4 led all pupils towards good understanding of the fallibility of the sense of touch as a measure of temperature, and of the need for the next lesson to consider more accurate methods. These methods establish what has been learned very successfully and ensure a smooth transition to the next stage in learning as a result of the continuous assessment of pupils' progress.

Very good leadership and management promotes high standards in all aspects of the school's work

16. All teaching staff have areas of specific responsibility within the management structure of the school. The successful performance of roles and responsibilities by individual staff results from a combination of their own enthusiasm and expertise, the school's very good policies and procedures and, above all else, from the example set by the headteacher. The clarity of his vision of the school's aims and values is reflected in practical terms through the success with which these aims permeate the school's work. He sets high standards for all members of the school community and the resultant shared sense of purpose and commitment enables these high standards to be realised. He has systematically introduced a wide range of procedures for evaluating pupil and staff performance that are applied successfully by key staff. This identifies relevant targets, and predictors of future performance, that enable resources and teaching to be focused on improvements in standards, both of pupils' work and of the quality of teaching and subject co-ordination.
17. The very good support of the very able deputy headteacher provides reinforcement of the educational direction for school development, and a consistent approach to management of the school. Subject co-ordinators provide further very good support through their thorough knowledge of performance in each subject. This is achieved, successfully, by scrutiny of pupils' work and the monitoring of teachers' planning. The sharing of all evaluations, with all staff, ensures a very successful team approach to the establishment of priorities and co-operative action to ensure that targets are met successfully. Co-ordinators have clear action plans for developments of their subjects that are constantly being reviewed. The headteacher's encouragement of the governing body to take an active role in all forms of ongoing review has had a very positive response and led to staff and governors working in close and successful partnership. At all levels, the school's leadership and management achieves considerable success due to the detailed knowledge that all personnel have, of every aspect of the school's work, of the work and progress of individual pupils, and of the priority placed on the highest quality relationships between pupils and staff. This is personified by the headteacher's very skilful leadership that has earned the obvious respect of all members of the school and the wider community.

Very good systems of assessment are used very well to monitor pupils' learning and progress

18. A variety of forms of assessment of pupils' learning operates very successfully and is a significant factor in pupils gaining good standards. In addition to the daily on-the-spot assessment that is carried out by teachers and support staff, so that short-term learning and progress are constantly monitored, a range of formal assessments are used, very effectively, to monitor longer-term progress by all pupils. The data from regular testing is analysed thoroughly in order to establish the relative strengths and weaknesses of individuals, specific groups and year groups. This is used, constructively, to identify the specific needs of pupils and the methods whereby improvement can be achieved. In addition to test data, the manageable programme of regular assessment of pupils' work in all subjects ensures that teachers have a very thorough knowledge of all areas of individual pupils' learning. Assessed work is stored in folders that inform the pupils themselves and their current and future teachers of the progress being achieved and the next steps to be taken. Pupils' progress is, therefore, subject to very careful tracking and the sharing of the knowledge gained by assessment contributes very positively to the common expectation that standards will improve.

WHAT COULD BE IMPROVED

The wider curriculum is not used sufficiently for teaching the skills of literacy, numeracy and information and communication technology

19. Within the individual subjects, teachers are very successful at teaching the basic skills that form the foundation to pupils' learning. However, there are several factors that limit the potential application of these skills and the development of pupils' learning in literacy, numeracy and information and communication technology.
20. The school has identified improvement in pupils' writing as a current priority and, in addition to the good development planning established by the subject co-ordinator, practical approaches, such as the allowing time for additional lessons for extended writing, are being introduced in order that this area of learning receives more attention. However, these measures are inhibited by the total time available for the whole curriculum, and by factors outside the school's control, such as the minimum requirements for religious education. The latter is fully and successfully utilised for the spiritual and religious education of pupils. However, neither religious education nor other subjects are recognised in a planned way as opportunities for application of basic literacy skills. Although the learning activities in other subjects often provide good opportunities for incidental use of speaking, listening, reading and writing skills, the full potential is not realised due to the lack of systematic planning. For example, a teacher's science lesson may provide pupils with opportunities to speak when reporting the findings of an investigation at the end of a lesson, or write a report of the investigation in a specific form, but the teacher's planning fails to identify these outcomes as specific learning objectives of that lesson. Opportunities are thus being lost for the planning of specific literacy learning alongside the specific subject learning that is to be achieved.
21. To a lesser degree, the development of numeracy and other mathematical skills is also inhibited by the lack of such a planned approach. Information and communication technology is scheduled as a priority for development during the current academic year. Persistent problems with hardware have adversely affected progress but these appear to have been eradicated. There is a planned programme to develop individual teachers' competence, and the new co-ordinator has well-defined plans for the subject's improvement. Pupils' skills are being taught more systematically than in the past and the actual organisation of this teaching is positively enhanced by the voluntary commitment of parents in some classes. At present, however, there is no clear plan or record of how opportunities to use, for example, computer programs, are being provided throughout the school. An audit of this provision is planned by the co-ordinator, but the present absence of this information and, in particular, the lack of identification of the specific skills being taught or practised when the computers are in use, prevents pupils' learning from building step-by-step on what has been learned before.

History and geography are not allocated sufficient time for pupils to reach the standards of which they are capable

22. Long-term plans that show the timing of units of work, or specific topics in each subject, are produced for each year group and these, together, provide a whole-school picture of the breadth and balance of the full curriculum. The present plans contain several weaknesses in the provision for history and geography. In several year groups, there are half-term blocks when pupils study neither subject and such gaps have an adverse effect on the overall progress made in pupils' learning. Consequently, by the age of eleven, pupils are failing to achieve the standards of which they are capable in these subjects. This was particularly evident in geography where the scrutiny of the work of pupils, who have recently transferred to secondary school, indicated that their geographical knowledge and understanding, whilst satisfactory, did not match the levels achieved in other subjects.
23. The use of time for these subjects is inefficient and there are parts of the year, such as the autumn term, when all classes in a key stage are studying history, and no geography is being taught. Some topics, such as the study of the Victorians by pupils in Year 5, last a complete term and this increases the time interval between pupils' studies of geography topics still further. The possibility of pupils' knowledge, skills and understanding building successfully on their previous learning are lessened by such long gaps.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. In order to improve the standards of work and the quality of education, the governors, headteacher and staff should:
 - Develop the use of the wider curriculum for teaching the skills of literacy, numeracy and information and communication technology by:
 - identifying the learning activities in other subjects that require specific literacy, numeracy or information and communication technology skills;
 - developing the planning of other subjects in order to increase the opportunities for emphasis on these skills. (*Paragraphs 19, 20, 21*)
 - Review the long-term plans for history and geography with the aim of improving pupils' standards by:
 - considering the timing and length of the topics to be taught and ensuring a balance and even distribution across the year groups. (*Paragraphs 22, 23*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	26	57	13	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		214
Number of full-time pupils eligible for free school meals		7

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		47

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

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

Attendance

Authorised absence	%
School data	4.5
National comparative data	5.1

Unauthorised absence	%
School data	0.0
National comparative data	0.4

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	18	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	18
	Girls	13	12	13
	Total	29	28	31
Percentage of pupils at NC level 2 or above	School	94 (97)	90 (83)	100 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	13	13	13
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	94 (79)	94 (90)	94 (76)
	National	84 (83)	89 (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	11	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	10
	Girls	18	14	16
	Total	27	22	26
Percentage of pupils at NC level 4 or above	School	93 (96)	76 (89)	90 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	8
	Girls	17	16	16
	Total	24	24	24
Percentage of pupils at NC level 4 or above	School	83 (70)	83 (70)	83 (74)
	National	70 (66)	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	3
Black – African heritage	0
Black – other	0
Indian	7
Pakistani	3
Bangladeshi	0
Chinese	0
White	201
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 –Y6

Total number of qualified teachers (FTE)	7.6
Number of pupils per qualified teacher	28.5
Average class size	30.6

Education support staff: YR - Y6

Total number of education support staff	10
Total aggregate hours worked per week	110

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	334,571
Total expenditure	337,919
Expenditure per pupil	1,558
Balance brought forward from previous year	0
Balance carried forward to next year	-3,348

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	214
Number of questionnaires returned	80
Percentage of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	3	0	0
My child is making good progress in school.	58	38	1	1	3
Behaviour in the school is good.	54	41	0	1	4
My child gets the right amount of work to do at home.	39	40	11	1	9
The teaching is good.	73	25	0	0	3
I am kept well informed about how my child is getting on.	41	46	9	1	3
I would feel comfortable about approaching the school with questions or a problem.	73	24	3	0	1
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	49	46	5	0	0
The school is well led and managed.	76	23	1	0	0
The school is helping my child become mature and responsible.	69	26	3	1	1
The school provides an interesting range of activities outside lessons.	21	45	13	5	16