

INSPECTION REPORT

**ST THOMAS OF CANTERBURY CATHOLIC
PRIMARY SCHOOL**

Windleshaw, St Helens

LEA area: St Helens

Unique reference number: 104809

Headteacher: Mr R Orlandi

Reporting inspector: Jonathan Palk
23630

Dates of inspection: 12 - 13 September 2000

Inspection number: 224425

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
Gender of pupils:	Mixed
School address:	Rainford Road St Helens Merseyside
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Telephone number:	01744 621380
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Appropriate authority:	Governing body
Name of chair of governors:	Mr R A Houlton
Date of previous inspection:	28/10/1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Thomas of Canterbury Catholic Primary School is an average-sized voluntary aided school with 263 pupils on roll. Nearly a quarter of the pupils come from outside the parishes of Windleshaw and St Mary's Lowe House. The school moved into its new building in January of this year. There is an above average percentage of pupils with statements for their special educational needs and an average proportion of pupils on the register of special educational needs. No pupils have English as an additional language and the number of pupils receiving free school meals is also below average. Children start school with average standards in reading, writing and mathematics. Their speaking and social skills are above those expected.

HOW GOOD THE SCHOOL IS

St Thomas of Canterbury Catholic Primary is a very effective school. Pupils achieve high standards and they are very well supported. There is a very good partnership between the school, parents and governors. The school successfully evaluates its own performance and gives very good value for money.

What the school does well

- There is a very strong team spirit and relationships fully reflect the ethos of the school. Pupils are very well supported.
- Results in national tests are above average and the pupils' work seen is of a high standard throughout the school.
- Teaching is good, and all staff constantly strive to improve further.
- The pupils behave very well and they have very good attitudes to learning and this makes a strong contribution to the good progress they make.
- The headteacher is a very effective and strong leader and is well supported by governors and staff in developing and managing the school.
- The parents support the school very well and are very satisfied with the education it provides.

What could be improved

- The present arrangements for all pupils to use the computer suite are limited by its use as a classroom.
- Pupils still do not have access to a library in the school.
- The marking of pupils' written and number work is not of a consistent quality and this diminishes its effectiveness.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the issues from the last inspection. The results pupils achieve in mathematics and science at the age of 11 have risen year on year and in 1999 over a quarter of pupils achieved a level above the expected level in English, mathematics and science. Very good progress has been made in strengthening the partnership with parents and also in involving staff and governors in monitoring the effectiveness of the school. The strengths of individual teachers are now more fully utilised following the practice begun by the previous headteacher. Good use has been made of the new school building to broaden the curriculum, however the school has still not been able to

provide regular access to a library for pupils. The school has both the people and the procedures to continue to improve in all areas.

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
	1997	1998	1999	1999
English	A	B	B	B
Mathematics	A	A	A	A
Science	A	B	B	C

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

Those pupils aged 11 who took the national tests in 2000 did better than previous cohorts in all subjects, and particularly in science where all pupils achieved a Level 4 or above. Results for pupils who were seven in the 1999 tests were as high, with pupils achieving very highly (A*) in reading. Evidence from inspection confirms these above average standards.

Boys achieve less well than girls in writing, and this has been a feature of each cohort. The school rigorously monitors the standards all pupils achieve each year in English and mathematics and take effective action to ensure pupils make the best progress possible.

Pupils make a good start in their first year and this rate of progress is maintained as they move through the school. Pupils with special educational needs do very well and most reach an average standard in their work by the age of 11.

The school exceeded the targets it set pupils in last year's national tests and has set itself challenging targets for future years.

National Curriculum tests, 2000. At present there are no national comparisons or comparisons with the performance of pupils in schools with a similar context.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good attitudes. They feel valued and are keen to do their best.
Behaviour, in and out of classrooms	Very well behaved. They respect each other and the staff. They play very well together.
Personal development and relationships	Excellent relationships. Pupils are self-assured and confident. They work well together and this helps them to improve.
Attendance	Good. Lessons start promptly.

TEACHING AND LEARNING

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

Overall the teaching in the school is good. In 78 per cent of the lessons, the teaching was good or very good. The rest was satisfactory.

Teachers have excellent relationships with their pupils and lessons are taught in an atmosphere that is calm and clearly focused on what is to be learnt. Pupils' views are valued and the discussions at the start and end of lessons are managed well by teachers to reinforce what pupils are learning.

Teachers have clear targets for what they hope to achieve in the term and these are based on careful assessments of the work done in class.

The teachers plan well and set challenging tasks. The lessons are very well organised and run smoothly.

Children settle quickly to work and very good support is given to help individuals and groups. The teaching in the reception class is very good. The team, which often includes parent helpers, are clear about the objectives, keep detailed records and provide a stimulating classroom.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There are good links between subjects, which maintains a good balance to the curriculum. Very good provision for extra curricular. It is varied and well supported by pupils and parents.
Provision for pupils with special educational needs	Very good. There is plenty of support in the classroom to meet their needs. Individual plans are thorough and regularly reviewed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A notable strength of the school. All aspects of spiritual, social, moral and cultural development contribute very well to the personal development of the individual pupil. Good links with the community support this area well.
How well the school cares for its pupils	Very well indeed. Very good use is made of information to track pupils' academic performance and give the necessary support in lessons.

The school is successful in encouraging most pupils to take part in extra-curricular music or physical education. There is a good range of visits and visitors. The under-fives receive a very good curriculum which is strengthened by the partnership with parents in children's learning. Parents have been kept very well informed about changes in the curriculum for literacy and numeracy.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. The role of the subject co-ordinator is developing rapidly. Very good teamwork has been established, which is effective in raising standards.
How well the governors fulfil their responsibilities	The governing body has formed a strong and efficient team that works effectively with the headteacher and parents in continually developing the school.
The school's evaluation of its performance	Very good use is being made of pupils' performance data each year. A team of governors have set up procedures for ensuring the school delivers best value in all areas.
The strategic use of resources	Very good use is made of time and money. Good use is made of the resources for the benefit of the pupils.

Additional funds have been successfully directed to raise the pupils' achievements and improve the quality of their education. The parents are offered good advice on how they can help in their children's education. There is a systematic approach to monitoring 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"> • The progress their children make in school. • The very good behaviour and positive attitudes. • The regular information they receive about what their children are doing. • The quality of musical productions and events. • The very smooth transfer to the new building that did not disrupt the pupils learning. 	<ul style="list-style-type: none"> • Some concerns over the dropping off and collecting of pupils.

The inspection agrees with the strengths and the concern identified by the parents. There is a high level of parental satisfaction. Parents particularly value the contact they have with the class teachers. The school takes very seriously the concerns of parents over the collection and delivery of pupils and is working with parents and governors on a new initiative to promote 'safer journeys to schools'.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There is a very strong team spirit and relationships fully reflect the ethos of the school. Pupils are very well supported.

1. The friendliness and personal attention is a striking feature of the school. This is built on the very strong foundations of mutual respect and effective teamwork between the school, the home and the parish. There is a very strong sense of community with parents, staff and governors mingling happily at all times of the day. Lunchtime finds pupils from all ages sitting together and taking part in quiet and friendly conversation. The Year 6 pupils take seriously their responsibility to help five year olds settle in at playtimes and take care of younger pupils at lunchtime. The pupils take a great interest in the environmental area and speak with affection about the adults that helped construct the memorial garden. They also have fond memories of the community effort that brought about the construction of their new school.
2. There is a strong sense of effective partnership between the home, the school and the parishes. Information about what is going on is effectively shared in the respective newsletters. Family members, friends and local parishioners are invited into the school for special assemblies and religious services. The parishioners sponsor each of the First Holy communicants as prayer partners. There are established links with the local special school that further help pupils develop an awareness of the wider community. Parents, staff and governors have worked hard to use the facilities offered by the new school to strengthen this partnership. The hall is regularly used for 'open' evenings and to hold courses for parents that extend the partnership in education. An early morning and after school club, managed by parents, is successfully meeting the communities needs. There has been a combined effort through fundraising in the community and sharing expertise to improve the quality of the curriculum for all pupils, and provide more access particularly to physical education and music.
3. All the teachers genuinely value the pupils. The atmosphere in classes is one of respect and trust. Very young children are happy to stand up and use the pointer during the literacy hour *"to help the class"*. Older pupils share their views with sincerity about the impact of petrol shortages. There are very good arrangements in place to support pupils both academically and in their personal development. As a result the pupils are well on their way to *"developing as fulfilled individuals"*.

Results in national test are above average and the pupils' work seen is of a high standard throughout the school.

4. The results of the 1999 national tests for 11 year olds were above the national average in English and science and well above average in mathematics. English and mathematics performance has improved faster than nationally. When these pupils' performance is compared to their earlier performance in Key Stage 1 tests in English and mathematics, their progress is above average. The results of tests in 2000 show a continuing picture of improvement and all pupils particularly the lower attaining pupils have made good gains on their achievements at Key Stage 1. The targets set for these tests were exceeded. The school attributes the particularly good results in science (100 per cent achieving Level 4) and mathematics (92 per cent achieving Level 4) to the work of the co-ordinators in successfully implementing the schemes of work. However the results also reflect the teachers' careful work in analysing and

interpreting all the data from the previous year's test. This identified the specific areas that needed more emphasis such as mental activities and investigative work. The school has also focused on improving the quality and amount of support given to lower attaining pupils in these subjects. A very useful analysis of results against gender was undertaken and found that more girls than boys achieve the national average and above in English and pupils perform better in reading than writing. As a consequence improving the standard in writing through the school is a main area for development this year.

5. The results for seven year olds in the national tests in reading, writing and mathematics have been well above the national average in the last three years. Compared with similar schools standards were above average in writing and mathematics and very high in reading. The results of the recent test demonstrate a continued upward trend with more pupils achieving the expected standard in reading and mathematics than in previous years. Pupils enter with standards that are broadly typical of pupils under five in reading, writing and mathematics and the good progress they make reflects the effective teaching of literacy and numeracy. The pupils are successfully supported by their parents who are kept regularly informed about what has been taught in class during the week and guidance offered as to how they can support.
6. The work seen during the inspection was of a high standard throughout the school. A particular feature is the breadth of experiences in all subjects and the successful way pupils develop their skills and knowledge through practical and investigative work. The topic work in Key Stage 2 is undertaken at great depth and the photographs and project books indicate how fully the planning has addressed pupils' skills development and their knowledge. Topical subjects are well researched, for example suggestions on how to manage the Millennium Dome in Year 5 leads to well reasoned arguments from pupils of all abilities. Topic work is used very well to extend pupils' reading skills and also to introduce and extend writing styles. Written tasks in Year 4 such as "*How to throw a javelin*" successfully demonstrate how pupils have developed report writing and research work. A piece entitled "*Why television is bad for you,*" by a pupil in Year 5, set out a very persuasive argument that had taken into account other people's views. Literacy and communication skills are developed very well. In a Year 2 design and technology project pupils explain how they made cubes for their model village, whilst pupils in a Year 1 class describe systematically how they made their robots. There is a strong sense of personal experiences in these examples.
7. Standards are above average in mathematics. Again there is a good variety in the work set for pupils with very good emphasis placed on using and applying mathematical skills. Pupils in Year 6 make good use of real data to construct a graph to show the shadow of the netball post during the day. A clear explanation drew well on the pupils' scientific knowledge. The results of melting experiments are carefully displayed and the information used well to analyse the relationship between weight and time for the different solids to melt. Higher attaining Year 6 pupils go on to evaluate profit margins when prices are discounted and use formula to profile the results.
8. There are high expectations of all pupils based on detailed assessment information and the school takes effective action to support those who need extra help. There are clear targets for those with special educational needs, which are regularly reviewed. The work set for these pupils builds on what they have already learnt and challenges them to use these skills.

Teaching is good, and all staff constantly strive to improve further.

9. Teachers are very enthusiastic about their teaching and are as excited about what is working as the children are. There is plenty of discussion over what worked well and what could have been done better and they use the lesson evaluations well to monitor the effectiveness of their teaching. The relationships teachers have with their pupils are excellent and this allows them to be flexible in following pupils' thinking during discussions. Teachers are skilful in using these discussions to involve all the class and successfully keeping to the main objectives of the lesson. Many of the teachers now have experience of other age ranges within the primary school and this gives them the confidence to set realistic and challenging expectations for the pupils. Assessment procedures are good in the school and teachers know their pupils very well. This is effectively supported by good communication between teachers and classroom assistants, which helps teachers set work at the right level for pupils across the ability range.
10. As a group the teachers are constantly looking at ways to improve the quality of teaching and learning in the school. The introduction of the curriculum guidance for the foundation stage has been tackled very effectively. The early years' staff has been quick to embrace the curriculum guidance for the foundation stage and make excellent provision for children in the reception class. There are quiet places for sharing books, busy places to buy groceries and serious places for construction. Those activities, supervised by adults, for developing number and communication skills make effective use of good quality resources familiar to the children. The school is participating in the local authority early years quality kite mark and this has had a significant impact on the quality of planning and teaching.
11. The move to a new school opened up increased possibilities for music and physical education and also the chance to improve the quality of displays. The teachers rose to the challenge and the school now boasts a number of sporting clubs in addition to the full coverage of the physical education Programmes of Study. They work closely with peripatetic music staff to ensure all pupils benefit from this expertise. Teachers have undertaken training in top play and top sport and have set themselves the target of a kite mark in physical education provision.
12. The evaluation of assessment data set the teachers with a number of challenges particularly to provide more investigations in mathematics and science. A new scheme of work was adopted in science with emphasis being placed on practical work. This demanded good classroom organisational skills and very good management of the pupils. The staff has delivered. The teachers make good use of group work and set many activities where it is possible for pupils to work in pairs and set challenges for themselves. Use was made of available grants to increase the number of classroom assistants particularly in Key Stage 2 and three of these assistants have been trained in providing additional literacy support. As a consequence lower attaining pupils are making significant progress in basic literacy skills. Teachers are however concerned that pupils have less time to write extended narratives (stories) as a result of the daily literacy hour. The co-ordinator introduced an hour a week for story writing. The initial trials were found to give greater opportunity for the teacher to intervene in the structure of the story and this is now to be extended to other classes in Key Stage 2. A more focused look is also being taken when assessing pupils' work and the co-ordinator has introduced a sheet to help teachers assess writing against a number of criteria.
13. The school has taken part in the young engineer award schemes both at a local and national level and is now working towards Investors in People. As one experienced

teacher said, *“These awards are recognising that we are striving for excellence, as a school”*.

The pupils behave very well and they have very good attitudes to learning and this makes a strong contribution to the good progress they make.

14. The behaviour of pupils in classrooms and around the school during the inspection was very good. Pupils are kind and courteous and conduct themselves sensibly when moving around the school. They listen to each other very well in lessons. They look after each other helping them to settle into school. Lunchtimes are relaxed, with pupils quietly discussing the day’s events or topics with each other and adults. There were no problems of bullying mentioned by parents and the pupils asked did not know of anyone who had been bullied.
15. Pupils have excellent relationships with their teachers, built on trust and respect and this encourages a very positive attitude to class work. They take pride in their work and this shows in the way they present their topic and look after books and resources. Pupils realise that their views are valued and this encourages them to explore their ideas and opinions with the class. *“You could be right, but why?”* helps pupils recognise that they have been heard and the teacher is genuinely interested in their response. They know that *“teachers will listen when they are having difficulty”*. Pupils receive large amounts of praise when things have gone well and support when it is needed. The classroom support staff play a useful part in lessons sensitively helping pupils follow the discussions and ensuring they are included. The teachers successfully encourage pupils to work together. In a Year 2 class pupils were enthusiastically setting challenges for their friend to record the next numbers in a sequence of numbers, whilst Year 5 pupils are encouraged to work together to work out the meanings of new words based around prefixes.

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

16. The headteacher has a very clear vision of where he wants to take the school. In the last two years he has built substantially on the strengths identified in the last inspection. In particular improving the monitoring and evaluation of standards and the partnership with staff, parents, pupils and governors. He has brought these together as a team and delegates effectively. A very good example of his effective delegation and managing change is the commitment teachers have made to a number of quality mark schemes and kite marks. He works sensitively with all the staff, providing the necessary training and support for newly qualified teachers and co-ordinators.
17. The residential weekend attended by all staff helped re-establish the aims and mission statement for the school and this was central to ensuring the staff and the governors were clear about the strategic development of the school. The ensuing management structure set up the principles of corporate planning and decision making which is ensuring that the school is highly effective in addressing its aims. The senior management team provide effective support to the headteacher and play an important role in staff development and training.
18. The last inspection reported that there was very little monitoring of the curriculum and the quality of teaching and learning. Many of the teachers had only limited experience within the primary age range and it was felt that best practice was not being shared. The previous headteacher encouraged staff to take responsibility for different age groups and this valuable practice has been continued. A common format for planning

was introduced and this helped the co-ordinators effectively monitor the planning. In addition, lesson observations have been carried out and pupils' work is regularly evaluated. The co-ordinators work closely with the headteacher in monitoring the results of a range of tests and this information is shared with staff to effectively target support in lessons. Well-informed decisions direct the use of booster funds and the impact on pupils' achievement is closely monitored. The results in the year 2000 for lower attaining pupils were impressive and rewarded the staff for their high expectations. The co-ordinators along with the headteacher now monitors the teaching using a common format. This is proving effective in improving the effectiveness of the plenary in literacy and numeracy lessons across the school. These developments have been undertaken in the spirit of co-operation and self-improvement and have helped create an effective team. A new scheme of work emphasising scientific investigation was successfully introduced a year ago by the newly appointed co-ordinator. Again the results in the national test this year speak for themselves.

19. The governors contribute substantially to the effectiveness of the school. They have high levels of expertise and are very well organised and thorough in their approach. The opportunity to re-organise the governing body was seized upon to increase their accountability and successfully provides greater opportunity to parents and staff to be involved in all aspects of governance. They have a great deal of respect for the headteacher and recognise that he provides them with all the information they need to make informed decisions. They in turn account well to the parents of the school. They are keen to find ways they can help the school and have an established commercial committee to generate extra funding for the school. The governors have also set up a quality assurance team. This is an exciting development and whilst this team is in its early days, its brief is central to the proven ability of the school to evaluate its performance and measure its effectiveness.

The parents support the school very well and are very satisfied with the education it provides.

20. Parents are keen to support the school and their children. This was clear from the large numbers of parents who returned their questionnaires and by those who met with inspectors before and during the inspection. A large number of parents successfully help in and around the school as well as raising substantial sums of money. In the last two years they have, with community help, raised £20,000 to equip the school with new furniture. There is an active parent teacher association which *"offers incredible support to the school"*. It consults with the school on the strategies for improving the parental partnership and co-ordinates the use of parents' expertise in school. It successfully brings parents together at social events, and raises additional funds that significantly benefit pupils' education. The association has good links with both the early morning and after school clubs and with the governing body, and serves as a useful channel for the school to consult with parents.
21. The relationship with parents particularly in the early years was identified in the last inspection report as an area needing improvement. This is now a strength. Parents find their first contact with the school *"welcoming and helpful"*. They are encouraged into the reception class first thing in the morning and help in the early morning activities. This practice has successfully extended into Year 1 where parents sharing books with their children happens each morning. Regular letters and visits during the year keep them well informed and they are quickly made to feel a part of their children's education. As a result 15 of the parents have given freely of their time to

undertake a parent partnership whilst two other parents are attending a local college to train as classroom assistants.

22. Parents have also given their support for healthy eating at school promoted by the headteacher in conjunction with the school meals service. The number of parents whose children now receive a school meal far exceeds the expectations of the planners. There is growing support for the 'safer journeys to school' campaign to ease the congestion in the mornings but this is still at the early stages.
23. The school has done a great deal to inform parents about what is going on in school. There has been a great deal of interest in the literacy and numeracy sessions run by the school and an almost full attendance at the meetings held to explain the annual tests for seven and 11 year olds. Parents are now extremely pleased with the information they are getting about their children's progress. The monthly sample of "best work" that children take home adds to parents' understanding of the progress their children are making towards the targets that have been shared in the annual reports. Children also take home their own class newsletter in addition to the headteacher's communication. These contain very useful information on what is being learnt in class, the progress being made and how parents can help. For example a reception class letter reads, *"We have used the vocabulary 'more than' and 'less than' to develop the children's understanding of number"*. A letter sent home with pupils in Year 3 reads, *"When your child reads to you they could look out for the capital letters and verbs to practise these skills"*. This strategy in conjunction with the regular workshops helps cement the partnership in learning and raises both expectations and standards.

WHAT COULD BE IMPROVED

The present arrangements for all pupils to use the computer suite are limited by its use as a classroom.

24. The provision of computers is good and all pupils have the use of computers in their classrooms. Thirteen machines are networked in a computer suite. As a result of the organisation of pupils into year group classes the designated computer suite has now become a classroom. This has limited the use that all pupils can make of this resource. Plans are in place to ensure that the computer suite is used when the present class is in physical education lessons and during lunchtimes. However these arrangements were not in place during the two inspection days and therefore it is not possible to judge the impact of these on classroom organisation and the management of time.
25. What is clear is that pupils' access to these computers, for the purposes of using information and communication technology to support their work in other subjects, is limited. It will not be possible to use these computers on a regular basis and for much of the day the machines will lie idle. Regular access is limited and whilst the requirements of the National Curriculum are being delivered, the school is not making best use of this resource.

Pupils still do not have access to a library in the school.

26. This was an issue reported at the last inspection. The new school was built with a designated library area but with large numbers and limited space for the reception classes it was expedient to use this as a teaching space. Although there are now

less foundation stage pupils this year and the admission numbers have been reduced to prevent overcrowding, the library has not been reinstated.

27. Adequate provision is made by teachers to ensure that pupils have easy access to fiction and non-fiction books in their classes and the books available are of good quality. The school has implemented a programme for developing library skills and in this way some progress has been made in addressing the issue from the previous inspection. Teachers make extensive use of the school's library service to ensure that reference books are available for supporting class topics and fiction books are replenished. The school is to be commended for the encouragement it gives pupils and parents to use public libraries through the individual topic work and the request made in regular newsletters. However this does not fully compensate for pupils' need to experience a wide range of books, both stories and information books. Further there is only limited opportunity for pupils to experience browsing and cross-referencing skills to support independent research.

The marking of pupils' written and number work is not of a consistent quality and this diminishes its effectiveness in addressing pupils' specific needs.

28. Overall teachers use the knowledge they have of their pupils well and they make effective use of assessment to raise achievements. It could be even better if when teachers marked pupils' work they conveyed to individual pupils how their work could be improved and help pupils redraft or revise their work.
29. Teachers are sensitive and engage in lots of praise and dialogue when marking pupils' work. There is some good practice in the school in identifying what technical improvements could be made to writing but the impact of this is lessened by over long lists of what needs to be corrected. Often a variety of suggestions are made but not substantiated with examples. For example, "*Try and use alternative beginnings*". The assessment of writing in most classes gives pupils a good sense of what they have achieved, "*The story is short and precise*", but does not seek to help pupils re-organise or strengthen the structure. In too many examples the emphasis shifted from spelling to choice of vocabulary and back to grammar. As a result pupils are not being encouraged to treat the marking as part of the teachers' strategy to help them improve their writing. Number work is in the main marked with ticks, although teachers in Years 4, 5 and 6 give some helpful advice and explanations.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. The school should now:
- (1) Implement as soon as possible action plans to ensure that all pupils across the school have easy access to computers in order to support their work in all subjects.
 - (2) Provide all pupils with access to a library in order that they can further develop their library skills and encourage browsing.
 - (3) Improve the quality of marking in order that it fully supports the individual targets teachers are setting for pupils in English and mathematics.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	61	22	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)	n/a	263
Number of full-time pupils eligible for free school meals	n/a	18

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	8
Number of pupils on the school's special educational needs register	n/a	41

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	4.3
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		'99	16	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	16	17	17
	Total	30	31	31
Percentage of pupils at NC level 2 or above	School	91 (88)	94 (97)	94 (94)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	16	16	17
	Total	30	30	32
Percentage of pupils at NC level 2 or above	School	91 (92)	91 (94)	97 (97)
	National	82 (80)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		'99	17	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	15
	Girls	25	25	25
	Total	39	40	40
Percentage of pupils at NC level 4 or above	School	83 (81)	85 (84)	85 (81)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	14
	Girls	25	25	26
	Total	39	40	40
Percentage of pupils at NC level 4 or above	School	83 (81)	85 (81)	85 (88)
	National	70 (65)	69 (65)	78 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	221
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
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)	12
Number of pupils per qualified teacher	22
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	148

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	427,288
Total expenditure	432,722
Expenditure per pupil	1,691
Balance brought forward from previous year	6,964
Balance carried forward to next year	1,530

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	265
Number of questionnaires returned	157

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	1	0	1
My child is making good progress in school.	73	24	2	1	1
Behaviour in the school is good.	71	28	0	0	1
My child gets the right amount of work to do at home.	35	54	6	2	2
The teaching is good.	76	22	1	0	1
I am kept well informed about how my child is getting on.	65	31	3	1	1
I would feel comfortable about approaching the school with questions or a problem.	78	19	2	0	1
The school expects my child to work hard and achieve his or her best.	82	17	0	1	0
The school works closely with parents.	65	31	2	0	2
The school is well led and managed.	84	14	1	0	1
The school is helping my child become mature and responsible.	77	22	0	1	1
The school provides an interesting range of activities outside lessons.	77	22	0	1	1