

INSPECTION REPORT

St Joseph's Primary School

Wesham, nr Preston

LEA area: Lancashire

Unique reference number: 119629

Headteacher: Mrs M Wright

Reporting inspector: Mr S Bywater
18463

Dates of inspection: 31st of October and 1st November 2000

Inspection number: 224797

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Garstang Road North
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Lancashire

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Denise Richardson

Date of previous inspection: 23rd to 25th January 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's Catholic Primary School is situated on the edge of an urban area and has a mixture of private housing, rented accommodation and rural dwellings. Most of the children come from the parish of St Joseph's, Wesham and the surrounding district, but some pupils travel from Kirkham and other villages. Around 20 per cent of the pupils are not Catholic. The school is a smaller than average primary school with 104 pupils on roll (41 boys and 63 girls) aged between 4 and 11. This is 18 more than at the time of the last inspection. The school often 'gains' pupils through the year. Twenty-one pupils are registered for free school meals. The proportion (21 per cent) is close to the national average and a greater proportion of pupils than found during the previous inspection. The general attainment of pupils on entry to the school is best described as average but includes a broad range. A very small percentage of pupils are from ethnic minority groups and speak English as an additional language. Twenty-seven pupils are on the school's register of special educational needs; the most commonly identified need is a moderate learning difficulty in language. A very small percentage has a statement of special educational needs.

HOW GOOD THE SCHOOL IS

This is a school whose strengths far outweigh the weaknesses. Although the percentage of pupils achieving the expected level 4 in the 2000 national tests for eleven year olds was below average, there were too few pupils to form reliable judgements. Standards of work seen in Year 6 were good during the inspection. The headteacher has only been in post for a very short time but she displays a good understanding of the needs of the school and a clear vision for the future. A dedicated team of teachers and a governing body, which is determined to provide the best for the children, supports her well. Many teachers have recently taken on new responsibilities and show a good understanding of their developing roles. Good quality teaching ensures that pupils are effectively taught the basic skills of literacy and numeracy. A broad, balanced and relevant curriculum motivates pupils well and promotes their personal, spiritual, moral, social and cultural development very well. Parents are justifiably pleased with the education their children receive at St Joseph's Primary School. However, the funds available to the school have not been used to their best advantage and due to this the school provides only satisfactory value for money.

What the school does well

- Good quality of teaching and learning enable pupils to make good progress.
- A broad, balanced and relevant curriculum motivates pupils well. There are strong links with the community.
- Provision for pupils' spiritual, moral, social, personal and cultural development is very good.
- Pupils have a good attitude to learning. Relationships within school are very good and pupils behave well.
- There is a strong partnership between the school and parents. School is held in very high regard by parents.

What could be improved

- The school has not used its budget effectively enough. Significant reserves have not been allocated well enough to raise standards and provide resources for the cohort of pupils for whom it was intended. Financial procedures are not rigorous enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1996. The school has responded satisfactorily to dealing with the issues. For example, progress in improving design and technology and geography has been good but there is still a need to raise further the standards in mathematics and art. The school reviewed the provision of resources, including staffing levels, and also improved the range and quality of library books. Curriculum planning procedures have been improved and teachers now ensure that clear learning objectives are identified. Inspection evidence shows that pupils now carry out research and investigations on their own.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A	n/a	n/a	well above average A above average B average C below average D well below average E
mathematics	A	B	n/a	n/a	
science	C	D	n/a	n/a	

Only eight pupils took the national tests for eleven-year-olds in 2000 and although the overall results were below the national average, the small number makes the results unreliable and are therefore not included in the table. However, taking the four previous years into account, standards achieved by boys were above the national average in English and mathematics and below the national average in science. Taking all the three core subjects together, the performance of boys was close to the national average. Girls' performance over the same four year period was very high when compared to the national average in English, well above average in mathematics and above the national average in science. Taking all the three core subjects together, the performance of girls was well above the national average.

The full range of inspection evidence indicates that pupils in the current Year 6 are attaining standards which are above the national expectations in English, mathematics and science.

In the national tests for seven-year-olds in 2000, pupils were well above the national average in writing and mathematics and in line with the national average in reading.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy their work and do their best. They concentrate well in lessons and are enthusiastic learners. Pupils are courteous and polite.
Behaviour, in and out of classrooms	Behaviour in lessons and at other times throughout the school day is good. Due to the very bad weather during the inspection pupils were confined to their classrooms at breaktimes but remained sensible and helpful.
Personal development and relationships	Pupils respond well to opportunities that they are given to take on responsibilities. Relationships within school are very good. Adults and pupils trust each other and take the views of others seriously.
Attendance	Attendance is very good and well above the national average. Most pupils arrive punctually and lessons get off to a brisk start.

TEACHING AND LEARNING

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

Of the 12 lessons seen, teaching was satisfactory in three lessons, good in three lessons, very good in four lessons and excellent in one lesson. One lesson was unsatisfactory.

The quality of teaching of children in the reception class is good. Teachers assess how well children cope with their tasks and plan challenging activities. However, children's creative art work would benefit from more opportunities for pupils to create their own pictures. Both teachers have quickly become accustomed to the new Foundation Stage Curriculum.

Teaching in Key Stage 2 is particularly impressive in Year 6 and overall is more lively and exciting than in Key Stage 1. Throughout the school, teachers have very good relationships with pupils, have high expectations of them and manage them well. The teachers work well together and prepare an interesting environment with a wide range of resources. The school utilises teachers' talents very well by using specialist teaching in Key Stage 2 in science, history, music and physical education. The teaching of literacy and numeracy skills is good. Teachers ensure that pupils know what they are expected to learn in the lessons and as a result pupils are clearly focused and concentrate well. In Key Stage 1 there are occasions when the expectations of pupils' behaviour is too low and firmer control is necessary. The teaching of pupils with special educational needs is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum for all pupils is well planned at all levels and effectively matched to the needs and interests of pupils. The curriculum is broad, balanced and relevant and enhanced by a very good range of extra-curricular activities and educational visits which motivate and encourage pupils.
Provision for pupils with special educational needs	Pupils' special educational needs are well catered for both by teachers and support assistants. There is early identification of special educational need. Good quality individual education plans are regularly updated with clear targets and precise time scales.
Provision for pupils with English as an additional language	A very small number of pupils receive a small amount of high quality, voluntary external support. Overall the provision is satisfactory.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. Staff provide very good role models and through carefully-planned activities the school encourages pupils to show consideration to others. Very good provision is made for pupils' cultural development through their work in art, music, history and religious education.
How well the school cares for its pupils	Good. There is a strong commitment to the well being of pupils, which is obvious in the day-to-day work of the staff. The rigorous analysis of tests and assessments is used accurately to prepare projected targets for the school and for individuals.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is new to her role but displays effective leadership. She has been instrumental in developing a school ethos which strongly supports learning. She provides clear educational direction to the work of the school and the high commitment by all staff lead to a very strong sense of teamwork. The staff are aware of their new roles and responsibilities and are fully active in them.
How well the governors fulfil their responsibilities	The business of the governing body is efficiently conducted and statutory requirements are met. Governors help to shape the direction of the school through their involvement in development planning and the approval of key policies. They support the school very well and have a clear understanding of its strengths and weaknesses.
The school's evaluation of its performance	Good. The school's systems for monitoring and evaluating teaching and curricular effectiveness are extensive and rigorous. Governors systematically review standards and progress and their findings are routinely fed into the policy-making process.
The strategic use of resources	Unsatisfactory. The school's spending and plans for the use of a high carry do not sufficiently support the priorities expressed in its aims and school development plan. Governors are not fully conversant with the principles of best value and need to apply these principles more effectively to ensure that the best use is made of all resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school and they make good progress. The teaching is good and the school expects children to work hard and achieve their best. The school works closely with parents and keeps parents well informed about how their child is getting on. Parents feel comfortable about approaching the school with questions or a problem. The school is well led and managed The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> No significant number of parents expressed dissatisfaction with any aspect of the school.

This table takes account the views of 20 parents attending a meeting held with the registered inspector prior to the inspection and those expressed in 87 returned questionnaires. The inspection team agrees with the positive views of parents. Of the 12 questions on the questionnaire, over 90 per cent of parents either agreed with or strongly agreed with the school's provision in all of them.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good quality of teaching and learning enables pupils to make good progress.

1. On the evidence of 12 lessons observed, the quality of teaching is good overall. Based on the evidence in this inspection, the high quality teaching, which was recognised in the previous report, has been maintained. Good and very good teaching is consistently developed in the reception class. In Key Stage 1 the teaching is satisfactory although there are some shortcomings. Teaching in Key Stage 2 is good overall but particularly impressive in the Year 5 and 6 class when the headteacher is teaching. In most lessons in Key Stage 2 the teaching is effective and lessons are well planned to meet the pupils' needs. The teachers' enthusiastic style and well designed lessons which are adapted to the pupils' individual needs ensure that pupils make progress.
2. Teachers have a good understanding of the subjects they teach. Any lack of confidence is overcome in Key Stage 2 by teachers exchanging classes, so that they can make the most of their specialist talents in music, science, history and physical education. Music teaching by the headteacher is excellent and produces high standards. Pupils are given opportunities to apply their knowledge, skills and understanding across subjects. Literacy and numeracy skills are promoted well through subjects such as history and religious education and there is good evidence of information technology being used for research and to enhance the work in mathematics and science. Standards in art, however, could be improved further, especially in reception and Key Stage 1. Pupils in a number of classes, but especially infants should be given more opportunities to produce their own work rather than being over-directed by the teacher.
3. The teaching of literacy skills is good overall and the setting of pupils into groups by ability has a positive impact as it enables teachers to plan work more efficiently to meet the needs of pupils of similar abilities. Teachers have implemented the National Literacy Strategy well. In literacy lessons, teachers use challenging texts and other resources to interest and involve pupils. For example, the effective use of Walter De La Mare's poem "The Listeners" supported by a thought-provoking portrait held the pupils' attention. The pupils responded with good discussions on the moods, feelings and atmosphere created. Teachers use the final sessions of the lessons very effectively to reinforce the main purpose of the lesson and evaluate pupils' progress.
4. The teaching of mathematics is good. Appropriate emphasis is placed on mental arithmetic, which was identified as a weakness when the 2000 national tests were analysed, and this is having a positive impact on achievement. Teachers encourage pupils to explain how they arrive at their answers and to use mathematical vocabulary accurately. The subject makes a good contribution to the development of speaking and listening skills and also increases pupils' own awareness of their learning. Throughout the school there is consistent application of the National Numeracy

Strategy and teachers have worked hard to gain familiarity with its components and requirements.

5. Pupils with special educational needs benefit from the good liaison between the teacher, special educational needs co-ordinator, parents and children. Classroom teachers, and classroom support staff, provide a good level of general support for these pupils. Class teachers are aware of pupils' learning targets on the well-organised individual education plans and use them well to plan work for pupils, particularly in literacy.
6. Teachers have sensitive and caring relationships with their pupils and work hard to raise pupils' self-esteem and pride in their achievements. Teachers have high expectations of their pupils both in terms of work and of behaviour. The pupils respond well to this. Teachers use praise and encouragement regularly to enthuse and motivate pupils and pupils feel valued by the teacher. A good feature in many lessons is the whole-class teaching, which almost always includes very good exposition and explanations, and good questioning which promotes thinking. In most lessons, teachers tell the pupils exactly what they are expected to learn, so that pupils know exactly what they have to do. Pupils are enthusiastic in their responses and expand on their answers fluently. They are keen to do their best to learn. Class control in the good and very good lessons is a major factor in the progress made. The teachers do not have to spend time correcting pupils' behaviour and this allows them to concentrate on teaching and giving additional support to pupils where necessary. However, in one lesson in Key Stage 1 the teacher failed to capture the pupils' interest and insist on their attention. Pupils became restless and they made very little progress in the lesson.
7. Teachers successfully balance whole class teaching with opportunities for enquiry, and for pupils to work independently and co-operatively. For example, in a good science lesson about micro-organisms in Year 5 and 6, the teacher explained the lesson well and intervened well to help pupils understand, but also allowed pupils plenty of opportunity to undertake practical activities and to record their findings. Pupils are given opportunities to solve problems, handle materials and use and enhance their skills and knowledge. Teachers make very good use of support staff and parents to support specific groups of children. Some parents are keen participants in the Parents as Educators Scheme. Classrooms are well organised and very high quality displays in all classes and around school reflect the diverse and rich curriculum. Teachers work hard to create an environment which excites, informs, educates and motivates.
8. Where good or very good teaching is seen, teachers evaluate the work of all pupils, checking and supporting progress as the lesson proceeds. Scrutiny of pupils' work shows that teachers' marking helps to aid progress, as pupils are encouraged to correct their work according to the marked comments and present a corrected version.
9. The pupils respond very well to the good quality of teaching and they have positive attitudes. They are enthusiastic learners. In most classes the pupils listen very carefully and are eager to answer questions. When working together, for example in an excellent Year 5 and 6 music lesson, they do so very sensibly. Higher-attaining pupils help those who have some difficulty. The good quality of teaching and the good attitudes and behaviour have a very positive effect on the improvements in standards.

10. Homework is always appropriate and supports pupils' learning. Ninety one per cent of the parents who responded to the parents' questionnaire are satisfied with the homework given to pupils. A homework club is used to support pupils who feel they need additional support. The fact that pupils decide the area they want to develop is further evidence of the way the school encourages pupils' development.

A broad, balanced and relevant curriculum motivates pupils well. There are strong links with the community

11. The quality and the range of opportunities for learning provided by the school for all of its pupils are good. The curriculum is broad and balanced, and relevant to the ages and interests of its pupils. There has been a substantial, though very appropriate concentration on the teaching of English and mathematics in both key stages. There are many strengths in the curriculum but particularly noteworthy is the planning where subjects such as art, history, geography and literature are linked together in a meaningful way for the interest of the pupils. Information technology is used well to support all subjects.
12. The school has effective strategies for the teaching of the basic skills in both literacy and numeracy. It implements both the National Literacy and Numeracy Strategies successfully and plans for them well. Planning in many subjects has been recently reviewed and the school is using guidance from the Qualifications and Curriculum Authority to support an appropriate two-year rolling programme for classes which have more than one year group. The school makes good provision for pupils' personal, social and health education. The school has a policy for the teaching of sex education and pupils are informed of the dangers of drug misuse. The Local Authority Drugs Awareness Caravan was at the school for a week and offered information at an appropriate level for the age of the children.
13. A positive feature of the school's curriculum is the special effort to develop a sense of citizenship, for example the sharing of an afternoon's lesson with pupils from a local special school. Pupils have a good understanding of how the uniformed services are helpful and the police and fire service are welcome visitors to school. Pupils are taught essential safety principles; for example, they have had sessions about road safety and the danger of strangers. Pupils are encouraged to care about other people in their community. They sing for the senior citizens party and have collected gifts for the local children's hospice.
14. The school provides a very good range of clubs and activities after school. These include sport, music, worship, French and homework. Teachers also ensure that pupils make full use of the community and receive additional input to consolidate and enhance their learning. For example, they have visited or have had visits from a local historian, Lancashire County Cricket Club, Preston Football Club, a local supermarket, a farm and a biscuit factory. Visits have also been undertaken to Blackpool to consolidate pupils' work in geography and to various museums to support their studies in history.

Provision for pupils' spiritual, moral, social, personal and cultural development is very good.

15. A positive feature of the school, which was identified in the last inspection, was the school's provision for pupils' spiritual, moral, social and cultural development. The

findings of this inspection confirm the findings of the last report and judge provision to be very good.

16. Provision for pupils' spiritual development is very good. Teachers successfully create an environment where pupils' contributions are valued. For example, in the classroom there is an area with plants and a candle where pupils can focus their thoughts. The school's Mission Statement is clearly displayed in all rooms and interpreted by the children so it is clearly understood. Within the daily act of collective worship pupils are given opportunities to listen quietly to music at the start and have moments for prayer, stillness and reflection. This was particularly the case when the headteacher led a moving act of worship where pupils were asked to remember loved ones who had died. In religious education pupils write prayers to thank God for the harvest and to pray for the sick, sad, lonely and poor. Other writing includes the pupils' description of "Where I see myself in the future" and "When we are scared". In studies of the world's major religions, pupils in reception and Key Stage 1 hear about the Hindu festival of Divali and become aware that some people believe in 'different' gods. Pupils in many classes experience awe and wonder. For example, children in reception were amazed when a wooden Russian doll was opened to reveal eight other dolls stacked up inside.
17. Pupils' moral development is good. The school teaches them to know right from wrong and to behave well. Children and parents receive a Good Behaviour Guide and the pupils recognise and respect it. The school places an emphasis on developing self-discipline. Staff and pupils are aware of the importance of kindness and good behaviour, with pupils being rewarded for good behaviour. Pupils are encouraged to develop an understanding of their moral responsibilities and the consequences of the actions that they take.
18. Provision for pupils' social development is very good. Pupils have appropriate opportunities to exercise responsibility and are very aware of their personal targets for improvement. In addition they are encouraged to think about others. For example, the school operates a House System and older pupils regularly take responsibility for the welfare of younger pupils. This was seen to good effect during the very wet weather during the inspection when pupils assisted with breaktime and lunchtime arrangements and carried out a variety of tasks. A school council has been formed where pupils regularly meet to raise matters of concern and to make suggestions for the better care of all. Staff act as positive role models for pupils through their very good example and pupils are expected to be polite and courteous. Participation in a wide range of extra-curricular activities plays a positive role in developing pupils' social skills. Through these activities pupils are given opportunities to work as a team, and to mix with other children and adults from within the school. For example, children have the chance to play musical instruments and join the orchestra and there are sports fixtures against schools. Pupils are given the opportunity to perform in concerts throughout the year. A residential visit to Robin Wood Outdoor Centre also provides pupils with a valuable social experience. Parents and pupils alike express their appreciation for the extra-curricular activities. The school actively encourages pupils to support and take care of others both personally and through supporting charities.
19. Provision for pupils' cultural development is very good, with many opportunities for pupils to explore their own cultural heritage through the study of their village. Pupils' awareness of their own cultural traditions is very good. Their local studies include a visit from a local historian who brings in and discusses the Roman artefacts which he dug up in his own garden. The local priest also delights children as he tells of his

holiday memories as a child. Pupils have a good appreciation of the diversity and richness of other cultures. In religious education lessons and assemblies, pupils demonstrate a secure awareness of other faiths. They also learn about customs, festivals and celebrations of other cultures. For example, a parent who has worked in Nepal described her experiences to the children. Pupils' awareness of ancient cultures is developed through the school's history work on Ancient Rome and Egypt. Cultural experiences include pupils listening to and performing in a range of musical styles from different times and cultures in assemblies and in lessons. In art, pupils observe, print and paint in the style of famous artists such as William Morris and Clarice Cliff. There are also opportunities for pupils to experience the artwork of other cultures. Pupils have visited the Charter Theatre to watch a production of Macbeth, an author has visited them and a visit to Royal Liverpool Philharmonic Orchestra is planned.

Pupils have a good attitude to learning. Relationships within school are very good and pupils behave well.

20. In the reception class, children arrive happily and are eager to take part in the activities. Their confidence develops well and they quickly learn the routines of the class and demonstrate growing levels of independence. In Key Stage 2, pupils' behaviour is good in lessons and around school and they are mature in their approach to school. They are enthusiastic learners. Pupils in Key Stage 1 are generally well behaved but they occasionally become restless when teaching does not inspire them. Considering the dreadful weather during the inspection week, pupils' behaviour was very good since they were confined to their classrooms for almost all of the day.
21. All pupils, including those with special educational needs, have developed good work habits. They settle down to work quickly, concentrate well and work sensibly on their own and in collaboration with others. In almost every lesson observed, pupils tried hard and produced a good amount of work.
22. Pupils are very courteous and well mannered towards their teachers and to visitors. In a number of very pleasant conversations, pupils told inspectors of their enjoyment of school. Relationships in school amongst pupils and between adults and pupils are very good. No anti-social behaviour or bullying was observed during the inspection. Parents are justifiably proud and pleased about the behaviour of pupils. They are confident that the school deals quickly and fairly with any rare incidents of unpleasantness. The inspection evidence confirms this view.
23. Some very good opportunities exist for pupils to take responsibility for activities in and around the school. Teachers encourage pupils to develop effective work habits. For example, they know that before asking a teacher for help they should try a number of things including using classroom resources, asking a friend and trying again. Pupils are well aware of their personal targets since they are involved in setting them and they strive to succeed. If pupils experience problems with an aspect of their work they can bring them to the homework club for additional help. Pupils know they are trusted and their responsible actions in carrying out helpful duties as monitors are valued. For example, the school operates a house system and a school council. Pupils in Years 5 and 6 take on more responsibility and are involved in supporting younger pupils, especially in the dining room and at wet playtimes. In information technology lessons, pupils with computer skills are often seen tutoring other children.

There is a strong partnership between school and parents. School is held in very high regard by parents.

24. The school has maintained and consolidated its good partnership with parents since the last inspection. There was a very high response rate to the questionnaire, which data showed the parents to have very positive opinions about the school and a high regard for it. Ninety nine per cent of those parents who responded felt that the school worked closely with them and the same percentage considered that they could approach the school with any problems or concerns that they might have.
25. A number of parents are valued helpers in class and their overall contribution to school life is good. They are well prepared for each lesson and they feel valued by the school. Eight parents are currently being trained on a Parents as Educators Course. The hardworking Parent Teacher Association raises and donates significant sums of money to improve the fabric of the school and its resources. The home-school agreement is signed by everyone, and the support provided by parents to reading at home, reading in school and to other homework is good resulting in a positive impact on raising standards. Homework is linked to what the child is doing in school and the homework diary guides parents about the tasks and how long the completion of the homework should take.
26. The quality of information that the school provides for its parents continues to be good. The school produces regular newsletters informing parents of future events and activities. Additionally, the headteacher makes herself available to meet parents as soon as is reasonably possible. School reports on pupils' progress are useful and informative. Half-termly reports tell parents clearly about their child, appraising the whole child, including behaviour. Parents are invited to make an appointment with the teacher if they wish to discuss the report and there is space for parents to comment and sign. Parents are interested in the teachers' comments and support the school in supporting the children's learning as much as they can.
27. Parents of pupils with special educational needs are well informed about their progress. They receive copies of the pupils' individual education plans and are aware of the specific targets and strategies to be used to help the child achieve them. Parents respond well to opportunities to discuss their children's progress as part of the special educational needs review process.

WHAT COULD BE IMPROVED

The school has not used its budget effectively enough. Significant reserves have not been allocated well enough to raise standards and provide resources for the cohort of pupils for whom it was intended. Financial procedures are not rigorous enough.

28. The school does not have clear enough procedures for ensuring that financial management is effective. Educational priorities are not supported well enough through the school's financial planning which is currently unsatisfactory. Decisions for spending are closely linked to identified priorities in the school development plan but too much of the funding has been "held back". The school carried forward reserves of over £40,000 from the last financial year. This equates to 21 per cent of the school's budget. The school has forecast a similar carry forward figure at the end of the current financial year. This is not good planning.
29. A relatively large class of mixed Year 5 and 6 pupils is currently receiving excellent teaching from the headteacher for part of the week and the class is taught by an inexperienced newly qualified teacher for most of the week, albeit soundly. This

situation is of concern to parents since they believe that their children benefit from consistency in teaching. At least one other teacher will be in the class next term before the appointment of a deputy headteacher who will hopefully take up post in the summer term. Governors, until very recently, had not provided sufficient financial and teaching support to ensure that the headteacher was helped to settle into her role as manager of the school whilst also ensuring that the class was supported effectively. It is not possible for the headteacher to teach for such a large proportion of the week and to ensure that monitoring of the curriculum and quality of education are as effective as they should be.

30. The reception class does not have an appropriate outdoor play area. Although extra funding was made available by the governing body, it is possible to do more.
31. The allocation and use of finance to support identified priorities in the school development plan, are not evaluated carefully to ensure that money is spent wisely and as a result it is evident that the principles of best value are currently not understood sufficiently. Strategic planning could be better. Although the Governing Body has tentative plans for the use of the reserves, these are not based on evidence nor have they been carefully costed. Financial procedures need tightening to ensure funding of all types is administered more effectively. The Governing Body needs to ensure that decisions regarding future spending are based more on the needs of the current group of pupils rather than the possible future problems of a falling roll. Very few staff and governors realised what funding was available. The 'new' leadership of the school, including the new headteacher, a new chair of governors and other key governors are now much more aware than they were a few months ago.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. In order to raise standards and improve the quality of education the headteacher, staff and governors should:
 - (1) Make better use of the school's budget to provide resources, including staffing and accommodation, for the group of pupils for whom it is intended;
 - (2) Improve the financial procedures to ensure that each person with responsibility for budget decisions (Head teacher, subject co-ordinators, school secretary and governors) is clear about what resources are available, the source of the funding and ensure that all accounts are recorded accurately and efficiently, making full use of information technology.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	33	25	25	8	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		104
Number of full-time pupils eligible for free school meals		21

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		27

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000			12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	9	11	11
Percentage of pupils at NC level 2 or above	School	75 (86)	92 (93)	92 (86)
	National	83 (82)	84 (83)	90 (87)
Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	9	10	12
Percentage of pupils at NC level 2 or above	School	75 (79)	83 (86)	100 (93)
	National	84 (82)	88 (86)	88 (87)

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

Please note. Test and examination data for pupils in Key Stage 2 has been excluded since the year group size was smaller than ten.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	87
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)	4.9
Number of pupils per qualified teacher	21.2
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	42

Financial information

Financial year	1999-2000
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	£
Total income	197977
Total expenditure	192217
Expenditure per pupil	2045
Balance brought forward from previous year	35784
Balance carried forward to next year	41544

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	104
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	23	0	1	0
My child is making good progress in school.	61	34	2	0	3
Behaviour in the school is good.	72	26	0	0	2
My child gets the right amount of work to do at home.	59	32	6	1	2
The teaching is good.	80	18	0	0	2
I am kept well informed about how my child is getting on.	69	29	1	0	1
I would feel comfortable about approaching the school with questions or a problem.	88	11	1	0	0
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	77	22	1	0	0
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	76	23	0	0	1
The school provides an interesting range of activities outside lessons.	74	16	5	0	5