

INSPECTION REPORT

St. Francis' Catholic Primary School

Melton Mowbray

LEA area: Leicestershire

Unique Reference Number: 120216

Headteacher: Mr S. McGlone

Reporting inspector: Mr R. W. Burgess
OIN 20950

Dates of inspection: 4th – 6th December 2000

Inspection number: 224810

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior and Infant

School category: Voluntary Aided

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Dalby Road
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Appropriate authority: Governing Body

Name of chair of governors: Mr M. Boothman

Date of previous inspection: 8th May 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Francis' Catholic Primary School is situated on the southern outskirts of Melton Mowbray and serves both the town of Melton Mowbray and surrounding villages, where the housing is both privately owned and rented. The pupils come from a range of social backgrounds. It has 286 pupils aged between four and 11 years. Pupils' attainment on entry is broadly average with a wide range of attainment and some variation from year to year. There are a small number of pupils with English as an additional language. Almost 20 per cent of pupils have been identified as having special educational needs, which is above average. There are three pupils with Statements of Special Educational Need. Most children attend pre-school provision. The school also admits pupils into the school at the beginning of the academic year in which they have their fifth birthday. Three per cent of pupils are in receipt of free school meals, which is below average.

HOW GOOD THE SCHOOL IS

This is an effective school. The quality of education provided has a significant impact on pupils' attainment. The quality of teaching and learning is good in Key Stage 1 and Key Stage 2 and pupils make good progress with the majority attaining standards above national expectations in English, mathematics and science in national tests for pupils aged 11. The leadership of the recently appointed headteacher is very good and there is clear educational direction. A strong emphasis is placed on continuous improvement to ensure the school's aims are met. The school provides good value for money.

WHAT THE SCHOOL DOES WELL

- ◆ Standards are above national averages in English, mathematics and science for pupils aged 11.
- ◆ Good teaching at Key Stage 1 and Key Stage 2.
- ◆ Pupils' very good personal development.
- ◆ Very good leadership and management by the headteacher.

WHAT COULD BE IMPROVED

- ◆ Implementation of the curriculum for the Foundation Stage.
- ◆ *Plans for the long term development of the school.*
- ◆ Written planning to ensure equality of provision for pupils of the same age group in different classes and for pupils with differing attainment in the same class.
- ◆ The use of information and communication technology across the curriculum.

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

The areas in italic have been identified by the school and are included in the current school development plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1996. It has made a good improvement since then. The school has acted upon the issues raised at the last inspection. There is now detailed assessment of pupils' attainment and progress in the core subjects of English, mathematics and science. The

headteacher since his appointment in September 2000 has introduced well organised systems for monitoring and evaluating work across the school, which involve both co-ordinators and link governors. Plans for the development of the building to provide an information and communication technology suite are at an advanced stage with building due to commence early in 2001. Pupils' personal development has remained a strength of the school. The school continues to provide a caring environment for its pupils, which significantly enhances the quality of life in the school. The headteacher, governors and staff share a common commitment to continuous improvement and there are good plans in the school development plan for the current school year to review and restructure the management structure and staff responsibilities. The school is well placed to further enhance the quality of education provided.

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	A*	A	A	B
Mathematics	A*	A*	A	A
Science	A*	A	A	A

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

At Key Stage 2, pupils attain well above the national average and above the average for similar schools in English. Attainment in mathematics and science is well above the national average and well above average in comparison with the average for pupils in similar schools. More detailed analysis of the results indicate that over the past four years, standards in English have been relatively consistent and standards in mathematics and science have risen. The school sets and meets challenging targets for pupils' attainments, allowing all pupils, including talented pupils and those with special educational needs, to achieve at good and often very good levels.

Evidence from the current inspection shows that pupils achieve good standards throughout the curriculum particularly in reading, writing and mathematics. Pupils have good understanding in science and they achieve well. In information and communication technology, pupils acquire satisfactory levels of skill, knowledge and understanding of the subject. They do not always have sufficient opportunity to apply these skills to assist their learning in other subjects of the curriculum. Standards in other subjects of the National Curriculum are at least satisfactory. There has been a good improvement in standards since 1996, supported by the effective action taken to address the key issues of the last inspection. These have included effective assessment procedures to monitor pupils' progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and participate enthusiastically in their lessons, particularly at Key Stage 2. They have very good attitudes and are responsive and eager to learn. They are interested in their

	work and ask questions to extend their learning.
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Behaviour, in and out of classrooms	Behaviour is very good. Pupils are polite and respectful to adults and one another.
Personal development and relationships	Pupils' very good personal development is enhanced by the school's links with the community. Relationships are very good.
Attendance	Very good. Attendance figures are very high.

Pupils' personal development is carefully nurtured throughout the school. The pupils are encouraged to take part in all activities and to gain confidence. The caring ethos actively promotes positive relationships and good behaviour.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5 - 7 years	aged 7 - 11 years
Lesson seen overall	Satisfactory	Good	Good

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

In the 21 lessons seen teaching was good at Key Stage 1 and 2 and satisfactory for children in the Foundation Stage. Twenty-four per cent of teaching seen was very good, 57 per cent good and 19 per cent satisfactory. Teaching for the oldest pupils at Key Stage 2 is often very good. The teaching of English and mathematics is good in both key stages. All teachers have a thorough understanding of the basic skills in literacy and numeracy and communicate this well. Where teaching is most effective there are high expectations of what the pupils can achieve. The teaching meets the needs of all the pupils, including talented pupils and those with special educational needs. Pupils have very positive attitudes and are challenged and engaged in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The new curriculum for children in the Foundation Stage has not been effectively implemented. The curriculum is broad and balanced at Key Stage 1 and 2 and fulfils statutory requirements. Information and communication technology skills are effectively taught. Pupils have too few opportunities to apply this learning within other subjects.
Provision for pupils with special educational needs	Good provision. The co-ordinator for special educational needs gives very good leadership supported well by the special educational needs governor. Work is individually planned and pupils make good progress.
Provision for pupils with English as an additional language	The small number of pupils with English as an additional language receive good support and make good progress enabling them to participate fully in the full curriculum alongside their peers.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual awareness is present in many lessons and is sensitively developed by teachers. Pupils are very aware of their moral and social responsibilities. They have insufficient opportunities to develop their awareness of other cultures.
How well the school cares for its pupils	The school has a caring, Christian ethos and cares very well for its pupils.

The school has effectively and successfully introduced the National Strategies for Literacy and Numeracy and maintained good coverage of the other areas of the curriculum. The new headteacher has already made significant improvements in communication with parents, for example, through a regular newsletter, and has responded positively to suggestions made by parents. There is a clear commitment to develop a very good partnership with parents. Some parents give of their time voluntarily to provide useful help and support in the classroom.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the school. The school has a positive ethos which promotes good teaching and, in turn, high standards. Management responsibilities are to be reviewed and restructured. Staff work closely as a team to improve the quality of education.
How well the appropriate authority fulfils its responsibilities	Governors effectively fulfil their responsibilities. They have a good understanding of the school and are beginning to take a more active role in evaluating developments. They offer good support to the school.
The school's evaluation of its performance	The school has made a careful analysis of results in order to plan for developments to further raise standards. There has been effective monitoring of teaching and learning since the appointment of the new headteacher which has been used well to identify areas for professional development and to improve the quality of teaching and learning. The headteacher has a clear view of the work of the school and what succeeds and what needs to be improved.
The strategic use of resources	The school manages its resources in a prudent way. The school makes good use of the resources at its disposal. It compares itself to other schools and ensures it gets good value from the services it buys.

The accommodation is adequate and is well maintained. The school has an appropriate number of teaching staff to match the needs of the pupils. Learning resources are good overall. The tables and chairs in the Year 3 and Year 4 class are inappropriate in size and this has an impact on their learning. A significant amount of teaching time is lost at the beginning of each session when pupils are changing their footwear. Financial and administrative procedures are very good and ensure that the school applies the principles of best value when obtaining goods and services.

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.◆ Their children make good progress.◆ Behaviour is good.◆ Teaching is good.◆ High expectations.	<ul style="list-style-type: none">◆ Activities outside of lessons.◆ Links with parents.◆ Information about their children's work.

Inspectors agree with the positive views expressed by parents. There is a satisfactory range of activities outside of lessons including sports and music. The introduction of a regular newsletter and the positive response to parental views by the recently appointed headteacher are good examples of his intention to improve links with parents. There is no home-school diary to help communication and no clear information on the topics to be covered each term.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are above national averages in English mathematics and science for pupils aged 11

1. Most children on entry to the school have levels of attainment, which are broadly in line with those expected for their age. Information from the baseline assessment administered in the first few weeks after they enter the school supports this judgement.
2. Standards of attainment seen during the inspection at the end of both key stages in English, mathematics and science are good. The standards seen during the inspection are not significantly different to those attained in the National Curriculum assessments in recent years. By the end of Key Stage 1 and Key Stage 2, the pupils attain standards in information and communication technology which are close to those expected for their age. These standards reflect the commitment of the staff to raising standards and the quality of teaching, particularly for older Key Stage 2 pupils. The school has set clear and realistic targets for further improvement.
3. Pupils make good progress in English. Pupils attain good standards in speaking and listening. By the end of Key Stage 2, pupils listen attentively and speak confidently. In their writing, skills are good. Standards of handwriting and presentation improve throughout the school and are good overall. In reading pupils make good progress. The majority of pupils are fluent readers by the end of Key Stage 2.
4. In mathematics, pupils attain good standards in their numeracy skills. By the end of Key Stage 2, most pupils have a good understanding of arithmetic, area and shape. The majority have good problem solving skills. They use these skills well throughout the curriculum, for example, in science and geography. Pupils' learning in mathematics is good at both Key Stage 1 and Key Stage 2.
5. In science, pupils acquire a good knowledge and understanding and develop good investigative skills. By the end of Key Stage 2, pupils can discuss their knowledge and understanding of energy and how to save electricity. They confidently explain their experiments to discover how different materials stretch, using appropriate scientific vocabulary. Many can predict and hypothesise. By the end of Key Stage 2, pupils have a secure understanding of fair tests. They predict, observe and measure with appropriate precision and record their work well. Their learning in science is good.

Good teaching at Key Stage 1 and Key Stage 2

6. Teaching is mostly good and often very good, particularly for older pupils at Key Stage 2, and has a beneficial effect on the pupils' attainment and progress. Teaching is focused well and pupils are helped to recognise their own improvements. Class teachers have positive approaches to pupils with special educational needs who are well integrated with their peers. Teaching methods and strategies for promoting learning are good.
7. In the good and very good lessons, teachers' planning shows suitable learning objectives. Lessons proceed at a good pace and a range of teaching strategies is used to good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils'

progress carefully during the lesson. For example, pupils in the Key Stage 2 class enthusiastically respond to a literacy session to develop their understanding of the different styles of poetry writing, following good assessment and planning, clear explanation and encouragement from the teacher.

8. All teachers plan carefully, following National Curriculum programmes of study. They give clear explanations, instructions and demonstrations and provide careful support for all pupils. Lesson objectives are appropriate and through good use of assessment tasks accurately reflect pupils' needs and challenge pupils, particularly those of high prior attainment.

9. In both Key Stage 1 and Key Stage 2, there are strengths in the teaching and few shortcomings. The teaching of English is at least good with some very good features, particularly for pupils at Key Stage 2. The staff use the approaches in the National Literacy Strategy well and make good use of resources to interest the pupils. They make good teaching points about the mechanics of language, such as punctuation and spelling, and link this well to the sharing of texts as a class. They provide appropriate challenge for the pupils and give clear guidance on the teaching of skills such as grammar. Handwriting is taught in each class. The teaching of reading includes appropriate opportunities for the pupils to build words from letter sounds. The teaching of mathematics is good at Key Stage 1 and very good at Key Stage 2. There is good teaching of mental arithmetic. The teachers correctly emphasise the quick and accurate recall of number facts and most lessons have good pace and include challenging tasks. In science, teaching is good at both key stages. In Key Stage 2, the teacher plans good investigations to stimulate interest in science, for example, when introducing work on electricity setting tasks which were well matched to the pupils different levels of attainment. Teachers make good use of skilful questioning to ensure that the pupils have understood what is taught. The homework activities provided offer additional challenge to extend the pupils.

10. Teachers' medium term planning is detailed and follows National Curriculum programmes of study. The teachers have appropriate knowledge of the subjects and use it to set clear objectives and focus on what is to be achieved. Class teaching is used effectively at the start of lessons and many lessons end with discussion of what has been learned. The teachers provide good support through verbal comments which include guidance on how the pupils might improve. The teachers use praise effectively to motivate the pupils. Discipline is good and teachers have very good relationships with their pupils.

Pupils' very good personal development

11. The very good attitudes and behaviour of the pupils are strengths of the school and make a significant contribution to their standards of learning and the quality of school life. It is very successful in developing positive attitudes and relationships between pupils and staff and it promotes confidence and self-esteem in each child. Parents show full support for the attitudes and values taught by the school. They feel that the school encourages high standards of behaviour within a caring and supportive atmosphere. Parents report that their children like coming to school. They say that their children want to learn and that children are proud of their school.

12. In lessons, pupils take an interest in their work, listen carefully to instructions from the teacher and also to responses from other pupils. For example, older pupils in Key Stage 2 showed great interest in a group dramatisation linked to a story they were studying and responded very well to questions from the teacher. Pupils show effort and enthusiasm for their work and are pleased when they achieve well. They respond very well to the use of praise and encouragement by teachers. They appreciate the encouraging comments that teachers make and try hard to improve themselves. Pupils are positive about the work they do and are very willing to discuss it with others,

their teachers and with visitors to the school.

13. The behaviour of pupils in class, around the school and in the playing areas is very good. They are sensible, well behaved and act confidently and with responsibility. They have a clear sense of right and wrong and understand teachers' occasional requests for improvements in their behaviour, for example, if they fall out with one another in the playground. As pupils get older they demonstrate maturity and have respectful and positive relationships with staff which sets a good example to other pupils in the school.

14. Relationships in the school are very good, both between pupils and teachers and between pupils themselves. Pupils work well together in lessons and support and help each other. They willingly work in groups or pairs, sharing books and other resources without difficulty. In literacy and mathematics lessons, pupils discuss their work with one another and help each other to improve their work. Pupils are encouraged to value and respect others.

15. Pupils are given many opportunities to take responsibility and this has a positive impact on their very good personal development. They readily take on responsibilities such as organising the hall for assembly and tidying resources around the school. Pupils show respect and understanding for the needs of other people in the school and in the community through their participation in charity events. Throughout the school, pupils comment on their achievements and this is an effective method of developing their self-awareness and involving themselves in making improvements.

Very good leadership and management by the headteacher

16. The recently appointed headteacher provides very good leadership and manages the school well. In the short time since his appointment he has done much to build teamwork and has set a clear agenda for improvement in the school. The management of the school successfully promotes its aims and values. These are apparent in the work of the school. There is a shared sense of purpose, a strong commitment to community life and an ethos in which people are valued and respected. Pupils are well cared for. Staff have a consistent approach which ensures that behaviour and discipline are managed well. Parents are fully supportive of the school's aims and values as shown in the questionnaire and the parents' meeting before the inspection.

17. Monitoring and evaluation of the school's performance by the headteacher has given a good insight, shared understanding and an awareness of the school's needs. It is clearly apparent that the headteacher, governing body and staff have analysed the school's results in both internal and external tests and tracked pupils in different year groups. This has provided a clear insight into the school's future needs. The headteacher has monitored and evaluated teaching and learning in the core subjects with focused observations of teaching which are helping to further develop teaching and the good practice which is already taking place.

18. The very good working relationship between the headteacher, governing body and school administrative staff is a key factor in the success the school has in managing and monitoring its finances and ensuring best value. The school development plan shows well targeted developments, which are appropriately costed and linked to the school's budget with time scales for completion. The school makes good use of the grants it receives, frequently supplementing them with its own fund-raising initiatives. For example, the school is developing its range of information and communication technology resources through the use of a national grant supplemented by its own funds.

WHAT COULD BE IMPROVED

Implementation of the curriculum for the Foundation Stage

19. The curriculum provided for children in the Foundation Stage is satisfactory. Whilst children have a sound foundation on which to build when entering Key Stage 1, the provision for the children in the Foundation Stage can benefit from development to provide more breadth of experience. For example, in role-play, structured play, the area of creative activities and the physical area of learning. The curriculum lacks sufficient provision for experiences in all the areas of learning for children in the Foundation Stage. The resources both within the classroom and more especially, those outside, do not provide adequate stimulation and opportunities for regular investigative, imaginative and physical play.

20. The teachers' knowledge and understanding of the needs of children in the Foundation Stage are satisfactory. The quality of teaching is satisfactory. The curriculum takes insufficient account of the six areas of learning and does not yet adequately reflect the changes which became effective from September 2000. Planning of the curriculum at the Foundation Stage does not have sufficient detail to be effective and for the work to be targeted in shorter, more focused sessions. At times opportunities are missed to help children develop their vocabulary and their ability to listen and speak to each other, for example, unsupervised role-play activities are not structured to follow the main curriculum focus and insufficient guidance is given to children about the roles they might play.

21. The work should be undertaken in shorter, more focused time allocations. This provision could be further enhanced with the wider use of the resources available to support each of the six areas, with much more practical activity and learning through play. More use could be made of resources which promote speaking and listening, such as puppets, small world equipment and the role-play area, which could benefit from providing a wide range of contexts for play. Whilst construction kits are available for model making, more frequent use of these would enhance the opportunities available to children. Although technological understanding benefits from some access to computers, the use of a wider range of programs and more opportunities to practise would benefit the children. The use of computers should be maximised so that they are switched on and in use as often as possible. There are some opportunities for children to cut, stick and make models, although children could benefit from more opportunities to experiment with materials such as paint and to make decisions and choices when selecting and using resources. Children have some opportunities for running, jumping and climbing in the good quality outside play area, although there is a lack of large apparatus, large toys and equipment. There is recognition that this area could benefit from further development so that, for example, more use could be made of the area directly outside the classroom.

Plans for the long term development of the school

22. The current school development plan covers one year only. The recently appointed headteacher and newly elected chair of governors have identified the need to develop a strategic plan to provide a clear educational direction for the school which makes clear reference to raising standards. The governing body has still to develop its role in formulating the school development plan. Although clear in their intentions, the governing body has not yet developed clear strategies to help them achieve them. They have not been fully involved in producing, setting and monitoring targets in the school's development plan. Their role as a 'critical friend' to the school is still in the

early stages of development.

23. The strategic plan should clearly identify a cycle for the review of curriculum areas and a systematic review of policies with attention given to the workload of key individuals in establishing priorities for action. The detailed school development plan for the current academic year was carefully constructed by the headteacher in consultation with staff and has been discussed and approved by the governing body. The plan includes some criteria for judging the success of the targets. Although staff development opportunities for teachers and other staff to extend their skills and understanding are included in the plan, they are not closely linked to curriculum priorities.

24. The plan should have clear, specific objectives, with time and resources allocated efficiently and targets by which progress can easily be measured to determine value for money and to measure the impact on pupils' learning. There should be clear links to long term, strategic financial planning and the evaluation of the effectiveness of spending decisions, to determine whether initiatives have provided good value for money.

Written planning to ensure equality of provision for pupils of the same age group in different classes and for pupils with differing attainment in the same class

25. The school has some mixed age classes taking into account pupils' prior attainment. In practice, work is usually carefully matched to pupils' prior attainment, though planning does not always identify work for different groups and individuals. In some classes, where pupils have higher prior attainment, good progress is made in all aspects. In other classes, some pupils' rate of progress is sometimes restricted by the lack of sufficient challenge.

26. Individual lesson plans clearly identify the objectives. They do not clearly identify the provision for pupils of different age groups within the class or for the different prior attainment of pupils in the class. In practice in most lessons seen the teachers' good use of assessment ensured appropriate challenge for the different ages and levels of attainment in each class to extend their learning in all areas of the curriculum but this was not reflected in their written planning.

27. Pupils are usually managed well. In most lessons, the introductory part of the lesson is successful in promoting pupils' interest and understanding, some subsequent group tasks are insufficiently challenging for some pupils. On these occasions, pupils finish work quickly and waste valuable time waiting for further tasks. In these lessons, the pace of the lesson deteriorates and pupils become restless and begin to lose interest.

The use of information and communication technology across the curriculum

28. The application of the use of information and communication technology skills to support learning across the curriculum is inconsistent. Opportunities for using information and communication technology in the classroom are not always clearly identified in planning. Pupils with access to computers at home make good use of information and communication technology. They use the Internet for research and are familiar with CD-ROM encyclopaedias. The school has good plans to give all pupils better opportunities to practice and consolidate their learning, applying it to improve their learning in other subjects.

29. Only one lesson was seen where during the inspection where information and communication technology was being used. The school is beginning to make use of the nationally

agreed scheme of work for information and communication technology, which informs the school's medium and short term planning. Computers are not used regularly. Pupils use the computer for word processing and for accessing the Internet to locate information. Planning for the subject is brief in some cases. There was insufficient evidence to judge the quality of teaching across the school. From some observations of teachers' input, some are unsure of ways in which to help pupils. Discussions show that they are becoming increasingly more confident but that there is a need for further training. The subject is appropriately identified as a priority for development in the school's development plan. The school has plans for further improvement to this situation by staff training, paid through the new opportunities fund.

30. The school is well aware of the deficiencies and these are outlined in the school development plan. The school is to receive funding from the National Grid for Learning during the current financial year. The co-ordinator has made good plans for the use of these funds in the further development of the subject.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors' action plan will set out how the areas for improvement identified during the inspection are to be tackled.

In order to improve standards and the quality of education, the governing body, headteacher and staff should:

- ◆ improve the implementation of the curriculum for the Foundation Stage by:
 - *offering a broader range of practical and creative activities;*
- ◆ continue to develop plans for the long term development of the school;
- ◆ improve the quality of short term written planning, by sharing existing good practice to:
 - *provide appropriate tasks and challenge with differentiation for the range of pupils' prior attainment within each class, particularly higher attaining pupils;*
- ◆ continue with existing plans to improve the provision for information and communication technology by:
 - *clarifying work for each year group;*
 - *improving teachers' expertise;*
 - *improving the level of resources;*
 - *identifying appropriate opportunities in medium and short term planning to incorporate the use of skills in information and communication technology across the curriculum.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

21

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
0	24	57	19	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

YR – Y6

Number of pupils on the school's roll

286

Number of pupils eligible for free school meals

8

Special educational needs

YR – Y6

Number of pupils with Statements of Special Educational Need

3

Number of pupils on the school's special educational needs register

68

English as an additional language

Number of
pupils

Number of pupils with English as an additional language

3

Pupils mobility in the last school year

Number of
pupils

Pupils who joined the school other than at the usual time of first admission

7

Pupils who left the school other than at the usual time of leaving

8

Attendance

Authorised absence

	%
School data	2.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.04
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	16	21	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 or above	Boys	15	14	14
	Girls	20	21	20
	Total	35	35	34
Percentage of pupils at NC level 2 or above	School	95 (96)	95 (98)	92 (89)
	National	83 (82)	84 (83)	90 (87)

Teacher Assessments		Reading	Mathematics	Science
Numbers of pupils at NC level 2 or above	Boys	15	14	13
	Girls	21	20	20
	Total	36	34	33
Percentage of pupils at NC level 2 or above	School	97 (89)	92 (93)	89 (83)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	27	24	51

National Curriculum Test Results		English	Mathematics	Science
Numbers of pupils at NC level 4 or above	Boys	24	24	25
	Girls	24	24	24
	Total	48	48	49
Percentage of pupils at NC level 4 or above	School	94 (86)	94 (94)	96 (94)
	National	75 (70)	72 (69)	85 (78)

Teacher Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 or above	Boys	24	24	24
	Girls	24	24	24
	Total	48	48	48
Percentage of pupils at NC	School	94 (86)	94 (94)	94 (94)

level 4 or above	National	70 (68)	72 (69)	79 (75)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	Number of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	248
Any other minority ethnic group	0

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, 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)	11.1
Number of pupils per qualified teacher	25.0 : 1
Average class size	27.8

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	149

FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	499,290
Total expenditure	493,105
Expenditure per pupil	1,612
Balance brought forward from previous year	32,468
Balance carried forward to next year	38,653

Results of the survey of parents' and carers'

Questionnaire return rate

Number of questionnaires sent out:

286

Number of questionnaires returned:

207

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	33	1	0	0
My child is making good progress in school.	59	39	1	0	1
Behaviour in the school is good.	57	39	3	0	1
My child gets the right amount of work to do at home.	47	49	3	1	0
The teaching is good.	65	34	0	0	1
I am kept well informed about how my child is getting on.	47	43	7	2	1
I would feel comfortable about approaching the school with questions or a problem.	63	34	1	1	1
The school expects my child to work hard and achieve his or her best.	73	25	1	0	1
The school works closely with parents.	43	44	9	2	2
The school is well led and managed.	56	40	1	0	3
The school is helping my child become mature and responsible.	61	35	2	0	2
The school provides an interesting range of activities outside lessons.	29	47	12	4	8