

INSPECTION REPORT

ST JOSEPH'S RC PRIMARY SCHOOL

Billingham, Stockton-on-Tees

LEA area: Stockton on Tees

Unique reference number: 111678

Headteacher: Mrs J Casey

Reporting inspector: Mr D Walker
19121

Dates of inspection: 28-29 November 2000

Inspection number: 225214

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 category:	Voluntary aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Low Grange Avenue Billingham Stockton-on-Tees
Postcode:	TS23 3NN
Telephone number:	01642-560056
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Doherty
Date of previous inspection:	12 February 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Joseph's Primary School is a Roman Catholic voluntary aided school for pupils aged three to eleven. It serves the needs of the Roman Catholic population in the parish of St. Joseph's which is in the Low Grange area of Billingham. The school currently has 208 pupils on roll with a further 49 pupils attending its 52 place nursery unit. Pupils are admitted to the Reception class in the September and January of the year in which they reach their fifth birthday. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average, as is the percentage of pupils identified as having special educational needs. The number of pupils with special educational needs has, however, doubled since 1998. One pupil has a statement of special educational needs. The attainment of pupils on entry to full time schooling is broadly average.

HOW GOOD THE SCHOOL IS

This is a very good school with some outstanding features. Pupils attain high standards by the age of eleven in English and mathematics as a result of their positive attitudes to learning and the very good teaching they receive. Relationships between all adults and pupils are excellent and the atmosphere within the school is one where all learners are valued and respected. This makes pupils proud to be part of the family of St. Joseph's school. The school is in a period of transition following the appointment of a new headteacher in September and several changes to the teaching staff, including the appointment of two newly qualified teachers. The clear vision of the new headteacher is already enabling this school to build upon its previous successes and further develop the high quality of education that it offers to its pupils. The school provides very good value for money.

What the school does well

- Pupils attain very high standards in English and mathematics.
- Overall, teaching is very good. Three-quarters of lessons observed were very good or excellent.
- The pupils enjoy school, are keen to learn and always try to do their best.
- Relationships between all adults and pupils are excellent. This encourages the very good behaviour of pupils.
- The personal development of pupils is very good. They demonstrate very good social skills and a well-developed respect for the feelings and beliefs of others.
- The school has very positive relationships with parents and works closely with parents in many aspects of its work.
- The effective leadership of the headteacher gives a clear direction for the work of the school and its continued development.

What could be improved

- Subject co-ordinators and the governing body undertake some monitoring of the quality of teaching and learning. They do not make enough use of their findings in planning further improvements.
- Teachers do not make effective use of what they know about each pupil's progress in setting specific targets for the pupil's future learning.

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 February 1996. The issues identified all related to maintaining and further improving standards. The school has made good progress in addressing these issues. Standards in 1996 were generally above average in English and mathematics; standards are now well above average in these subjects. The rate of improvement is above the national average for pupils aged seven and well above the national average for pupils aged eleven. The quality of teaching is much improved since the last inspection. Teaching was then judged to be sound overall but it is now generally very good overall. The generally effective work undertaken by the school in relation to the role of the subject co-ordinator will need to be reviewed following the recent staffing changes and the relocation of subject responsibilities. The work completed on curriculum planning will also need to be reviewed following the recent changes to the structure of the National Curriculum and the adoption by the school of national schemes of work for some subjects. Significant improvements have been made to the accommodation since the last inspection. A new classroom has been built, a room refurbished as an information and communication technology (ICT) suite and improvements made to nursery accommodation. Security fencing has improved the security of the site. The school is well placed to continue to improve upon its already high standards and very good quality of teaching.

STANDARDS

The table shows the standards achieved by eleven 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	B	A	A*
Mathematics	C	A	A*	A*
Science	A	B	A	A

Key

well above average A

above average B

average C

below average D

well below average E

The school uses the Stockton-on-Tees Baseline Assessment Scheme to assess the attainment of pupils when they enter the nursery and Reception class. The attainment of pupils on entry to the nursery is generally below average. The attainment of pupils on entry to the Reception class is

typically about average with some variations from year to year.

At the age of seven pupils attained standards in the national tests for 2000 that were above the national average in reading and mathematics and well above average for writing. Standards are similar when compared to schools with a similar proportion of pupils eligible for free school meals. The percentages of pupils attaining the higher levels of the National Curriculum (Level 3 and above) were close to the national average for reading, above the national average for mathematics and well above the national average for writing. Boys achieved higher standards than girls in reading and mathematics. The trend over the last three years is of standards generally improving at a faster rate than that found nationally. The performance of girls in reading, however, fell below the national rate of improvement for this period.

At the age of eleven pupils attained standards in the national tests for 2000 that were well above the national average for English and science and very high for mathematics. All pupils attained the national expectation in English and mathematics. The results in mathematics place the school in the top 5% of all schools. When compared with schools having a similar average points score in national tests for seven year olds, pupils attained well above average standards in science and very high standards in English and mathematics. Results in English and mathematics place the school in the top 5% of similar schools. These results show that the school has helped pupils to make very good progress when compared to their prior attainment.

The percentages of pupils attaining the higher levels of the National Curriculum at age eleven (Level 5 and above) were well above the national average for English and science and very high in mathematics. The results in mathematics place the school in the top 5% of schools for pupils attaining the higher levels of the National Curriculum. There is little difference in the test results between the performance of boys and girls. The trend over the last three years is of standards improving at a rate well above the national rate. Pupils are, on average, three terms ahead of where they might typically be expected to be at age eleven.

A scrutiny of samples of pupils' work undertaken during the inspection, and evidence from lessons seen, supports the evidence from national tests of high standards in English and mathematics at both key stages. Pupils of all abilities make progress that is consistently good and often very good. There is, however, a lack of consistency in the standard of pupils' handwriting and presentation of work. The range of pupils' work in science showed only limited evidence of scientific enquiry being undertaken on a regular basis.

The school exceeded the targets it set for pupils aged eleven to achieve in English and mathematics this year. An analysis of the school's performance data shows that the targets for the next two years are not challenging enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and are very enthusiastic learners. They have very positive attitudes to school.
Behaviour, in and out of classrooms	Pupils' behaviour is very good in all situations around the school. They are courteous, cheerful, trustworthy and show respect for their own and school property.
Personal development and relationships	Excellent. Pupils show very responsible attitudes. Relationships between pupils as well as between all adults and pupils are excellent.
Attendance	Attendance is good and pupils enjoy coming to school.

Pupils respond very positively to their work and they enjoy working hard. The behaviour of pupils is so good because they find their work so interesting. Their positive attitudes to work help them to make very good progress. Pupils feel good about themselves because teachers help them to be successful in their work. Older pupils show a mature attitude to the responsibilities given to them as, for example, when helping to look after younger pupils during wet playtimes.

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	Very 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.

The quality of teaching is a major strength of the school. All teaching seen during the inspection was at least satisfactory. Over half the lessons seen were very good with a quarter being excellent. This represents a significant improvement since the last inspection. All adults work together as an effective team and this has a very positive impact on pupils' learning. Teachers have a good knowledge of the subjects they teach and plan lessons very effectively to match the work to the needs of all pupils. Teachers are clear about how the higher attaining pupils and those with special educational needs are to be challenged and how resources are to be used to support learning. Teachers know their pupils well and use this knowledge to make a difference in their learning. This care and thought leads to pupils being extremely well supported in their work. Pupils react very positively to this and they work very hard for their teachers. As a result, all pupils make consistently good and often very good progress. The teaching of English and mathematics is very good across the whole school. This promotes very good attainment by pupils in the basic skills of literacy and numeracy. Regular assessments are made of pupils' progress but the school does not use these well enough in setting targets for individual pupils. The marking of pupils' work by teachers does not identify how pupils can further improve their work. The use of homework to support pupils' learning is limited.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum fully meets statutory requirements. The school makes good use of visitors to the school and educational visits to enhance pupils' learning experiences.
Provision for pupils with special educational needs	Pupils receive excellent support and make very good progress. They achieve high standards in relation to their ability.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils clearly understand what is right and wrong, and show a high degree of respect for the feelings and beliefs of others. The curriculum offers many opportunities for pupils to reflect on their own culture and the culture of others. Adults provide effective role models for pupils.
How well the school cares for its pupils	All adults have a very good understanding of the needs of pupils. This allows them to give very good support and guidance to pupils. Child protection procedures are fully established.

The curriculum fully meets statutory requirements and provides equality of access and opportunity for all pupils. The work of the school is underpinned by the support for the personal development of pupils and this is done very effectively. There are only limited opportunities for pupils to take part in regular extra-curricular activities. The school has effective strategies for the teaching of literacy and numeracy. Planning for the Foundation Stage is at an early stage of development and further consideration must be given to the provision for appropriate outdoor facilities for these pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear direction for the work of the school. All adults contribute to the excellent ethos that strongly supports learning. The systematic monitoring of teaching and learning is not sharp enough.
How well the governors fulfil their responsibilities	Governors are very supportive of the school; but they do not do enough to monitor the school's performance against the targets they have set.
The school's evaluation of its performance	The school has a general view of its work but the monitoring and evaluation of its performance is not yet rigorous enough.
The strategic use of resources	Staff are well qualified and deployed. There are the necessary resources to deliver all aspects of the curriculum. The school presents an attractive internal environment for pupils. The quality of accommodation has been improved since the last inspection.

The school is in a period of transition following the appointment of a new headteacher in September 2000. The new headteacher has been effective in identifying ways in which the school can further build upon its very good teaching and high standards. The school is not rigorous enough in how it monitors and evaluates its performance. Governors do not do enough to monitor and evaluate the school's performance against the targets they have set. This makes it difficult for them to influence the strategic direction of the school and apply the principles of best value. Subject co-ordinators do not systematically monitor and evaluate teaching and learning within the school and teachers do not make enough use of the information they have on each pupil's performance to set challenging targets for all pupils.

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 high standards attained by pupils. • Good teaching. • The open and accessible nature of the school. • The care given to pupils. • The values the school promotes. • The enjoyment pupils have in coming to school. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The information for parents about homework and the amount of homework received by pupils.

The inspectors fully endorse parents' positive comments about the school. Pupils do achieve high standards through very good teaching. The school is welcoming for parents and encourages parents to discuss individual issues at the earliest opportunity. Pupils enjoy coming to school and receive a high level of care from all adults. The inspectors' meeting for parents identified no specific areas for improvement by the school. The inspection questionnaires, however, identified parental concerns related to homework and activities outside lessons. The school has not shared its philosophy and policy for homework with parents and the amount of homework given does not meet the government's recommended time allocation. The school does offer a range of activities outside lessons over the course of a school year. During the inspection, however, the club activities at the end of the school day were related only to football and netball. There were no clubs during the lunch break. This is a narrower range than to be found in many primary schools. In both areas, the headteacher has already identified the need to review the school's practice.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain very high standards in English and mathematics.

1. Pupils entering the nursery have below average levels of attainment. The mathematical development of pupils who joined the nursery this year is significantly below that of their speaking and listening skills. Pupils make good progress to reach generally average standards by the time they join the reception class.
2. By the age of seven pupils are attaining standards above the national average. In the 2000 national tests pupils attained standards that were above the national average in reading and mathematics and well above average for writing. Standards are similar when compared to schools with a similar proportion of pupils eligible for free school meals.
3. The percentages of pupils attaining the higher levels of the National Curriculum (Level 3 and above) were close to the national average for reading, above the national average for mathematics and well above the national average for writing. Boys achieved higher standards than girls in reading and mathematics. The trend over the last three years is of standards generally improving at a faster rate than that found nationally. The performance of girls in reading, however, fell below the national rate of improvement for this period.
4. By the age of eleven pupils are attaining standards well above the national average. In the national tests for 2000 pupils attained standards that were well above the national average for English and very high for mathematics. All pupils reached the national expectation in the tests for both of these subjects. The results in mathematics place the school in the top 5% of all schools. When compared with schools having a similar average points score in national tests for seven year olds, pupils attained very high standards in English and mathematics. Results in English and mathematics place the school in the top 5% of similar schools. These results show that the school has helped pupils to make very good progress when compared to their prior attainment.
5. The percentages of pupils attaining the higher levels of the National Curriculum at age eleven were well above the national average for English and very high in mathematics. The results in mathematics place the school in the top 5% of schools for pupils attaining the higher levels of the National Curriculum (Level 5 and above). There is little difference in the test results between the performance of boys and girls. The trend over the last three years is of standards improving at a rate well above the national rate. Pupils are, on average, three terms ahead of where they might typically be expected to be at age eleven.
6. A scrutiny of samples of pupils' work undertaken during the inspection, and evidence from lessons seen, support the evidence from national tests of high standards in English and mathematics at both key stages. Pupils of all abilities make progress that is consistently good and often very good. There is, however, a lack of consistency in the standard of pupils' handwriting and the presentation of pupils' work.
7. Standards of literacy and numeracy are very good throughout the school. This is because teachers plan carefully and have high expectations of their pupils. They make sure that the work

is appropriate to the needs of all pupils and lessons are conducted at a good pace. This enables pupils to cover a lot of work. This is supported by the pupils' own positive attitudes to learning. Pupils in Year 6 are, for example, able to understand and use an appropriate method for solving problems that involve four-digit numbers. In their literacy work these same pupils produce lively and thoughtful writing where words are used with good effect. This was effectively demonstrated through their construction of the opening paragraph for a story linked to *Tom's Midnight Garden*.

8. The school sets targets for pupils aged eleven to achieve in English and mathematics. The school exceeded the targets it set for this year. An analysis of the school's performance data shows that the targets for the next two years are not challenging enough. The use of clearly identified targets for individual pupils is under-developed.

Overall, teaching is very good, with three-quarters of lessons observed being very good or excellent.

9. The quality of teaching is a major strength of the school. All teaching seen during the inspection was at least satisfactory. Over half the lessons seen were very good with another quarter being excellent. There is a clear understanding amongst all teachers of the key features of effective teaching. The very good quality of teaching represents a significant improvement since the last inspection when it was only judged to be sound overall.
10. Hard working and dedicated teachers enjoy excellent support from a range of other adults within classrooms and the nursery. Supporting adults are well briefed as to what to do and what pupils are expected to complete. They work together as an effective team and this has a very positive impact on pupils' learning.
11. Teachers have a good knowledge of the subjects they teach and plan lessons very effectively to match the work to the needs of all pupils. The objectives for lessons are shared with pupils and this helps pupils to be clear about the purpose of their work. This enables pupils to make judgements about what they have learnt in lessons. Pupils in Year 5, for example, were asked to describe to each other what they had learnt in their lesson on the phases of the moon. Lessons proceed at a good pace and teachers set challenging time limits for the completion of work. The enthusiasm of teachers does much to promote the positive learning atmosphere within the school.
12. Teachers have high expectations for all pupils. They are clear about how the higher attaining pupils and those with special educational needs are to be challenged and how resources are to be used to support learning. Higher attaining pupils in a Year 6 mathematics lesson were, for example, challenged through the effective questions asked by the teacher whilst the lower attaining pupils enjoyed the support of an extra adult to help them with their questions. Teachers know their pupils well and use this knowledge to make a difference in their learning. Effective questioning by teachers provokes very positive responses from pupils because individual questions reflect the ability of individual pupils. This care and thought leads to pupils being extremely well supported in their work. Pupils react very positively to this and they work very hard for their teachers. As a result, all pupils make very good progress.
13. The teaching of English and mathematics is very good across the whole school. Teachers make

good use of the National Literacy and Numeracy Strategies when planning their work. Work is challenging and reflects the high expectations that teachers have for their pupils. Resources are well used to support the range of abilities within classrooms. These factors help to promote the very good attainment of pupils in the basic skills of literacy and numeracy. Regular assessments are made of pupils' progress but the school does not use these well enough in setting targets for individual pupils. Teachers mark pupils work regularly but do not identify what pupils have done well and what they need to do to further improve their work.

The pupils enjoy school, are keen to learn and always try to do their best.

14. Teachers plan carefully to make sure that learning is challenging and exciting. All pupils respond enthusiastically to this and they work hard for their teachers at all times. Teachers do not have to tell pupils to do this, they know that this is what they should do. The school is very effective in promoting this very positive attitude to school.
15. The pupils are well supported in their work and all adults work together as a team. Older pupils recognise this and talk of the ease with which they can approach their teachers for help. Parents also identify this and see it as a very important feature of the school. Pupils appreciate how hard all teachers work for them and this is reflected in the high regard in which they hold their teachers. This has a very positive impact on the standards of work that they produce. They work hard because they would be letting their teachers down if they didn't.
16. The motivation and enjoyment in learning were evident in all classes. Pupils in the Reception class listened very carefully and were determined to spot the deliberate mistakes made by their teacher when reading about Elmer the Elephant. They took great delight in using their developing phonic knowledge to tell the teacher how the word should really sound. In Year 2 pupils in a literacy lesson took the parts of characters in a story to demonstrate the use of commas and exclamation marks. The enthusiasm of the teacher ensured that all pupils were involved at some point and, when not actively involved, those watching encouraged those who were taking part. In Year 5 the pace of work enabled all pupils to reach an understanding of the changing phases of the moon in a relatively short time. The infectious enthusiasm of the teacher ensured that all pupils were swept along in the lesson.
17. All pupils spoke positively of their school. Younger pupils talked of the school rules that they had helped to devise. They could not imagine any reason that would stop them coming to school unless it was illness. Older pupils talked of liking school because of the friendliness of everyone, and of lessons that were "usually good" and "sometimes great".

Relationships between all adults and pupils are excellent and this encourages the very good behaviour of pupils.

18. Pupils of all ages get on well with each other. Opportunities are made for older pupils to support younger pupils, for example, through the school's prefect system. Younger pupils appreciate the caring and supportive manner in which they are treated by the prefects. Many examples were seen during the inspection of pupils of all ages helping and supporting each other.
19. The relationships between adults and pupils are excellent. The adults in school provide excellent role models for the pupils. Pupils like their teachers and respect the way in which they are

treated in school. All adults treat pupils in very similar ways. This consistency has made pupils clear about what the school expects of them. Pupils respond in the way that they do because they want to and not because they are made to. This gives the school a very strong sense of shared purpose. This is reflected in the very good behaviour of pupils both in lessons and when moving around the school. This has a very positive impact on pupils' learning and the standards they attain. Time is not wasted in lessons on addressing poor behaviour.

20. Pupils are very confident when talking about their work to adults. They are able to explain their work with obvious interest and enthusiasm. They respect each other's opinions and are genuinely pleased to recognise the successes of others. This makes pupils willing to challenge themselves because they know that teachers will not mind if mistakes are made. Pupils also see this attitude in their teachers. They think nothing of it when, for example, a teacher admits that the explanation of a task was not clear enough. Pupils see this as a strength of this teacher and not a weakness. The way that all adults treat pupils in this school helps to create this confidence amongst pupils.

The personal development of pupils is very good and they demonstrate very good social skills and a well-developed respect for the feelings and beliefs of others.

21. The personal development of pupils is very good. They are polite, courteous and willing to accept responsibility for their own actions. An assembly was effectively used to demonstrate the issues raised by pupils not considering the impact of their actions through the dropping of litter around the school. Behaviour is very good at all times and parents are proud of the standards of behaviour in the school.
22. The social development of pupils is very good. They relate well to each other and help each other in lessons. Pupils in Year 1, for example, worked well together when asked to devise strategies for adding together more than two numbers. Pupils in Year 2 talked of the support they get from each other helping them to improve their work. Pupils in Year 6 discussed their work with great maturity. They were patient when listening to each other's views and referred to each other when giving examples of school life. This respect for others was also seen in a Year 6 literacy lesson when pupils listened carefully to the contributions of their classmates.
23. The school positively promotes the pupils' understanding and respect for different values and beliefs. The current theme for the display in the school hall was linked to the celebration of light across a range of faiths. Pupils also give practical support to a range of causes. The school supports a local hospice and one class is supporting an appeal linked to the Catholic Aid Fund For Overseas Development. This range of activities is effectively developing the pupils' respect for feelings, values and beliefs of others.

The school has very positive relationships with parents and works closely with parents in many aspects of its work.

24. Parents know exactly what it means to be part of the St. Joseph's school community. They are proud of the school and the high standards achieved by all pupils. Parents know that the school expects their children to work hard and do their best. They also understand the part that they are asked to play in this process. Several parents talked of the very strong family values promoted by the school. All parental responses to inspectors, written and verbal, indicated just how popular the school is with its pupils.
25. If problems do arise, the school is seen as very approachable by parents. There is always a quick response to individual issues. A small number of parents feel that the school does not provide an interesting range of activities outside lessons or the right amount of work for pupils to do at home. The headteacher has identified the need to review the school's policy and practice on homework. The contributions that parents make to supporting the work of the school are greatly appreciated. Parents accompany swimming groups, support reading activities and take part in educational visits. Communications with parents are effective and parents feel generally well informed of general activities and developments within the school. Regular opportunities are made for parents to discuss their child's progress.

The effective leadership of the headteacher gives a clear direction for the work of the school and its continued development.

26. The headteacher has only been in post since September 2000. In a very short time she has been effective in creating a sense of shared purpose in a staff team that experienced a number of changes at the start of the school year. The refurbishment of the nursery and creation of a new classroom have been effectively managed with the minimum of disruption to pupils' learning.
27. The headteacher has a clear vision for the continued development of the school. Immediate priorities have been identified and a draft School Improvement Plan formulated. At present this reflects the headteacher's view of the school's development over the next three years. This vision for the future has not yet been shared with all members of the school community. The role of the governing body in identifying areas for improvement has, quite rightly, been identified as a key area for development, as has the monitoring role of subject co-ordinators.
28. The use made of information on pupils' progress has been reviewed and this will be used to set more challenging targets for attainment in English and mathematics. The headteacher has also identified the need for all staff to be involved in regular reviews of the school's progress. This self review, and identification of areas for improvement, has not been a regular feature of the schools' practice. These actions will build upon the school's previous successes and further develop the high quality of education offered to pupils.

WHAT COULD BE IMPROVED

The effectiveness of monitoring by subject co-ordinators and the governing body in order to identify how teaching and learning can be made even better.

29. If the school is to improve its already high standards even further, it must identify those areas in which improvements can be made. To do this, subject co-ordinators need to review the teaching of their subject on a regular basis. This will identify areas for improvement within teaching and learning in each subject. At present this does not happen on a regular basis. This makes it very difficult to target resources at where they are most needed. Regular monitoring of teaching would, for example, have identified that the marking of pupils' work was not showing pupils what they needed to do next in order to improve their work. This identification of specific areas for improvement is important, particularly when teaching is so good. Further improvement in the very good quality of teaching will rely upon teachers being made aware of their own specific areas for improvement.
30. Individual governors are very supportive of the school but, as a group, the monitoring and evaluation undertaken by the governing body is in need of improvement. Governors do not systematically gather evidence for themselves on the progress of the targets they have set for the school. Without this evidence of progress, they are not able to make decisions about the future direction of the school. The involvement of the governing body in, for example, the development of the School Improvement Plan is limited. The current plan is not based on how successful the school was in meeting its targets in the previous plan. Governors do not yet link the things they want to achieve to the positive impact these things will have on teaching and learning.

The use made of what teachers know about pupils' progress when setting targets for future learning.

31. The school has a lot of information on the attainment of pupils. It does not yet use this information effectively to track the progress of each pupil or set challenging learning targets for all pupils. There is no systematic approach at present to the analysis of this information by individual teachers.
32. The school has, for example, set targets for its performance in the national tests for eleven year olds in English and mathematics for 2001 and 2002. The school exceeded the targets it set for 2000. An analysis of the school's performance data shows that the targets for the next two years are not challenging enough. This is because the targets are not based on a regular evaluation of each pupil's progress. The school has no system for tracking the progress of individual pupils as they move through the school. This makes it difficult for teachers to accurately predict what each pupil should achieve in the future, and hence what the overall performance of the school should be.
33. This is an important omission for the school, particularly when standards are so high. Although all pupils reached the national standard in the English and mathematics tests in 2000, the information on pupils' prior attainment indicates that more of these pupils should have achieved the higher level in the test. This has already been identified as an area for improvement by the headteacher.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. The governing body should address the following issues:

- (1) implement regular monitoring of teaching and learning by subject co-ordinators and the governing body so that planned improvements are based on an accurate knowledge of what needs to be done (paras. 27, 29 and 30);
- (2) regularly monitor the progress of each pupil and use the information to set challenging learning targets (paras. 8, 13, 31, 32 and 33).

35. There are some further areas of relative weakness that the governing body should consider in order to sustain and further improve the quality of education offered to pupils.

- Review teachers' marking of pupils' work to develop consistent approaches to identifying what pupils need to do next in order to improve their work.
- Develop greater consistency in pupils' handwriting and the presentation of pupils' work.
- Extend the provision for appropriate outdoor space, facilities and equipment for Foundation Stage pupils.
(paras. 6, 13, 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
22	56	0	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)	25	208
Number of full-time pupils eligible for free school meals	0	28

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	16

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	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.6	School data	0.0
National comparative data	5.2	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	18	7	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	6	6	7
	Total	23	23	24
Percentage of pupils at NC level 2 or above	School	92 (89)	92 (89)	96 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	6	7	6
	Total	23	24	23
Percentage of pupils at NC level 2 or above	School	92 (89)	96 (95)	92 (92)
	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	14	24	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	24	24	23
	Total	38	38	37
Percentage of pupils at NC level 4 or above	School	100 (83)	100 (90)	97 (87)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	24	24	24
	Total	38	38	38
Percentage of pupils at NC level 4 or above	School	100 (87)	100 (90)	100 (87)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	208
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)	9.5
Number of pupils per qualified teacher	22
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	83

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	12.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	463,771
Total expenditure	437,871
Expenditure per pupil	1,738
Balance brought forward from previous year	0
Balance carried forward to next year	25,899

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	207
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66.0	34.0	0	0	0
My child is making good progress in school.	59.0	38.0	2.0	1.0	0
Behaviour in the school is good.	54.0	43.0	1.0	1.0	1.0
My child gets the right amount of work to do at home.	37.0	46.0	16.0	0	2.0
The teaching is good.	67.0	31.0	0	0	2.0
I am kept well informed about how my child is getting on.	54.0	38.0	7.0	0	1.0
I would feel comfortable about approaching the school with questions or a problem.	77.0	20.0	1.0	2.0	0
The school expects my child to work hard and achieve his or her best.	72.0	27.0	0	0	1.0
The school works closely with parents.	47.0	45.0	6.0	0	2.0
The school is well led and managed.	56.0	36.0	3.0	0	5.0
The school is helping my child become mature and responsible.	60.0	33.0	3.0	0	4.0
The school provides an interesting range of activities outside lessons.	29.0	29.0	26.0	4.0	11.0