

INSPECTION REPORT

ST. CLARE'S CATHOLIC PRIMARY SCHOOL

Coalville, Leicestershire

LEA area: Leicestershire

Unique reference number: 120220

Headteacher: Mrs Mary McStravick

Reporting inspector: Mr Douglas Hayward
21234

Dates of inspection: 19th – 20th November 2001

Inspection number: 243144

Short 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: 4 - 11

Gender of pupils: Mixed

School address: Convent Drive
Coalville
Leicestershire

Postcode: LE67 3SF

Telephone number: 01530 837747

Fax number: 01530 815746

Appropriate authority: Governing body

Name of chair of governors: Mr Jim Abbott

Date of previous inspection: September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21234	Doug Hayward	Registered inspector
9163	Geoff Humphrey	Lay inspector
29491	Janet Tomlinson	Team inspector

The inspection contractor was:

TWA Inspections Ltd.
5 Lakeside
Werrington
Peterborough
Cambs
PE4 6QZ

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Clare's is a small Roman Catholic voluntary aided school situated in Coalville, Leicestershire. It is a popular school and parents who wish their children to attend cannot always get places. Currently there are 199 pupils on roll, with 92 boys and 107 girls. The ethnic background of the pupils is predominantly white. Sixteen pupils (8 per cent) are eligible for free school meals, which is below the national average. The percentage of pupils with special educational needs (21 per cent) is above the national average, as is the percentage of pupils (3 per cent) with a Statement of Special Educational Need.

St. Clare's admits children to a reception class at the beginning of the year in which they have their fifth birthday. At first they attend part-time, but within a few weeks they attend full-time. The attainment of children on entry to the school shows a wide range of ability, but overall is in line with standards expected of children at this age.

HOW GOOD THE SCHOOL IS

St. Clare's is a good school where pupils work hard and make good progress. The headteacher, staff, governors and parents play an important part in maintaining the school's strong Catholic ethos. The school provides good value for money.

What the school does well

- It helps pupils to make good progress from the time they start school. It maintains high standards of attainment, particularly in the core subjects at both key stages, and provides a wide and interesting range of subjects for pupils to learn about.
- It provides good standards of teaching. Teachers have high expectations of what their pupils can achieve and have very good relationships with them. Pupils say *'The teachers are supportive. If something is wrong you can go to them and they will sort it out. They help you.'*
- It provides a very strong Roman Catholic ethos and emphasises the importance of caring for each other. Pupils say *'We enjoy praying to God because we know that something will happen'*. Everyone associated with the school is proud of its Catholic tradition.
- Pupils behave very well and have very positive attitudes to learning. They understand that *'We should always behave to others as we would want them to behave to us'*.

What could be improved

- Providing opportunities for pupils to take more responsibility for their own learning.
- The way in which the school teaches pupils about different religions and cultures.
- Systems for setting targets and monitoring pupils' work to raise standards even further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

St. Clare's was last inspected in September 1997 when it was judged to provide sound value for money. Since then, the school has successfully managed to maintain high results in tests at the end of both key stages until this year at Key Stage 2, when results in mathematics and science fell. Pupils' behaviour was judged to be good in the last inspection and now it is very good. Their attitudes to their work have also improved. The quality of teaching is better in this inspection than in 1997. The school has improved the way it teaches information and communication technology, design and technology, music and art, which were identified as areas of weakness. There remains a need to develop pupils' multi-cultural awareness through the curriculum and there are missed opportunities to do this. Although co-ordinators monitor colleagues' planning and pupils' work, they do not have enough opportunities to raise standards still further. The school has the leadership and commitment to address these issues successfully and now provides good value for money.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A	A
Mathematics	B	A	C	D
Science	B	B	C	D

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

Results at the end of Key Stage 2 fell this year in mathematics and science. The school anticipated low results because many pupils in that particular year group had special educational needs and did not find learning easy. However, the school is very pleased with the progress that they have made and feels that those pupils did as well as they possibly could. Results were well above average in English. This is the fifth year in succession that they have been either 'well above average' or 'very high' compared with those in all schools nationally and this is a significant success for the school. In tests at the end of Key Stage 1 in 2001, results were above average in reading, writing and mathematics. The school was particularly pleased with the pupils' results in mathematics because they had worked hard to improve them. In comparison with those in all schools nationally, results at St Clare's were above average in reading, writing and mathematics. Children in the reception class make good progress and quickly settle into school. Standards of work in pupils' books were above average at both key stages. Pupils make good progress. They cover a wide range of subjects, their books are neatly presented and they take pride in their work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school. They are interested in their work, join in well in lessons and listen carefully to what teachers say. They say 'You can make friends quickly in this school. It's friendly!'
Behaviour, in and out of classrooms	Pupils are very well behaved in lessons and around the school. Parents think that their children's behaviour is very good in school and on visits to places of interest. Pupils are well mannered and helpful and polite to visitors.
Personal development and relationships	Relationships between adults and pupils are very good. The 'buddy system' works well in helping children to settle at school. However, there are missed opportunities for pupils to take even more responsibility, for example using the library for independent research and taking on additional responsibility for 'having a say' in the day-to-day life of the school.
Attendance	Good. It is better than in most primary schools.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

During the inspection no unsatisfactory lessons were observed. In fact, almost three-quarters of lessons were good. Teaching in the reception class is good and provides pupils with many good experiences that help them to make rapid progress. The good teaching of literacy and numeracy throughout the school has a significant impact on the attainment of pupils of all abilities. Teachers have high expectations of what their pupils can achieve. They plan their lessons very carefully to make work challenging and have very good relationships with pupils. When lessons are good, teachers make it clear to pupils what they are expected to learn by the end of the lesson and this helps the teacher and pupils to focus on how successful their learning has been. Pupils know that teachers play an important part in their learning. They say that *'Teachers try to make subjects you don't like interesting and fun'*.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school correctly stresses the importance of English, mathematics and science. Pupils also have opportunities to study a wide range of other subjects. The curriculum for children under five is good. In a range of subjects the school is now making much better use of computers than it used to.
Provision for pupils with special educational needs	The school makes sound provision for those pupils with special educational needs. Teaching in small groups and individually is very effective. The targets for improvement in their individual education plans are not always precise or clearly focused enough.
Provision for pupils with English as an additional language	The school makes good provision for the very small number of pupils with English as an additional language.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good overall. The school works hard to develop pupils' tolerance and understanding. Everyone's talents are valued. Pupils have a clear understanding of right and wrong. The school does not do enough to prepare pupils for life in a multi-cultural society.
How well the school cares for its pupils	The school cares for the pupils well and is sensitive to their needs. Pupils say that <i>'You can talk to the teachers and they put up your confidence'</i> .

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership. Staff are hardworking and dedicated and share her commitment to maintaining a good standard of education. Subject co-ordinators do not yet play a large enough part in raising standards still further.
How well the governors fulfil their responsibilities	The governors are enthusiastic and knowledgeable. They are very involved in the running of the school and have worked hard to ensure its success. They fulfil their role of ' <i>critical friend</i> ' to the school well.
The school's evaluation of its performance	Sound. The school does not yet make full use of all available data to monitor and evaluate teaching and learning.
The strategic use of resources	The school uses its budget well to provide a good standard of education. It has recently used it to change the open plan ' <i>layout</i> ' of the school to make teaching more effective. Pupils enjoy having their own classrooms now.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

One hundred and twenty-five parents (63 per cent) returned their pre-inspection questionnaires and 22 parents attended a meeting shortly before the inspection started.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They think that their children make good progress and achieve high standards. • They think that their children are taught well and that the school has high expectations for them. • They say that the school helps their children to become mature and responsible and that they are happy there. • They think that the school is well led and managed. 	<ul style="list-style-type: none"> • Some parents are not happy with the school's arrangements for setting homework. • A number of parents do not think that the school works closely with them. • Some parents think that there is only a limited range of activities for children outside lessons.

Inspectors agree with parents' positive comments. Parents were not agreed as to whether there was too much or too little homework. Many older pupils think that the school's arrangements for setting homework have improved lately. The school has close links with parents and keeps them well informed. Parents at the pre-inspection meeting felt that they could see their children's teachers at short notice if they had concerns. In the opinion of the team, the school arranges a good range of activities outside lessons to support pupils' work in school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It helps pupils to make good progress from the time they start school. It maintains high standards of attainment, particularly in the core subjects, at both key stages and provides a wide and interesting range of subjects for pupils to learn about.

1. Ninety-four per cent of parents in their pre-inspection questionnaires agreed that their children were making good progress at school and 99 per cent agree that the school expects children to work hard and achieve their best. The results of simple tasks given to children within a few weeks of starting school show that their attainment is as expected at that age in language and literacy, mathematics and social skills. Children in the reception class make good progress. Most are on course to reach the Early Learning Goals¹ by the end of the reception year and some are expected to reach that stage much sooner. Their well-planned work provides good opportunities for them to use language in a range of different contexts. There is an atmosphere that promotes learning and progress. For example, linked to their *'Animal'* topic, pupils were able to describe what sort of animals they would like to be and one could explain the meaning of *'extinct'*. When they look at *'animal books'* most know that the printed words convey meaning, which means that they have reached *'stepping stone two'*. A number have already reached *'stepping stone three'* because they can recognise familiar words, such as *'I'* and *'the'*. Three or four children have reached the *'Early Learning Goals'* because they can hear and say the sounds in *'animal words'*. For example, one said *'Tiger starts with t'* and another recognised that *'There's a 'g' in pig'*. In their *'Magic Box'* verses they contribute ideas based on their animal topic to write,
*'We will put in our box
a black and white cat with soft, smooth fur
and a cuddly, brown teddy bear'*.
2. They continue to make good progress in Key Stage 1. The results of the 2001 tests for seven-year-old pupils were above average in reading, writing and mathematics in comparison with the results in all schools nationally and with those in similar schools. There has been a steady trend of improvement in pupils' results at the end of Key Stage 1 since the previous inspection. The school was particularly pleased this year with its results in mathematics tests. In the 1999 and 2000 tests, pupils' results in mathematics were not as high as in reading and writing and there were comparatively fewer pupils attaining both Level 2 and Level 3². The school successfully decided to target particular pupils who, it felt, could achieve better results.
3. Considering that the majority of pupils enter school with attainment that is shown to be in line with expectations at that age, they make good progress to achieve results that are above average at the end of Key Stage 1. With the exception of reading in 1999, seven-year-old pupils' results in reading and writing have never been lower than *'above average'* in national tests and the school has done well to maintain this high level. In the last two years the percentage of pupils attaining the higher Level 3 in reading and writing has been either *'above average'* or *'well above average'*. These high standards have been matched this year in mathematics and the school is confident it can maintain its results again in 2002.

¹ Early Learning Goals – these are targets for children by the end of the reception year. They refer to personal, social and emotional development, communication, language and literacy skills, mathematical development, knowledge and understanding of the world and physical and creative development. The children's different stages of development and progress towards these 'Early Learning Goals' are described as 'stepping stones'.

² Levels – by the end of Key Stage 1 pupils are expected to attain Level 2 in reading, writing, mathematics and science. Those who attain Level 3 are, therefore, attaining above nationally expected levels.

4. A scrutiny of pupils' books and wall displays in Year 2 shows that high standards are not confined to the core subjects and reveals a wide range of different work for pupils and, in particular, the link between literacy and other subjects. For example, in their science experiments about rotting bread pupils were very keen to look at what was happening and discuss the changes. One wrote *'The white bread is rotting more than the brown. It's gone all grey with mould'*. The examples of 'hinges' in their design and technology work show care and skill. Their *'clay leaf pots'* show that pupils have worked carefully to make the clay the right size and reproduce the leaf print. Their written comparisons between Delhi and Leicester show a good standard of writing and presentation and their *'bonfire safety rules'*, such as *'Do look if there are hedgehogs in the bonfire'*, show good, original ideas. In their *'Magic Box'* verses they show sensitivity when writing,
*'I will put in my box
 The sound of milk splashing on cornflakes,
 The love of my family,
 The warmth of a fire'.*
5. The good progress continues in Key Stage 2, although this is not totally apparent from the most recent 2001 tests at the end of the key stage. The school's results were well above average in English and average in mathematics and science compared with those in all schools nationally. In comparison with those in similar schools, results at St. Clare's were well above average in English and below average in mathematics and science. This was the first time since 1997 that results in any subject at the end of Key Stage 2 have been lower than *'above average'*. In fact, results in English since 1997 have never been lower than *'well above average'* and the school has done well to maintain such high results.
6. Over a third of pupils in last year's Year 6 cohort had special educational needs and found learning difficult. The school recognised that many pupils required support when they were much younger and allocated funds to provide extra adults to work with them. The headteacher and staff feel that many pupils in that group made good progress and achieved good standards in subjects that they found difficult. They made very good progress in English, but found certain aspects, such as reading and understanding instructions difficult. This meant that they were not confident with problem solving in mathematics or following instructions about investigative work in science.
7. Pupils' work in books and on displays in a wide range of subjects is of a good standard. Their written work is very well presented, with accurate spelling, good handwriting and careful punctuation. Standards in English in Year 6 are already above average and the school has confidently set high targets in the end of Key Stage 2 tests next year. In the view of the inspection team, the quality of pupils' written work supports this optimism. Their ability to write at length and in detail in a range of subjects is consistently good; for example their detailed accounts of scientific experiments. Their work shows very good progress throughout the key stage. For example, one pupil in Year 2 wrote *'I am black and white. I come out of my sett when I am eight weeks old. I eat wosps and worms what I suck up like spegette. Pepole bilt tunles under the roads for us in case we get run over'*. The same pupil, now in Year 6 recently wrote, in the style of *'The Borrowers'*: *'Suddenly I felt something hard hit the ground, as though there was an earthquake. I looked up a little and saw a giant foot. I looked further up and saw an eye, just like mine but much bigger, peering down at me through the long grass. I felt a sudden nerve rush through me. I had been seen!'*
8. One of the reasons for pupils' high standards over a number of years is the wide experience they have of literature in many different subjects. Pupils' accounts of *'The Second World War'*, linked to their history topic, and some of which were word-processed, were high quality and showed a good understanding of the style required for journalistic impact. Criticisms in the last report of the lack of opportunities for pupils in

information and communication technology, design and technology, art and music have been addressed and all subjects are used well to promote pupils' literacy skills. The sensitivity of pupils' writing and the progress they make from the reception class, through Key Stage 1 to the end of Key Stage 2 is shown in the 'Magic Box' writing of a pupil in Year 6.

*'I will put in my box
A golden beam from the sun,
The icicle off the roof of a cave,
A glass of the clearest water.*

*I will put in my box
The kiss of a princess,
The eyelash of a ladybird,
The gentle touch of a tree.*

*I will put in my box
A petal from a tulip,
The crinkle of a leaf,
The footstep of a mouse'.*

It provides good standards of teaching. Teachers have high expectations of what their pupils can achieve and have very good relationships with them. Pupils say 'The teachers are supportive. If something is wrong you can go to them and they will sort it out. They help you.'

9. In their pre-inspection questionnaires 94 per cent of parents said that teaching was good. In the lessons observed teaching was never less than sound. It was at least good in almost three-quarters of lessons and very good in just under a fifth of lessons. Parents at the pre-inspection meeting said that teachers are supportive and that pupils like them. Parents of children new to the school were very positive about the support their children had received that enabled them to settle quickly into school.
10. The quality of teaching has improved significantly since the last inspection. In 1997 in a larger sample of lessons, about half were good, compared with three-quarters now. Fewer lessons were very good in the last inspection. Even so, many of the strengths identified in that inspection are still apparent; for example, teachers' high expectations of pupils, their relationships with them and their own subject knowledge. In their pre-inspection questionnaires almost all parents agreed that the school has high expectations of their children. This is apparent from the time that they start school in the reception class until they leave at the end of Year 6.
11. Lessons are well planned for pupils of all abilities so that work is more challenging for higher attaining pupils. In the best lessons teachers use questioning skills effectively. At the start of the lesson they question pupils to find out how much they have remembered about the previous lesson. So they will use questions such as 'Who can tell me?' or 'Can anyone remember why...?' Sometimes these questions are addressed to the whole class to gain a general impression about how much time is to be spent on revision, and sometimes to individual pupils to ensure that everyone understands specific points. In a very good physical education lesson, the teacher used questions effectively to enable pupils to make their own assessments of the quality of movement in the lesson, for example 'How could this movement be improved? What was good about his starting position?'
12. Their use of questioning adds pace and clear purpose to the start of the lesson. During the lesson itself they use questioning well to find out if pupils understand and to make

assessments of whether pupils have learned what was intended or whether further teaching and explanation are required. In the best lessons the teacher shares with the pupils what it is that they are intended to learn. That is, the *'intended learning objective'*. It is referred to during the lesson to ensure that pupils stay on task and in the best lessons it is shared again with the pupils at the end of the lesson to gauge whether they think it has been achieved.

13. Good relationships are apparent between teachers and pupils. Teachers have high expectations that pupils will behave well. Class routines are well organised and teachers can get on quickly with teaching. This means that the pace of lessons is brisk and pupils' interest is maintained. Teachers use praise well to boost pupils' self esteem and confidence. Pupils know that teachers will take time to explain things again if they don't understand, hence their certainty that teachers will *'sort things out'*. Their oral praise is very much mirrored in the quality of their written comments in pupils' books. For example, *'You have thought carefully about your ideas before putting pen to paper'* and *'Good, detailed action, keeping the reader with you as panic sets in'*. While these comments reflect a genuine interest in pupils' work, however, they do not necessarily give the pupils any clear idea of how they could improve. Pupils' targets for improving their written work are too vague and are not checked regularly enough to see if they have achieved them.

It provides a very strong Roman Catholic ethos and emphasises the importance of caring for each other. Pupils say *'We enjoy praying to God because we know that something will happen'*. Everyone associated with the school is proud of its Catholic tradition.

14. Ninety-six per cent of parents indicated that the school helps their children to become mature and responsible. At the pre-inspection meeting they firmly supported the view that St. Clare's promotes positive and worthwhile values, for example caring for each other, the support that the school regularly gives to various charities and its strong links with the parish. The headteacher, school staff, governors and parents value this strong Catholic ethos and see it as one of the main reasons for the school's success and its popularity with parents of all denominations.
15. The pupils are very conscious that this is a Roman Catholic school and that it stands for something distinctive. They talk confidently and openly about the important part that God plays in their lives at school, for example about the purpose of their prayers during the day, including assemblies and lunchtimes. They are convinced of the power of prayer and say that *'We enjoy praying to God because we know that something will happen'*. They also enjoy the obvious links between the Church and their school and see one as an extension of the other. For example, they say that *'we enjoy seeing our school friends at Mass on Sunday'* and organise themselves to play guitars and flutes during Church services, in the same way that they do for assemblies in school.
16. The school's mission statement emphasises the importance of living out Catholic values in the way pupils work, play and pray together. There is a very clear emphasis on the importance of friendship in school and pupils say that it is *'A nice, fun school'*. Work on display around the school illustrates well the time that has been spent emphasising the importance of *'friendship'*. For example, pupils write that *'Friendship is a gift from God. God wants us to be friends, to spend time together and to be kind and generous.'* Another sees friendship in a slightly more *'down to earth'* way, but no less sincere, when writing *'A friend is someone who always cares for you and keeps your personal secrets. They will let you go round to their house because they can trust you not to mess things up.'* One class offers pupils the opportunity at the end of each week to vote for one of their classmates as *'pupil of the week'* on the basis of something special that pupil has contributed to the class or school during the week.

17. The school plans some of its work specifically to link in with '*special occasions*' in the Catholic Church. It does this very cleverly, emphasising the spiritual nature of the link, but using it to develop pupils' academic work. For example, in the Catholic Church every month is devoted to thinking about something special. November is the month of the '*Holy Souls*' when people think about the dead. The school encouraged pupils of all ages to write their own '*petitions*' about relatives, friends or, indeed, pets who had died. These were written as short notes in neat handwriting and carefully spelt, which were then decorated colourfully to make attractive '*notelets*' that were displayed prominently around the school. They were thoughtful, obviously written from the heart and poignant in their views. For example, '*I would like to pray for my Grandad and Grandma because I would like to keep them close for ages to come*'.

Pupils behave very well and have very positive attitudes to learning. They understand that '*We should always behave to others as we would like them to behave to us*'.

18. Wherever pupils work they work very well, including short periods of time when they have no direct teacher supervision. There was no unsatisfactory behaviour or attitudes observed during the inspection. In fact, pupils' attitudes and behaviour were very good in over half the lessons observed. Pupils use resources carefully and thoughtfully. For instance, pupils worked sensibly in pairs at the computers, helping each other to type in information and sharing the tasks equally. They bring positive and conscientious attitudes to all their work and carry out their tasks sensibly and thoughtfully. Pupils are polite and friendly to visitors and enjoy talking about their school. This is an improvement on the previous inspection when their attitudes and behaviour were judged to be good, with some of the same strengths evident, such as their concentration and trustworthiness.
19. Older pupils also have a range of duties to carry out to assist the smooth running of the school. For example, they act as '*table monitors*' and '*cloakroom monitors*' at lunchtime and in a number of other capacities to develop their sense of responsibility and to help make the school routines run smoothly. The recently introduced '*buddy system*' has been well received by the older pupils who operate it. The children in the reception class also benefit from someone older to '*keep an eye on them*' and to help them whenever necessary. Older pupils organise themselves very well to play guitars and flutes in assemblies to accompany hymns. This organisation is also shown when they arrange their own music rehearsals without adult supervision. These responsibilities help older pupils to develop in social maturity, but there are few opportunities for younger pupils to learn about developing responsibility. For example, there is no school council, which representatives from each class could use as a forum for discussion and sharing ideas. In a few lessons there are still occasions when pupils do not have as much responsibility as they could to organise and distribute resources and equipment.
20. Almost all parents think that pupils' behaviour is good inside school and when they go out on visits. Parents at the pre-inspection meeting felt that pupils' behaviour was a strength of the school. They talked about positive comments that adults had made about the behaviour of pupils on trips to places of interest. In assemblies and at concerts, which parents attend, behaviour was described as '*impeccable*'. During the inspection behaviour was very good. Pupils were well behaved in lessons and this is one reason why teachers are able to concentrate on teaching rather than continually reminding pupils how to behave appropriately.

WHAT COULD BE IMPROVED

Providing opportunities for pupils to take more responsibility for their own learning.

21. The school is in a strong position to extend the opportunities pupils have to take responsibility for organising their own work and for using resources independently. For example, allowing older pupils to use a range of reference books well to find out information in their classrooms. However, they have hardly any opportunities to go to the library to find books themselves. This shortage of opportunities to undertake independent research was noted in the previous inspection and has not been addressed. Some older pupils commented that they would really enjoy a chance to use their skills to locate information for themselves.
22. A different approach would also involve pupils in making decisions about the pace and direction of some aspects of their work. The school has the advantage of pupils who are committed to their work. They work together well in small and large groups, finish the tasks they are given and can be relied upon to develop the ability and confidence to work without direct adult supervision for increasing periods of time.

The way in which the school teaches pupils about different religions and cultures.

23. In the last inspection, inspectors judged that there were few opportunities for pupils to learn about *'the rich variety of cultures and differences in life-style that exist in present-day Britain'*. At the pre-inspection meeting, some parents said that they thought the school had given more attention to this aspect of their children's education. Certainly the school teaches pupils about Judaism through its religious education curriculum, and a Sikh visitor was invited to school to talk to the pupils. Nevertheless, there are large *'gaps'* in pupils' knowledge about other cultures. This is an almost entirely white school, but within a few miles of very large ethnic populations. However, there are still not enough opportunities to meet people from different cultures to learn about the wide range of their beliefs and customs and this is a shortcoming.

Systems for setting targets and monitoring pupils' work to raise standards even further.

24. The previous report noted that subject co-ordinators played little part in monitoring teaching and the curriculum for their subjects in classes other than their own. There has been some good work done to improve this. For example, co-ordinators monitor other teachers' planning. They check teachers' half-termly records to monitor pupils' progress and check pupils' books for appropriate work and progress. However, there has been very little observation of teaching in their subjects to see if they are being taught well enough.
25. The work of the co-ordinators is currently rather *'disjointed'*. That is, it does not all fit together neatly to provide the school with enough appropriate information to judge what it could do to improve pupils' standards of work still further. For example, co-ordinators do not monitor the results of statutory and non-statutory tests to find out if there are any areas of particular weakness that the school can teach better. There is no single system on assessment in place that would assist co-ordinators in tracking pupils' attainment in the core subjects to see if they are making steady progress from year to year. Pupils' targets for improving their written work are not rigorous or focused enough. There is no regular monitoring of targets to see if they have been achieved and then to set new ones.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. In the context of the quality of education it already provides and pupils' high attainment, the school should now:
- 1a. extend opportunities for pupils to be given more independence in their learning, for example by planning time for them to find non-fiction books in the library;
 - b. review the school's arrangements for developing opportunities for pupils of different ages to take on more social responsibilities and giving them a '*greater say*' in the work of the school, for example through a school council;
 - 2a. review and improve the school's provision for making pupils more aware of the diversity of cultures in Great Britain;
 - 3a. analyse test results to identify specific areas of weakness within the core subjects;
 - b. establish routines for teachers and pupils to evaluate work and then set specific targets for improvement;
 - c. ensure targets in pupils' individual education plans are specific and easily measurable;
 - d. provide regular opportunities to monitor teaching and learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

14

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
Number	0	2	8	4	0	0	0
Percentage	0	14	57	29	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than seven percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	199
Number of full-time pupils known to be eligible for free school meals	16
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	41
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	18	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	17	18	18
	Total	25	27	27
Percentage of pupils at NC level 2 or above	School	86 (89)	93 (93)	93 (93)
	National	(83)	(84)	(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	18	18	18
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	93 (93)	93 (93)	93 (93)
	National	(84)	(88)	(88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	16	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	9	15
	Girls	15	11	15
	Total	28	20	30
Percentage of pupils at NC level 4 or above	School	88 (94)	63 (97)	94 (97)
	National	(75)	(72)	(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	16
	Girls	15	14	15
	Total	27	26	31
Percentage of pupils at NC level 4 or above	School	84 (94)	81 (94)	97 (94)
	National	(70)	(72)	(79)

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	164
Any other minority ethnic group	2

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)	8
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	201

FTE means full-time equivalent.

Financial information

Financial year	2000 / 2001
	£
Total income	391,396
Total expenditure	379,740
Expenditure per pupil	1,817
Balance brought forward from previous year	8,695

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	199
Number of questionnaires returned	125

63% return rate

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	1	1	1
My child is making good progress in school.	51	43	2	3	1
Behaviour in the school is good.	57	40	2	0	1
My child gets the right amount of work to do at home.	36	49	10	3	2
The teaching is good.	60	34	2	2	2
I am kept well informed about how my child is getting on.	47	42	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	64	31	3	0	2
The school expects my child to work hard and achieve his or her best.	79	20	1	0	0
The school works closely with parents.	44	43	12	1	0
The school is well led and managed.	74	25	0	0	1
The school is helping my child become mature and responsible.	60	36	1	1	2
The school provides an interesting range of activities outside lessons.	35	35	16	1	13