

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Derby

LEA area: City of Derby

Unique reference number: 112926

Headteacher: Mr J Regan

Reporting inspector: Mr G T Storer
19830

Dates of inspection: 8th – 9th July 2002

Inspection number: 244442

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

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:	Mill Hill Lane Derby Derbyshire
Postcode:	DE23 6SB
Telephone number:	01332 361660
Fax number:	01332 205759
Appropriate authority:	The governing body
Name of chair of governors:	Mr V Hughes
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
19830	Mr G T Storer	Registered inspector
14061	Mr L Shipman	Lay inspector
21460	Mrs R Andrew	Team inspector
30785	Mrs S Storer	Team inspector

The inspection contractor was:

TWA Inspections Ltd.
5 Lakeside
Werrington
Peterborough
PE4 6QZ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's Catholic Primary School is situated close to the centre of the city of Derby. The school serves a diverse social and ethnic community living in the neighbouring parishes of St Joseph's and Our Lady of Lourdes. Almost all of the pupils (96 per cent) belong to the Roman Catholic faith. With 343 pupils on the school roll, this school is larger than the average-sized primary school. There is unemployment in the area and some families experience hardship. The proportion of pupils (6.4 per cent) known to be eligible for free school meals is below the national average, although this figure does not fully reflect the social and educational circumstances as many parents do not register their entitlement. Children's attainments on entry to the reception class vary considerably but are below average overall and a number of them face difficulties in their learning. There are 35 pupils on the school's register of special educational needs and three pupils have Statements of Special Educational Need. The number of pupils identified as having special educational needs is well below average, although the number of pupils with Statements is about average for a school of this size. Whilst 19 pupils are from ethnic minority backgrounds, none speak English as an additional language. This is low for schools in this sort of location. During the last school year 18 pupils entered or left the school at times other than at the beginning of reception or the end of Year 6.

HOW GOOD THE SCHOOL IS

St Joseph's Catholic Primary School provides a very good education for its pupils. Pupils make very good progress to the age of 11 years. By the time that they leave the school, their attainments in English, mathematics and science are well above the national average and well above those in similar schools. Teaching is consistently good and there are frequent examples of very good teaching. The headteacher provides very good leadership. He receives good support from senior staff and from the governing body. They have a clear view of the way ahead and together they have improved aspects of leadership and management, such as the ways in which they evaluate the school's performance and plan for school improvement. The school provides very good value for money.

What the school does well

- Children in the Foundation Stage¹ get a very good start in school and most achieve standards above those normally expected of children at the end of the reception year.
- Pupils' attainments in English, mathematics and science are above average at the age of 7 and well above average by the age of 11 years.
- Teaching is consistently good and in about a third of the lessons observed, teaching was very good.
- Pupils have very good attitudes. They enjoy school, behave very well, work hard and rise to the challenge to do their best.
- Pupils have very good social skills. Relationships at all levels are very good; pupils are mature and confident and contribute responsibly to school life.
- The headteacher, with the support of governors and senior staff, provides very good leadership that ensures high standards in many aspects of the school's work.
- The school works in very successful partnership with parents and the local community.

What could be improved

- Pupils do not make enough use of their information and communication technology skills as an aid to learning in other subjects.
- The school's library resources and facilities are inadequate.

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

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class year. It is a distinct stage, preparing children for later schooling, and is based on six areas of learning. These mainly refer to communication, language and literacy, mathematical development and personal and social development, but also include knowledge and understanding of the world, and physical and creative development.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has maintained a good rate of improvement, building on the good standards reported at the time of its last inspection in 1997. Standards in English, mathematics and science have improved at a similar rate to those in schools nationally. Standards in information and communication technology (ICT) have also improved and are now satisfactory by the time that pupils leave the school. However pupils are still not making enough use of ICT skills as part of their work in other subjects. The quality of teaching is higher and there are more frequent examples of good and very good teaching throughout the school. Pupils' attitudes, behaviour and personal development are better than they were and the attendance rate is higher. The headteacher places greater emphasis on checking the quality of teaching and learning. He observes teaching more regularly and involves staff and governors in the monitoring process. As a result, levels of teamwork and commitment are higher than they were. Staff and governors work more closely together to identify areas for school improvement and the training that will be needed. The governing body invests more resources in staff development, which results in improvements in the confidence, competence and morale of teaching and non-teaching staff. Planning is better than it was. Teachers now use national guidelines to ensure that pupils gain knowledge, understanding and skills more progressively and are beginning to use assessment information more effectively to identify what pupils of different abilities need to learn next. The management of the curriculum is better than it was because staff have more opportunities to monitor and to plan for improvements within their subject areas. Parents receive better information about the content of the curriculum and about events taking place in school. This allows parents to be more involved in their children's education

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	C
Mathematics	B	A	A	A
Science	D	A	A	B

Key	
top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

When children enter the reception class, their attainments are below average. During their reception year they make very good progress so that most attain standards above those normally expected of five-year-olds by the end of the Foundation Stage. In comparison with other schools, the 2001 test and assessment results for seven-year-olds were well above average in mathematics, above average in reading and in science and average in writing. Inspection evidence and the most recent (unpublished) tests and assessments indicate that standards in English, mathematics and science remain above average and that standards in writing have improved. In all of these subjects, more pupils now attain or exceed the nationally expected standard² than in schools nationally or in similar schools. The results of the 2001 tests for 11-year-olds were well above average in English, mathematics and science. Inspection evidence confirms that pupils in the current Year 6 are attaining similarly high standards in all of these subjects. Almost all pupils achieve the nationally expected standard and the proportion of pupils achieving the above average Level 5 is considerably higher than in schools nationally or in similar schools. This is particularly the case in English where around three-quarters of all pupils in the current Year 6 are achieving above average standards. Whilst a small number of pupils with special educational needs do not achieve the nationally expected standard, they make good progress in relation to the targets that are set for them.

² The nationally expected standard for pupils at the end of Year 2 is National Curriculum Level 2 and for pupils at the end of Year 6 it is National Curriculum Level 4. Pupils who achieve Level 3 at the end of Year 2 or Level 5 at the end of Year 6 are exceeding national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and enjoy coming to school. Most work hard and make a real effort to improve.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school. There is no evidence of bullying or of any other unpleasant behaviour in the playground.
Personal development and relationships	Very good. Staff and pupils treat each other with respect, which contributes strongly to the very pleasant and harmonious atmosphere in and around school.
Attendance	Very good. In the last school year, attendance was very high in comparison with other schools and the rate of unauthorised absence was below the national average. Attendance remains high in the current year.

TEACHING AND LEARNING

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

Inspectors make judgements on 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 good. During the inspection, inspectors observed all teachers and teaching was satisfactory or better in all lessons. About a third of the teaching was very good. There was very good teaching throughout the school, though most frequently in the reception classes. There was no unsatisfactory teaching. The teaching of the basic skills in English and mathematics is good. Teachers plan very carefully and use assessment information effectively so that the tasks they set match the needs of pupils of differing age and ability in the class. Teachers have high expectations of pupils' attitudes and behaviour, and of their capacity to cope with challenging work. As a result, pupils are attentive, join in well and persevere with their work. A consistent strength of teaching is teachers' effective management of their pupils. Teachers ensure that pupils are interested, concentrate well and become increasingly independent. There is effective teamwork between teachers and classroom assistants. This improves the quality of pupils' learning, especially where classes are large. The teaching of pupils with special educational needs is effective. These pupils make good progress and some achieve nationally expected standards in their work in both key stages despite the difficulties that they face. Work for higher attaining pupils is set at a sufficiently challenging level to allow them to attain above well above average standards in English, mathematics and science by the time that they leave the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school teaches all the subjects that it should and enriches pupils' experience with a range of educational visits and special events.
Provision for pupils with special educational needs	Satisfactory. The school complies with the Code of Practice and ensures that these pupils are fully included and benefit from everything that the school offers to all its pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are mature and sensible and contribute well to the school as a community. Provision for pupils' moral and social development is particularly successful.
How well the school cares for its pupils	This is a very caring school in which the support for and welfare of pupils are high priorities.

The school has the overwhelming support of most parents and works in successful partnership with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior staff provide effective leadership that results in a strong sense of purpose and a very good level of teamwork amongst all staff.
How well the governors fulfil their responsibilities	Good. Governors are conscientious in overseeing the school's curriculum, staffing, financial planning and matters relating to health and safety. They have a good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Excellent. The headteacher is very rigorous in his monitoring of standards and quality. The senior management team and governors use the outcomes of monitoring very effectively in planning for school improvement.
The strategic use of resources	Very good. The governing body uses the school's budget and other grants very effectively, according to principles of best value and in the interests of the 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 school is well led and managed. • Teaching is good. Teachers expect pupils to work hard and achieve their best. • Their children are making good progress. • The school is helping their children to become mature and responsible and behaviour is good. • Their children like school. • The school works closely with parents and parents are comfortable in approaching staff with questions or problems. • Parents receive good quality information about how their children are getting on. • The work that their children are expected to do at home. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

There were 269 questionnaires (76 per cent) returned and 40 parents attended the meeting for parents. Parents' responses strongly supported the school and the quality of education provided for their children. A small number of parents expressed concerns. The inspection strongly endorses the positive views but finds no evidence to support their concerns about activities outside lessons. The range and quality of activities that take place outside of lessons are satisfactory. Staff offer a suitable range of sporting, cultural and social activities for pupils that effectively complements aspects of pupils' academic and personal development. This is similar to the provision in other schools of this size.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Children in the Foundation Stage get a very good start in school and most achieve standards above those normally expected of children at the end of the reception year.

1. The school has successfully adopted national guidelines and so all elements of the curriculum for children in the Foundation Stage are fully in place. Planning is detailed and thorough. It ensures that all of the required areas of learning³ receive regular, balanced coverage and that children achieve most of the early learning goals⁴. As a result, children make very good progress and most achieve standards above those normally expected of children at the end of the reception year.
2. The teaching of children in the Foundation Stage is very good in all areas of learning. The teachers successfully create a calm and very purposeful atmosphere. They encourage the children to participate in a very good range of well-conceived activities covering all of the required areas of learning. They have a consistent approach that places considerable emphasis on children's personal and social development and on the early skills of language and literacy. The teachers have high expectations of the children's capacity to cope with demanding tasks, whilst also being sensitive to the developmental needs of younger and lower attaining children. Tasks are challenging, and the transition to National Curriculum related work is made on the basis of 'readiness' rather than age. This is appropriate as it ensures the best progress for children of all ages and levels of attainment.
3. There is a consistent approach by all staff working in the Foundation Stage. Classroom assistants are skilled and experienced and follow the very good example set by the teachers. As a result, children are secure and confident and respond very well to all of the adults who help them. They are settled and calm and yet take pleasure in their work. A very good example of this was the children proudly showing their understanding of numbers that add up to 10 by using 'Curly the Caterpillar'. Similarly, there were gasps of delight as other children appeared in costume to present their version of *Handa's Surprise*. The children's enthusiasm and joy add to the quality of children's learning and to the progress that they make.
4. The reception teaching area is a bright and stimulating place for children to work. The whole area is well organised so children can work with increasing independence. There is also ample space for creative activities and facilities that promote imaginative play very effectively. There is a suitably secure outdoor play area and the school gives the children additional access to the hall in order to foster their physical development effectively.

Pupils' attainments in English, mathematics and science are above average at the age of 7 and well above average by the age of 11 years.

5. Inspection evidence and the results of the most recent (unpublished) tests for 7 and 11-year-olds indicate that standards are continuing to rise. Pupils' attainments at the end of Year 2 are above the national average in reading, writing, mathematics and science. More pupils are attaining or exceeding the nationally expected standard than in schools nationally or in similar schools and there has been a year-on-year improvement in the numbers of pupils achieving at the upper end of the expected level⁵ and at the above average level. Pupils at the end of Year 6 are matching the well above average standards in English, mathematics and science that the school achieved in the 2001 national tests. In all three subjects, almost all pupils attain the nationally expected standard. In

³ Areas of learning – these are: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development – the components of the Foundation Stage curriculum.

⁴ Early learning goals – these are expected standards for most children to reach by the end of the Foundation Stage. They refer mainly to the achievements children make in connection with the six areas of learning.

⁵ At the end of Year 2, the nationally expected Level 2 is subdivided into Levels 2a 2b and 2c. 2a is at the upper end of the range.

mathematics and science, about a half of all pupils achieve the above average standard and in English this has risen to about three-quarters of all pupils. This is considerably more than in schools nationally or in schools facing similar social and educational circumstances.

6. The school achieves consistently good standards in English, mathematics and science because:
- planning ensures that all aspects of these subjects are taught thoroughly and that there is a good emphasis on the teaching of skills;
 - the school has been successful in its introduction of the National Literacy and Numeracy Strategies. There are many strong features in the planning, teaching and assessment of work in English and mathematics. Importantly, these features are evident in classes throughout the school and this degree of consistency makes a powerful contribution to the achievement of high standards;
 - there are frequent opportunities for pupils to extend their literacy and numeracy skills throughout the curriculum. Question and answer work, pupils explaining their thinking and discussions feature prominently in many lessons. Similarly there are good opportunities for pupils to apply and develop writing skills in subjects such as science, history, geography and religious education;
 - mental agility work forms a lively part of most mathematics lessons, improving pupils' confidence and the speed and accuracy of their thinking. When this is set at a challenging level, as in a lesson in Year 4, pupils concentrate hard and strive to succeed. Additionally, pupils have regular opportunities to solve mathematical problems and to apply their numeracy skills in practical activities, such as making accurate measurements as part of work in science and design and technology or working with co-ordinates in the context of geography;
 - there is a good emphasis on practical and investigative work in science lessons. This approach improves pupils' skills and effectively reinforces their understanding of scientific principles and concepts;

Teaching is consistently good, with about a third of lessons observed being very good.

7. The overall quality of teaching is good. Teaching was satisfactory or better in all of the lessons inspected. In half of the lessons, teaching was good and a further third of all lessons were very good. There was high quality teaching throughout the school, though most frequently in the reception classes. There was no unsatisfactory teaching during the inspection.
8. Teachers in infant and junior classes have sufficient knowledge and understanding to teach the subjects of the National Curriculum well. On-going initiatives relating to the content and organisation of the curriculum and also to the ways in which teachers plan and assess pupils' work are having a very beneficial effect. Whole school developments in the teaching of literacy, numeracy and science have led to greater consistency and a general improvement in the teaching of basic skills. There is evidence of greater collaboration and the sharing of expertise and of the staff in all phases of the school working effectively together as mutually supportive teams.
9. All teachers manage their pupils very effectively. This is a consistent strength of teaching throughout the school and results in lessons being well organised. Teachers make good use of time and resources so that teaching and learning proceed at a brisk pace. This lively approach motivates pupils and sustains their interest and so improves their attainment and progress. Teachers have high expectations related to pupils' behaviour and response. As a result, pupils behave well in class and apply themselves conscientiously to their work. Teachers have similarly high expectations of pupils' capacity to cope with challenging work. They set tasks at a suitably demanding level, which makes a strong contribution to pupils' attainments by the end of each key stage, but is particularly apparent in the upper juniors.

Teachers form extremely constructive relationships with their pupils, which, along with the pupils' predominantly positive attitudes and response, helps to create a very positive atmosphere in which pupils learn effectively.

10. Teachers' planning is thorough. They know exactly what they expect their pupils to learn and how this is to be achieved. They provide well for pupils of different ability within the group. For example, in a numeracy lesson in a reception class, the teacher had carefully planned questions to challenge and extend children in the different ability groups. This allowed the mental agility session and the whole class teaching to proceed at a good pace. It also enabled children of all abilities to participate, succeed and make progress. There is planning of this quality throughout the school. Teaching effectively includes and meets the needs of all pupils. Teachers set termly literacy and numeracy targets for individuals and groups within the class. They use marking and other on-going, informal assessments effectively to review and refine these targets and to match work to the different attainments of pupils in the class. This enables all pupils to make good progress in lessons and very good progress over time. The school uses additional teachers and classroom assistants very effectively. This ensures that pupils in large or mixed age classes receive the support and individual attention that they need in order to thrive and to allow class teachers to focus on, for example, higher attaining pupils or pupils with special educational needs.

Pupils have very good attitudes. They enjoy school, behave very well, work hard and rise to the challenge to do their best.

11. Pupils have very positive attitudes to school and to their work. They very much enjoy coming to school and as a result attendance rates are well above the national average and the incidence of unauthorised absence is very low.
12. The pupils' behaviour is very good. Pupils behave very well in lessons and around the school. There is no evidence of bullying or of any other unpleasant behaviour in the playground. Pupils enjoy each other's company and show high levels of mutual understanding and respect. In day-to-day interaction with each other and with adults, pupils are courteous, thoughtful and polite. This quality of relationships has a positive effect on the quality of life in school, standards of achievement and the quality of pupils' learning. There were no exclusions in the year leading up to the inspection.
13. Teachers work hard and successfully to develop a pattern of careful thought and hard work from the time that children first come to the school. Pupils respond very well to what the school offers to them because teachers ensure that pupils' learning is challenging, stimulating and enjoyable. Tasks are pitched at a level that makes intellectual demands on all pupils and are very well planned to make pupils think and to move them forward in their learning. Pupils' positive response also results in part from the very good relationships that exist between all members of the school's community and from the high expectations of the staff. Pupils feel secure and this gives them the confidence to take on demanding activities and to rise to the challenge to do their best. Most pupils show an enthusiasm for learning and high self-esteem. Pupils are keen to share their ideas with teachers, other adults and each other. They think for themselves, work diligently and persevere to solve problems.
14. The quality of learning opportunities that the school offers contributes to pupils' very positive attitudes and enjoyment of learning. There is a good emphasis on investigative methods and on learning from experience. For example, pupils in Years 5 and 6 really enjoy finding out for themselves about electrical circuits and, in doing so, come to a deeper understanding of underlying ideas and principles. Similarly, in a Year 1 science lesson, pupils gasp in amazement because they are able to 'experience' sound waves when the teacher puts a tuning fork into water and they see and hear it 'fizzing'. Pupils' learning is also 'brought to life' by the good range of educational visits, visitors and special events.

For example, the opportunities to work with an artist or to take part in residential educational visits to Devon and to the Peak District of Derbyshire inspire pupils. They add to the quality of pupils' learning and personal development and help create a very effective climate for learning.

Pupils have very good social skills; relationships at all levels are very good, pupils are mature and confident and contribute responsibly to school life.

15. Personal, social and health education forms an important part of the curriculum for all pupils. There is a consistent, whole-school approach to pupils' learning and, as a result, the school is very successful in achieving its aims for the personal development of the pupils.
16. The quality of relationships is very good. Pupils work and play very well together both in large and small groups. They fully understand how their actions affect others and so most are courteous and considerate. Relationships between staff and pupils are friendly and very constructive. Pupils listen well to their teachers and other adults and respond in a positive and confident manner. Teachers respect the individuality and achievements of pupils. As a result, pupils respond very well to positive feedback and discussion activities, such as 'circle time'⁶ and assemblies that are designed to enhance personal and social development.
17. The pupils' personal development is very good. They develop a strong sense of self-esteem and self-worth, as well as an understanding and respect for other people's feelings. They demonstrate good self-discipline and show respect for other people's property. They gain confidence and social skills from participating in a range of educational visits and extra-curricular activities. They share resources without any fuss. When required, pupils take on responsibility for resources in class, the daily assemblies, helping in the dining hall, in the playground and around the school. Monitors willingly take on a number of responsibilities and carry them out efficiently. Older pupils enjoy taking care of younger ones during breaks. Pupils also contribute well to the life of the community through fund raising, contributing to charities and participating eagerly in local parish events.

The headteacher, with the support of governors and senior staff, provides very good leadership that ensures high standards in many aspects of the school's work.

18. The headteacher is a very effective leader. He knows the strengths and weaknesses of the school and has a clear view of the way ahead. He sets high professional standards for the staff. The processes of monitoring and evaluating the school's work are very rigorous. They involve the governing body and all staff and form a very good basis for performance management, the induction and development of recently appointed or newly qualified staff and for school improvement planning. This is an area of significant improvement since the previous inspection.
19. The headteacher communicates his educational aims, values and principles very clearly. These lie at the heart of all of the school's work and give rise to a strong sense of shared purpose and impressive levels of teamwork amongst the staff. They also promote a very positive atmosphere and an effective climate for learning, within which pupils feel secure and gain significantly in confidence. Staff are fully committed to raising standards and to ensuring equal opportunities and support for pupils with special educational needs and also for those who are more able. The atmosphere within the school fully reflects its mission statement, which is a commitment to school being a place of learning, prayer and happiness.

⁶ Circle time: a time when pupils come together to share experiences and feelings that contribute towards their personal and social development

20. Members of the governing body are conscientious in overseeing the work of the school. Governors are involved in all aspects of policy, planning and the monitoring of standards and quality through the work of the full governing body and its committees and the regular involvement of individuals. They bring a wide range of community, business, commercial and professional expertise to the governing body and use their experience effectively to support the school. For example, their discussions of options relating to the building of a computer suite have been searching and protracted. They ensured that competing priorities were considered, that decisions were well founded on principles of best value and that this significant investment of funds was in the best interests of the pupils and the community.
21. Financial systems work well. They are unobtrusive and provide the headteacher and governors with accurate and up-to-date management information. The governing body is rigorous in its monitoring of the school's budget. As a result, specific grants are spent for their designated purpose and the school operates within its budget. Budget setting takes full account of the long-term plans of the school and different priorities are carefully matched against the funds available. As a result, the school is very successful in meeting its targets in the school development plan. In relation to the relatively low cost of educating each pupil, the quality of education provided and the significant progress that all pupils make, the school provides very good value for money.

The school works in very successful partnership with parents and the local community.

22. The quality of the school's partnership with parents and the school's place at the heart of the community are important contributory factors in the very good quality of education that pupils receive.
23. The school keeps parents well informed. For example, the school brochure presents a thorough and informative account of most aspects of school life. Staff have held information evenings for parents in order to brief them on initiatives such as the National Literacy and Numeracy Strategies or the content of the revised religious education syllabus. The school also provides regular newsletters and curricular information, so that parents know what is going to be taught and are in a position to contribute and support this during, for example, family outings or visits to the library. All staff value informal contact with parents and seek to develop constructive relationships with the parents of children in their class. The governing body is keen to seek the opinions of parents when considering new developments and is currently holding consultations about the nature and content of the sex and drugs education programme. The school encourages parents to attend special events such as assemblies and performances and to contribute to pupils' learning at home, by actively supporting the home/school agreement.
24. As a result of the school's efforts, parents feel very involved in their children's education and many make a significant contribution either at home or in school. Parents bringing their children to the school for the first time report that they are made very welcome and that very effective induction procedures soon make them and their children feel 'part of the family'. About three-quarters of all parents responded to the pre-inspection questionnaire or attended the meeting. This very good response clearly reflects parents' desire to support the school. Similarly, most parents attend the open evenings and support their children further by hearing them read and contributing to homework assignments. For many parents, the 'reading record book' provides a useful additional avenue of communication between home and school. The school receives regular support from a number of voluntary helpers. This group provides additional help for teachers in classrooms, on educational visits or with special events. An informal Friends of School association raises funds that have provided valuable additional resources.

25. The school and its pupils also contribute actively to the life of the community. Pupils and their parents attend celebrations and services in the local churches. The school choir sings for elderly local residents at Christmas and performs at other local events. The school supports local charities by holding fundraising events, many of which are suggested and devised by the pupils. These activities add to aspects of pupils' learning and make a very worthwhile contribution to their personal and social development.

WHAT COULD BE IMPROVED

Pupils do not make enough use of their information and communication technology skills as an aid to learning in other subjects.

26. Standards in ICT have improved since the last inspection. Pupils in Years 3 to 6 are making better progress and achieving satisfactory standards by the time that they leave the school. This is because:
- planning for ICT is more thorough in its coverage of all of the strands of the ICT curriculum;
 - the current cycle of topics allows pupils to develop and reinforce the basic computer skills more systematically;
 - teachers are very conscientious in ensuring that all pupils have access to the school's few computers as part of a carefully planned programme;
 - most staff have the confidence and competence to use the school's limited resources effectively.
27. Despite these improvements, there are still weaknesses in the current arrangements. The school does not have enough computers or a wide enough range of programs covering the national curriculum. As a result, pupils are not able to use their developing ICT skills as a regular part of their work in other subjects. They should, for example, be able to seek information, produce and edit work, process and present data, produce designs and other creative applications and communicate with others at will. However, the school's current resources and facilities are unsatisfactory. This is a limiting factor in teachers' planning for the use of ICT across the curriculum and in pupils' progress in ICT and in aspects of other subjects.
28. The school has already begun to address this issue. The governing body has identified the necessary funding and is considering proposals for the building of a computer suite and for improving other aspects of the school's resources and facilities for ICT.

The school's library resources and facilities are inadequate.

29. At present, library resources are inadequate. Although the school has already acquired a range of new reading books and begun to replace old, worn books with new, colourful and attractive stock, there are not enough books for the number of pupils or to cover all aspects of the curriculum and pupils' interests thoroughly. The school has also made a start on refurbishing the library room. However, the room is small, quite dark and not furnished in a way that attracts pupils. Whilst teachers take pupils regularly to change books, current facilities are unlikely to increase pupils' enthusiasm for reading or promote the independent use of the library as a centre of learning for the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. In order to extend the school's current achievements, the governors, headteacher and staff should jointly:
- (1) increase pupils' use of information and communication technology as part of their work in other subjects by:
 - i. increasing the number of computers that are available to pupils;*
 - ii. ensuring that there are suitable programs to support the work of pupils of differing ages and abilities in all subjects;*
 - iii. providing training for staff that allows them to use such resources effectively;
 - iv. ensuring that all staff plan systematically for the use of ICT across the curriculum as a whole;
 - (2) improve the school's library resources and facilities by:
 - i. increasing the school's stock of fiction and non-fiction books;*
 - ii. furnishing and equipping the library so that it is more attractive to pupils and more conducive to independent learning or reading for pleasure;*
 - iii. ensuring that pupils use the school's library regularly as a resource to support their learning.

* These issues are already part of the school's development planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

18

Number of discussions with staff, governors, other adults and pupils

21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	6	9	3	0	0	0
Percentage	0	33	50	17	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 almost six 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)	343
Number of full-time pupils known to be eligible for free school meals	22
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	35
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	11
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	2.7
National comparative data	5.6

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	22	24	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	21
	Girls	22	21	23
	Total	41	40	44
Percentage of pupils at NC level 2 or above	School	89 (91)	87 (91)	96 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	21	21
	Girls	22	23	23
	Total	41	44	44
Percentage of pupils at NC level 2 or above	School	89 (89)	96 (91)	96 (93)
	National	85 (84)	89 (88)	89 (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
	2002	20	27	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	18
	Girls	25	24	26
	Total	42	41	44
Percentage of pupils at NC level 4 or above	School	89 (96)	87 (83)	94 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	26	25	26
	Total	44	43	44
Percentage of pupils at NC level 4 or above	School	94 (90)	91 (90)	94 (94)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	4
Black – other	0
Indian	2
Pakistani	1
Bangladeshi	0
Chinese	0
White	324
Any other minority ethnic group	1

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)	13
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	165

Financial information

Financial year	2000 / 01
----------------	-----------

	£
Total income	527,737
Total expenditure	526,549
Expenditure per pupil	1,535
Balance brought forward from previous year	93
Balance carried forward to next year	1,281

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 76%

Number of questionnaires sent out	343
Number of questionnaires returned	260

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	2	0	0
My child is making good progress in school.	67	32	1	0	0
Behaviour in the school is good.	75	25	0	0	0
My child gets the right amount of work to do at home.	54	38	8	0	0
The teaching is good.	76	23	1	0	0
I am kept well informed about how my child is getting on.	53	40	6	0	1
I would feel comfortable about approaching the school with questions or a problem.	80	18	2	0	0
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	54	41	5	0	0
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	74	25	0	0	1
The school provides an interesting range of activities outside lessons.	44	39	10	0	7