

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Birmingham

LEA area: Birmingham

Unique reference number: 103436

Headteacher: Mrs A Lombardi

Reporting inspector: Mr G Carter
4720

Dates of inspection: 9 – 10 June 2003

Inspection number: 246297

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

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Rocky Lane
Netchells
Birmingham

Postcode: B7 5HA

Telephone number: 0121 464 8140

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Appropriate authority: The governing body

Name of chair of governors: Father G McArdle

Date of previous inspection: January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's is a one form entry co-educational Catholic primary school situated in Nechells, near Birmingham city centre. Its mission statement and links with the local community are based on firm Catholic and Christian principles. It serves an area of high and low rise housing, mainly local authority owned, with some housing association properties. The area is one of high social deprivation and high unemployment in comparison with the city and national averages and is part of an Education Action Zone (EAZ). A high proportion of its 146 pupils enter and leave the school at other than the normal times of entry and transfer, a significant increase since the last inspection. The attainment of most pupils entering the school is well below average in most areas of learning. Forty six percent of pupils, well above average, are eligible for free school meals. Twenty eight percent of the pupils have special educational needs and over four percent have statements of special educational need, which is also well above average. These include pupils with autism, visual impairment, speech and communication difficulties, emotional and behavioural difficulties and moderate learning difficulties. Around one quarter of pupils are from white families and around one quarter come from Black British-Caribbean families. A significant proportion come from other black ethnic families, whilst a smaller proportion are from families from Irish, Asian British, mixed White and Black Caribbean, Travellers, Chinese and other white ethnic groups. Nine pupils speak English as an additional language and three are at an early stage of language acquisition.

HOW GOOD THE SCHOOL IS

This is an effective school with a strong commitment to Christian values and the provision of a good education and secure climate for learning for all pupils. The good leadership and management, good teaching and relationships contribute to good learning and sound achievement by most pupils. The school works successfully to involve parents and most think highly of the school. The school gives good value for money.

What the school does well

- The quality of teaching and learning throughout the school is good, including that for pupils with special educational needs and pupils speaking English as a second language.
- The quality of leadership and management provided by the headteacher, governors and key staff is a strength of the school.
- The attitudes and behaviour of pupils are good and contribute to the good level of achievement by the time pupils are 11.
- The curriculum is well planned and the provision for spiritual, moral and social development is good.
- The quality of the school's links with parents and care provided for its pupils is good.

What could be improved

- Standards attained by pupils in English, mathematics and science by the age of 11.
- The use of ICT to support learning and raise standards across the curriculum.
- The levels of attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection, in 1998, the school has made sound improvements. Despite the relatively high turnover of staff during the last three years, the quality of teaching has been maintained, largely as a result of good planning and pupil management. Although there has not been an increase in standards, this is because of the high rate of turnover of pupils and the relatively high number of pupils with special educational needs, particularly those with statements. The quality of resources has improved, particularly in subjects such as music and information and communication technology (ICT)

although the range of books in the library is inadequate. The school has made good progress in dealing with the issues raised in the last inspection. The role of the co-ordinators has been developed, particularly in English, mathematics and science, where regular monitoring now occurs. The provision for design and technology (DT) is now good and this has helped to bring standards in this subject in line with the national expectation. The quality of assessment and the quality of schemes of work in science, DT and ICT are now good and have helped to maintain standards in teaching and learning in these subjects. The provision in outdoor play equipment for pupils in the reception class is now good and fulfils the needs of the Foundation Stage curriculum.

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
	2000	2001	2002	2002
English	E*	D	E	C
Mathematics	E	D	E	E
Science	D	E	E	D

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

By the time they are five years old, children in the reception achieve well in most areas of learning. However, a majority fail to achieve their early learning goals in communication, language and literacy, and mathematical development and attainment in these areas remains below average. Many children achieve their goals in knowledge and understanding of the world and creative and physical development. In the 2002 tests for seven year olds, standards in writing were below average and in reading and mathematics they were well below the national averages. However, when compared to similar schools they were in line with the national averages in reading and writing and below the national average in mathematics. Teacher assessment of science standards indicated pupils' attainment at below the national average but in line with similar schools. Over the last four years the attainment of seven and 11 year olds has been adversely affected by the high turnover of pupils and relatively high number of pupils with special educational needs, in addition to a greater than average number of changes in teaching and support staff. The attainment of pupils in Year 2 in lessons was similar in English to the test results, but in mathematics and science it was below rather than well below the national average. In the 2002 tests for 11 year olds standards were well below average in English, mathematics and science when compared to all schools. When compared to similar schools standards were in line with the average in English, well below in mathematics and below average in science. Inspection judgements indicate standards are still below average in English, mathematics and science, but an improvement on last year's test results. The reading, writing and spelling of a significant proportion of pupils by the age of 11 are still below average and affect standards adversely in other subjects. In mathematics, many pupils still have an inadequate grasp of arithmetic tables and in science pupils have insufficient experience of measuring in a range of units, investigating, using 'fair tests' and recording investigations in a variety of ways. Most pupils, including those with special educational needs, achieve soundly in English, mathematics and science by the time they are 11 years old. This is the result of good teaching and challenging targets for improvement set by the school, which it is on course to achieve. From lessons seen and past work, pupils attain standards in music, DT, and PE which are broadly in line with the national expectation by the age of eleven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils show positive attitudes to learning and enjoy their lessons.
Behaviour, in and out of classrooms	Good. Most pupils behave well in classrooms and around the school. There were three fixed term and two permanent exclusions last year.
Personal development and relationships	Good. Most pupils have good relationships with their peers and adults. They take their responsibilities seriously such as caring for other pupils in the playground.
Attendance	Well below average. The school's consistent strategies to improve attendance have been ineffective on a small minority of pupils and parents.

Pupils behave well and display good attitudes most of the time, but when the quality of teaching is less than good the behaviour and concentration of a minority of pupils adversely affects their learning. The decision to exclude pupils was taken after extensive effort by the school to improve pupils' behaviour, and good liaison with the Behavioural Support Service and parents.

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.

The overall quality of teaching is good across all age groups and has been maintained since the time of the last inspection. In Year 6 the quality of teaching has very good qualities. In the reception class, the teaching is consistently good and most children achieve well. In most lessons teachers plan well and make learning aims clear to pupils. They manage pupils very well, use resources well and maintain a good pace of learning so that the interest of all pupils is maintained throughout lessons. Teachers deploy learning support assistants (LSAs) well to improve the learning of many pupils, particularly those with special educational needs and a smaller proportion speaking English as an additional language. As a result, these pupils, like most others, make sound progress. Literacy and numeracy skills are effectively taught in most lessons but the planned use of ICT to support other subjects of the curriculum is not yet sufficiently developed. In the best lessons tasks are well matched to meet the needs of all pupils and are often designed to help pupils reinforce their literacy and numeracy skills. In the least successful lessons teachers do not provide sufficient challenge for all pupils and the pace of lessons is slow, with the consequence that pupils become distracted and behaviour deteriorates. The quality of teaching in English and mathematics is mainly good and contributes to the improved standards in these subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school's broad and balanced curriculum is enhanced by visits and visitors to the school.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are set tasks which are well matched to their needs and as a result make satisfactory progress.
Provision for pupils with English as an additional language	Good. These pupils are well supported by the teachers and learning support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' spiritual, moral and social development are good and the provision for cultural development is sound. Good opportunities are provided in assemblies and elsewhere for pupils to consider moral and spiritual issues.
How well the school cares for its pupils	The quality of care is good. The procedures for the welfare and safety of pupils are systematically followed by all staff, and the quality of care is good. The school implements well its policy for promoting race equality.

The school successfully use a number of strategies to keep parents informed about pupils' progress and events occurring in the school, including the three written reports per year to parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and key staff provide good leadership and management. Responsibilities are well delegated and good communication between staff leads to a clear sense of shared purpose.
How well the governors fulfil their responsibilities	Good. The governors take a keen interest in the school through regular visits and are well aware of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. The headteacher, governors and key staff monitor the quality of provision well and use this data to set targets for future improvement.
The strategic use of resources	Good. The school makes very effective use of the additional resources made available through the EAZ to raise standards.

The headteacher provides determined leadership. She keeps staff and governors well informed and governors use their regular visits well to support staff and assess school's strength's and weaknesses. Governors have reduced the school's budget deficit to manageable proportions during the last four years and use appropriate strategies to get best value from their spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school and behaviour is good.• Teaching is good.• The school expects pupils to work hard and achieve their best.• Parents feel comfortable about approaching the school with any concerns.• The school is well led and managed and works closely with parents.• The school helps pupils to mature.	<ul style="list-style-type: none">• The amount of work pupils do at home.• The quality and range of activities outside of lessons.

The inspection team agrees with those positive comments made by the parents and they are supported by inspection judgements. However the inspection team does not agree with parents about the range of extra-curricular activities. The school provides football, netball, recorder club, Citizenship Club and Spanish Club in addition to other more seasonal activities. Homework is provided regularly but is not always specified in sufficient detail and pupils do not have up to date homework timetables or diaries.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching and learning throughout the school is good, including that for pupils with special educational needs and pupils speaking English as a second language.

1. A majority of lessons were good and some were very good. Only one was unsatisfactory. Since the time of the last inspection the quality of teaching has been maintained, despite the relatively high turnover of staff and pupils. Although some good lessons occur in each year group, teaching is not consistently good in all subjects. In English and mathematics lessons and in those for the Under Fives the quality of teaching is at least good. In science lessons it is sound. In Year 6 the teaching is of very good quality. Teachers plan their lessons well, ensuring that tasks are well matched to the needs of pupils and relevant to the pupils' age and interest. In the reception class the teacher provides interesting tasks which involve all children and cover all the areas of learning. In one lesson the teacher gave pupils the opportunity to practice their use of the British Sign Language as they rehearsed the class rules for behaviour during a personal social and health education session ("circle time"). The children enjoyed the challenge of communicating with each other in this way and achieved well.
2. Learning support assistants (LSAs) are an integral part of the teaching team. They are well briefed by teachers in lessons and contribute much to the learning of pupils with special educational needs and pupils speaking English as a second language. In one good mathematics lesson for Year 5 pupils the LSA worked competently with one recently arrived pupil as he strove, successfully, to understand and use the language of a mathematics problem and finally offered the correct solution on the whiteboard. Most teachers manage pupils' behaviour very well, using a skilful combination of encouragement, challenge and praise, taking the opportunity to award house points for good behaviour, work or good work attitude. In the least successful lessons, teachers' management of pupils sometimes lapses and the level of challenge does not meet the needs of all pupils. At these times behaviour, which is usually good, can deteriorate.
3. In most lessons, the quality of relationships is good, the level of challenge high and the resources used well to enhance learning. In a very good Year 6 English lesson the teacher started the lesson with lively role play to stimulate interest in the way people present arguments and information from different view points. The teacher constantly challenged the pupils, inviting each one in turn to contribute an opinion to the discussion. Pupils soon became inspired by the level of interest generated and consequently worked hard to win the teacher's approval through the quality of their contributions. The lesson progressed at good pace and learning resources were well matched to the ranges of attainment in the class. The LSA gave highly focused support to a group of special educational needs pupils, who responded with interest whilst the class teacher successfully stimulated a group of higher attainers, who used their prior knowledge well.
4. Many teachers use opportunities to promote literacy and numeracy well. This happened in a very good Year 6 mathematics lesson, when the teacher took the opportunity to reinforce pupils' reading, by asking pupils to read various instructions aloud, and reinforced key vocabulary well, as when the term "operation" was discussed. Information and communication technology (ICT) is used occasionally to

support lessons, as in a Year 3 geography lesson, when pupils used the internet to locate weather forecasts and in Year 6 to support the design of a science poster. However the planned use of ICT to develop and support learning in all subjects across the curriculum is under-developed.

The quality of leadership and management provided by the headteacher, governors and key staff is a strength of the school.

5. Since her appointment four years ago, the headteacher has provided determined and clear leadership. This has played an essential part in maintaining the continuing trend of school improvement against a background of high staff and pupil turnover and increasing numbers of pupils on roll with special educational needs and those speaking English as a second language. She has established an effective senior management team and key co-ordinators with good knowledge of their subjects and management roles who use the school improvement plan and monitoring procedures well to develop their areas of responsibility.
6. The school is well managed. The headteacher, governors and staff use the school improvement plan very effectively to identify targets, such as the necessary improvement in pupils' writing and the improved resources necessary to support improvements in mathematics. The plan is well informed by the increased quality of monitoring over the last three years, together with the competent use of national and local performance data. This includes effective monitoring of the achievement of the many groups of pupils represented in the school. The provision for special educational needs is well managed by the special educational needs co-ordinator (SENCO) and assistant headteacher, who have a good grasp of the needs of pupils and use individual education plans effectively to monitor progress. As yet there is no formal register for gifted and talented pupils although this need is recognised by the headteacher.
7. The headteacher and key staff successfully promote the principles of a Catholic education and at the same time successfully strive to meet the needs of all pupils in a fast changing, multi-ethnic school. This has been greatly facilitated by the good relationships which are commonplace in lessons and throughout the school between adults and pupils and between pupils themselves.
8. Governors contribute well to the leadership and management of the school. Those with responsibilities and interests in English, mathematics, science and special educational needs use school visits well to monitor the strengths and weaknesses of provision and support staff and pupils. One governor with particular expertise in health and safety provides valuable advice on these issues following his regular visits. However, visits are not used systematically to monitor the school's progress towards specific improvement plan targets, although governors are well informed about these through the twice termly reports from the headteacher. They are also well informed about the performance of pupils, the school and how it performs relative to similar schools.
9. The headteacher and governors are strongly committed to maintain the quality of provision for the wide range of pupils' needs and have used Education Action Zone (EAZ) funding wisely to provide additional resources and support staff, to meet this challenge. Governors have skilfully maintained the good staffing and sound level of resources during a period when they have also successfully managed a significant budget deficit resulted from a period of declining pupil numbers. However the range of books in the library is inadequate. Since the time of the last inspection the overall

quality of leadership and management has been strengthened and parents are unanimous in their view that the leadership and management of the school is good.

The attitudes and behaviour of pupils are good and contribute to the good level of achievement by the time they are 11.

10. In most lessons pupils are well behaved, enthusiastic learners with good attitudes to work. This is a similar judgement to that made at the time of the last inspection. In a reception class lesson children behaved well as they listened to the teacher reading the story of "The Three Little Pigs" and responded well as they were asked to choose from the class "story box". They continued to concentrate their effort for most of the lesson and as a result achieved well.
11. In a very good Year 2 design and technology lesson most pupils, and particularly the boys, took a very keen interest as the teacher used a model car to stimulate interest in the task of designing and making a wheeled vehicle. Several boys, including one Traveller pupil, eagerly offered their 'expertise' on the things that make cars go well, such as, "they need axles to make them go" and ".. they need them to make the wheels go smoothly". This discussion got the lesson off to a good start and during the main activity, pupils' good behaviour and sustained interest promoted good levels of achievement.
12. In a very good Year 6 mathematics lesson, the teachers' high expectations of behaviour and work soon influenced pupils' concentration and effort when they were given a range of problems to solve using different mathematical operations. They quickly took up the challenge, with the result that throughout most of the lesson there was a substantial buzz of activity from all groups and the level of achievement was very good from pupils of varying ability and ethnic background. The way boys and girls of different ethnic backgrounds worked together enthusiastically was indicative of the schools achievement in creating an environment free from racism and sexism.
13. Outside lessons, pupils' behaviour also leads to good and sometimes very good levels of achievement. For example, during a lunchtime practice of the school's steel band, a group of Year 5 and 6 pupils performed enthusiastically to a group of visitors. They organised the 15 minute programme confidently, introducing each piece in turn, and played their instruments with real zest, achieving good standards in performance and improvisation.
14. Similarly, members of the school's Citizenship Club took pride in what they had achieved in a local environmental project ("Nechells - A Better Future") sponsored by the school's education business partners. They showed mature attitudes as they explained to a visitor what steps they had taken to canvass local residents' views about improvements before presenting their findings formally to an invited audience. Their interest in and attitude to the problem of urban regeneration contributed much to their learning and consequently they achieved a good understanding of the problems and opportunities linked to such work. Most parents believe that the behaviour and attitudes of pupils are good and have improved since the time of the last inspection.

The curriculum is well planned and the provision for spiritual, moral and social development is good.

15. Since the time of the last inspection the quality of the curriculum has improved. It is now broad and balanced and provides all pupils, including those with special educational needs and those speaking English as a second language, with opportunities to succeed and achieve well. In the reception class, lessons are well planned to provide coverage of all areas of learning required at this early stage of education. In Years 1 to 6 schemes of work are now in place for all subjects and planning in both the medium and short term reflects the school's curriculum policies and the latest national guidance. The only exception to this progress is the limited planning for ICT across all curriculum areas.
16. The curriculum is enriched by visitors to school, such as parent volunteers, sports coaches, musicians, Parent Partnership worker, school business enterprise partners, the school nurse and the Parish Priest, sometimes in his role as Chairman of Governors. The school uses visits effectively, such as those to museums and the theatre, to enhance pupils' learning opportunities. A music therapist, who provides musical activities to specific pupils with behavioural and emotional difficulties, is a regular visitor to the school. Extra-curricular activities are a regular feature and contribute well to pupils' learning. These include Spanish Club, football, gymnastics, Citizenship Club, and British Sign Language Club.
17. The provision for spiritual, moral and social development of pupils is good. The school's strong commitment to Catholic, Christian values permeates all activities and contributes profoundly to the personal development of all pupils. Collective worship provides regular opportunities for pupils to reflect about themselves, their families and God's influence. In a well organised assembly to celebrate the Feast of Pentecost the Year 6 teacher used candlelight, music, pupil performance and music skilfully to help pupils appreciate the sense of wonder and amazement felt by the disciples when Jesus touched them with the Holy Spirit. In a similar way reception class pupils experienced a real sense of communion as they used sign language in prayer at the end of their morning session. In a Year 1 lesson pupils shared a sense of excitement as they discussed with each other the sounds made by a range of musical instruments in their science lesson. In another lesson, Year 2 pupils showed a tangible "buzz" of excitement in their learning as they worked eagerly together on the construction of wheeled vehicles.
18. Pupils' moral development is well promoted in a number of ways. School rules and high expectations of behaviour are regularly reinforced by staff, and during assemblies and form times pupils are sensitively reminded of their responsibilities towards each other. The school's weekly "good work assembly" is well used by the school to reward pupils for good deeds and work and as a result most pupils strive hard to achieve their rewards, which include house points, Golden Book awards, commendations and trophies. The Citizenship Club members have recently taken well considered steps to improve the neighbourhood and as a result of their 'neighbourhood survey' have put forward very mature suggestions for improving the local facilities and landscape.
19. Pupils' social development is promoted well. A majority of pupils show positive attitudes to peers and adults when working and playing as part of a larger group. In lessons such as mathematics, design and technology, ICT and science pupils share apparatus and equipment well with their peers. In the playground they take seriously the playground rules (clearly displayed in large lettering), one of which says, "We

play together and look after one another". Lunchtime supervisors are vigilant in reminding pupils of their responsibility to each other and as a result, most pupils respond well. Where transgressions from the rules occasionally occur, a group of trained Year 5 pupils provide lunch time mentoring in the library with the offending parties.

The quality of the school's links with parents and care provided for its pupils is good.

20. Before children start school, the reception teacher and LSA visit the local nursery to establish contact with parents and make an initial assessment of any specific learning needs which children might have. From the time their children are admitted to the reception class, parents receive clear and helpful information about school routines in addition to a well written prospectus. Other information, often in the form of newsletters, helps to inform parents about what their children are expected to learn during the term and a parents' notice board is used well to give parents 'up to the minute' advice or information. A number of workshops are regularly provided to inform parents about specific areas of learning, such as reading and literacy. The school also makes good use of an EAZ-funded 'Parent Partnership' worker, who regularly works with small groups of parents on issues such as more effective support for children's learning.
21. Parents have three opportunities during the school year, through scheduled discussion with class teachers, to find out about the progress of their children. On two of these occasions they receive 'interim' reports on their child's progress and at the third meeting they receive a full, well written report. Parents have remarked on the value of the informal contacts they make with teachers at the beginning and end of each school day, emphasising that the school is very welcoming. The school makes strenuous efforts to involve the parents of pupils with special educational needs in annual review meetings, and where parents find meetings difficult to attend the school uses telephone discussion to review children's progress with them. On some occasions, parents of pupils speaking English as a second language have been provided with translators to assist dialogue. In the case of Traveller children, the school works very closely with the West Midlands Education Service for Travelling Children who liaises very effectively with parents and other external agencies on behalf of the school.
22. The school cares for its pupils very well and there is a very good level of adult supervision around the school at all times. The site supervisor plays an important role by maintaining a vigilant eye on pupils' safety during his constant presence in the school from the start to the end of each school day. Regular health and safety checks are completed by the appointed governor, and site supervisor to ensure that the premises provide a safe and secure environment for pupils. The school's child protection policy is effectively implemented and staff are aware of all appropriate procedures; however, the headteacher is aware that more key staff require up to date training.
23. Behaviour is monitored well by class teachers and reviewed regularly by the senior management team. The school promotes positive behaviour very well through the consistent use of praise, house points and good work assemblies. Incidents of bullying, including all forms of harassment are followed up promptly and pupils express confidence that, in the event of bullying, the school's response is quick and effective. When the school has excluded pupils, it is only after many attempts to improve behaviour and after much consultation and often support from parents.

24. The school assesses pupils' work regularly and the quality of teachers' marking is good. Assessment is used competently to plan future work. Through the regular monitoring of pupils' progress against predicted attainment, the school adjusts the work pupils are given to match their needs whilst at the same time assessing the effectiveness of the teaching and learning. The progress of pupils with special educational needs is well monitored by the SENCO and as a result they are given appropriate and well organised support which contributes greatly to their good progress.

WHAT COULD BE IMPROVED

Standards attained by pupils in English, mathematics and science by the age of 11.

25. Since the time of the last inspection standards attained by 11 year olds in English, mathematics and science have not improved despite good teaching, good systems of assessment and a well planned curriculum. This is mainly due to the effects of rapid pupil turnover and increasing proportions of pupils with special educational needs and those speaking English as an additional language. The school has rightly identified priorities for improvement and targets in these subjects which the school is likely to achieve. Nevertheless inspection evidence has highlighted some further areas of weakness in pupils' learning which have an impact on standards.
26. Reading, writing and spelling levels are below average by the age of 11 for a majority of pupils and well below average for a significant minority. In mathematics, many pupils with below average reading skills make less progress than others because they require help in deciphering mathematical language. Although many teachers emphasise key vocabulary (in mathematics and science) well during the course of lessons this is not always the case in a minority of mediocre lessons.
27. In some mathematics lessons, pupils' grasp of mathematical tables is a weakness and inhibits their ability to complete calculations quickly and confidently in the required time. In science lessons too few pupils, by the age of 11 have good experience of measuring, using a variety of units and measuring devices, devising fair tests in different contexts, and recording their investigations using a variety of graphical representations, including computer assisted recording.

The use of ICT to support learning and raise standards across the curriculum.

28. The school has identified improvements in the use of ICT in its latest improvement plan and there is evidence in some lessons that it is being used with some success. However there is not yet a consistent approach which provides opportunities for improvement in all subjects. As a result, opportunities to develop pupils' knowledge and skills in ICT across the curriculum are being lost. This applies equally to the specific use of ICT to support pupils with special educational needs and those speaking English as an additional language.

The levels of attendance.

29. Levels of attendance are well below average and have been at this level over the last three years. Although the percentage attendance has increased and the level of unauthorised absence decreased significantly during this time, they still fall short of the levels required by the latest national benchmarks. These improvements have been brought about by prompt follow-up action by the school, strengthening the

school's 'contract' with parents and good liaison with the Education Welfare Service and other support agencies, such as the West Midland Service for Travelling Children. Nevertheless the present measures for promoting good attendance are still ineffective with a small minority of pupils and parents and the school recognises that more can be done to improve this situation by investigating and then applying successful strategies employed by other schools facing this problem.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards the school should:

- (1) Continue to raise pupils' attainment by the age of 11 in English, mathematics and science by:
 - continuing to apply successful strategies to improve pupils' reading, spelling and writing skills in science and English lessons*;
 - consistently emphasising key vocabulary in mathematics and science lessons;
 - providing more opportunities for pupils in mathematics lessons and as homework to consolidate their recall of arithmetic tables; and
 - providing more opportunities, in science lessons, for pupils by the age of 11 to measure using a range of units, to devise fair tests and record their investigations using a variety of graphical methods.*
(paragraphs: 25; 26; 27)
- (2) Plan more consistently for the use of ICT in all subjects.
(paragraph: 28)
- (3) Strive to promote better levels of attendance by:
 - investigating and then applying successful strategies adopted by schools with similar problems. * (paragraph 29)

* These issues have been recognised in the school's last improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	12	7	1	0	0
Percentage	0	13	52	30	5	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 four percentage points.

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)	-	146
Number of full-time pupils known to be eligible for free school meals	-	67

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	6
Number of pupils on the school's special educational needs register	-	38

English as an additional language

	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	55

Attendance

Authorised absence

	%
School data	7.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
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
	2002	15	12	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	12
	Girls	*	*	12
	Total	*	*	24
Percentage of pupils at NC level 2 or above	School	74 (50)	81 (50)	89 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	12	12
	Girls	*	12	12
	Total	*	24	24
Percentage of pupils at NC level 2 or above	School	81 (56)	89 (63)	89 (50)
	National	85 (85)	89 (89)	89 (89)

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	8	6	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	71 (61)	50 (65)	79 (78)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	71 (57)	64 (52)	79 (57)
	National	73 (72)	74 (74)	82 (82)

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

* Figures have not been entered because either (or both) of the number of girls and boys is ten or fewer.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	35		1
White – Irish	4		
White – any other White background	6		
Mixed – White and Black Caribbean	3		1
Mixed – White and Black African	1		
Mixed – White and Asian	0		
Mixed – any other mixed background	19		
Asian or Asian British - Indian	0		
Asian or Asian British - Pakistani	3		
Asian or Asian British – Bangladeshi	0		
Asian or Asian British – any other Asian background	2		
Black or Black British – Caribbean	36	3	
Black or Black British – African	14		
Black or Black British – any other Black background	10		
Chinese	2		
Any other ethnic group	0		
No ethnic group recorded	0		

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	20.8
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	54

FTE means full-time equivalent.

Financial information

Financial year	2002/3
	£
Total income	476,894
Total expenditure	505,029
Expenditure per pupil	4,000
Balance brought forward from previous year	-40,554

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	1
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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

Number of questionnaires sent out	124
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	0	4	0
My child is making good progress in school.	57	36	3	4	0
Behaviour in the school is good.	54	31	11	4	0
My child gets the right amount of work to do at home.	32	47	14	7	0
The teaching is good.	50	50	0	0	0
I am kept well informed about how my child is getting on.	57	32	7	4	0
I would feel comfortable about approaching the school with questions or a problem.	71	25	4	0	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	50	43	7	0	0
The school is well led and managed.	50	50	0	0	0
The school is helping my child become mature and responsible.	46	46	4	0	4
The school provides an interesting range of activities outside lessons.	46	25	14	11	4