

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Darlaston, Wednesbury

LEA area: Walsall

Unique reference number: 104235

Headteacher: Mr K Mee

Reporting inspector: Elisabeth de Lancey
22272

Dates of inspection: 16 – 17 June 2003

Inspection number: 246365

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: 3 - 11

Gender of pupils: Mixed

School address: Rough Hay Road
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Wednesbury

Postcode: WS10 8HN

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Appropriate authority: Governing Body

Name of chair of governors: Mr R Dalton

Date of previous inspection: 17 November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's Catholic Primary School is an average-sized primary school for pupils between the ages of three and eleven. It is situated in Darlaston about two miles east of the centre of Walsall. Parents are employed in a variety of manual, clerical and professional occupations, and there is a range of housing types in the locality but most pupils come from homes which are owned by the local authority. The school serves two local parishes and the majority of pupils live in the surrounding area with a small but significant number coming from further afield, largely because of the school's Catholic ethos. There are currently 222 pupils on roll, which is slightly larger than at the time of the last inspection. This includes 26 children who attend the nursery on a part time basis. Whilst the whole range of abilities is represented in the school's intake, overall pupils' attainment on entry to the school is average with weaknesses in their mathematical and language skills. Around ten per cent of the pupils are eligible for free school meals, which is below the national average, although many choose not to take up their entitlement. Twenty-five per cent of pupils are on the school's register of special educational needs which is above the national average. They have a variety of specific and moderate learning difficulties, and speech and communication needs. One pupil has a statement of special educational needs. This is below the national average. The proportion of pupils from ethnic minority backgrounds is higher than average but there are no pupils who are in the early stages of learning English. The school has received an achievement award from the Department of Education and Skills for its performance in the last two successive years.

HOW GOOD THE SCHOOL IS

This is a good school which is held in high regard by parents. Teachers create a good ethos for learning. Pupils enjoy school, they are well-behaved and have very good attitudes to their work. They make good progress. By the end of Year 6 they achieve standards that are average in English, above average in mathematics and well above average in science compared with pupils who attend similar schools. The school is well led and managed and provides satisfactory value for money.

What the school does well

- The school has successfully raised standards by the end of Year 6 in English, mathematics and science.
- Teaching in Years 3 to 6 is good and there are examples of very good teaching and learning.
- The provision for pupils' moral and social development is good; pupils have very good attitudes to school, they are well-behaved and have very good relationships with other pupils and adults.
- The school's links with parents are very effective.
- The headteacher sets a clear sense of direction for the school.

What could be improved

- Raise standards in mathematics and science by the end of Year 2.
- Raise standards in writing throughout the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. Since then a new headteacher has been appointed. He has been in post for almost two years. Almost all the weaknesses identified in the last inspection report have been addressed satisfactorily; in most of them, progress has been good. Schemes of work, which include the national guidance have been introduced for all subjects and these are an important feature of the school's planning. The roles and responsibilities of the curriculum co-ordinators have been re-defined and they now play a greater part in monitoring planning, but they need more opportunities to develop their role in the monitoring of teaching. Provision for information and communication technology has improved, staff's expertise and resources are better, pupils' skills have improved and standards are now good. Standards in mathematics and science by the end of Year 6 have improved significantly and are higher than reported at the time of the last inspection. Pupils'

attainment is improving by the end of Year 6 at a rate greater than the national average. As a result, the school has received an achievement award from the Department of Education and Skills for the second successive year.

The toilet facilities for pupils in Year 1 and 2 have improved and meet the Health and Safety requirements.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on National Curriculum test results.

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	C	C	C
Mathematics	E	D	C	B
Science	C	D	A	A

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

National Curriculum test results for pupils at the end of Year 6 have improved over the last four years at a rate greater than that seen nationally. Compared with schools which take pupils from similar backgrounds, results in the 2002 tests were average in English, above average in mathematics and well above average in science. Based on their previous attainment at the end of Year 2, pupils have made good progress. This is borne out by the evidence gathered during the inspection. There is no significant difference between the attainment of girls and boys. The school is making good progress towards reaching the targets set for pupils' performance by the end of Year 6 in the National Curriculum tests in 2003.

Compared with schools which take pupils from similar backgrounds, National Curriculum test results for pupils at the end of Year 2, in 2002, were well above average in reading, below average in writing and in the lowest five per cent in mathematics. Teachers' assessments in science show that pupils' attainment was well below that of pupils in similar schools. Over the past four years, results in reading have been consistently above average compared with all schools nationally and well above average compared with similar schools. Although results in writing have been steadily improving, they remain below average compared with all schools and similar schools. In mathematics they have been consistently well below average. Current assessments of pupils' attainment indicate that standards are higher this year but they are still below average in writing and mathematics. The inspection evidence confirms that average-attaining pupils have made satisfactory progress in relation to their previous attainment but the more able pupils have not made as much progress as they should. Pupils with special educational needs make good progress towards their targets. Children currently attending the Nursery and Reception classes make sound progress and the majority are likely to reach the Early Learning Goals¹ by the time they start in Year 1. Throughout the school standards in information and communication technology and singing are good.

¹ Early Learning Goals-these are the expectations for most children to reach by the end of the Reception year. They refer mainly to the achievements children make in connection with the six areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen and well-motivated. They show high levels of interest in lessons and take great pride in their work.
Behaviour, in and out of classrooms	Good. Pupils are polite, sensible and considerate. They are well- behaved in lessons and around the school.
Personal development and relationships	Good. Relationships within the school are very good. All members of the school community are considerate towards one another.
Attendance	Good. It is above the national average and unauthorised absence is very low.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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.

Teaching in the school is never less than satisfactory and some teaching, in Years 5 and 6 is very good. It is generally better for the older pupils than the younger. The teaching of literacy and numeracy is sound. Teachers have a good understanding of the requirements of different subjects and plan their lessons with care. Their management of pupils is a significant strength. They praise, encourage and reassure pupils and the pupils respond well, concentrating hard and sustaining a productive pace of work. Teachers are very successful in creating a climate for learning and ensure that pupils are involved in all activities. In Years 5 and 6, teachers have very high expectations of their pupils, they motivate pupils through their enthusiasm and secure a strong commitment to learning. Teaching assistants make a strong contribution to the quality of the teaching. The needs of pupils with special educational needs are met well. Information and communication technology is used effectively to enhance pupils' learning. Some of the work given to pupils in Years 1 and 2 is not challenging enough and more able pupils do not make as much progress as they should.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A broad curriculum is taught with an appropriate emphasis on the basic skills of literacy and numeracy. There is scope for developing these skills in other subjects in Years 1 and 2.
Provision for pupils with special educational needs	Good. There is strong support for pupils with special educational needs. They take part in all activities and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are encouraged to be caring and responsible members of the school community. The school is very successful in promoting pupils' confidence and self-esteem. The school provides well for pupils' moral and social development.
How well the school cares for its pupils	Good. Pupils are cared for well. There are effective procedures for ensuring their health, safety and welfare. Procedures for keeping a track of their academic progress and attendance are sound.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a clear direction for the work of the school. There is strong and effective teamwork that is leading to school improvement.
How well the governors fulfil their responsibilities	Satisfactory. The governing body fulfils its statutory responsibilities. It is appropriately involved in shaping the direction of the school.
The school's evaluation of its performance	Satisfactory. The school keeps a sound check on how well it is doing. Although it has made effective use of comparative information to devise more effective ways of working with older pupils; these have been less effective in Years 1 and 2.
The strategic use of resources	Satisfactory. Financial planning is sound and educational priorities are appropriately funded. Spending decisions are made according to the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • The teaching is good. • The school expects children to work hard and they make good progress and attain high standards. • Their children are helped to become mature and responsible and their behaviour is good. • The school works closely with them, keeps them well informed and responds well to their suggestions and concerns. • The school is well led and managed. 	<ul style="list-style-type: none"> • Too few activities are provided outside lessons.

The team agrees with the many positive comments made by parents. There is a suitable range of activities provided outside lessons throughout the school. Pupils speak very enthusiastically about them.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school has successfully raised standards by the end of Year 6 in English, mathematics and science.

1. Since the last inspection, the school has maintained a rate of improvement higher than the national rate in English, mathematics and science in the National tests at the end of Year 6. The rate of improvement in science is particularly good. Results in the National tests over the last few years show that pupils are making good progress in Years 3 to 6 and overall, their attainment is above average. Inspection evidence confirms that the current Year 6 pupils are attaining standards which are better than expected for their age in mathematics and science. This represents an improvement since the last inspection.
2. In mathematics the pupils demonstrate good mental skills and solve problems using all four operations accurately. The most able pupils handle fractions, decimals and percentages well and are confident converting between them. They add and subtract fractions accurately by using a common denominator. They apply their knowledge of number, patterns and relationships very well to solve problems. They recognise that division is the inverse of multiplication and use this knowledge to help them check the accuracy of their calculations. Pupils are interested in mathematics, participate enthusiastically, and work with great pace. They explain clearly the strategies they have applied, using appropriate mathematical language. They have completed a very good volume of work which is well presented. The skills learned in mathematics are applied well in other subjects of the curriculum.
3. By the end of Year 6, pupils' knowledge and understanding of science are better than those expected for their age. They talk confidently about the work they have completed, use scientific language well and demonstrate a good knowledge of scientific facts. They are familiar with the principles of scientific enquiry and know about hypothesising and fair testing. They draw upon their previous experience and knowledge to make predictions and record carefully their findings in a variety of ways including tabulating their results and drawing graphs. They use information and communication technology when appropriate, for example, to produce spread sheets. They present their work with accuracy and care.
4. Overall standards in English are average, which is similar to the position at the last inspection. However, they have risen in line with national standards. Pupils' attainment in reading is higher than that in writing. Pupils report that they enjoy reading. They talk enthusiastically about a variety of books and express their preferences for certain books and authors clearly. They say that they enjoy books by Philip Pullman, Jacqueline Wilson and the 'Harry Potter' books by J.K Rowling, - they are eagerly awaiting the publication of her most recent book. The pupils' well-developed reading skills provide good support for learning in a range of subjects as well as enhancing their enjoyment of a range of written texts.

Teaching and learning in Years 3 to 6 are good and there are examples of very good teaching.

5. The high proportion of good teaching and learning in Years 3 to Year 6 reported at the last inspection has improved. The teaching in Years 3 to 6 was consistently good and very good teaching in English and mathematics was observed in Year 6 and in science in Year 5.
6. Teachers' high expectations of pupils are significant factors in teaching and learning. The teachers know their pupils very well, a feature of the school strongly recognised by parents.

They are very successful in creating a climate for learning and ensure that pupils are involved in all activities. Relationships are very good. Staff praise, encourage and reassure pupils which builds their self-esteem. As a result, pupils are highly motivated, concentrate hard and sustain a productive pace of work.

7. Teachers plan lessons carefully using their considerable expertise to make learning interesting and relevant. They communicate, for example, their own enthusiasm for literature and their good use of information and communication technology helps gain pupils' interest and commitment. Teachers clearly share with their classes information about what they want them to learn. They reinforce the teaching of literacy and numeracy well in other subjects. For example, in science pupils in Year 5 develop their mathematical skills by measuring their pulse rates after different types of exercise and plotting a graph to show the variations. Writing skills are effectively developed in history and geography when, for example, pupils write biographies of well known historical characters and contrast the life of citizens in Athens and Sparta. They study and write about the main features of contrasting localities including those nearer to home such as Llangollen and those further afield such as Nairobi. Information and communication technology is used effectively to enhance pupils' learning. This is an improvement since the last inspection.
8. Teachers' management of pupils is a significant strength. They pay particular attention to the individual needs of groups of pupils and provide work at an appropriate level of challenge. When additional teachers or teaching assistants are present in lessons, their role is clearly defined, and the benefits of their support in lessons are shown in the attainment of pupils.
9. The provision for pupils with special educational needs is good. It is effective in helping these pupils to make good progress towards achieving the targets in their individual education plans. Teaching assistants play a valuable part in supporting and extending their learning and help to ensure that they are included in all aspects of the school's work.
10. Through the individual targets, which they are set, pupils gain an understanding of how they could improve their work. Teachers make very good use of this information to promote pupils' understanding of their own learning and to enable them to take some responsibility for it.
11. Good use is made of test results to provide reliable indicators of pupils' progress from year to year. The school uses this information to identify pupils who are not making as much progress as they should and they benefit from additional phonic programmes which help to boost their reading and writing skills. The school's analysis of test results is thorough, strengths and weaknesses are identified and this information is used well to help teachers judge the effectiveness of their teaching and what they need to do to improve their practice.

The provision for pupils' moral and social development is good and as a result pupils have very good attitudes to school: they are well-behaved and have very good relationships with other pupils and adults.

12. The school promotes pupils' moral and social development well and sustains the findings of the last inspection. Pupils develop their understanding of right and wrong from the time they join the school. In circle times they discuss a variety of issues which include how they should behave towards one another, care for animals and the environment. Teachers value what pupils have to say and encourage them to express their opinions. They are helped to develop their confidence and social skills by learning, for instance, the importance of compromise, sharing and co-operation. This begins in the Nursery where children are encouraged to choose from a range of interesting activities. Adults help the youngest children to work in small groups, to share equipment and to take turns. Older pupils value the opportunities to work together, for example, on the computers or when measuring one another's pulse rates in science. They show a strong awareness of the needs of their classmates and help them to become involved in activities.
13. The values and beliefs of others are celebrated and recognised as important ways of finding out about one another and living harmoniously together. Pupils respond very well to tasks that require them to take responsibility. They are involved in the routines of the school and they enjoy helping. Older pupils organise a snack bar and raise funds for overseas charities during Lent. Recent funds have been used to buy bicycles for pupils in Vietnam to cycle to their secondary schools. The newly introduced house system with captains and vice captains, though at an early stage of development, helps to develop pupils' citizenship skills. Pupils are proud of their positions and take their responsibilities seriously.
14. Staff use praise and encouragement to reward effort and promote pupils' confidence and self esteem. Pupils, too, are quick to praise one another when they have been helped. For example, one child in the Reception class said, 'I couldn't count all the spots on my own so my friend helped me'.
15. As a result of the staff's very caring attitudes, pupils enjoy coming to school and their attendance is good. The very good attitudes to work they showed during the last inspection have been sustained. At the start of the day they settle quickly to their tasks while they are waiting for registration. In the introductions to lessons they listen attentively, are keen to contribute their ideas to discussion and persevere with aspects of their work which they find difficult. Older pupils frequently become absorbed in their work sustaining high levels of concentration for long periods of time.
16. Throughout the school staff set high standards for pupils' behaviour and their own behaviour demonstrates attitudes of care and consideration. This enables pupils to learn what is expected and to respond well to routines. In some lessons and assemblies behaviour is excellent.

The school has very good links with parents.

17. The strong links with parents reported in the previous inspection have been maintained. There are good opportunities for children and their parents to make introductory visits to the Nursery, and similar arrangements exist for those children and their parents who do not start at the school until the Reception class. As a result children settle into school quickly and the partnership between home and school is well-established.

18. Parents' views in the pre-inspection meeting, the results of the parents' questionnaire, and discussions during the inspection indicate that they are pleased with most aspects of the school's work. They are particularly appreciative of the openness and warmth of the staff and praise the way that they make themselves available to parents, so that any issues are dealt with immediately. They experience the school as a friendly, caring community where their children are encouraged to work hard and behave well and where they are helped to grow in responsibility. Parents appreciate the good quality teaching and the high standard of leadership provided by the headteacher. They feel that the school works closely with them. Parents report that they are well informed about the school's arrangements for homework.
19. Parents are very satisfied with the information they receive about their children's progress, in particular, the targets which identify the next steps in their children's learning. Opportunities to discuss these targets during parents' evenings are highly appreciated. The annual reports give parents a clear indication of what their children can and cannot do and also record their outstanding achievements in out-of-school activities.
20. The wide range of information they receive from the school is highly valued by parents. Newsletters are regular and informative and keep parents up to date with ongoing and special events. Parents appreciate the well-presented leaflets giving them information about the topics their children are going to study, and the guidance on how they can help their children to read and write. The school prospectus is well presented. The governors' annual report to parents fulfils statutory requirements and details the school's development during the year.
21. The school places a high priority on securing the involvement of parents in their children's learning and staff work hard to give them support to achieve this. They hold curriculum evening for parents and other meetings, for example, about the National tests at the end of Year 2 and Year 6. These, together with displays of children's work, ensure that parents have a good understanding of the curriculum and how it is taught.
22. Parents play an active and valuable part in the life of the school. A number of parents are involved during the school day in a variety of ways. They are happy to help in the classroom, with outdoor activities, visits, fundraising and links with the community. Parents are invited to Mass, in the school, and when the school visits the parish church. Parents' involvement enriches school life and enhances children's learning.

The headteacher sets a clear sense of direction for the school

23. The work of the school is informed by a clear set of values to which everyone subscribes. Relationships are of a high quality throughout the school and this underpins the commitment and loyalty of staff and pupils. The headteacher gives clear leadership and a sense of direction for the school. Headteacher, staff and governors are committed to raising standards. They understand very well that standards need to improve by the end of Year 2 and that more pupils need to reach the average and higher than average levels. To help achieve this improvement the school is reviewing the mathematics curriculum and increasing the level of support in Years 1 and 2.
24. The school improvement plan, which had weaknesses at the time of the last inspection, is now much better than it was. There is a more rigorous approach to development planning which has strengthened the link between the school improvement plan and financial planning so that resources are used more efficiently and effectively. Priorities are identified as a result of the school's monitoring of its provision and there are good procedures in place to evaluate their success. For example, the results of the statutory tests are carefully analysed in order to identify areas for future action. All teachers with management responsibilities share

in devising an action plan for their areas of responsibility and leading its implementation. This appears to have been particularly effective in securing improvements in information and communication technology and in mathematics and science by the end of Year 6.

25. Performance management is well established and the headteacher follows the recommended procedures for the monitoring of teaching and learning. The delegation of responsibilities is a good feature of the school's management systems. This ensures that subject co-ordinators have clear leadership and management functions for their subjects, including budgeting and the care and control of learning resources. These tasks they perform well. Co-ordinators are effective in supporting colleagues with help and guidance, sharing information from training sessions and promoting good practice. To promote high standards they monitor planning, scrutinise pupils' work, and collate portfolios of assessed work.
26. The recently appointed special educational needs co-ordinator is new to her post and has made a significant start in carrying out her duties. She has effectively evaluated the provision for pupils with special educational needs and identified appropriate priorities for development. She has introduced very good procedures for the identification and assessment of pupils and these fully comply with the revised Code of Practice.
27. Financial planning is secure. The school directs its funding towards the appropriate priorities. The relatively high surplus at the start of the current year has been accrued in order to improve the school premises further. Governors' monitoring and evaluation of spending decisions has improved since the last inspection. They are aware of their responsibilities and carry them out conscientiously. They discuss all aspects of the school's performance at regular meetings and the headteacher keeps them fully informed through the detailed reports he provides.

WHAT COULD BE IMPROVED

Raise pupils' attainment in mathematics and science by the end of Year 2.

28. Since the last inspection, when standards in mathematics and science were satisfactory, standards in both subjects have declined. Over the past four years, by the end of Year 2, pupils' attainments in mathematics have been consistently well below average and there has been little evidence of the more able pupils attaining standards at the higher than expected level (Level 3).
29. Pupils in Years 1 and 2 are currently achieving standards which are below those usually found. Inspection evidence shows that average-attaining pupils have made satisfactory progress compared to what they were thought to be capable of when they started school, but more able pupils have made unsatisfactory progress. This is because teachers do not have high enough expectations of these pupils and do not consistently build on their previous learning.
30. Most pupils discuss their work sensibly using some mathematical language and are starting to use mathematical symbols such as plus and minus accurately. They are keen to respond to questions that need a quick recall of simple number facts and add and subtract numbers to 10 satisfactorily but few can explain how they worked out the answer or solve problems systematically. Most pupils have a satisfactory understanding of the value of numbers and can complete addition and subtraction calculations accurately but even the more able struggle with strategies involving known number facts to aid calculations. Most name two-dimensional shapes accurately, and are able to recognise a shape from a list of properties. Pupils are starting to use standard measures of length. A minority can work out information

from tables and block graphs. However, pupils' experience of mathematical problem solving is limited so they do not use and apply what they have learned in real situations.

31. Teachers' assessments of pupils' attainment in science at the end of Year 2 in 2002 show that pupils' investigative skills and their knowledge and understanding of physical processes are very weak. They make satisfactory gains in some aspects of their knowledge and understanding. For example, they have a good understanding of the properties of materials and can sort out man made objects from those that are natural and understand the differences between living and non-living things.
32. In both mathematics and science, worksheets are frequently used which limit opportunities for pupils to develop their thinking in a flexible way. There are too few opportunities for pupils to experiment and investigate. The development of problem solving skills is not sufficiently emphasised in mathematics and there is a need for a greater emphasis on scientific enquiry.

Raise pupils' attainments in writing throughout the school

33. Throughout the school, pupils' standards in writing are not as good as those in reading. This is particularly so in Years 1 and 2. Pupils make satisfactory progress in writing when teachers and teaching assistants work with them but they do not know enough strategies to help them write independently and their progress is slower when adults do not closely support them.
34. By the end of Year 2, pupils express their ideas logically in stories and show an awareness of capital letters and full stops but these are not always used consistently. More able pupils are beginning to use description and dialogue to add character and interest but their sentences are simple and their vocabulary lacks variety. Average and more able pupils' spelling of frequently used words is usually accurate. Lower-attaining pupils have few strategies for spelling correctly beyond the first letters in a word and they make slow progress in this aspect of their work unless they receive additional help. Overall the range of extended writing that teachers expect them to do is too narrow and pupils do not have enough opportunities to organise their ideas creatively in other subjects.
35. Basic skills are taught well in lessons although not promoted sufficiently well in other subjects in Years 1 and 2. The gains that pupil make in exercises in English lessons are not always shown in pupils' independent writing.
36. Pupils' writing skills are improving in Year 3 to Year 6, largely as a result of the well-planned and targeted action teachers have taken. Teachers place good emphasis in promoting better skills in planning, drafting and editing across a range of different types of writing and this is helping to raise standards. Most pupils express their ideas clearly when they present arguments or write autobiographies, and when their writing is linked to other subjects such as history or geography. For example, their writing on life in Ancient Greece is detailed and lively and their studies of Llangollen are well observed and carefully recorded. More able pupils use paragraphs correctly and use an interesting range of vocabulary. Pupils use punctuation correctly but some have difficulty punctuating dialogue. However, pupils would benefit from more opportunities to develop their creative and imaginative writing. Whilst there are very good examples of pupils attaining good standards in aspects of their writing, unnecessary copying tasks sometimes deny pupils adequate time to practise and secure new learning.

37. Handwriting skills are taught systematically and regularly throughout the school. Since the last inspection the school has introduced a scheme of work that builds steadily upon these skills. By the end of Year 2 pupils form their letters with care but they do not apply these skills independently in lessons other than handwriting. However, by the end of Year 6 there are some very good examples of pupils writing in a fluent, joined up style.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

38. To develop further the school's effectiveness, staff and governors should:

Raise standards in mathematics and science by the end of Year 2 by:

- ensuring that work is sufficiently challenging for more-able pupils;
- providing more opportunities for pupils to solve problems that involve real-life situations;
- giving greater emphasis to developing pupils' skills in scientific enquiry.
(paragraphs 27-31)

Raise standards in writing throughout the school by:

- developing pupils' independent writing skills in other subjects in Years 1 and 2;
- increasing the opportunities for pupils to develop their imaginative writing in Years 3-6.
(paragraphs 32-36)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	7	5	0	0	0
Percentage	0	20	47	33	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.

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)	13	222
Number of full-time pupils known to be eligible for free school meals	0	18

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	55

English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	5.8
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
		2002	16	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	13	12
	Girls	14	13	11
	Total	29	26	23
Percentage of pupils at NC level 2 or above	School	97(90)	87(72)	77(86)
	National	84(84)	86(86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	12	14
	Girls	14	10	12
	Total	29	22	26
Percentage of pupils at NC level 2 or above	School	97(90)	73(86)	87(90)
	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	19	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	17
	Girls	7	7	8
	Total	21	22	25
Percentage of pupils At NC level 4 or above	School	75(72)	79(66)	89(75)
	National	75(75)	73(71)	86(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	17
	Girls	7	7	8
	Total	20	22	25
Percentage of pupils At NC level 4 or above	School	71(72)	79(66)	89(78)
	National	73(72)	74(74)	82(82)

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

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	159	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	13	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	0	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)	10.3
Number of pupils per qualified teacher	20:29.1
Average class size	29.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	109

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	13:1

Financial information

Financial year	2002/03
	£
Total income	582,774
Total expenditure	530,264
Expenditure per pupil	2,389
Balance brought forward from previous year	71,892
Balance carried forward to next year	52,510

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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

Number of questionnaires sent out	222
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	3	0	0
My child is making good progress in school.	59	37	2	2	0
Behaviour in the school is good.	54	44	2	1	0
My child gets the right amount of work to do at home.	40	46	8	2	4
The teaching is good.	65	34	1	1	0
I am kept well informed about how my child is getting on.	52	38	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	71	23	5	1	1
The school expects my child to work hard and achieve his or her best.	75	23	1	0	1
The school works closely with parents.	48	43	7	1	1
The school is well led and managed.	50	39	5	1	5
The school is helping my child become mature and responsible.	61	35	2	0	2
The school provides an interesting range of activities outside lessons.	27	26	32	9	5