

INSPECTION REPORT

ST. MARY'S CATHOLIC PRIMARY SCHOOL

Buckfast

LEA area: Devon

Unique reference number: 113460

Headteacher: Mrs Thérèse Chiswell

Reporting inspector: Mr M S Burghart
20865

Dates of inspection: 6th – 7th November 2002

Inspection number: 247378

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Buckfast Rd Buckfast Devon
Postcode:	TQ11 0EA
Telephone number:	01364 642389
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Appropriate authority:	Governing Body
Name of chair of governors:	Dom Fr Sebastian Wolff OSB
Date of previous inspection:	April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Catholic Primary School is in Buckfast adjacent to Buckfast Abbey in the Dartmoor national park in Devon. The school is housed in 1890s buildings owned by the abbey which, with various additions, provide accommodation for four classes. Governors and the diocese are currently planning a new school. The school is much smaller than average, with 72 pupils on roll aged from five to eleven, fifteen fewer than at the last inspection. A small number of children are set to join reception after Christmas. Currently there are three classes. All contain pupils from more than one age group with the youngest class of 29 made up of Year R, Years 1 and 2, and three Year 3 children. The remaining Year 3 pupils are taught with Year 4, and Years 5 and 6 make up the top class. There is an average of 22 children in these classes. Pupils are drawn from a variety of backgrounds and a wide area. Overall their attainment on entry to the school, aged five, is about average for the local education authority. The head has been in post for four years and is supported by three full time, and one part time, teachers. All but one teacher is new since the last inspection. During the inspection one member of staff was on maternity leave and another was away ill. The school went through a difficult period in the last academic year when the head was off following a serious operation after which the deputy was then on sick leave. There are 27 pupils on the special educational needs register. This is much above the national average and includes three pupils supported with formal statements under the terms of the DfES Code of Practice¹. Twelve children are known to be eligible for free school meals, which is broadly average. No pupil has English as an additional language. A high proportion of pupils (many with special needs) join, or leave the school, other than at the start of Year R and the end of Year 6. Acts of worship and religious education are to be inspected by a representative of the diocese. This report appears under a separate cover.

HOW GOOD THE SCHOOL IS

St Mary's continues to be a happy, caring school, which reflects its inclusive Catholic ideals. Children and staff usually get on well together and teachers are working hard to ensure that pupils in this small school are provided with the full range of the curriculum. Good teaching, especially in Years 3 to 6 has positive effects on learning, most obviously in literacy and numeracy. Standards vary year on year and appear to have declined sharply in 2002, but overall the school can prove it adds value to what pupils know, can do and understand. Support for the high proportion of pupils with special educational needs is good and for those with statements of particular need, very good. Strong leadership and good management now ensure the school is aware of strengths and weaknesses and that it successfully reaches towards its mission statement. Although because of its size, costs per pupil are relatively high, the school currently gives satisfactory value for money.

What the school does well

- The school successfully encourages pupils' positive attitudes, personal development and relationships. Standards of behaviour are good.
- Provision for special educational needs is good.
- The school takes good care of pupils.
- Teaching is good.
- The quality of leadership and management is good.

¹ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

What could be improved

- Standards as measured by national tests for eleven year olds in English, science and, most especially mathematics, need to be improved over 2002 results.
- The quality of ageing accommodation does not do the school justice.
- Communication with parents regarding homework is not clear enough.
- Attendance rates are well below the national average.

Priorities already identified in the school's own improvement plan will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress against the four key issues identified in the last inspection of April 1997. Much improved curriculum planning, successfully led by staff as co-ordinators, is having positive effects on teaching and learning. The quality of school development planning has been raised by drawing on this work to establish priorities for improvement, particularly to overcome last year's weaker results for Year 6 pupils. Spiritual and multicultural opportunities are now good as a result of deliberate planning and better resourcing. Significant developments in the management of information and communication technology (ICT) have improved coverage, resources and opportunities for pupils to be involved in control technology and data handling. There are better attendance procedures, as required by the last report, but absence rates are still well above average. National Strategies for Literacy and Numeracy have been successfully introduced and modifications to the site have made some improvements. However, although put to good use, the quality of the ageing building is still a weakness: lack of space and toilet provision being significant factors. Standards of behaviour are now good compared with the negative situation described for boys in Years 1 and 2 in 1997.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores² in National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	A	E	E	well above average A above average B average C below average D well below average E very low E*
Mathematics	A	A	E*	E*	
Science	B	B	E*	E*	

The table shows that the school did very well in 2001 and this was recognised with a DfES award for improvement since 1998. 2002 results are on the face of it much worse putting the school in the bottom five per cent for mathematics and science. However, statistical variations in small year groups (14 in this case) can be marked, and when high levels of special educational needs are involved (nearly 30 per cent) results can prove unreliable. The school is able to show that although the overall performance of the year group was very low, individuals had made progress, some of it good, in their time at the school. Rigorous analysis

² Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

is in hand to ensure that pupils in the present Year 6 reach at least average standards by the end of the academic year. Inspection findings from lessons and sampling of pupils' work confirm that currently pupils are meeting national expectations at ages seven and eleven, with higher attainers better than this. The school's renewed emphasis on spelling, writing and numeracy is having positive effects on learning and attainment. Results of national tests for seven year olds in 2002 were more encouraging: average in reading, above in writing and in the top five per cent of similar schools in mathematics. Standards in ICT have been improved and are now satisfactory for pupils aged seven and, for the work actually undertaken by eleven year olds. However, there has not yet been time (and only recently sufficient equipment) for Year 6 pupils to cover all elements in enough depth to achieve all that is now required. Better planning, teaching and resourcing (although more equipment is still needed) means that this will be corrected in future years. In a short inspection it is neither possible nor intended to make detailed judgements about standards in other subjects but it is evident that there are strengths in some aspects of music, geography and history. Children in the very small Year R make satisfactory progress against all elements of the Foundation Stage³ curriculum. From their first day they are fully included in all aspects of school life.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: most pupils enjoy school. They can all be trusted to show enthusiasm and keep trying.
Behaviour, in and out of classrooms	Good and improved. Pupils behave well. Children report there is little problem with antisocial behaviour.
Personal development and relationships	Very good. The school helps pupils to become mature. Relationships are judged very good. Most children and staff get on very well for most of the time.
Attendance	Unsatisfactory being well below the national average. However the school has worked hard to make improvements. Most absence features a very small minority of pupils, with some being the result of long term illness.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Year 3 - 6
Quality of teaching	Satisfactory	Satisfactory; good for literacy and numeracy.	Good with very good features.

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.

Since the last inspection all but one of the staff have changed. However the quality of teaching has been maintained, and in some aspects – notably literacy, numeracy and ICT – is improving. This has positive effects on pupils' learning. No lessons seen were unsatisfactory. All staff were observed on several occasions and all recorded at least one good or better lesson. Overall three out of every five lessons were good or better, with one in five very good. In Years 3 to 6 one in three lessons were very good and two in three at least good. Strengths in teaching are in: English and mathematics, where nearly all lessons were good because of very good planning, clear objectives, and good questioning. Areas for further

³ The Foundation Stage refers to children from entry up to and including age six when they complete the reception year.

development are in increasing the pace of some lessons; reducing the overall time during the day when pupils sit on the carpet to listen; and helping pupils to develop a better understanding of test-taking techniques. Special educational needs teaching and support is good, with work set at a variety of levels in nearly every session being successful in ensuring that pupils are appropriately challenged. Learning support assistants make a significant contribution to the good quality of teaching throughout the school.

Currently 29 pupils from Year R to Year 3 are taught as part of the same class. The school intends to reduce this after Christmas, with an extra part time teacher, specifically to develop support for children in the Foundation Stage.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, being broad and balanced. The curriculum is much improved as a result of good work to develop planning and assessment.
Provision for pupils with special educational needs	Good overall, and very good for those pupils with statements of particular need. Learning support assistants play a significant part.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good and significantly better than at the time of the last inspection. Moral and social opportunities are very good, whilst spiritual and cultural provision is improved to good. Better planning for pupils' multicultural awareness has improved this element to satisfactory.
How well the school cares for its pupils	Very good: the school continues to provide a safe, caring environment and is fully inclusive. Improvements mean assessments are being used to set targets to help pupils progress.

The clear majority of parents have very positive views about the school. There are good links between the school and the community, and especially close ties with Buckfast Abbey.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Strong leadership from the head, complemented by good management. The deputy head, and subject co-ordinators make a good contribution, with their action plans successfully drawn together to confirm the school's educational direction.
How well the governors fulfil their responsibilities	Governors give good support, confirming priorities for development, especially with regard to school aims, finance and building issues. Their understanding of the curriculum and standards continues to be improved.
The school's evaluation of its performance	Following a difficult period of staff illness the school is back on track and now has a good understanding of its strengths and weaknesses. Analysis of the decline in test results is being used to ensure improvements.
The strategic use of resources	Good: finance, staffing, resources and the deteriorating building are being well used to support the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most children like coming to school. • Teaching is good. • Children are helped to become mature in a family atmosphere. • The school is well led and managed. 	<ul style="list-style-type: none"> • Information about progress. • Extracurricular activities. • Some aspects of communication, especially about homework. • Toilets.

Nine parents attended the meeting with the registered inspector before the inspection and a further two met with the lay inspector during the inspection. Forty people (56 per cent) returned the Ofsted questionnaire. Parents are generally pleased with the school, particularly with its caring, happy nature. Inspectors support these views. With regard to information about pupils' progress, school practice is found to be at least adequate and at best good. Extracurricular provision, including visits and visitors is judged satisfactory for a school of this size. The school is aware that aspects of communication could be better, information about homework being a prime example. Concerns over toilet arrangements are well founded. However, inspectors understand that major alterations may not prove cost effective in the light of initiatives towards a new building.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

‘The school successfully encourages pupils’ positive attitudes, personal development and relationships. Standards of behaviour are good.’

1. In all lessons, assemblies, breaks and lunchtimes during the inspection pupils’ attitudes and behaviour were at least satisfactory, and for the overwhelming part, better than this. Pupils appear polite, keen and interested and enthusiastic for school. There were plenty of occasions in this short inspection where pupils showed their eagerness. For example Years 5 and 6 delight at converting everyday language into standard English and vice versa; Year 3 and Year 4 pupils’ pleasure at explaining their home-produced Devon brochures; pupils from Years 1 and 2 obvious interest in finding number patterns on a 100 square; and what can only be described as glee of Year R children moving around the school with their learning support assistant to compare different shades of light and dark. Even in the very few lessons which did not fully challenge them pupils behaved well. This is a contrast to the comments of the last report which noted that the behaviour of boys in Years 1 and 2 was sometimes unsatisfactory.

2. All but two of the parents who returned the Ofsted questionnaire reported that their children like school. Written comments from a small minority expressed concerns about behaviour and relationships. Inspectors judge from observations and discussions with children, staff and parents, that such incidences are very rare. Overall standards of behaviour are good and for the vast majority of time relationships are very good. This reflects the school’s commitment to its Catholic ideals and intentions to be fully inclusive. From conversations with children of all ages it is clear that for the most part they feel valued, and that they appreciate being part of the school’s close knit, family type atmosphere.

3. Provision to encourage pupils’ moral and social development is very good, whilst spiritual and cultural opportunities, criticised in the last report, are now much improved to good. Pupils respond well and show that they are able to take responsibility. There is good consideration of younger pupils by those in Years 3 to 6, and pupils of all ages and abilities work and play well together. This builds on good attitudes established in Year R, where children were observed sharing and readily taking turns. Older pupils when working in groups for example in science and literacy sessions, were seen to negotiate who would do what and showed that they were ready to listen to each other. In a very good physical education lesson Years 5 and 6 pupils responded well to good teaching and watched each other carefully before making reasoned, sensible, constructive comments, and then improving their own group balance sequence performances accordingly.

4. Nine out of ten parents returning the Ofsted questionnaire thought that the school helped their children to become mature and responsible. This is clearly the case as well as successfully encouraging children to be considerate to those less fortunate than themselves at home and abroad.

‘Provision for special educational needs is good.’

5. The school has a high proportion of its pupils on the special educational needs register. Overall there are about thirty per cent of pupils in this category at the school compared with twenty three per cent nationally. Provision is good, not only because pupils

are effectively supported with good individual education plans aimed at making improvements, but most lessons feature work set at different ability levels. The use of newly developed 'provision maps' to promote and track what pupils of differing ability levels will be doing is a good initiative. This enables pupils to make good progress against their own ability and experience. It builds upon the staff's good knowledge of pupils in this small school and the benefits of much improved assessment which is beginning to be used to set specific targets for pupils to work towards.

6. Support for those pupils who have formal statements of particular needs as defined by the Code of Practice is very good. Learning support assistants under the guidance of the special educational needs co-ordinator, play a very strong part in ensuring that such pupils get their full entitlement to education and that they are fully included in school life.

7. With the effective help of specialist support from the local education authority the school makes good provision for traveller children whose special needs often relate to lack of experience.

'The school takes good care of pupils.'

8. The school continues to provide a safe secure environment for pupils. Its size makes it possible for all staff to know all pupils and this is very effective in catering for individual needs and maintaining expectations.

9. Procedures for looking after sick children and contacting parents as appropriate are good, and a credit particularly to administrative staff. Attention to road safety when crossing to use the community hall for assemblies and physical education is excellent and security is good throughout.

10. Improvements to the assessment of pupils' work and performance make it possible to modify the curriculum accordingly and set targets for individuals so that they are aware of how to make improvements. Notwithstanding a difficult period of staff absence last year this is now working well towards raising and maintaining standards. Currently it is most effective in English, mathematics and science. The school's emphasis on spelling, writing, aspects of numeracy, and drawing conclusions from data derived from scientific experiments, was the direct result of this.

11. A variety of written comments to inspectors and points raised at the Ofsted parents meetings confirm that the vast majority of parents believe the school looks after their children well. Discussions, notably with older pupils, shows that children feel that their views are listened to and valued by staff.

'Teaching is good.'

12. During the inspection all teachers were observed on several occasions without prior knowledge of which lessons would be seen. No lessons were unsatisfactory and all teachers had at least one good session. Teaching was satisfactory overall for Year R and Years 1 and 2, for much their time as part of the same class, with strengths in well planned literacy and numeracy. Teaching was good with very good features for Years 3 to 6 with clear strengths in English, mathematics and physical education.

13. Overall one in five lessons was very good in the inspection. All of the very good teaching was in Years 3 to 6 where one in three lessons was very good. Three in five lessons were at least good across the school which makes it possible to judge that teaching is good.

14. Highlights in teaching are in:

- The clarity of learning objectives, identified in much improved planning, well communicated to pupils at the start of most lessons and referred back to at the end. For example the use of correct mathematical vocabulary with Years 1 and 2 pupils to help them understand subtraction;
- Good management of pupils and resources. For example in an outdoor physical education lesson on sending and receiving a ball with a racquet, the teacher paid good attention to health and safety, kept the pupils fully active, and protected the balls from being lost under the gate!
- The use of good questioning techniques, which in the best lessons fully involves all pupils, shows that the teacher has listened to pupils' contributions and requires pupils to answer in proper sentences on the basis of some reason or opinion. For example in a very good Years 3 and 4 mathematics lesson on division the teacher quizzed pupils to explain their own strategies, which led to the more able pupils really being extended in work to use equations to solve problems.

15. Throughout the school learning support assistants make a strong contribution to the quality of teaching. They work closely with teachers to help pupils to make progress both personal and academic. They maintain very good relationships with pupils and make expectations of work and behaviour very clear and pupils respond very positively to their help and support.

16. Aspects of teaching which could still be improved include increasing the pace of some lessons; reviewing the structure of the school day to reduce the time that pupils sit and listen, often on the carpet; and helping pupils to develop a better understanding of test-taking techniques.

'The quality of leadership and management is good.'

17. Strong leadership from the headteacher provides much of the driving force in the school. She has high expectations of herself, her staff and the children. She is responsible for underpinning the successful caring nature of the school that was reported in the last inspection with clear educational direction and ensuring that the school follows its Catholic aims. As a consequence of now good evaluation and analysis led by the head and deputy the school is aware of its strengths and weaknesses and most of the issues for development identified by this inspection already feature in future planning.

18. Notwithstanding a difficult period over the past year, contributions from subject coordinators have been effectively drawn together into a school development plan which makes responsibilities clear, sets timescales for improvement, identifies criteria for success and seeks to cost initiatives. This plan is well managed by the head to prioritise effort against resources. In this small school this is a wide ranging plan and as there are few staff, could lead to overload. It is evident that staff are working very hard to plan for, and support, their many curriculum responsibilities and that their own management skills are improving with training and experience. Examples of improvements are in the school's approach to literacy and numeracy, and the obvious progress made in ICT since the last inspection.

19. Governors give the school good support, especially in the areas of finance and in seeking to develop much needed building improvements. They confirm priorities of the development plan and monitor spending. They are aware that there is more to do to ensure a better understanding of standards, curriculum and assessment issues, but are well informed in these aspects by staff.

20. Finances are efficiently run by an effective combination of the head, administrative officer and governors. The budget is used well, with all money spent for designated purposes and all funds used every year to support learning. The apparent lack of a contingency fund is overcome through the support of the Abbey. Careful attention to financial 'reserves' has made the building of a new school a very real possibility.

21. The last report stated that the school gave good value for money. Since then there have been many changes in the school, in expectations and in levels of funding. Whilst teaching has been maintained and some aspects of provision such as spiritual and multicultural opportunities have been improved, standards, in terms of pupils' attainment and the quality of the learning environment, could be said to have declined. As a result the school is currently judged as offering satisfactory value for money compared with the 'good' judgement of the last report. However, it is evident that improvements are being made.

WHAT COULD BE IMPROVED

'Standards as measured by national tests for eleven year olds in English, science and, most especially mathematics, need to be improved over 2002 results.'

22. It is clear that the school's National Curriculum test results in 2002 for eleven year olds were much worse than in the previous year. When comparisons based on data from all primary schools nationally and of those in similar contexts are applied the school appears to be well below average in English and in the bottom five per cent for mathematics and science, having been towards the top ten per cent in the preceding year. The school missed its targets set by the local education authority for this year group by 16 per cent in English. Results in mathematics were especially disappointing and the school failed to meet its target by 28.6 per cent.

23. Possible reasons for this decline are:

- Statistics can be misleading when dealing with small year groups, in this case 14 pupils, and variations year on year are not unusual;
- The year group in question, who have now left the school, had a relatively high level of pupils on the special educational needs register: 29 per cent compared with the national average of 22 per cent;
- One in five of those pupils in this year group joined the school after Year 4;
- In the run up to the tests the school suffered a higher than usual level of staff absence through illness, including the head spending time in hospital. In a small school this can have a marked effect on provision and standards. This followed a planned reorganisation of staff within the school where teachers were new to the age groups they were to teach;
- School records from assessments carried out over a period of years show that this year group had performed below what was usual for the school and had received extra help in terms of 'booster' support to try to raise standards.

24. Inspectors judge that these explanations are both plausible and understandable, but would still expect to see improvements from this serious situation in the coming year. Work now in hand following the school's own evaluation of the situation is evident in literacy, numeracy and science, with detailed analysis by co-ordinators of elements of test papers where pupils were found lacking. Good action plans have been implemented to overcome weaknesses and a programme of target setting has begun to help individual pupils make progress. During the inspection, work of the current Year 6 pupils was found to be consistent with national expectations, and for higher attainers better than this.

25. The commitment of staff and pupils to improving on disappointing results in 2002 does the school credit, and forms a good basis for further development. Good links are made between priorities for improvement and staff training, and provision is being improved as a result.

‘The quality of ageing accommodation does not do the school justice.’

26. The school was built in 1893 and has been modified on a number of occasions and extended with a ‘mobile’ temporary classroom, to provide basic accommodation for four classes. The fabric of the building is rapidly ageing and, although staff work hard to maintain good quality displays, and head and governors have been effective in bringing about improvements, this is negatively affecting pupils’ learning and working conditions. For example the library was resited in the old staffroom after the last inspection, and much care and money was invested to provide a good range of books in an attractive environment, but a worn out roof allows water to seep through spoiling displays and damaging resources. There is no direct access for Year R children to use outdoor space as recommended in the Foundation Stage curriculum, and the main classroom for pupils in Years 1 and 2 serves as a thoroughfare, often disrupting activities.

27. Staff facilities are very limited. The staffroom is very small and dark and does not allow for study or preparation. Office and storage space are very cramped and although much has been done to make the best of available space the building does not lend itself to the needs of modern technology.

28. Parents, children and staff expressed concerns over toilets. Inspectors judge that these concerns are well founded, both in terms of quantity and quality. Pupils have access to only a small number of toilets and some of these are outside. Adults share facilities with those designated to support pupils with physical special needs. The school has done what it can to improve facilities in the short term, but governors are of the opinion that modernising existing provision would divert money away from the intended project of building a new school.

‘Communication with parents regarding homework is not clear enough.’

29. A high proportion of parents of the fifty-six per cent who returned the Ofsted questionnaire expressed concerns about homework. Inspection evidence points to a lack of communication in this direction, with some parents unaware of expectations. The school’s own survey and subsequent analysis came to the same conclusion and plans are being drawn up to:

- Ensure all parents know what school policy is, detailing what actually constitutes homework appropriate to each age group;
- Monitor that procedures for setting and marking homework are consistently applied, even in the event of staff absence.

30. It is clear from discussions with individuals in Year 6 that older pupils have a sound understanding of what the school expects them to do at home and that they are able to take some initiative in the process by organising their own time to meet given deadlines.

‘Attendance rates are well below the national average.’

31. Attendance rates at the school have dipped over the last two years to very low compared with the national average. Statistics put the school in the bottom ten per cent of all

primary schools nationally. This can partly be explained by the very wide geographic catchment area which is a consequence of the school's Catholic status, and associated transport problems. However, even taking this into account the underlying trend has been downward. Reasons, already evaluated by the school, include a few pupils' long term illnesses, compounded by the frequent absence of a small minority of children.

32. The school has worked hard to improve its procedures for monitoring attendance as recommended by the last inspection and its current practice includes regular registrations and computerised recording of absence, both authorised and unauthorised. These procedures are now judged to be good. Newsletters give a clear message to parents with regard to absence and the school makes good use of the local authority education welfare officer where necessary. Administrative staff are to be congratulated on improvements made to systems and the quality of liaison with parents and outside agencies. Areas for further development include contacting parents sooner when pupils are absent without explanation, and making full use of the potential for electronic analysis of patterns and trends of attendance class by class.

33. Amongst other missing elements, the very attractive school brochure does not meet the requirement to notify parents of details of absence figures compared with the national picture.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. In order to further improve the school, headteacher, staff and governors should seek to:-

- **Raise** standards as measured by national tests for eleven year olds in English, mathematics and science;
- **Continue**, with the backing of the trustees, the Abbey and the diocese, the good work already in hand towards the building of a new school;
- **Develop** communications and the quality of information for parents regarding homework, ensuring that school practice is consistently applied;
- **Improve** attendance rates.

(It is acknowledged that the school was already aware of these issues for improvement and that planning is in hand to address them.)

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	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	6	6	0	0	0
Percentage	0	20	40	40	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	72
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

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	27

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	7
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	8.7

Unauthorised absence

	%
School data	0.7

National comparative data	5.6
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National comparative data	0.5
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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)

Results are not reported because less than ten pupils were assessed in 2002.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	5	9	14

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	64(83)	29(83)	64(83)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	64(N/A)	86(N/A)	86(N/A)
	National	73 (72)	74 (74)	82 (82)

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

Actual numbers of pupils at NC level 4 and above are not reported because less than ten boys, and less than ten girls took the tests.

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	68	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	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	0	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	0	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)	4.6
Number of pupils per qualified teacher	15.7
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	85

FTE means full-time equivalent.

Financial information

Financial year	2000/1
	£
Total income	223657
Total expenditure	223867
Expenditure per pupil	2515
Balance brought forward from previous year	650
Balance carried forward to next year	440

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
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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	72
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	18	2	2	0
My child is making good progress in school.	38	48	10	5	0
Behaviour in the school is good.	50	35	10	5	0
My child gets the right amount of work to do at home.	50	15	20	15	0
The teaching is good.	55	35	0	5	5
I am kept well informed about how my child is getting on.	52	30	10	8	0
I would feel comfortable about approaching the school with questions or a problem.	78	10	2	10	0
The school expects my child to work hard and achieve his or her best.	55	30	10	5	0
The school works closely with parents.	55	35	5	2	2
The school is well led and managed.	57	38	2	2	0
The school is helping my child become mature and responsible.	60	30	5	2	2
The school provides an interesting range of activities outside lessons.	48	22	22	5	2

Due to rounding percentages do not total 100.