

INSPECTION REPORT

**ST JAMES-THE-LESS CATHOLIC PRIMARY
SCHOOL**

Rawtenstall, Lancashire

LEA area: Lancashire

Unique reference number: 119665

Headteacher: Mr A Mooney

Reporting inspector: Mr P M Allen
17531

Dates of inspection: 31st March - 1st April 2003

Inspection number: 248048

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:	Unity Way Rawtenstall Rossendale Lancashire
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Appropriate authority:	The governing body
Name of chair of governors:	Father D Lupton
Date of previous inspection:	16 th March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St James-the-Less Catholic Primary is a slightly below average sized primary school serving the parish of St James-the-Less in Rawtenstall. The parish covers an extensive area stretching from the boundary of Burnley on one side to the village of Edenfield on the other. Around a third of the pupils are drawn from the immediate area. Pupils come from a mixture of housing although mainly owner occupied. Of the 186 pupils on roll, there are fewer girls than boys, with a gender imbalance in some year groups. Virtually every pupil is of white UK heritage background. There is one pupil who speaks English as an additional language but who is not at an early stage of English language acquisition. There are seven classes, one for each year, from Reception to Year 6. Forty pupils are identified as having special educational needs, mainly concerned with moderate learning difficulties, this proportion being in line with the national average. Two pupils have a statement of special educational need, this proportion being below the national average. The proportion of pupils taking free school meals is well below the national average. Virtually all the children have had experience of pre-school education. Attainment on entry to the Reception class is wide and varies from year to year, but overall it is broadly in line with what could be expected.

HOW GOOD THE SCHOOL IS

This is a very effective school which provides a very good standard of education. The school has very effective strategies to ensure that all pupils have equal access to all the opportunities provided. Standards at the end of Year 2 and the end of Year 6 are very good. The overall quality of teaching is very good across the school and this enables all the pupils to achieve well. The headteacher, well supported by a committed and enthusiastic staff, is providing very good leadership and management. The school gives very good value for money.

What the school does well

- Standards at the end of Year 2 and Year 6 are very good in English, mathematics and science.
- The overall quality of teaching across the school is very good, which enables all pupils, including those with special educational needs, to achieve well.
- The headteacher provides very good leadership and is well supported by the governors and the hardworking and committed staff.
- There are very good procedures for the assessing, monitoring and tracking of pupils' attainment and progress.
- The pupils' very good attitudes, behaviour and personal development are underpinned by the school's caring, Christian ethos.

What could be improved

The school has no significant weaknesses but has appropriately identified these areas for further development:

- the information and communication technology curriculum; and
- the roles of the subject co-ordinators.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in March 1998, the school has made a very good improvement. The issues from that report have been addressed. As a consequence, the monitoring role of the headteacher and roles of the curriculum co-ordinators have been significantly developed and standards in information and communication technology are much better. Pupils are now much more independent learners. There have been some improvements in multi-cultural education. Better use is made of the available space and resources. There is a recognised need to continue to develop the monitoring roles of the curriculum co-ordinators. Since the previous inspection there have been significant improvements in the standards achieved, in the quality of

teaching and learning and in the quality of leadership and management. The staff have a shared commitment and capacity to further improve the quality of education provided and to maintain and improve upon the standards achieved.

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	B	A	A	A
mathematics	C	A	B	C
science	C	B	A	B

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

Children make very good progress in the Reception year and virtually all of them are likely to achieve the nationally prescribed Early Learning Goals across the six areas of learning, with between a third and a half likely to exceed the goals. Standards at the end of Year 2 are very good in reading, writing, mathematics and science. These standards are significantly higher than those achieved by a lower attaining year group in the national tests of 2002. Standards at the end of Year 6 are very good in English, mathematics and science. These standards are reflected in the 2002 results shown in the table above, most notably in English where the results were well above average for all schools and also for similar schools. Standards in information and communication technology are now in line with national expectations across the school. There is no significant difference between the attainment of girls and boys. All pupils are enabled to achieve well, including those who are higher attainers and those with special educational needs. Although year groups can vary from year to year, there has been a trend of improvement over recent years. The school is setting challenging but realistic targets to maintain and build upon these creditable standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and are keen to talk about themselves and their work. They approach adults with confidence. They hold their teachers and their school in high regard.
Behaviour, in and out of classrooms	Pupils' behaviour is very good and sometimes exemplary. They respond well to the high expectations made of them.
Personal development and relationships	Personal development is very good. There are very good relationships which are part of an ethos where every child is valued equally. Pupils show a willingness to take responsibility and show initiative.
Attendance	Attendance is very good. Pupils enter school cheerfully, settling quickly to the established routines and make a positive start to the school day.

The older pupils are very protective and helpful towards the younger ones. The very good attitudes, behaviour and personal development are underpinned by the school's caring Christian ethos.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very 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 quality of teaching observed during this short inspection was good in a small number of lessons and very good in virtually all the remainder. English and mathematics are taught very well and teachers use effective methods to teach the skills of literacy and numeracy. The teaching promotes the pupils' self-esteem. The school meets the needs of all its pupils, including the higher attainers and those with special educational needs. The classroom assistants work very effectively and make a very positive contribution to the quality of teaching and learning. The quality of learning is very good. Pupils aspire to do well; they are enthusiastic about their learning, with a will to please their teachers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and accessible to all pupils. The quality and range of the experiences provided are good. Although the information and communication technology provision is much improved, the school recognises the need for its further development, including its use in supporting teaching and learning across the curriculum.
Provision for pupils with special educational needs	The school's programme of support for pupils with special educational needs is very good. The effective help given ensures that these pupils make very good progress.
Provision for pupils with English as an additional language	Very good support has been provided, enabling full integration into all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	There is very good provision for spiritual, moral and social development and good provision for cultural development. The school enables pupils to have a clear understanding of right and wrong, helping them grow as mature and responsible individuals.
How well the school cares for its pupils	The school ensures the care, safety and protection of all its pupils. The arrangements for assessing, monitoring and tracking of pupils' attainment and progress are thorough and well organised.

The school's assessing and monitoring of pupils' achievement are amongst its many strengths. The level of pastoral care is very high. All pupils are fully included in every aspect of school life.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership and management of the headteacher are major factors in the effectiveness of the school. He is well supported by the experienced deputy headteacher. There are firm plans to further develop the monitoring roles of the curriculum co-ordinators.
How well the governors fulfil their responsibilities	The enthusiastic and supportive governing body fulfils its responsibilities well. Governors are closely involved in the life of the school, with a good awareness of its strengths and scope for further improvement.
The school's evaluation of its performance	The school's analysis of standards gives a clear picture of pupils' achievements and of steps needed for improvement. There are good practices for the monitoring of teaching and learning.
The strategic use of resources	Effective financial management, with very positive input by the governing body, together with a careful analysis of spending ensures that the school spends its money prudently. The budget surplus has been appropriately earmarked to broadly maintain the staffing levels of the school.

The school benefits from very good leadership. Good use is made of the available time, except that teaching time at Key Stage 2 is slightly below national recommendations. The school gives good consideration 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"> • Children like school and are making good progress. • Standards of behaviour. • The quality of teaching and the approachability of the school. • The leadership and management. • The expectation that children will work hard and become responsible. 	<ul style="list-style-type: none"> • Some parents feel that their children do not receive the right amount of homework. • Some feel that they are not sufficiently well informed about their child's progress. • A number feel that there should be more extra-curricular activities.

The inspection team judges that the amount of homework set is broadly appropriate for the various ages. The school's expectations for homework need to be more clearly communicated with parents. There are good opportunities for parents to receive information about their children's progress and the very approachable staff are happy to provide this at any time. The view of the inspection team, shared by the governors, is that the school could usefully review its range of extra-curricular provision. The vast majority of views expressed by parents were very positive. Many spoke very highly of the school and its good reputation. The inspection team supports these positive views and endorses the view that this is a very good school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards at the end of Year 2 and Year 6 are very good in English, mathematics and science.

1. At the time of the previous inspection the attainments of the children in the Reception class were judged to be in line with national expectations in all areas of learning. Standards at the end of Year 2 were judged to be in line with national averages in English, mathematics and science. Standards at the end of Year 6 were judged to be in line with national averages in English and science and above in mathematics. The judgement of the inspection team is that the school has made a very good improvement since that inspection. Standards have risen across the school, notably in English, mathematics and science. This clear rise in standards is closely linked to the improvement in the quality of teaching.
2. The very good teaching in the Foundation Stage (Reception class) ensures that the children make a very positive start to school life. Although levels of attainment vary from year to year, assessments undertaken soon after the start of the Reception year indicate that standards on entry to the school are broadly in line with what could be expected. The quality of education in Reception is very good but the lack of an outside play area disadvantages children in the physical area of learning.
3. The children achieve well relative to their abilities across all the areas of learning; progress is particularly marked in personal, social and emotional development, in communication, language and literacy and in the mathematical area of learning. In communication, language and literacy the vast majority of children are likely to achieve the Early Learning Goals, with around a third likely to exceed them. In the mathematical area of learning virtually all the children are likely to meet the goals, with around a third exceeding them. In personal, social and emotional development, in knowledge and understanding of the world and in the physical and creative areas of learning, virtually all the children are likely to meet the appropriate goals, with between a third and a half likely to exceed them in most respects.
4. Overall standards and results can vary from year to year due, for example, to the proportion of pupils with special educational needs in the year group. Pupils at the end of Year 2 performed well in the 2001 national tests. Standards were good in English and very good in writing and mathematics. Results were much lower in 2002; staff illness and other difficulties in the school resulted in a lower attaining year group achieving standards which were below those expected. Stability in the staffing has helped the school and the year group to get back on track and all the indications are positive. In the reading, writing and mathematics tests the vast majority of pupils are in line to meet Level 2, the expected level for most seven year olds nationally, and a good proportion are expected to reach the higher Level 3; in reading and mathematics around 40 per cent are expected to reach this higher level. The expectations are similar for the levels the pupils will achieve in the teacher assessments in science.
5. At the end of Year 6, a similar picture of high standards is apparent. In the 2003 tests the vast majority of pupils are in line to achieve Level 4, the level expected for most eleven year olds nationally. Around 40 per cent are likely to reach the higher Level 5 in English and mathematics, whilst in science it is likely to be around 50 per cent. These creditable standards follow a pattern of high achievement over recent years. National performance data show that, taking the three years from 2000 to 2002 together, the performance of pupils in mathematics and science clearly exceeded the national average for their age group; in English over this time the performance exceeded the national average by a significant margin.
6. During the inspection a scrutiny was undertaken of pupils' work throughout the year, focusing mainly on English and mathematics and to a lesser extent on science. This work scrutiny gave evidence of the very good standards; it reflected the teachers' high expectations, the productivity of the pupils and the good and sometimes very good progress they make throughout the year. Both literacy and numeracy work benefit from the pupils' targets being displayed in the front of their books, targets to

which the pupils aspire. In English, pupils are given a wide range of interesting writing tasks, including opportunities for extended writing. The quality of work, including the handwriting and presentation, is very good. There is a lot of well structured written work in science. By the end of Year 2, the pupils' writing is often structured, imaginative and clear. By the end of Year 6, many pupils choose words imaginatively and use them with precision.

7. Similarly, in the mathematics exercise books there is evidence of a lot of work and clear indication of the good, and in many cases the very good, progress since September. The work shows that teachers plan appropriate but challenging work, moving pupils quickly through the various stages of learning when that is possible. The pupils' work in mathematics reflects the high expectations. By the end of Year 2, many pupils are able to use mental recall of addition and subtraction facts to 20 in problems with larger numbers. By the end of Year 6, the pupils use their understanding of place value to multiply and divide whole numbers by 10 and 100 and a significant proportion can use their understanding to multiply and divide whole numbers and decimals by 10, 100 and 1000.
8. The school has very good arrangements for monitoring and assessing pupils' attainment and progress and the information gained from these practices confirms the judgement of the inspection team that standards are very good in English, mathematics and science across the school.

The overall quality of teaching across the school is very good, which enables all pupils, including those with special educational needs to achieve well.

9. At the time of the previous inspection, the inspection team judged that most of the teaching was satisfactory or better and some of it was good. All the indications are that the quality of teaching has improved significantly across the school since then. Standards are higher than they were previously and the main reason for this is because of the very good teaching which is now part of the culture within the school. It is this very good teaching which enables all pupils, including those with special educational needs, to achieve well.
10. Although during the two days of this short inspection it was only possible to observe a relatively small number of lessons, much very good teaching was seen. Just under a third of the teaching observed was good and just under two thirds was very good. In an English lesson in Year 6, it was judged to be excellent. This high quality of teaching results in the high quality of learning which exists across the school in the Foundation Stage (Reception) and at Key Stage 1 and Key Stage 2.
11. Very good teaching in the Reception class was seen in a lesson focusing on creative activities based on a theme of mini-beasts, which enabled the children to enjoy a high level of success. The attractive and well organised classroom was a hive of purposeful activity. From the activities on offer, some pupils were painting pictures of caterpillars and writing sentences using the computer, and some were making mini-beasts using materials such as noodles and pipe cleaners. The group taught by the classroom assistant, which included children with special educational needs, were making mini-beasts out of playdough. The high quality of instruction and questioning by the four adults in the room promoted lots of opportunities for talk, for practising and developing fine motor skills and for co-operation.
12. Across the school, the adults have high expectations of both the children's behaviour and the quality of work produced. These high expectations were also apparent in a literacy lesson with the Reception class. The teacher showed very good technical competence in teaching letter sounds and blends; the children, enjoying the story of 'Jasper's Beanstalk', were enabled to make very good progress in the acquisition of early reading skills. The lower attaining children, including those with special educational needs, were very well supported in their learning by the classroom assistant. The children's joy in learning was clear to see. The very good teaching by all the adults enables the children to make a very positive start to their schooling.
13. Across the school the management of pupils is very good and very good relationships underpin the quality of teaching and learning. This was the case in many lessons seen, including one on numeracy in Year 2. The pupils quickly became well engaged in a quick fire mental session, followed by a series of activities involving rounding up and down, first to a hundred and then to two hundred. The enthusiastic response from the pupils showed their good understanding. In group work, all the

pupils were enabled to achieve well. The work was carefully planned to take account of the needs of the various groups and to ensure that there was challenging work for the higher attainers. Very good support was provided for a small group of pupils with special educational needs by the classroom assistant, who guided them with good questioning which made them think carefully and enhanced their knowledge of numbers to a hundred. In a Year 2 lesson on using dictionaries observed on the previous day, a small group of pupils with learning difficulties gained a good understanding of alphabetical order through the very good teaching of the part-time special needs teacher, which challenged the pupils with its high expectations.

14. Very high quality teaching is flexible and adaptable to the circumstances of the lesson. This was certainly in evidence in a Year 6 lesson on non-fiction persuasive writing, when, first the overhead projector had to be switched off because of all the smoke coming from it, followed by several minutes when the screen in front of the blackboard became jammed. The teacher expertly restructured the first part of the lesson and the pupils were amused but unfazed by these unforeseen obstacles.
15. In the group reading part of this lesson, all pupils were enthusiastic to take their turn; they were supportive to one another in a classroom where there was an ethos of respect and co-operation. The teaching moved with great pace and the pupils aspired to do well. Two groups of lower attaining pupils were helped to use a template to create an advertisement for burgers. The higher attainers created an advertisement for a shop of their choice. The teacher stressed the need to work effectively. 'Time is precious,' he explained. The teaching inspired the pupils to work hard and give of their best; they created humorous and original ideas for shops such as 'Murphy's Merchandise', 'Cat's Clothes', 'Model Mania' and 'Sooty's Supersonic Soccer Shop' ('You'll be a super striker when you come to Sooty's'.) This activity made learning fun and all the pupils were enabled to achieve well. With excellent teaching such as this, pupils, including those with special educational needs, display positive attitudes to their work and want to do well; they work with care.
16. Teachers mark work effectively, supporting pupils in their achievements and indicating how they might improve their work. Classroom assistants across the school give very good support to pupils using initiative to question effectively to clarify the understanding of the lower attaining pupils. Teachers evaluate their lessons well and use them to inform their future planning. Homework is well used for pupils to practise their skills. The effectiveness of the teaching impacts very clearly on the rate, breadth and consolidation of pupils' learning. This is the main reason why all pupils are enabled to achieve well, which is one of the school's main strengths.

The headteacher provides very good leadership and is well supported by the governors and the hardworking and committed staff.

17. At the time of the previous inspection the quality of the leadership and management was judged to be satisfactory overall. Since that time the school has made a very good improvement. The issues from the report have been addressed. There have been significant improvements in the standards achieved, in the quality of teaching and learning and, importantly, in the leadership and management.
18. The very good leadership and direction being provided by the headteacher is reflected in the quality of education provided and in the high levels of care and concern evident in all aspects of life in school. He has a clear educational vision that he communicates well to everyone who works in the school. He is involved in all aspects of school life. Through his regular teaching commitment in all classes he has a good overview of the work of the school and knows the pupils well.
19. The deputy head is a key figure in the development of planning and assessment and is a member of a very pro-active senior management team. The supportive staff are hardworking and committed to the school and its pupils. There is a clear, shared vision and good communication between all those involved in the life of school. Staff understand and successfully fulfil their clearly defined roles and responsibilities, thus helping to guide the school's development. The very strong commitment to teamwork and mutual support by all staff has a very significant effect on the quality of education provided.
20. The governing body fully meets its statutory responsibilities and is very supportive of the school and of its headteacher. The members have every confidence in the leadership and management. They are

very knowledgeable and have a good range of expertise, including very experienced chairs of the finance and curriculum committees. The chairman is a regular visitor to the school and works closely with the headteacher. The committees set up to consider the different aspects of school life meet on a regular basis. Some members come to school and observe lessons. The governing body feels that it is now more involved in the work of the school and appreciates the importance of its role. Governors evaluate their understanding of the work of the school by asking themselves critical questions about the strengths and areas for development and keep useful records of their findings.

21. The school has a strong commitment to raising standards. The self-evaluation of its performance through its very thorough assessment procedures, regular monitoring of the good quality planning and work in the classrooms contribute significantly to its effectiveness. The monitoring and evaluation policy clearly sets out procedures and addresses critical questions aimed to move the school forward. The headteacher, the local education authority adviser and also the chair of the curriculum committee, who has considerable expertise in this work, all observe teaching and learning. There are firm plans to further develop the role of the co-ordinators by including them in the classroom-monitoring programme. Arrangements for appraisal and performance management are in place and targets have been set for all teachers.
22. Careful analysis of test results is an integral part of the assessment process. Teachers and governors use the information well to set high standards for achievement. This very effective annual cycle of monitoring, target setting, performance management, school improvement planning and budget planning all contribute to improving pupils' education.
23. The management and administration of special educational needs is very good. Teaching and support staff work closely with co-ordinators to ensure that appropriate work is planned for pupils. The funding is used wisely to meet their needs and the level of individual help they receive enables them to learn and achieve well as they move through the school.
24. Financial administration is good. The governing body has a clear commitment to ensure good value for money in its spending. The budget surplus has been appropriately earmarked to broadly maintain the staffing levels of the school. Day-to-day financial administration and control are effective with good use made of financial software.
25. The very strong school ethos reflects the influence of the community it serves. Communications between staff, children, governing body and parents are very good and all enjoy being part of the school. The aims and objectives are clear and appropriate and reflect a commitment to high expectation of success; this commitment is evident in the good quality school improvement plan. Everyone wants pupils to achieve their best and to try to do better. The quality of leadership and management, together with the continuing self-evaluation and high expectations, has helped to create a very effective school which has the capacity to improve further.

There are very good procedures for the assessing, monitoring and tracking of pupils' attainment and progress.

26. The school recognises the importance of effective planning, evaluation and assessment in helping to achieve high standards. The quality of planning, together with the very thorough procedures for assessment and recording, are a strength of the school. Teachers work together on planning and assessment and the very good communication between them results in a high level of consistency in procedures which, in turn, provides good continuity and progression in learning.
27. In the Reception class there are comprehensive, well-organised assessments and records. Assessments undertaken at the start of the year are used well to identify pupils' individual needs, including those who need extra help. There is a clear, systematic approach to monitoring progress in each of the six areas of learning through the 'stepping stones' leading to the nationally prescribed Early Learning Goals. This gives the teacher very clear insights into how children are performing and what they need to do to improve. Information about these goals is shared with parents at the beginning of the year. The assessments made at the end of the year indicate that very good progress is made.

28. Regular assessments and detailed record-keeping procedures are consistent across the school. These are used to set individual pupil targets in English and mathematics which are discussed and reviewed with pupils, as necessary, depending on age and ability. A writing portfolio containing samples of work is used when assessing the twice yearly writing assessment. Staff feel that the portfolio provides good guidance and has helped them to be more precise when levelling pieces of work.
29. The analysis of test results is an integral part of the assessment process. Although the two key stage co-ordinators do much of the work, they share their knowledge and expertise in analysing data with all teachers to keep them well informed. Each member of staff has a comprehensive file of information which they use for setting appropriate pupil and class targets and for monitoring individual pupils. The careful records made enable teachers to track the progress pupils make through the school and to ensure that provision for them is appropriate.
30. Assessment plays an important part in monitoring the effectiveness of the curriculum by identifying any strengths and weaknesses. Recently the school identified weaknesses in the mathematics curriculum. Younger pupils needed more work on money. The performance of older pupils in problem solving did not meet the high standards expected by the school. Planning for lessons has now been revised to ensure that work on these topics is more thorough. Assessment activities at the end of units of work, together with the good quality evaluation of lessons, provides valuable information on the quality of the curriculum and the progress being made by pupils. This is used to identify what pupils are intended to learn. Each class teacher provides termly plans setting clear intended learning outcomes.
31. The procedures for monitoring planning and assessment are very thorough. Literacy and numeracy co-ordinators regularly scrutinise planning and give feedback to teachers. All co-ordinators see medium term plans for their subjects at the beginning of each half term. The headteacher monitors weekly planning. There is very good liaison between the teachers and support staff to ensure that all staff contribute to the assessment processes. The support staff make a very positive contribution to the effective monitoring and assessment of the progress made by pupils with special educational needs.
32. The senior management team set whole school targets for national tests taken each summer. These are then shared with the governing body, who are all well informed on the use and analysis of data. Targets for future development are clearly set out in the school development plan. Assessment co-ordinators give reports to the governing body curriculum committee. The information is then discussed at full governing body meetings.
33. The assessment co-ordinators play an important part in monitoring the work of the school and in setting targets for improvement. The information they provide is thorough and very well organised. This work, together with the high commitment shown by all staff, is making a very good contribution to the school's aim of enabling effective learning for all pupils.

The pupils' very good attitudes, behaviour and personal development are underpinned by the school's caring, Christian ethos.

34. The school has a caring, Christian, family ethos where every child is valued and supported. This ethos is apparent in all aspects of school life and supports and influences the pupils' very positive attitudes. Pupils are very enthusiastic about school. In the mornings, they arrive in good time and settle cheerfully to the well-established classroom routines that set the tone for the day's learning. Parents and children agree that pupils enjoy school and are keen to take part in all the activities available for them. After-school clubs are well attended by the older pupils, who are proud of their sporting and musical achievements. Pupils' very good attendance is an indication of the pleasure they find in coming to school.
35. In lessons, pupils are very enthusiastic learners. They participate fully in classroom activities, ask and answer questions with confidence and are keen to do well. They respond to their teachers' high expectations by listening carefully, maintaining good levels of concentration and trying very hard to do their best. Work is almost always well presented. Pupils are eager to describe their work to visitors;

for example, in a science lesson, Year 4 pupils were anxious to explain why they had decided that certain materials would be more effective than others in insulating ice cubes. Pupils are developing mature attitudes to learning; for example, Year 6 pupils working in pairs on a mathematical computer program at first produced some wrong answers but maintained their interest and enthusiasm so that, through the persistent revision of their ideas, they were able to complete the task successfully.

36. Pupils' behaviour, both in lessons and around the school, is always very good and sometimes exemplary. They move quietly and sensibly around the building. If they are required to work independently, they do so with a minimum of supervision, for example, when using computers outside the classroom or going to the library to undertake their own research. The school emphasises the importance of good relationships, mutual respect and personal responsibility in promoting good behaviour and pupils respond well to this approach. They understand and observe the simple rules and are enthusiastic about the reward systems, which motivate them to try hard and behave well. They are polite, friendly and helpful to visitors, talking with genuine pleasure about the aspects of their school that make them proud.
37. Relationships throughout the school are very good. In lessons, pupils help one another appropriately, working well in pairs or groups. They take turns fairly, share equipment sensibly and listen attentively when others are speaking. In Year 6, much stress is placed on the value of team work, which leads to pupils supporting one another without question; for example, those who are not strong readers are able to read aloud without embarrassment. The mutual respect that clearly exists between pupils and teachers helps to create a purposeful working environment that contributes significantly to pupils' achievement.
38. Pupils are developing mature, sensible attitudes as a result of the opportunities they are given to learn independently, to show initiative and to take on responsibility. Older pupils are particularly enthusiastic about accepting the roles and responsibilities allocated to them, such as house captains, library helpers and monitors. Through helping the younger children with their reading or organising competitions to raise funds for charity, pupils are enhancing their own personal and social skills, while at the same time demonstrating the care and consideration for others that are at the heart of the Christian ethos of the school.

WHAT COULD BE IMPROVED

The information and communication technology curriculum.

39. Standards in information and communication technology are satisfactory and in line with national expectations at the end of Years 2 and 6. Standards have improved considerably since the previous inspection when they were judged to be unsatisfactory. A significant factor in the improvements in information and communication technology is the quality of teaching, which has improved considerably. Teachers are now much more confident and knowledgeable and their expertise is enabling them to make much better use of available resources. The use of laptop computers, together with screens, is enabling valuable whole class teaching to take place.
40. The co-ordinator has worked very hard to raise the profile of information and communication technology in the school. The school now has a very effective structured programme of work which provides a range of interesting experiences which support work in other subjects. Young pupils are becoming competent in working with databases, using data which they have collected to produce pictograms and bar graphs. They discover the advantages of using a computer to record and interpret data rather than pencil and paper methods. Older pupils use web sites to find information in history lessons. Year 6 pupils create rhythmical music and add their own vocal accompaniments.
41. In the few lessons seen, instruction was clear and teachers and classroom assistants gave effective support to pupils as they worked on their various tasks. Pupils collaborated well in group tasks. Scrutiny of current planning and well organised samples of work indicates that pupils are given a broad range of worthwhile experiences throughout the school and make steady progress.
42. The school recognises the need for the further development of information and communication technology in order to raise achievement to the high standards found in other subjects. Further

training is needed for teachers in the use of control and sensory equipment and there have been difficulties in providing appropriate software in some areas of learning because of problems of incompatibility. Although the school now has more computers than at the previous inspection and uses them well, opportunities for pupils to practise skills are still limited and there is still a shortage of suitable space to house computers. Teachers carefully record progress but now the structured scheme is in place the school appropriately wants to provide a more formal assessment system. The co-ordinator needs time to monitor work in the classrooms.

43. Information and communication technology is a priority in the school improvement plan, with clear plans for the way forward and an indication of progress already made. The involvement of the school in the Cluster Business Plan to develop information and communication technology in schools is having a very significant impact on progress. A consultant supports teaching and learning and the co-ordinator is able to share in good practice across the schools. It is hoped that a computer suite will be provided in the near future.

The roles of the subject co-ordinators.

44. At the time of the previous inspection, it was identified that the roles of the curriculum co-ordinators were relatively underdeveloped and that certain subjects were poorly co-ordinated. This informed an issue for the school concerned with developing the roles of the subject co-ordinators in their capacity as curriculum managers. Since that time, the roles have been developed and recently there has been a review leading to the re-allocation of some of the subjects. Currently, co-ordinators review the planning and resources for their subjects. There has been some work scrutiny, although this has been confined to literacy and numeracy.
45. In order to further develop the monitoring role of all staff, the school is planning ahead to undertake work scrutiny as a whole staff activity and to introduce the formal monitoring of teaching and learning by co-ordinators, initially in literacy and numeracy. This is intended to help teachers to set targets for improvement and also celebrate success in teaching. The school recognises the need for these developments to be clearly incorporated into the school development plan. These developments can enable a very effective school to become even more effective.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed. In order to build on the school's many strengths and the quality of education provided and to raise standards further, the governing body, headteacher and staff should:

- i. further develop the information and communication technology curriculum by: *
 - continuing to develop staff confidence through information and communication technology training;
 - extending the monitoring role of the co-ordinator;
 - continuing to review, extend and renew computer provision, including the plans for a computer suite; and
 - continuing to develop a range of software to support learning in all areas of the curriculum.

(Paragraphs 39 - 43)

* This issue is clearly reflected in the school improvement plan.

- ii. further develop the roles of the curriculum co-ordinators through structured opportunities for:
 - work scrutiny across all subjects to review standards;
 - working alongside colleagues;
 - the monitoring of teaching and learning; and
 - some modelling of teaching.

(Paragraphs 44 - 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

18

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

38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	11	5	1	0	0	0
Percentage	6	61	28	6	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 five 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)	186
Number of full-time pupils known to be eligible for free school meals	9

Special educational needs

YR - Y6

Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	40

English as an additional language

No of pupils

Number of pupils with English as an additional language	1
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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	14	12	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	11	11	10
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	88 (96)	88 (87)	88 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	11	10	11
	Total	23	23	24
Percentage of pupils at NC level 2 or above	School	88 (96)	88 (91)	92 (91)
	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	15	17	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	15
	Girls	17	17	17
	Total	29	28	32
Percentage of pupils at NC level 4 or above	School	91 (93)	88 (85)	100 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	14
	Girls	17	17	16
	Total	29	29	30
Percentage of pupils at NC level 4 or above	School	91 (85)	91 (93)	94 (96)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
179	0	0
1	0	0
5	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
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)	8
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: YR - Y6

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

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	398,762
Total expenditure	394,714
Expenditure per pupil	2,034
Balance brought forward from previous year	23,836
Balance carried forward to next year	29,031

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	186
Number of questionnaires returned	109

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	4	0	0
My child is making good progress in school.	47	45	5	1	2
Behaviour in the school is good.	51	44	2	1	1
My child gets the right amount of work to do at home.	42	37	17	3	1
The teaching is good.	55	39	3	2	1
I am kept well informed about how my child is getting on.	45	39	12	4	1
I would feel comfortable about approaching the school with questions or a problem.	77	18	4	1	0
The school expects my child to work hard and achieve his or her best.	74	22	4	0	0
The school works closely with parents.	52	38	9	0	1
The school is well led and managed.	72	28	0	1	0
The school is helping my child become mature and responsible.	61	37	1	0	1
The school provides an interesting range of activities outside lessons.	32	43	14	4	7