

INSPECTION REPORT

OUR LADY'S RC PRIMARY SCHOOL

Princethorpe, Rugby

LEA area: Warwickshire

Unique reference number: 125721

Headteacher: Mrs M Patrick

Reporting inspector: Mrs V Ward
19028

Dates of inspection: 30th September – 1st October 2002

Inspection number: 248705

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Leamington Road Princethorpe Rugby Warwickshire
Postcode:	CV32 9PU
Telephone number:	01926 632385
Fax number:	01926 632385
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Jonathan Lowe
Date of previous inspection:	11 – 14 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
19028	Mrs V Ward	Registered inspector
31747	Mrs R Boardman	Lay inspector
20230	Mrs J Clayphan	Team inspector

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small Roman Catholic aided school serves a wide geographical area in Warwickshire. The pupils travel to school from about 18 surrounding villages and towns. The school is popular, and several year groups are full. There are currently 106 pupils on roll, aged between four and 11 years. There are almost twice as many boys as there are girls. The school usually admits between ten and 12 new pupils during the course of each year. Very few of the pupils are from non-British backgrounds. All of the pupils are white and speak English as their first language. A very small number of travellers' children attend the school. Children are admitted to the school in the September of the year in which they reach their fifth birthday. Their attainment on entry varies, but overall it is similar to that normally expected of four-year-olds. At the time of the inspection, there were just nine children in the reception year, and they had been attending school for only three weeks. The percentage of pupils known to be eligible for free school meals (six per cent) is below the national average. Forty-four per cent of pupils are identified as having special educational needs, a figure that is well above the national average. Three of these pupils have a Statement of Special Educational Needs. A privately-run care club is held on the school premises, before and after school, for the benefit of the pupils.

HOW GOOD THE SCHOOL IS

This is an effective and improving school. The aim of caring and providing for each pupil as an individual is achieved with great success. The headteacher, staff and governors constantly seek ways to bring about school improvement. The quality of teaching is consistently good and this enables the pupils to achieve very well over time. The pupils work hard, behave well and show very positive attitudes. The school provides good value for money.

What the school does well

- The very effective leadership and management from the headteacher, governors and staff provide both a clear educational direction for the school and a climate for improvement.
- The teaching is of a consistently good standard and this greatly enhances the pupils' learning.
- The school cares very effectively for the pupils' welfare and their academic needs.
- The pupils' good behaviour and very positive attitudes help them to achieve well.
- The rich and interesting curriculum makes the pupils want to learn and to do their best.
- Relationships with parents are very positive and they are very supportive of the school.

What could be improved

- There are no specific issues for improvement. The school has an effective school improvement planning process that is clearly focused on further improvement and development. It should continue to implement its current plans.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in November 1997, when it was found to be a good school with four main areas for development. There has been very good improvement because the school has addressed these key issues very conscientiously and they are now significant strengths of the school. The organisation of teaching groups has been rationalised and this is having a marked effect on achievement, particularly in mathematics. The support for pupils with special educational needs has been thoroughly reviewed and is now well-considered and effective. The approach to school improvement planning is now much more consultative. The plan itself is comprehensive and, as such, is a useful tool for school improvement. Resources have been carefully audited and replenished, and are regularly renewed as needed. The quality of teaching and learning has improved considerably since the last inspection. Standards have risen and the school has received the national Achievement Award for the years 2000 and 2001. The school has coped well with changes to the statutory curriculum and the staff have worked

hard to successfully implement the National Literacy and Numeracy Strategies. The analysis of data is used very effectively to identify priorities for development and the school is well placed to meet its targets. The number of computers has been considerably increased and the physical environment has been significantly improved and enlarged recently.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6, based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	D	A	B
Mathematics	C	C	A	A
Science	A	B	A	B

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

As year groups are small, the balance between the proportion of higher attaining pupils and those with learning difficulties inevitably causes some fluctuations in results year on year in the national tests for seven and 11-year-olds. Even so, the higher attaining pupils do well in both year groups. In the tests for seven-year-olds, results in reading were above average; in writing and mathematics, they were average. Writing improved as a result of a specific focus to raise these standards. Teacher assessment of science shows fewer pupils achieving the higher Level 3; this is identified as an area for development on the school improvement plan. The school sets and achieves appropriate targets. In 2002, all the pupils in Year 6 either met or exceeded their individual targets. Although there are considerably more boys than girls, there is no consistent pattern in performance to indicate that one gender does better than the other. During the inspection, standards in English, mathematics and science in Years 2 and 6 were broadly average, reflecting these particular cohorts of pupils. Standards seen in history and music were above average. Evidence from the pupils' work shows that they achieve well over time. In the reception class, the nine children have settled quickly and are well on course to reach the expected goals by the end of the school year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy school and are eager to learn. This has a very positive impact on their achievement.
Behaviour, in and out of classrooms	Good. A calm and orderly atmosphere pervades the school. The pupils respond positively to the teachers' high expectations. They show respect for others' feelings and needs, as well as for their own. There have been no exclusions.
Personal development and relationships	Very good. The pupils get on very well with their teachers and peers. They accept responsibility willingly and show high levels of concern for others.
Attendance	Satisfactory. Previous high levels of absence have been redressed and attendance is now close to the national average.

A very calm and orderly atmosphere pervades the school. The pupils' very good attitudes are evident in their enjoyment of their learning, their motivation to succeed and in their responses to the intellectual challenges that are set.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is at least good in all classes, and there are many aspects of very good teaching. The quality of teaching has improved considerably since the last inspection. The teachers apply the literacy and numeracy strategies very effectively and their teaching in these lessons helps the pupils to learn well. Many of the skills taught in these lessons are transferred successfully to other subjects, such as history and science. The teachers give careful consideration to meeting the needs of all pupils in their planning, organisation and teaching methods. Intellectual challenge is a common feature in lessons, especially for the higher attaining pupils. This is successful in helping the pupils to learn well and gain a sense of achievement. Relationships between teachers and pupils are very positive and this helps the pupils to tackle their work with confidence, knowing that the teachers will support them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and interesting curriculum. It is enriched by educational visits and visitors to the school. There are very good opportunities in music, in particular. The school makes very good use of its links with business and industry.
Provision for pupils with special educational needs	Very good. The pupils with special educational needs and those who are identified as very able are well supported. The teachers modify tasks, provide additional resources and support the pupils very well.
Provision for pupils with English as an additional language	No pupils are learning English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for many aspects of spiritual, moral and social development is very good. Provision for cultural development is satisfactory and is being improved to help the pupils to gain greater understanding of cultural diversity in Britain.
How well the school cares for its pupils	Very good. The school is a very caring community. Both the pupils' academic achievement and their safety and welfare are central to the school's functioning.

Relationships between the school and the parents are one of the strengths of the school. Parents support the good achievement of the pupils and help to foster positive attitudes. The school works hard and successfully to maintain regular contact with parents, many of whom rarely visit the school because their children travel by bus. Both the tracking of the individual achievement of each pupil and the analysis of assessment information are very effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership and management of the headteacher, supported by the governors and staff, provide clear educational direction to the work of the school.
How well the governors fulfil their responsibilities	Very good. The governors are very supportive, have a comprehensive understanding of the work of the school and are proactive in working for improvement.
The school's evaluation of its performance	Very good. All of the staff and governors are involved in analysing the school's performance and then taking action to bring about improvement.
The strategic use of resources	Very good. All resources are used appropriately. Careful thought is given to the deployment of staff.

The headteacher, staff and governors work very well together. Thorough research is carried out before spending decisions are made and the principles of best value are applied. The process for school improvement planning and monitoring is appropriately rigorous and shared.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school cares for each child as an individual • The school is well led and managed • The staff are very approachable • The teaching is good • The school expects their children to work hard • The school helps the children to become mature and responsible 	<p>A very small number of parents felt that:</p> <ul style="list-style-type: none"> • there are not enough extra-curricular activities; • the amount of homework set is not always appropriate; • the school does not provide enough information about how their children are getting on.

The findings of the inspection fully endorse those features of the school that please parents most. Regarding the aspects that a very small minority of parents would like to see improved, the school provides a good range of educational visits to enrich the pupils' learning outside lessons. Additional music lessons, covering many different instruments, are available to pupils. Several after-school clubs are held each term and the school welcomes suggestions and offers of help from parents. The inspectors agree with the majority of parents that the current procedures for homework are appropriate. The school currently provides a good level of information to parents through the termly meetings with teachers, frequent newsletters and written reports about their children's progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The very effective leadership and management from the headteacher, governors and staff provide both a clear educational direction for the school and a climate for improvement.

1. The leadership and management in the school are very good. There is a joint commitment from the headteacher, governors and staff to work together to bring about school improvement. This is combined with a determination to meet the needs of each pupil, no matter how great the challenge.
2. A particular strength of the headteacher's leadership style is the encouragement of teamwork among the staff and with the governors. The staff work very successfully as a team, supporting one another both formally and informally. Each teacher is allocated a governor who shadows their work, thus enhancing communication and understanding between the school and its governing body. The headteacher has a thorough understanding of the challenges that are particular to the school. She keeps the governing body well informed of developments through her written reports and newsletters. The headteacher delegates responsibility to the teachers very effectively, empowering them to review and develop their subject areas.
3. The teachers manage their subject responsibilities very conscientiously; they control resources, monitor planning, analyse pupils' work and take action to improve learning. They support each other both formally and informally, working alongside each other, as well as observing one another's teaching. They are aware of strengths and weaknesses in their subjects and are proactive in taking steps to bring about improvement. For example, when raising boys' achievement in English was identified as a priority, new resources were selected, purchased and their implementation monitored.
4. The management of provision for the pupils with special educational needs is very good. The school clearly follows the guidance in the most recent Code of Practice for pupils with special educational needs. The provision enables the requirements in the Statements of Special Educational Needs to be met. The teacher with responsibility for special educational needs has a thorough understanding of her role. She works very effectively to monitor pupils, review their progress and maintain the required documentation. Communication at all levels is a strength and helps to keep staff, parents and governors well informed.
5. The governors support the school very effectively. They are well organised and cover the range of responsibilities that are expected. For example, individual governors take a special interest in literacy, numeracy, special educational needs and the Foundation Stage. The governors use the available performance data to assess the school's success, and act upon that information to raise standards. They exercise their corporate role very effectively. They visit the school regularly, are involved in training and have good knowledge of the school's strengths and weaknesses. Financial management is good, and spending decisions are carefully planned and reviewed. Governors are mindful of fluctuations in budget allocations and make sure that there are sufficient funds to maintain four classes.
6. Following recent guidance from the diocese, the school is currently finalising its race equality policy. However, the school's established policy and practice in integrating pupils' from different backgrounds is very successful.
7. The process of school improvement planning is now a corporate activity, which fully involves the staff and governors in writing, monitoring and reviewing the school's priorities. This is a considerable improvement since the last inspection. The plan is now a very useful tool for school improvement.
8. All the governors and staff are rightly proud of their school and work hard to bring about continuous improvement. The very good leadership and management are central to the success of the school.

The teaching is of a consistently good standard and this greatly enhances the pupils' learning.

9. Teaching is consistently good throughout the school. During the inspection, 15 per cent of the lessons observed were very good, and all lessons had some very good features. For instance, all of the teachers work very conscientiously to meet the needs of individual pupils and this is reflected in the pupils' enthusiasm for learning and in their good achievement.
10. The teachers put a lot of thought into planning, resulting in well-structured learning for the pupils. The beginnings of lessons are invariably introduced in a lively manner that captures the pupils' attention and interest, and helps them to recall what they have already learned. A very good example was seen in a Years 1/2 mathematics lesson where the introduction of paper mice with tails of different lengths immediately captured the pupils' interest and helped them to remember what they had learned about comparing lengths in the previous lesson. The teachers make clear to the pupils what they are to learn, often writing this on the board and referring to it during the lesson. For instance, in a literacy lesson in Years 5/6, where the pupils were evaluating text, the teacher's reference to the learning objective helped the pupils to focus on the task and to gain an understanding of how well they were achieving it.
11. In all classes the teachers ensure that the pupils develop the skills of literacy and numeracy. They teach these skills very effectively. Homework is used well to support what is learned in school and, in particular, to help to consolidate basic skills.
12. All the teachers adjust their teaching and deploy the support staff very successfully, to help the pupils to learn in the way that suits them best. They provide activities aimed at a range of levels, to ensure that all pupils are well involved and extend their understanding. For example, in a history lesson in Years 3/4, the range of activities provided good challenges for the pupils at different levels, enabling them to succeed individually. In this lesson, reading materials were carefully selected so that all pupils, including those with special educational needs, could find out interesting facts and gain a sense of achievement. Much of the teaching challenges the pupils' thinking. This was particularly the case in a Years 1/2 lesson where pupils were trying to read and understand the need for written labels. In a Year 6 literacy lesson, pupils who were asked to write about a particular character in a story from a viewpoint other than the author's, had to think very hard in order to succeed.
13. The teachers have secure subject knowledge and research topics thoroughly before they teach them. They show skill in choosing appropriate teaching methods for different purposes. For instance, in a lesson to investigate the function of the skeleton, the activities made the learning interesting for the pupils and maximised their learning. They thoroughly enjoyed exploring how the skeleton supports the body by using pipe cleaners and straws to make 'joints' for model animals. By the end of the lesson, they showed greater understanding of how joints enable limbs to move, and had also learned the names of several bones.
14. The teachers have high expectations of what will be achieved and of the standards of behaviour they expect. They make these clear to the pupils and are successful in achieving them. The few pupils who display behavioural problems are handled sensitively and with consistency, to good effect.
15. All the teachers work very well as a team and this sets a good example to the pupils. Relationships between teachers and pupils are very positive, giving the pupils confidence to work hard. This is very evident in the reception class, where the new children have now settled well and are secure enough to give full attention to their learning.
16. The teachers use the last few minutes of each lesson to reflect with the pupils on the learning that has taken place. This enables the teachers both to assess how much the pupils have learned, and to gather information on which to base their teaching in the next lesson. Using this procedure at the end of lessons is very effective, whether it involves the youngest pupils talking about letter sounds or the oldest pupils discussing the effects of exercise on breathing.

17. The consistently good teaching is the main reason why the pupils achieve well.

The school cares very effectively for the pupils' welfare and their academic needs.

18. The school's mission is 'to create an environment within which each child will feel encouraged, supported and challenged to develop to their fullest potential'. After spending only a short time in the school, it becomes apparent that this is fundamental to the school's functioning and is a key factor in its success. There is a strong sense of community, in which every child is valued and considered unique. A high level of care is shown for each pupil. This has a positive effect on pupils' personal development and their achievement.

19. The care for the pupils begins before they start school, through home visits, booklets giving useful information about the school, and opportunities to visit the school. This ensures that the children have the best opportunity to familiarise themselves with the school and to get to know the staff before they start. Once in school, each child is allocated a special friend from Year 6, who will help the reception child to settle in happily. A separate play area provides a calm environment away from the more boisterous play of the older pupils. The benefits of this process are very apparent. At the time of the inspection, the new children had been in school for only three weeks, but were already very well settled, secure, and familiar with school routines. As a result of this they were learning well, being eager to talk about picture books and confidently learning the sounds of letters.

20. A considerable number of pupils join the school other than at the start of the reception year. The teachers are diligent in making these pupils feel welcome, checking on their prior learning and building effectively on that achievement. In a Year 1 class, a support assistant made sure that a new pupil could understand and take part in the lesson. The teacher carefully monitored the pupil's attainment.

21. The consideration given to individual needs is excellent. Whether a child has special educational needs that affect learning, is more able than their peers, has a special talent or is emotionally disturbed, the staff show a corporate determination to provide all the help at their disposal. Personnel from external agencies, such as learning and behaviour support, are used very effectively to help pupils with special educational needs. Pupils are involved in setting personal targets at the start of each school year. Each pupil's achievement is tracked constantly and the teachers adjust their provision accordingly. For example, pupils are moved between groups in mathematics in order to match the challenge of the work to their progress.

22. The pupils are also involved in making their own class rules. This means that the rules make sense to them as well as being appropriate to their age. They have ownership of these rules and recall them regularly. Parents are invited to be fully involved in the provision for their children and home/school diaries are used very effectively for daily communication.

23. Systems for recording accidents and treating sick pupils contribute to this culture of care. All the staff are familiar with the procedures for medical care and child protection. Governors are vigilant in monitoring safety, giving high priority to health and safety issues.

24. The high level of care for individual pupils makes them feel secure and encourages them to do their best.

The pupils' good behaviour and very positive attitudes help them to achieve well.

25. The pupils' enthusiasm for learning is very evident. They express their enjoyment readily in conversation, naming subjects they find particularly interesting. Owing to the interesting curriculum, the pupils speak enthusiastically about work they have done previously. These positive attitudes significantly enhance the pupils' learning. For example, pupils in Years 3/4, who had listened intently to a story read expressively by their teacher, were eager to voice their opinions about the characters in the book.

26. The pupils respond eagerly to their teacher's questions and challenges. This was very evident in a Years 5/6 mathematics lesson, where the pupils thought really hard to work out the sequence for a particularly challenging pattern of numbers.
27. The pupils take pride in the presentation of their work and are keen to explain what they are doing. They co-operate with each other very well; pupils in a Year 4 mathematics lesson took turns and talked sensibly about what they were doing when measuring quantities of water.
28. Trust in all the staff, combined with high self-esteem, is very evident amongst the pupils. They join in class discussion confidently, secure in the knowledge that their answers will be valued even if they are wrong. This was evident during a Year 5 mathematics lesson, where a pupil felt no embarrassment in admitting, 'I got mixed up'. Relationships between pupils and with their teachers are very good and this helps in developing the pupils' confidence.
29. A very calm and orderly atmosphere pervades the school. The pupils' behaviour is good. They enjoy the rewards and understand the sanctions within the school system. They are polite to each other and adults, and show high levels of care and respect for each other, both in class and on the playground. After listening to the story of the Prodigal Son, pupils were able to relate this to their own experiences of needing to forgive someone who had upset them on the playground. Written work, following discussion about the story of Noah's Ark, shows the pupils' perception in thinking around the moral issues of making and keeping promises.
30. A real sense of community is apparent, this reaching out even beyond the school. When asked to reflect on the needs of others in preparation for a collective prayer, pupils in Years 1/2 showed thoughtfulness and consideration in making suggestions.
31. The pupils willingly take on responsibilities such as delivering registers, working the overhead projector and answering the school telephone over the lunch period. They carry out these tasks conscientiously.
32. The positive attitudes, good behaviour and personal development of the pupils contribute significantly to the sense of community in the school, and help them to derive maximum benefit from all that the school provides.

The rich and interesting curriculum makes the pupils want to learn and to do their best.

33. The curriculum covers a wide range of interesting experiences, whilst maintaining a clear focus on teaching basic skills. The National Strategies for Literacy and Numeracy are well established and are organised effectively. The knowledge and skills that the pupils learn in these lessons are practised and developed very successfully in other subjects. For example, pupils in Years 3/4, who were researching facts about Roman armies both from books and the Internet, were very competent in locating and reading information, and were articulate in sharing this knowledge with the rest of the class. Pupils in Years 5/6, who had been monitoring their breathing after taking different forms of exercise, analysed the data and produced graphs both on paper and by using the computer.
34. The school provides a very broad curriculum for music. Musical and dramatic performances are an important and successful part of the curriculum and are organised so that every pupil can take part. All the pupils learn to play the recorder, and lessons are available for an impressively wide range of instruments. Extra-curricular clubs include art, French, drama and science, and successfully extend the pupils' interest and learning. Pupils speak very enthusiastically about how much they enjoy these clubs.
35. The curriculum is adapted very successfully to meet pupils' individual needs. The provision for higher attaining pupils is stimulating and enables them to achieve very well. Flexible grouping of pupils, sometimes moving them to work with an older year group, is used very effectively to provide additional challenge for these pupils.

36. The provision for pupils with special educational needs is very well-considered, organised and managed. The teachers adapt the curriculum very effectively for them by providing suitable tasks and resources. Special reading books have been purchased to help to maintain interest in reading among older, lower attaining pupils. These books have subject matter that will appeal to older pupils, whilst being expressed in simple text. Learning support assistants are very well deployed to work with these pupils. The good levels of help ensure that no child flounders. An individual plan for each special educational needs pupil identifies clear targets, towards which their progress is carefully monitored. Regular reviews ensure that the provision matches the need.
37. The curriculum is greatly enriched by the use of the local environment, by educational visits, and through visitors to the school. Educational visits, such as a trip to a sea life centre, led to pupils in Years 1/2 designing and making habitats and creatures for their own zoo, as part of design and technology. Pupils produced very imaginative animal sculptures using twigs and leaves, during a visit to look at sculptures. Activities such as 'Arts Week' provide a wide range of experiences, capturing the pupils' interests and resulting in work of a good standard. Visits by representatives from local businesses help the pupils to make links between their learning in school and the adult world of work. One such visit resulted in the setting up of a pretend café for the youngest pupils.
38. The school makes very good use of the educational support and financial aid offered through its very effective business links. Activities that will utilise these contacts are carefully considered and incorporated into long-term planning. This ensures that the maximum benefit to the pupils' learning is achieved. For example, plans to build a special garden with a focus on mathematics, aimed at providing experience of managing real-life resources and budgets, will incorporate elements of design suggested by the pupils.
39. The broad and interesting curriculum greatly motivates the pupils and makes a notable contribution to their good achievement.

Relationships with parents are very positive and they are very supportive of the school.

40. Parents are overwhelmingly supportive of the school. By means of their responses to the parents' questionnaires and comments made at the pre-inspection meeting, parents expressed their appreciation of the hard work and care that is shown by all the staff.
41. The involvement of parents in their children's education is of great importance to the staff and they work very hard to foster positive relationships. This is a particular challenge because many of the children travel to school by bus, and, therefore, their parents do not regularly visit the school. With this in mind, the school is very proactive in keeping parents informed about what is happening in school through regular and informative newsletters.
42. The written information that parents receive is of good quality. The induction material for parents of reception children serves not only to help them to understand the procedures used by the school to help their child to settle in, but also how they can help their child with reading and writing at home. Written annual reports to parents are comprehensive and give parents a clear picture of their child's achievement, as well as identifying areas for improvement. The governors' annual report to parents is welcoming in tone, and helpfully explains some of the terminology currently used in education.
43. Visits to school by parents are encouraged. Each term there are formal invitations to discuss their child's progress with their teacher. At the annual meeting for parents, the staff give an input on a topic of interest connected with the school. Parents' appreciation of this input is reflected in the numbers who attend. Informal contact from parents is always welcomed. All the parents who responded to the questionnaire agreed that they felt comfortable about approaching the staff with a question or concern about their child.
44. Parents help in classrooms and many attend the Friday celebration assemblies and mass. The 'Friends of Our Lady's' provide a lot of practical support as well as raising considerable additional

funding. The time and effort, so generously given by these parents, is much appreciated by the staff and pupils.

45. The very good relationships between the parents and the school contribute significantly to the pupils' positive attitudes and their good achievement.

WHAT COULD BE IMPROVED

46. There are no specific issues for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. Through its effective school improvement planning process, the school has identified and is already addressing areas that need improvement. It should continue to implement its current plans.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	17	0	0	0	0
Percentage	0	15	85	0	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	106
Number of full-time pupils known to be eligible for free school meals	N/A	6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		47

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	10
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	10	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	13
Percentage of pupils at NC level 2 or above	School	88 (67)	88 (60)	81 (73)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	13
Percentage of pupils at NC level 2 or above	School	88 (67)	88 (73)	81 (73)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	7	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	15	15
Percentage of pupils at NC level 4 or above	School	81 (68)	94 (84)	94 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	15	15
Percentage of pupils at NC level 4 or above	School	81 (68)	94 (84)	94 (95)
	National	72 (70)	74 (72)	82 (79)

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

Separate results for boys and girls are not published when there are 10 or fewer pupils in a gender group.

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	104	0	0
White – Irish			
White – any other White background	2	0	0
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			

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

Financial information

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	4.1
Number of pupils per qualified teacher	26
Average class size	27

Financial year	2001/02
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Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	102

	£
Total income	264,105
Total expenditure	292,734
Expenditure per pupil	2,788
Balance brought forward from previous year	64,961
Balance carried forward to next year	36,332

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

107

Number of questionnaires returned

77 (72%)

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	42	1	1	0
My child is making good progress in school.	55	39	5	0	1
Behaviour in the school is good.	58	40	1	0	1
My child gets the right amount of work to do at home.	52	35	9	0	4
The teaching is good.	81	17	1	0	1
I am kept well informed about how my child is getting on.	62	27	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	82	16	1	0	1
The school works closely with parents.	60	32	4	0	4
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	70	28	1	0	1
The school provides an interesting range of activities outside lessons.	49	38	9	1	3

Other issues raised by parents

The school successfully builds the children's confidence.
The care provided by the staff is much appreciated.