

INSPECTION REPORT

ST. GABRIEL'S R.C. PRIMARY SCHOOL

Tamworth

LEA area: Staffordshire

Unique reference number: 124373

Headteacher: Mrs A J Collins

Reporting inspector: Colin Henderson
23742

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

Inspection number: 250628

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 to 11
Gender of pupils:	Mixed
School address:	Wilnecote Lane Belgrave Tamworth
Postcode:	B77 2LF
Telephone number:	01827 475045
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A Reading
Date of previous inspection:	June 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Gabriel's R.C. Primary School serves the parish of St. John the Baptist in Tamworth. Most pupils come from a mixture of rented and private housing in the surrounding area. One out of every three pupils comes by bus from different parts of the town. They come from a broad range of social and economic backgrounds, some from more deprived homes. The school is larger than average. There are currently 324 pupils on roll (149 boys and 175 girls), which is just below the number at the last inspection. The school is fully subscribed in some years. Recent building developments have improved facilities, for example in the Foundation Stage and for information and communication technology. Pupils are mainly of white, United Kingdom ethnic backgrounds. Only 2 per cent of pupils come from ethnic minority groups. There is one pupil for whom English is an additional language. Nineteen per cent of pupils are entitled to free school meals, which is just above the national average. The school has 75 pupils (23 per cent) on its register of special educational needs, most of whom have moderate learning difficulties. There are five pupils (1.5 per cent) with Statements of Special Educational Need. This is average within the local education authority's area. Assessment information shows that attainment on entry varies considerably from year to year. It is broadly average overall. The school is part of the Sure Start initiative, focused on pre-school and reception children, and is a pilot school for the Transforming Learning project.

HOW GOOD THE SCHOOL IS

St. Gabriel's is a very good school. It is a caring, supportive and harmonious school community. Pupils have good attitudes and behave very well. Relationships are excellent. Pupils attain well above average standards in mathematics. Teaching is good and often very good. The positive leadership of the headteacher gives a clear focus to the school's work. She has established a very effective team approach, involving all staff and governors. The school makes very good use of its resources and gives good value for money.

What the school does well

- Pupils attain standards in mathematics that are well above the national average.
- Teaching is good. It is very good in the juniors and, on occasions, excellent.
- Pupils behave very well. Relationships are excellent throughout the school, reflecting the school's caring and supportive ethos.
- The leadership of the headteacher is very good. Strong senior management, a good staff team and an active and supportive governing body support her very well.
- The school provides a very good range and quality of learning activities.

What could be improved

- The proportion of pupils at the end of Year 6 who reach above the expected level in English is not consistently high enough.
- Levels of pupils' attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in June 1998. The strengths identified in pupils' attitudes and behaviour, the school's leadership and management, teaching and partnership with parents have been maintained at a high level. Standards of attainment have improved considerably in mathematics. Pupils attain similar standards to those reported previously at the end of Year 2. Standards at the end of Year 6 have improved, although there are still some inconsistencies in pupils' use of grammar and punctuation in their writing. The school has addressed successfully the key issues identified previously. The roles and contributions of curriculum leaders have improved. They contribute effectively to the school's improved monitoring and evaluation procedures. Teachers have good subject knowledge in, for example, English and physical education. Pupils attain higher standards in, for example, art and design and technology. They have improved their spelling and handwriting. The school has improved the site and premises considerably, including the outdoor play facilities for children in the Foundation Stage.

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	D	C	E	E
Mathematics	A	A	B	B
Science	B	C	C	C

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

Pupils attain standards in mathematics at the end of Year 6 that are well above the national average. These have improved considerably since the last inspection. These high standards in mathematics are reflected clearly in the results of national tests over the last four years. Pupils attain standards in English at the end of Year 6 that meet the national average. National test results in English over the last four years have varied considerably. The standards achieved in the most recent tests reflected the English assessment information that the school had compiled on this Year 6 group of pupils. The proportion of pupils with special educational needs, particularly behavioural and literacy needs, was higher than in previous years. There were more lower attaining pupils and 46 per cent of pupils had joined the school after their reception year. The school exceeded its challenging 2002 target of 80 per cent of pupils to achieve Level 4 or above in mathematics, with good support from the effective use of booster groups to target specific weaknesses. It did not meet its challenging target of 78 per cent in English, agreed with the local education authority. Seventy-two per cent achieved Level 4 or above which was in line with what the school had anticipated, although just below the national average. Too few pupils attained above average levels in English. A scrutiny of pupils' work from the last school year and evidence from lessons observed show that standards in English are improving. The current Year 6 pupils are achieving levels that meet those expected for their age, although the proportion attaining above expected levels in writing is below average. Year 2 pupils attain standards in mathematics that are well above average. Standards of writing in Year 2 are above average levels, with the school's increased focus on writing and the implementation of its Early Literacy Strategy raising attainment. Pupils' attain average levels in reading at the end of Year 2. They make good progress in the infants, especially the significant proportion who enter school with below average language skills. The school received a School Achievement Award for 2001/02 and is strongly focused on raising standards, especially in English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good and often very good. Most pupils work hard and are keen to learn and succeed.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school. They are friendly, polite and helpful. Pupils play and work together very well.
Personal development and relationships	Very good. Relationships are excellent throughout the school. They contribute strongly to the harmonious, caring ethos in the school.
Attendance	Unsatisfactory. Levels are below the national averages, caused mainly by parents taking their children on holidays in term time.

The high standards of behaviour and good attitudes are strengths of the school and support pupils' learning. Excellent relationships contribute to pupils' enjoyment of school and the school's caring approach.

TEACHING AND LEARNING

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

Teaching is of a consistently good standard. It is very good for junior pupils and occasionally excellent. There was no unsatisfactory teaching observed. The high quality of teaching is a key factor in maintaining high standards in mathematics and improving standards in English and other subjects, for example science and information and communication technology. Teachers plan in detail to ensure that they match learning activities closely to the full range of pupils' needs. They work in very effective partnership with teaching support assistants to ensure that all pupils are included fully and given high quality individual and group support. Teachers have high expectations of children's work and behaviour, especially in the Foundation Stage and in the juniors, to which they respond well. Many teachers maintain a brisk pace to lessons that sustains pupils' attention and concentration. Teachers use assessment information very well to guide pupils' learning, for example through using individual, group and class improvement targets. The quality of teaching for pupils with special educational needs is very good. They benefit from very good support and guidance and make good progress towards their learning targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good for the Foundation Stage and for infants and juniors. The school has focused on literacy and numeracy and retained a broad and relevant programme of activities to meet the wide range of interests and abilities. The curriculum is enhanced by very good extra-curricular activities.
Provision for pupils with special educational needs	Very good. Very good management enables high quality support staff to work closely with teachers to meet these pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision promotes pupils' personal development. The school provides excellently for pupils' spiritual development. The very good moral, social and cultural provision enables pupils to respect and value each other and contribute very well to a harmonious community.
How well the school cares for its pupils	Very good. This is a very caring school in which the support and welfare of the pupils are high priorities.

The very good curriculum ensures that all pupils are included fully in the broad range of activities. It is enhanced effectively by circle time, extra-curricular activities and very good links with the community. Very good provision for pupils' personal development typifies the school's caring ethos.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very effective and influential leadership of the headteacher, working closely with an influential senior management team, provides a clear direction to the work of the school, focused strongly on improvement. The very good co-operative approach between staff and the positive lead given by subject co-ordinators contribute very well to school effectiveness.
How well the governors fulfil their responsibilities	Good. The governing body meets its statutory responsibilities effectively. Governors have a good understanding of the school's strengths and areas for development. They are supportive and work closely with the headteacher and her staff to shape the direction of the school
The school's evaluation of its performance	Very good. Senior staff have developed very good procedures to monitor and evaluate the school's performance, especially the quality of teaching and learning. These are used effectively to identify improvement targets and then take effective action.
The strategic use of resources	Clear, focused development planning and the very good use of staff, time and resources ensure a stimulating and high quality education. The school uses its finances very efficiently to target improvement priorities. Governors monitor spending levels closely and make very good use of the principles of best value.

The very good leadership and strong team approach are key factors in establishing a positive, supportive ethos and encouraging pupils to achieve well. Everyone working in school is clearly committed to its success. An active and supportive parents' association makes a valuable contribution in raising additional funds to benefit pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Parental responses are from 130 questionnaires and 29 parents who attended the pre-inspection meeting. A number of parents were interviewed during the inspection. The involvement of the parents makes a significant contribution to improving the quality of education provided.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • Teaching is good and helps their children to make good progress. • Their children enjoy school. It helps them to grow in confidence and mature. • Behaviour is good. • The school works closely with parents and parents are well informed. • The work that their children are expected to do at home. 	<ul style="list-style-type: none"> • A few would like to see an improved range of extra-curricular activities. • A small number of parents disagree with the amount of homework that is set. • A very small number of working parents felt their needs are not sufficiently well met. • A few parents were concerned about pupils' progress in mixed-age classes.

Inspection evidence fully endorses the parents' positive views of the school. Inspectors found that the range and quality of extra-curricular activities are very good. Homework provision is good overall. It is appropriate for the age of the pupils and supports the work done in school. Inspectors found no difference in the progress of pupils in mixed-age classes compared with others in the school. The school provides good quality information to parents about what is being taught and how well their children are achieving.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain standards in mathematics that are well above the national average.

1. Inspection evidence and the results of national tests over the last four years show that pupils at the end of Year 2 and Year 6 attain standards in mathematics that are well above the national average. Pupils did not attain results in the 2002 tests that were as high as previous years. However, a scrutiny of last year's Year 6 pupils' work, together with assessment information, showed that there was a higher than usual proportion of pupils of lower ability and with special educational needs. This Year 6 also had a high level of pupil mobility, with 46 per cent of the pupils joining the school after the reception year. The results were higher than what the school had initially anticipated and higher than the national averages. The school made very effective use of its booster classes to enable lower attaining pupils to benefit from additional specialist teaching. The school had closely analysed the results of earlier tests taken by these pupils. These indicated specific areas of weakness, for example data handling. The specialist teaching focused on these weaknesses. This helped to increase considerably the number of pupils who achieved the nationally expected Level 4.
2. Inspection evidence from lesson observations and from a scrutiny of current work in mathematics shows that pupils attain standards that are well above those expected for their age in many year groups, for example Years 2, 4, 5 and 6. Teachers have high expectations of pupils' attitudes and the amount and quality of their work. Pupils respond very well, producing a good amount of neat, well-presented and accurate work. Teachers use the National Numeracy Strategy very successfully to plan work in detail that challenges pupils to extend their skills, knowledge and understanding. They use a very good range of interesting and challenging activities to grasp pupils' interest and sustain their attention. For example, in a Years 3 and 4 lesson, the teacher organised a very good range of activities to extend pupils' understanding of using money. She planned the work to ensure that each group of pupils applied their knowledge at a challenging level. For example, more able pupils were required to work out the different coins needed to total £5. The teacher used a timer to ensure that she maintained a very good pace to the lesson. She regularly reminded pupils how long they had left and challenged individuals with questions and prompts, for example, 'I would expect you to be on number five by now!'. Teachers continually ask pupils 'Why?' to make them explain what strategies they have used to solve the problem. This ensures that pupils have to apply their knowledge and also extends their speaking and listening skills effectively as they explain their answers to others. For example, in a very good Year 6 lesson, the teacher challenged each pupil to work out how he or she had changed a fraction to a percentage. He insisted that everyone tried to explain it to a partner – 'No sitting on the fence! Everyone has to share'. Pupils responded excellently. The more able pupils attained well above average standards as they explained different ways of comparing fractions and percentages. This high quality of teaching promoted high standards of attainment in mathematics.

Teaching is good. It is very good in the juniors and, on occasions, excellent.

3. Twenty-six lessons were observed. Teaching was good in ten. It was very good in a further seven and excellent in two lessons. No unsatisfactory teaching was observed. Teaching has been maintained at the high quality reported in the previous inspection. Very good teaching was observed in all years from reception to Year 6. Examples of consistently very good and occasionally excellent teaching were observed in Years 4 and 6. The scrutiny of pupils' work from the last school year reflected good teaching. Teachers had high expectations of the way in which pupils presented their work, for example the neat, fluent and accurate handwriting. They expected pupils to develop and

extend their skills through a broad range of activities. For example, teachers challenged pupils to extend their writing skills in many ways, such as writing poems. Teachers expected and encouraged pupils to use lively and interesting vocabulary that led to high quality work. For example, one Year 6 pupil wrote his own poem with the title 'If', and started 'If my mum were a pot of paint, she would be orange to show the hot sun's shining light.' Some teachers did not always ensure that pupils applied their knowledge of grammar and punctuation with consistent accuracy, especially in their descriptive and imaginative written work.

4. The consistently good teaching is a key factor in promoting and maintaining above expected standards of attainment. The particular features that characterise high quality lessons are:
 - detailed lesson planning identifies clear learning objectives. Planning includes a very good range of interesting activities that requires pupils of all ages and abilities to apply their skills and knowledge;
 - teachers use assessment information very successfully to ensure that they provide learning activities that match pupils' different needs. They use it well to identify pupils' learning targets, for example, in literacy and numeracy. They monitored these targets closely to ensure pupils make good progress in achieving them;
 - teachers maintain a brisk pace to lessons. They regularly remind pupils how long they have to complete tasks and make it clear what they expect pupils to have achieved by the end. This ensures that all pupils sustain their interest and concentration and achieve a considerable amount of work;
 - teachers manage their classes very well. Relationships between teachers and their pupils are excellent. These enable pupils to respond immediately to instructions and teachers very effectively to re-direct or extend pupils' thinking;
 - teachers and well qualified and experienced support staff work very well together. They ensure that all pupils are included fully and benefit from very good support and guidance. They liaise very effectively using written tracking and information sheets. These ensure that they share the same learning objectives and keep informed about pupils' progress.

5. The teaching of English and mathematics is good and often very good. Teachers are particularly successful in implementing the school's numeracy strategy. This is promoting high standards, for example in pupils applying their mental skills. For example, in a Year 5 lesson, the teacher challenged pupils to apply their knowledge of fractions in competing against each other in a game. She required them to roll a dice and then quickly match the number on the dice with one of the fraction problems written on the board. Pupils were enthusiastically using their knowledge to try to win the game. Their competitive spirit created great interest and led them to working out their answers quickly and accurately. Teachers use questions very effectively to clarify and their extend pupils' answers. For example, in a very good Year 4 literacy activity, the teacher requested pupils to 'Tell me more. What do you actually mean?' After the pupil had replied in more detail, the teacher stated, 'Now that paints a picture in my head straight away!' Pupils were keen to improve and willing to try 'interesting and more powerful words'. One pupil used the computer successfully and ended his poem with 'Go and open the door; maybe there's a rocking chair, dancing to Elvis Presley'.

6. Teachers use some interesting methods to grasp pupils' attention. They have excellent relationships with their classes, which allows them to develop pupils' thinking and contribute to their personal development. For example, the teacher promoted Year 6

pupils' spiritual and social development excellently during a Circle Time¹ activity. He held their attention totally, in complete silence, as he created an image in their minds of Jesus standing beside them on the shore of the Sea of Galilee. The teacher then asked the pupils to think carefully about what they would tell Jesus how they were going to help their class and school this year. It led to some very good personal qualities being described which pupils respected and valued.

7. Many teachers have good subject knowledge and use it successfully. For example, in a Year 2 music lesson, the enthusiasm and expertise of the teacher encouraged pupils to participate fully in singing activities. She used her very good knowledge of musical rhythm and beat to enable most of the pupils to combine the two aspects. For example, she challenged half of the class to keep the rhythmic pattern while the others tried to keep the beat. The teacher then encouraged pupils to evaluate ways in which they could improve their performance. She knowledgeably prompted and questioned the pupils to help them identify key aspects. They worked on improving these and so raised the standard achieved.

Pupils behave very well. Relationships are excellent throughout the school, reflecting the school's caring and supportive ethos.

8. Pupils' behaviour in and around school is very good. In lessons observed, behaviour was consistently good and often very good. High quality teaching ensured that the few pupils who might be disruptive are kept focused on learning. Teachers maintain a good pace to lessons, sustaining pupils' attention on activities. Most pupils have positive attitudes to learning. There is a strong understanding and expectation that they are at school to learn. Pupils clearly enjoy school and keenly participate in lesson activities. They play together quite happily in the playground. During the inspection, there was no evidence of aggressive or unpleasant behaviour. All pupils are included fully in all activities.
9. Relationships between pupils and between pupils and adults are excellent. There is mutual respect and every child is valued. However busy, staff always find time to answer a pupil's question or concern. This helps raise pupils' self-esteem and promotes their positive approach to school. Pupils are confident with adults. They are naturally inquisitive but never rude. They ask questions politely and with maturity.
10. Pupils' personal development is promoted very successfully through, for example, circle time and other curriculum opportunities. This contributes to the school's caring and supportive ethos and encourages pupils to show respect for the feelings of others. All staff extend pupils' spiritual development excellently through frequent opportunities to reflect upon spiritual aspects. For example, pupils consider how their Catholic faith and values can help them become a valuable member of their family, school and local communities. Good teaching focusing on pupils' understanding of right and wrong and a good range of opportunities to accept responsibility, for example looking after younger pupils, enhance pupils' knowledge of the values promoted by the school. Parents are very supportive of the way in which the school helps their children mature and become more responsible.

The leadership of the headteacher is very good. Strong senior management, a good staff team and an active and supportive governing body support her very well.

11. The headteacher continues to provide very effective and influential leadership of the school's work as reported in the last inspection. For example, she took a positive approach to the recent opportunity provided by staff changes, restructuring aspects of subject management, putting senior and influential staff in key positions. She works

¹ During Circle Time, pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interruption from other children.

closely with a strong senior management team to encourage all staff, particularly those with subject responsibilities, to contribute to improving the school. They have created a very strong team approach with everyone clearly committed to achieving a successful school. All staff promote the school's aims and values consistently and they are reflected clearly in its work and the day-to-day life of the school. There is a very strong, shared commitment to improvement. The enthusiasm and positive drive of the headteacher, with the support of effective and increasingly influential governors, have created a very good capacity to succeed and raise standards.

12. The senior management team has established very good systems for monitoring and evaluating the work of the school. They analyse an increasing range of assessment information to identify what is being done well and what areas need improvement. This is shared very effectively with all staff, for example to target individuals or groups of pupils and raise attainment. The headteacher has encouraged a culture of self-improvement for both staff and pupils. Teachers and teaching support assistants continually seek to improve their performance through training and sharing their good practice with colleagues. The school's successful performance management structure and the very good help and guidance given to new staff contribute considerably to maintaining high standards, especially in teaching and learning. Key staff, for example subject leaders, have a very good understanding of what is expected in their role. They are enthusiastic and determined to improve standards in their areas of responsibility, for example in literacy and information and communication technology. They contribute their own subject action plans to the overall school development plan. This also includes a governors' action plan to ensure their continued support and active involvement. The very good quality school development plan gives a very clear direction to the work of the school and enables school funds to be targeted efficiently on improvement priorities.

The school provides a very good range and quality of learning activities.

13. The school provides a very good curriculum for children in the Foundation Stage and for junior and infant pupils. It is broad and organised well to meet pupils' needs. The curriculum places a high priority on teaching the basic skills of literacy and numeracy very effectively. This helps pupils to learn. For example, Year 5 pupils use their reading and writing skills successfully to carry out individual geographical projects on a wide range of topics, such as different countries and the rivers of Britain. The school shows a strong commitment to ensuring that pupils have a broad programme of activities in, for example, music, sport, dance and personal, social and moral education. It enriches the curriculum through a good range of trips and visits, for example opportunities to experience live theatre and music concerts. Pupils perform in music and drama productions such as 'David and Goliath'. They actively and enthusiastically take part in specific subject days in, for example, science, technology and drama. Some of these are organised in collaboration with the local community, church and feeder secondary schools. This programme continues to be enhanced, as reported previously, by a very good range of extra-curricular activities. Nearly 80 per cent of parents thought that the school offered a good range of activities outside lessons. Pupils benefit from opportunities to take part in a very good range of sporting competitions with local primary schools and with other Catholic schools in the Birmingham area. Pupils' musical and dance skills are extended through participation in local festivals.
14. The very good curriculum enhances pupils' personal development, for example in spiritual, social and cultural aspects, and promotes the school's Christian ethos and mission. Children in the Foundation Stage are given increasing responsibility for their learning, for example in making their own choice from a very good range of interesting activities. This encourages children to develop their independence. They settle very quickly and happily and adjust very well to school routines. For example, teachers use circle time activities very successfully to extend children's speaking and listening and their knowledge and

understanding of what is right and what is wrong. Teachers encourage children to listen carefully to and respect the ideas of others. They use questions effectively to extend children's moral and social development by improving their understanding of why the school needs rules. Inspectors observed some very good examples of curriculum activities that extended pupils' cultural and social development. For example, Year 5 and Year 6 pupils studied the autobiography of Floella Benjamin. The teacher used the text very successfully to raise issues of racial intolerance and discrimination. She enhanced aspects of pupils' spiritual development by using discussion and role-play to encourage pupils to try to understand Floella's 'inner feelings' as she encountered racial hostility. The school's involvement in the 'Transforming Learning' project encouraged pupils to identify ways in which they thought that the school could improve. They clearly enjoyed the opportunity, felt valued at being consulted and contributed enthusiastically and conscientiously.

WHAT COULD BE IMPROVED

The proportion of pupils at the end of Year 6 who reach above the expected level in English is not consistently high enough.

15. An analysis of the work of Year 6 pupils from last school year showed that teachers provided a wide range of writing activities. Pupils wrote lengthy descriptions, for example when writing about environmental issues and interesting poems. They practised their handwriting, punctuation and spelling skills regularly. However, pupils did not consistently apply these skills accurately in presenting their final written work. Teachers' high expectations were often focused on ensuring that Year 6 pupils wrote a significant amount in all the required aspects. They did not always ensure that pupils applied their knowledge and understanding of the rules of grammar and punctuation consistently in their written work. The results of the 2002 national tests showed that the proportion of pupils achieving the expected Level 4 was just below average. The proportion achieving above expected levels was below the national average.
16. Evidence from the current Year 6 shows that standards in English are improving. Most pupils are likely to achieve the nationally expected level. An analysis of their work shows that many pupils are not applying their skills of grammar and punctuation with consistent accuracy. This is limiting attainment, particularly of those pupils who the school has identified as having the potential to achieve above average standards in writing.

Levels of pupils' attendance.

17. Pupils' levels of attendance are below the national averages. They are in line with or better than similar schools in the area. The majority of pupils have good attendance records. A small number of parents use children's sickness excessively as a reason for some authorised absence. Pupil mobility is another factor. However, the main cause is the number of parents taking their children on holiday during term time. For example, in three classes inspected, there were three absences in each. Most of these were away on holiday.
18. The school has good procedures to monitor and promote attendance. Staff implement the attendance policy consistently well, using computerised forms. The school has good links with the education welfare officer who deals with any concerns swiftly. Regular newsletters and other forms of communication enforce the headteacher's determination to improve levels of attendance. The school presents certificates and awards in assemblies to pupils with good levels of attendance and their achievements are praised in the newsletters.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. In the context of its many strengths and the high quality of education it already provides, the headteacher, staff and governors should:
- (1) increase the proportion of pupils by the end of Year 6 who attain higher than expected levels in English by placing more emphasis on pupils consistently applying to their writing the rules of grammar and punctuation, particularly those who have the potential to achieve Level 5;
 - (2) raise levels of attendance by encouraging parents to adopt a consistently positive approach to ensure that their children attend school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
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	2	7	10	7	0	0	0
Percentage	8	27	38	27	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 three 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)	324
Number of full-time pupils known to be eligible for free school meals	62

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	75

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	25	18	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	19	21	23
	Girls	17	17	18
	Total	36	38	41
Percentage of pupils at NC Level 2 or above	School	84 (79)	88 (82)	95 (97)
	National	82 (84)	85 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	19	23	24
	Girls	17	17	18
	Total	36	40	42
Percentage of pupils at NC Level 2 or above	School	84 (82)	93 (97)	97 (90)
	National	84 (85)	88 (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	29	22	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	21	27	27
	Girls	15	20	18
	Total	36	47	45
Percentage of pupils at NC Level 4 or above	School	71 (74)	92 (100)	88 (91)
	National	75 (75)	74 (71)	87 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	22	27	27
	Girls	16	20	18
	Total	38	47	45
Percentage of pupils at NC Level 4 or above	School	75 (81)	92 (89)	88 (91)
	National	72 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	307	0	0
White – Irish	1	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	2	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)	14.4
Number of pupils per qualified teacher	22.5
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	184.5

FTE means full-time equivalent.

Financial information

Financial year	2000 / 01
	£
Total income	632,003
Total expenditure	634,323
Expenditure per pupil	1,977
Balance brought forward from previous year	23,390
Balance carried forward to next year	21,070

Recruitment of teachers

Number of teachers who left the school during the last two years	5.0
Number of teachers appointed to the school during the last two years	4.0
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Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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 40%

Number of questionnaires sent out	324
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	2	0	0
My child is making good progress in school.	56	39	2	2	1
Behaviour in the school is good.	52	46	2	0	0
My child gets the right amount of work to do at home.	31	56	8	2	3
The teaching is good.	62	34	3	0	1
I am kept well informed about how my child is getting on.	54	38	7	0	1
I would feel comfortable about approaching the school with questions or a problem.	67	28	5	0	0
The school expects my child to work hard and achieve his or her best.	74	23	2	1	0
The school works closely with parents.	53	42	5	0	0
The school is well led and managed.	66	33	1	0	0
The school is helping my child become mature and responsible.	60	38	1	0	1
The school provides an interesting range of activities outside lessons.	39	39	11	2	9