

INSPECTION REPORT

MOUNT CARMEL R C PRIMARY SCHOOL

Wilson Road, Blackley, Manchester, M9 8BG

LEA area: Manchester

Unique reference number: 105555

Headteacher: Mr F Callaghan

Reporting inspector: Mr J Morris
23696

Dates of inspection: 21st - 23rd May 2001

Inspection number: 195405

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:	3 to 11
Gender of pupils:	Mixed
School address:	Wilson Road Blackley Manchester
Postcode:	M9 8BG
Telephone number:	0161 740 4696
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Father D McVicar
Date of previous inspection:	17 th February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mount Carmel is a large voluntary aided, Roman Catholic primary school in Blackley, Manchester. There are 395 pupils between three and 11 years of age. There are 60 children in the nursery and there are two reception classes. The junior and infant buildings are approximately 400 metres apart. Of the 295 pupils who are of compulsory school age 288 are white. Two per cent of pupils have English as an additional language and this is above average. Fifteen per cent of pupils have special educational needs and less than one per cent have a statement of special educational needs. These percentages are below the national averages but are higher than in the previous four years. Twenty nine per cent of pupils are eligible for free school meals and this is above average. Attainment on entry to the nursery this year was below average.

HOW GOOD THE SCHOOL IS

This is an effective school with some outstanding features. Standards achieved in English, mathematics and science are very high. This has recently been acknowledged through an excellence award, from the Department for Education and Employment, because the results of the National Curriculum tests in 2000 were better than those achieved by most schools in similar circumstances. The quality of teaching is consistently very good throughout the school. Leadership and management are good with some very good features. The school provides good value for money.

What the school does well

- Standards are very high. Eleven year-olds perform very well in the national tests in English, mathematics and science. Pupils make good progress throughout the school, building consistently on the good start in the nursery.
- The quality of teaching is very good throughout the school. Teachers have high expectations that all children will want to learn, behave well and work hard.
- The pupils' attitudes to school, their behaviour at all times and their personal development are all exemplary.
- Leadership and management by the headteacher and other key staff is good overall with some very good features. The school reflects its stated aims in its work very successfully.
- The provision for the pupils' spiritual, moral and social development is very good and permeates all of the learning opportunities offered to the pupils.

What could be improved

- There are significant differences in the class timetables, particularly in the amount of time allocated to English. This results in pupils in the same year group not receiving the same balance of learning experiences.
- There is not enough monitoring of the quality of teaching and learning in the classrooms by subject co-ordinators.
- There are no formal procedures to assess what the pupils know, understand and can do in subjects other than English, mathematics, science and information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in February 1997. Overall improvement has been good. This is because at least satisfactory progress has been made in relation to all of the identified key issues in the last report, and both the standards achieved by pupils and the quality of teaching have improved. There is a satisfactory capacity for further improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	B	A	B	A	Very high A*
Mathematics	A	A*	A	A*	well above average A
Science	B	A	A	A*	above average B
					Average C
					below average D
					well below average E
					very low E*

A* means that the school's results are in the top five per cent in the country.

Attainment on entry to the nursery is below average. Throughout the school pupils achieve well in all subjects and many achieve very well in English, mathematics and science. Standards are above average by the end of the Foundation Stage and they are well above average at seven and 11 years of age.

Standards have improved in line with the national trend since 1996 and they have been very high since 1998. Standards are above average this year but, across the Year 6 classes, they are lower than in recent years due to the particular group of pupils, a fact that the school has recognised. The school sets clear targets based on the analysis of available assessment information and predicts pupils' performance, in the national tests at 11 years of age, accurately. Boys do better, in comparison with girls, than they do in many other primary schools. Teachers tend to underestimate pupils' attainment at seven years of age.

A particular strength is the quality of pupils' presentation of their work and their understanding of how to lay out their written work in different subjects such as mathematics, science and geography. They write very well for different purposes, such as stories, letters and scientific reports, and use diagrams, tables, maps and illustrations very effectively.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are extremely happy at school and have excellent attitudes to learning.
Behaviour, in and out of classrooms	Behaviour throughout the school is excellent. Pupils work hard in lessons and at lunch and break times they talk and play extremely well. There was no evidence of conflict during the inspection and one pupil explained this to an inspector as, "We are all in God's family".
Personal development and relationships	Excellent. Pupils are mature and responsible from a very young age. Relationships between pupils and adults and amongst the pupils themselves are extremely positive, being universally friendly, caring and courteous.
Attendance	Attendance is satisfactory and is broadly in line with the national average.

The pupils' attitudes, behaviour, personal development and relationships provide compelling day-to-day evidence of the school's success in meeting its aims.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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.

Twenty-two lessons were observed during the inspection. The quality of teaching was satisfactory or better in all of these lessons, it was good or better in 95 per cent and it was very good or better in 59 per cent of them. This is a significant improvement since the last inspection when nine per cent of lessons were judged to be unsatisfactory. Lesson observations and examination of pupils' work show that the teaching is to a consistently high standard throughout the school and it is very good overall. The high quality marking and good provision of homework extend pupils' learning beyond lessons.

The teaching of English and mathematics is very good and the key skills of literacy and numeracy are taught very well. This is a major factor in the high standards achieved by the pupils. However, too much time is given to the direct teaching of English in particular and, consequently, the school does not maximise the contribution of other subjects, such as geography and history, to the development of literacy skills and the pupils' learning in these subjects.

Throughout the school, pupils learn very well as a result of this teaching and their own extremely high levels of interest and effort. One of the significant achievements of the school is that the children in the nursery and reception classes are taught how to organise themselves and get on with provided activities on their own for good periods of time. This independence in learning is maintained and developed as pupils move from year to year. The school meets the needs of different groups of pupils well, including those with special educational needs and those with English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school meets the requirements to teach the National Curriculum and provides a broad and relevant range of learning opportunities. However, too much time is given to the teaching of English and, to a lesser degree, mathematics, and there are significant differences in the time allocated to these subjects in different classes within the same year group.
Provision for pupils with special educational needs	Pupils with special educational needs are taught very well and the school follows the recommendations of the national Code of Practice.
Provision for pupils with English as an additional language	Pupils with English as an additional language make good progress as a result of the good provision made to meet their specific needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the pupils' spiritual, moral and social development. These aspects permeate the life of the school and are reflected in the pupils' attitudes, values and behaviour. The school helps pupils to understand their own cultural heritage well. However, the steps taken to increase their understanding and awareness of the multi-cultural nature of modern society and the world at large are only just satisfactory.
How well the school cares for its pupils	The school has very effective procedures to ensure the pupils' welfare and promote good behaviour. There are very good arrangements to assess what pupils' know, understand and can do in English, mathematics, science and information and communication technology. There are no formal procedures in other subjects, although these are being introduced from September 2001.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good with some very good features. The long-serving headteacher is very highly thought of by pupils, staff and parents and, with other senior staff, he provides a clear direction to the work of the school. This results in high academic standards and excellent relationships. However, monitoring and analysis of some aspects of the school's work are not sufficiently systematic and rigorous.
How well the governors fulfil their responsibilities	Good. The governors are highly committed to supporting the school, particularly in fulfilling its Catholic mission. There have been significant improvements in financial control, including governor involvement, since the previous inspection. The governors' influence on teaching and curricular developments is satisfactory.
The school's evaluation of its performance	Good. The school analyses available information on pupils' progress to predict their achievements at age 11 accurately. The school improvement plan identifies appropriate areas and targets for development.
The strategic use of resources	Satisfactory. The school uses specific funding well in accordance with the stated purposes. Satisfactory use is made of modern technology and important developments, through links with the High School, are at an early stage of implementation.

Staffing, accommodation and learning resources are adequate overall. There are some very good features to the accommodation and learning resources, for example the outside facilities for children in the Foundation Stage and materials to support learning in literacy. If the school were to admit pupils with physical disabilities, access to, and movement around, the junior building would be very difficult for them. The principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
Of those parents who returned the questionnaires, over 90 per cent think that: • their child likes school; • the school expects their child to work hard and achieve his or her best; • the teaching is good; • their child is making good progress at school; • behaviour in the school is good; • the school is helping their child become more mature and responsible; • the school is well led and managed.	Some parents think that: • the school does not provide an interesting range of activities outside lessons; • they are not informed well enough about how their child is getting on; • the school does not work closely with them; • their child does not get the right amount of homework.

The inspection team agrees with the parents' positive views of the school. The school has an effective partnership with parents and homework is good. However, written reports to parents do not contain clear enough information about pupils' progress in all of the subjects taught or indications of what the pupils need to do next to improve. There are not enough activities outside lessons overall although there are good sporting and musical opportunities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are very high. Eleven year-olds perform very well in the national tests in English, mathematics and science. Pupils make good progress throughout the school, building consistently on the good start in the nursery.

1. All pupils achieve well throughout the school and many of them achieve very well in the National Curriculum core subjects of English, mathematics and science at both seven and 11 years of age.
2. Attainment on entry to the nursery is below average. This judgement is made on the basis of discussions with school staff and inspectors' knowledge and experience, because the local authority's baseline assessment system does not provide comparative data. The children in the nursery and two reception classes make good progress in all of the areas of learning in the Foundation Stage, and excellent progress in their personal and social development in particular. They make good progress in reading, writing and number activities. Nearly all the children achieve the nationally recommended early learning goals and a significant number exceed them. The most able pupils are already identifying and writing numbers up to 100 correctly and completing substantial pieces of writing with correctly formed and punctuated sentences. Consequently, standards are above average by the end of the Foundation Stage.
3. Pupils make good progress in all subjects in Years 1 and 2 and the standards achieved by seven year-olds are well above average in English, mathematics and science. Pupils in Year 2 achieve very good standards in reading, writing and spelling. Handwriting is well formed and most pupils write very neatly for their age. In the reading tests last year, 36 per cent of pupils achieved the higher than expected National Curriculum Level 3 compared with 28 per cent nationally. Teachers' assessments and inspectors' judgements indicate that it is likely that similar results will be achieved this year. Pupils have a good knowledge and understanding of numbers and explain how to solve the same problem in different ways.
4. This good progress is sustained in the juniors. Consequently, 11 year-olds achieve results that are generally well above the national averages and very high in comparison with similar schools in English, mathematics and science. This has recently been acknowledged through an excellence award from the Department for Education and Employment. These standards have improved in line with the national trend since 1996 and they have been consistently very high since 1998. Inspection findings confirm the available national and school data, in that standards are above average this year but, across the Year 6 classes, they are lower than in recent years due to the ability range of the particular group of pupils. The school has been aware of this for some time.
5. A particular feature of the school is that boys perform better in the national tests, in comparison with girls, than they do in many other primary schools. The school states that it has taken no particular measures to raise the attainment of boys but that the high standards are achieved as a result of the quality of the teaching and learning opportunities. The school's methods and organisation of teaching and learning, particularly the teachers' high expectations of work and behaviour, promote the learning of all pupils successfully. Pupils have individual targets, particularly in English, which are often challenging and clearly help them achieve the standards they do.
6. Examination of pupils' work illustrates their progress extremely well. In English, pupils in Year 6 show a clear understanding and accurate use of punctuation and use adjectives and adverbs in a lively manner to create atmosphere in their stories. They write very good quality poems and interesting reports following educational visits. More able pupils in Year 6 have clearly moved from mathematics National Curriculum Level 4 to Level 5 this year. This is because they have completed a lot of work across the programmes of study and they have assessed their own performance accurately. Standards in science are high because there is a good emphasis on experimental and investigative work. This leads to pupils recording their work very well, with

considerable detail, showing a clear pathway from planning, predicting and observing to drawing conclusions. Less able pupils also make very good progress in these subjects because the teachers discuss their work with them as a follow up to written marking. This helps them understand more difficult mathematical and scientific concepts and ensures that they correct spelling errors and try their best with their handwriting. Whilst some pupils are clearly achieving National Curriculum Level 5, inspection evidence is that overall standards are not as high as in the previous three years because a significantly higher percentage of pupils are performing at Level 3 or Level 4.

7. One of the reasons that pupils make good progress throughout the school is that they complete a very good amount of relevant written work in most lessons. For example, pupils in Year 2 have undertaken extensive work in science this year, including health and growth, the properties of materials, electricity, forces and movement, and investigating plants and animals locally. A significant strength is the quality of pupils' presentation of this written work and their good understanding of how to lay it out in different subjects such as mathematics, science and geography. They write very well for different purposes, such as stories, letters and scientific reports, and use diagrams, tables, maps and illustrations very effectively. For example, in science in Year 6, even those pupils with the least neat handwriting present diagrams, graphs, tables and reports of experiments and investigations in an appropriate style.
8. Standards in information and communication technology (ICT) have been maintained, and in some respects improved, since the previous inspection. The school has improved its resources, although there is still a limited number of computers. Pupils in the infants experience a wider range of ICT learning opportunities and do so more frequently. These activities develop their ICT knowledge, understanding and skills well and make a good contribution to their work in other subjects, such as literacy, numeracy and history.

The quality of teaching is very good throughout the school. Teachers have high expectations that all children will want to learn, behave well and work hard.

9. Lesson observations and examination of pupils' work show that the teaching is to a consistently high standard throughout the school and it is very good overall. Twenty-two lessons were observed during the inspection. The quality of teaching was satisfactory or better in all of these lessons, it was good or better in 95 per cent of them and it was very good or better in 59 per cent of them. This is a significant improvement since the last inspection. Excellent teaching was seen in literacy lessons in Year 1 and Year 4. A lesson in Year 2 in information and communication technology was satisfactory. Half of the lessons seen were judged to be very good and all of the remaining lessons were good.
10. The teaching of English and mathematics is very good and the key skills of literacy and numeracy are taught very well. This is a major factor in the high standards achieved by the pupils. However, too much time is given to the direct teaching of English and, to a lesser extent, mathematics. Consequently, the school does not maximise the contribution of other subjects, such as geography and history, to the development of literacy skills and the pupils' learning in these subjects.
11. Much high quality marking was seen in the pupils' books with many excellent comments by teachers explaining to pupils what they had done very well and what they need to correct or work on in the future. This is seen from the reception classes on. For example, the teacher in Year 2 sets very high expectations of spelling through her marking of pupils' work. Good provision of homework, particularly in reading, writing, spelling and mathematics, extends the pupils' learning beyond lessons. All pupils in Year 2, for example, have homework books with a good amount of spelling, writing and number work.
12. Throughout the school, pupils learn very well as a result of this teaching and their extremely high levels of interest and effort. Teachers provide very good opportunities for pupils to speak in whole class activities, as for example in a mathematics lesson on symmetry in Year 2, when at least three boys were encouraged to explain their understanding at some length. One of the significant

achievements of the school is the way in which children in the nursery and reception classes are taught how to organise themselves and get on with provided activities on their own for good periods of time. This independence in learning is maintained and developed as pupils move from year to year. Pupils in the juniors, and in Years 5 and 6 particularly, have very good personal study skills and use dictionaries, reference books and CD-ROM effectively, in subjects such as science, history and geography.

13. The school meets the needs of different groups of pupils well, including those with special educational needs and those with English as an additional language. These pupils are provided with individualised tasks in lessons, which are well matched to their specific needs. The school identifies correctly, and makes good provision for, pupils who have difficulties in their social skills or behaviour as well as academic learning. Many lessons feature separate tasks for different groups of pupils that are well matched to their needs and, in whole class sessions, challenging questioning of pupils of different abilities.

The pupils' attitudes to school, their behaviour at all times and their personal development are all exemplary.

14. All pupils clearly enjoy school greatly. They are happy and feel valued and safe. They are enthusiastic about lessons and relaxed at play. There are excellent relationships between pupils and adults and amongst the pupils. Pupils on the infant playground told an inspector that there are "only two naughty children in this school and one of them is getting gooder". A pupil on the junior playground told an inspector that there were no serious squabbles or fights because, "We are all in God's family."
15. Behaviour is excellent at all times. Pupils listen well to their teachers and hold up their hands if they want to speak; they rarely call out without being acknowledged by the teacher and when they do so, it is only out of enthusiasm. Pupils work very well in pairs or small groups when asked to do so, such as in a science lesson in Year 6 investigating how the wingspan of a spinner affects the speed of descent. Pupils chat and play very well together at lunchtime.
16. The children in the nursery are totally at home at school. They understand the daily routines and get on with activities extremely well, when asked to do so, unsupervised. The children play happily and safely with the excellent outdoors equipment. This maturity and independence increases year on year as pupils move through the school. Pupils respond very positively to opportunities to take on responsibility or to show initiative. All pupils are welcoming and courteous to visitors to the school and pupils in the juniors join in with discussions in a very mature manner.

Leadership and management by the headteacher and other key staff is good overall with some very good features. The school reflects its stated aims in its work very successfully.

17. The very experienced headteacher is a strong, effective leader, who has a high profile around the school and is highly respected by pupils, staff and parents. There is a deputy headteacher in each of the two buildings and, with the headteacher, they form a united senior management team. There are co-ordinators for all subjects and many of them demonstrate good knowledge and enthusiasm for their role. There has been improvement since the previous inspection but their role is still not fully developed.
18. The school has an outstanding ethos. This is seen through a clear commitment and determination to achieve high academic standards, to promote and reward positive attitudes, behaviour and relationships and foster a sense of family community within a strong Catholic framework. All of these things are evident in the day-to-day life of the school and the school's aims are delivered very successfully. However, the schools procedures for self-evaluation are insufficiently rigorous or systematic. The monitoring of teaching and the curriculum, assessment arrangements in the non-core subjects and the use of time are not as effective as many other aspects of the school's work. Although this inspection identifies these areas for improvement, the school development plan identifies appropriate priorities and is an effective tool for managing change.

19. The school governors are effective in their role and make an important contribution to the leadership and management. They clearly support the Catholic mission and take a keen interest in the welfare and development of staff and pupils. There have been significant improvements in financial control, particular in terms of governors' involvement, since the previous inspection. The school has successfully managed a previously reported deficit budget to one that now has a prudent carry forward figure. The governors' influence on teaching and curricular developments is satisfactory but is not fully developed.
20. The school has good arrangements for appraisal and performance management in accordance with Department for Education and Employment procedures. There are very good procedures for the induction of new staff, particularly newly qualified teachers, and training of new teachers.

The provision for the pupils' spiritual, moral and social development is very good and permeates all the learning opportunities offered to the pupils.

21. The school promotes the pupils' spiritual, moral and social development very successfully. This is seen most clearly through the strong Catholic faith that is evident in classroom and communal area displays, frequent prayers, assemblies and other religious practices. However, it goes much further. The school teaches respect and value for other people's beliefs, feelings and opinions. It sets clear guidelines in teaching right from wrong and how pupils should act in relation to each other and adults. Teachers promote the importance and meaning of stories. In a literacy lesson in Year 1, for example, the teacher imparted a real sense of appreciation for the quality of the words and illustrations in the story about a beautiful, but selfish fish.
22. The school staff set an excellent example to the pupils in their own manner and behaviour in their relationships with each other and the pupils. They expect the highest standards of behaviour from pupils and this is achieved demonstrably through frequent positive responses to pupils and swift, consistent correction of the very rare and minor aberrations. Members of staff expect pupils to be responsible and provide appropriate tasks and duties for them. Pupils are involved in setting their own individual academic objectives and their views have been acknowledged informally, for example, when reviewing playtime organisation and activities. However, there are no formal mechanisms, such as a School Council, to take pupils' views into account.
23. The school raises the pupils' awareness of their own cultural heritage successfully, through a range of learning experiences both in and out of the classroom. For example, art and design activities based on visits to the Yorkshire Sculpture Trail and Lowry Centre, and studying the work of Rennie Macintosh and patterns in historical fabrics. Sporting and musical activities and work in history similarly make a significant contribution. The school orchestra performs to a good standard. There is an increasing range of opportunities to raise the pupils' understanding and awareness of other cultures and the world at large, such as the Aztecs and Indian art. However, there are not enough of these opportunities and they do not permeate the life of the school in the way that spiritual, moral and social development opportunities do.

WHAT COULD BE IMPROVED

There are significant differences in the class timetables, particularly in the amount of time given to English. This results in pupils in the same year group not receiving the same balance of learning experiences.

24. Prior to the inspection, the school provided class timetables and estimates of time allocations for the subjects of the curriculum in each year group. Analysis of this information shows significant differences and anomalies between subjects and classes. The actual time that is spent on English teaching is higher than the provided estimates in every year group and it is significantly so in most. Pupils in Year 1 currently receive a very different diet of learning opportunities. For example, pupils in the mixed Year 1 and Year 2 class have half an hour less English and an hour less science than those in the Year 1 class. Similarly, there is over an hour's difference in the amount of time given each week to English in the two Year 3 classes, and half an hour difference in the amount of time given each week to science in both the two Year 4 and Year 6 classes. The teacher states that more time is given to English in the Year 1 class because these are the younger Year 1 pupils and she considered this an appropriate priority. However, these variations have essentially arisen because individual staff have drawn up their own timetables. They have not resulted from agreement between senior staff and class teachers based on the needs of different groups of pupils. The senior management team was not aware of the extent of the differences in some year groups.
25. Examination of pupils' work shows that teachers successfully develop and consolidate pupils' key skills in numeracy and literacy through other subjects. Some very good examples of this were seen in geography and religious education books in the infants. In Year 5, extensive links are made, such as between literacy, religious education and art, and between history, music and design and technology. In Year 6, numeracy skills are developed through the collection and interpretation of data in science. With the current timetables, however, it is not possible for teachers to provide equal learning opportunities for pupils in the same year group. Throughout the school, an often disproportionate amount of time spent on English, together with the significant variation between classes with pupils in the same year group, results in too little time being available for other subjects.
26. It was not possible in the time allocated to this inspection to identify significant differences in pupils' progress in different subjects. However, there is evidence nationally that older pupils achieve higher standards than younger ones in the same year group and the obvious explanation is that they have had more time to learn. Therefore, it is likely, with these timetables, that pupils who receive more time on English will make better progress in English but slower progress in other subjects, compared with their peers in the parallel class.

There is not enough monitoring of the quality of teaching and learning in the classroom by subject co-ordinators.

27. The headteacher formally observes every teacher teach literacy and numeracy at least once a year and, informally, has a high profile in his day-to-day presence around the school. The headteacher and subject co-ordinators analyse a sample of work in the books of pupils of different abilities against specific criteria such as presentation, content, marking and progress. These arrangements give a good insight into pupils' standards and an overview of the quality of teaching. The school is confident that standards are high and teaching is very good. The inspection confirms these views. This situation does not, however, enable subject co-ordinators to monitor the quality of teaching and learning in their subject in the classroom. Their role is not fully developed and this results in missed opportunities to investigate possible ways in which standards could be raised even higher. There are plans for the co-ordinators of English, mathematics and science to begin such observations later this year.

There are no formal procedures to assess what the pupils know, understand and can do in subjects other than English, mathematics, science and information and communication technology.

28. The school has improved its assessment procedures since the previous inspection. All teachers have files for their classes, which are organised well, are up to date and contain very good records on all pupils' attainment and progress in English, mathematics and science. They also contain good records in information and communication technology, but these are less well developed. The school carries out effective analysis of assessment information from both statutory and non-statutory National Curriculum tests and teacher assessments from Year 2 to Year 6 and additional reading tests. Although teachers in the infant department tend to underestimate pupils' achievements at seven years of age, the school is very successful in predicting the performance of 11 year-olds by the accurate analysis of information in the juniors.
29. There are, however, no formal procedures to assess what pupils' know, understand and can do except in English, mathematics, science and information and communication technology. This means that, in the other subjects, teachers plan work from the National Curriculum programmes of study and on the basis of their personal knowledge of the pupils. It also results in reports to parents that do not contain enough specific, individual information on progress in all of the subjects, nor do they indicate clearly enough what the pupils need to do next. The school has plans to introduce assessments in all subjects from September 2001, based on national guidance, and to re-structure reports to parents following the implementation of the National Curriculum 2000 this year.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. The school should now:
- (1) Carry out a rigorous review and revision of class timetables to:
 - Reduce the amount of time given to English and mathematics and promote further the existing good practice of developing the key skills of literacy and numeracy through other subjects;
 - Ensure that pupils in the same year group receive the same balance of learning opportunities in the different subjects.
 - (2) Develop the role of the subject co-ordinator so that:
 - There is more monitoring of teaching and learning by observation of lessons by key staff other than the headteacher;
 - Teachers' planning and pupils' work is monitored even more rigorously than currently.
 - (3) Introduce formal assessment procedures in the non-core subjects and use this information to inform teachers' planning and the written reports for parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	50	36	5	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	60	335
Number of full-time pupils known to be eligible for free school meals	N/A	113

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	61

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.2

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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	26	27	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	23	25
	Girls	25	24	24
	Total	46	47	49
Percentage of pupils at NC level 2 or above	School	87 (88)	89 (86)	92 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	22	22	21
	Total	42	42	41
Percentage of pupils at NC level 2 or above	School	79 (90)	79 (94)	77 (90)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	23	18	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	21
	Girls	16	13	17
	Total	35	33	38
Percentage of pupils at NC level 4 or above	School	85 (90)	80 (94)	93 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	20
	Girls	15	16	17
	Total	32	35	37
Percentage of pupils at NC level 4 or above	School	78 (92)	85 (88)	90 (96)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	6
White	288
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, 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
Number of pupils per qualified teacher	23.9
Average class size	25.7

Financial information

Financial year	1999/00
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Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	158

	£
Total income	788740
Total expenditure	769576
Expenditure per pupil	1910
Balance brought forward from previous year	28587
Balance carried forward to next year	47751

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	60
Total number of education support staff	3
Total aggregate hours worked per week	98
Number of pupils per FTE adult	15

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate = 78%

Number of questionnaires sent out

253

Number of questionnaires returned

197

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	2	1	0
My child is making good progress in school.	64	31	3	1	1
Behaviour in the school is good.	63	31	2	0	3
My child gets the right amount of work to do at home.	43	39	11	1	3
The teaching is good.	64	32	3	0	1
I am kept well informed about how my child is getting on.	38	41	15	5	2
I would feel comfortable about approaching the school with questions or a problem.	62	30	5	2	1
The school expects my child to work hard and achieve his or her best.	67	29	2	0	1
The school works closely with parents.	42	40	10	5	2
The school is well led and managed.	59	31	3	1	5
The school is helping my child become mature and responsible.	54	40	2	1	3
The school provides an interesting range of activities outside lessons.	32	30	18	9	8

Please note the responses to some questions may not total 100 per cent because some parents did not indicate their view.