

# INSPECTION REPORT

**ST PETER'S CATHOLIC PRIMARY SCHOOL**

Marlow

LEA area: Buckinghamshire

Unique reference number: 110473

Headteacher: Mr J Walls

Reporting inspector: Mr S Bugg  
15306

Dates of inspection: 12 – 14 June 2000

Inspection number: 182430

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	St Peter's Catholic Primary School Prospect Road Marlow Buckinghamshire
Postcode:	SL7 2PJ
Telephone number:	01628 472116
Fax number:	01628 488123
Appropriate authority:	The governing body
Name of chair of governors:	Mr Peter Welch
Date of previous inspection:	6 November 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Stephen Bugg	Registered inspector
Angela Smith	Lay inspector
Christine Perrett	Team inspector

The inspection contractor was:

Dorset School Inspection Services

School Effectiveness Service  
Dorset County Council  
County Hall  
Colliton Park  
Dorchester  
Dorset  
DT1 1XJ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6 - 9</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10 - 14</b>
<b>WHAT COULD BE IMPROVED</b>	<b>15 - 16</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>18 - 21</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Peter's Catholic Primary School caters for pupils aged between four and eleven. It is of average size and currently has 232 pupils on roll, of whom 30 are aged under six and in the Reception class. Most pupils come from Marlow, although a few attend from further afield. The school is oversubscribed. The proportion of pupils eligible for a free school meal, three per cent, is well below the national average. No pupils have English as an additional language. Pupils enter the school with a wide range of abilities, although overall their attainment on entry is above average. After a long period of stability there have been a number of staffing changes during the current year.

### **HOW GOOD THE SCHOOL IS**

This is a good school with a number of very good features. Standards are well above average and the pupils achieve well, particularly in the Reception class and at Key Stage 2. There is much high-quality teaching but also a small amount that is unsatisfactory. The school is well led and managed and there is a shared commitment from the headteacher, all staff and the governing body to uphold the school's aims and values and further raise standards. Relationships throughout the school are very good. The pupils display very good attitudes to their learning. The school is very popular and enjoys very good relationships with parents. It provides good value for money.

#### **What the school does well**

- In the Reception class the pupils' achieve a great deal and they attain standards that are well above average.
- By the end of both key stages the pupils attain standards that are well above average and they develop impressive literacy, numeracy and scientific skills.
- There is a significant amount of very good teaching, in particular in the Reception class and at Key Stage 2.
- The headteacher and senior staff are an effective team. They work closely with the governing body to maintain standards and to uphold the school's aims and values.
- The attitudes of the pupils to all aspects of school life are very good.
- The teachers know their pupils well and have very good procedures for tracking their academic and personal progress and identifying their needs.
- There is a very effective partnership between the school and parents.

#### **What could be improved**

- There is too much unsatisfactory teaching at Key Stage 1.
- Standards are below average in information and communication technology and music.
- The school's development plan does not provide a clear strategy for identifying, monitoring and evaluating improvements.

*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. Pupils continue to attain well above average standards in the end of key stage tests. Standards have improved and are well above average in English, science and mathematics. However, standards remain below average in information and communication technology and are now below average in music. Overall the quality of teaching has improved and is now good. The school continues to be well led and managed.

The school responded positively to the last inspection. More able pupils achieve well in the

reception class and at Key Stage 2, although at Key Stage 1, despite the high standards, there is some underachievement by the younger, more able pupils. The accommodation has been very significantly improved. Information and communication technology has still not been satisfactorily addressed, although plans are firmly in place for improvements to occur in the coming year. The school development plan is still not an effective tool whereby the school can effectively prioritise its needs and evaluate progress.

## STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	A*	A	A	C
mathematics	A	B	A	B
science	A	B	A	A

**Key**

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

Pupils in the Reception class make very good progress and are achieving well above the expected standard by the time they are five.

In the end of key stage tests in 1999 the pupils attained standards that were well above the national average. They are on course to attain similarly in the current year. Inspection evidence confirms that standards in English, mathematics and science are well above average. In particular, the pupils display very impressive basic literacy and numeracy skills. Almost all pupils achieve to their capabilities, although at Key Stage 1, younger, more able pupils, are not always sufficiently challenged.

Standards in information and communication technology and music are below average. In information and communication technology this is because there are only a limited number of computers available and the teachers are unable to cover the full curriculum. In music, a recent staff change means that there is now very limited staff expertise and staff are not confident in their ability to cover all aspects of the subject.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn, hardworking and competitive, yet supportive of each other.
Behaviour, in and out of classrooms	Very good. Most pupils behave very well and this contributes to their learning.

Personal development and relationships	There are very good relationships and satisfactory opportunities for pupils to develop independence.
--	--

Attendance	Very good, well above the national average.
------------	---

The pupils' very good attitudes to their learning, both in lessons and in the work they are required to do at home, are a significant reason why they achieve so well.

### TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Unsatisfactory	Very good

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

The quality of teaching is good. It is very good in over 40 per cent of lessons and at least good in over 60 per cent. There are many strengths, in particular the teaching of the pupils in the Reception class and of English, mathematics, and science at Key Stage 2. The teaching of basic literacy and numeracy skills is strong in almost every year group, and for pupils, where withdrawn to reduce class sizes for literacy at Key Stage 1. Teachers track the pupils' progress very thoroughly and set precise targets to help them improve. They are very effective at capturing the enthusiasm of the pupils in order to motivate them in their learning, and in many lessons there are all sorts of competitions and challenges. There is a real buzz to many English and mathematics lessons.

However, there is too much unsatisfactory teaching in lessons for the youngest pupils at Key Stage 1. The class is not consistently well organised and some lessons lack pace and sufficient challenge, particularly for the more able. This weakness is recent and there has not yet been any impact on standards at the end of the key stage.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. There is good coverage of English, mathematics and science, but unsatisfactory provision for information and communication technology and music.
Provision for pupils with special educational needs	Good. The pupils are well supported and they make good progress.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good overall. There is good provision for pupils' spiritual and cultural development and very good provision for their moral and social development.
How well the school cares for its pupils	Very good. The pupils' academic and personal development is very thoroughly monitored and supported.

The school places great importance on developing the pupils' basic literacy and numeracy skills and a significant amount of time is allowed for this. Other subjects, apart from music and information and communication technology, are appropriately covered. There is good



use of homework to supplement the curriculum. Assessment strategies are well established and ensure that the pupils' academic progress is thoroughly monitored from the time they enter the school. Recently the teachers have begun to set carefully considered targets in order to help pupils and their parents focus on areas for improvement.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is well managed. The headteacher and the two senior staff form a very effective team. Subject leaders are knowledgeable and provide good leadership.
How well the governors fulfil their responsibilities	Good. They are very supportive and are taking an active role in analysing the school's strengths and weaknesses.
The school's evaluation of its performance	Sound. There is effective monitoring of teaching and standards, but the analysis of issues in the school's development plan, including the impact of expenditure on standards, is unsatisfactory.
The strategic use of resources	Good. There is an effective use of accommodation and staff. Teachers use the good range of resources available to good effect.

The headteacher, staff and governors work very well together. They are largely successful in fulfilling their agreed intentions to uphold the aims and values of the school and to further raise standards. The school development plan does not provide a clear strategy for focusing on areas for improvement, although the headteacher and the governing body have an insight into the strengths of the school and know where improvement is required.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Seventy three (32 per cent) of questionnaires sent out were returned, and 33 parents attended the meeting arranged with the inspectors.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like coming to school.</li> <li>• The school expects the children to work hard and to do their best.</li> <li>• They are able to approach the school with a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The amount of work children are given to do at home.</li> <li>• The amount of information on how children are progressing.</li> </ul>

Inspectors endorse the positive views of the parents. Whilst they also agree that there are only limited opportunities for extra-curricular activities, they consider that the school provides parents with very good information about how their children are progressing and sets sufficient, appropriately considered homework tasks.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**In the Reception class the pupils' achieve a great deal and they attain standards that are well above average.**

1. The pupils make very good progress during their first year at school. By the time they are five many are already achieving beyond the expected standard and by the end of the Reception class they are well ahead in meeting the requirements of the National Curriculum for Key Stage 1. For example, when reading, almost all are able to recognise familiar words and the more able are accurately reading simple texts. In addition, all pupils can write their name and other simple words and can count and order numbers to at least 10, with the majority able to count well beyond this.

2. Their achievement is a result of the very skilled teaching. The very high quality of the teaching in many lessons was well demonstrated in a literacy lesson where "This is the Bear" was read to the pupils. Later in the lesson they were split into groups, with some undertaking a matching word game and others building sentences using word boxes. The expressive reading of the book and the effective questioning had the children hanging on the teacher's every word. The tasks were very challenging and the classroom assistants well briefed so that they provided very good support for pupils, including children with special educational needs. All adults involved had very high expectations of behaviour and made sure that all children were fully involved in the work. Not a moment was wasted and throughout there was an appropriate emphasis on developing the children's phonic skills.

3. Very good support and encouragement are given to the children by all adults who work with them in order to ensure that they are happy and their individual needs are identified and catered for. There is very effective teamwork. The teacher fully briefs classroom assistants and other adults who offer support and they in turn provide high-quality help. As a result the children also make very good progress in the development of their personal and social skills.

4. The accommodation is outstanding. The spacious room is expertly arranged to provide the children with a wide range of resources to use. All available space is covered, with high-quality interactive display.

**By the end of both key stages the pupils attain standards that are well above average and they develop impressive literacy, numeracy and scientific skills.**

5. By the end of Key Stage 1 and by the time they leave, the vast majority of the pupils have very good reading skills. Regular testing in all years enables the school to rapidly respond to pupils whose progress with reading appears to be faltering. As a result there are almost no pupils with a reading age below their chronological age by the time they leave and many are reading well beyond their age. They read with fluency and many read widely. In part this is because the school has a very good range of fiction and non-fiction books. It is also because the school places great emphasis on developing the pupils' reading skills from the moment they enter the school.

6. Their writing skills are also well above average, in particular their comprehension skills, where many impress with their ability to make deductions and inferences from texts they study. By the time they leave their use of punctuation is accurate and they confidently use speech marks, commas and explanation marks. Similarly they spell many polysyllabic

words with confidence. There is great emphasis placed on this work throughout the school and the pupils undertake many challenging comprehension activities. The school is very well resourced with a wide range of texts which is well used. Most teachers have very good subject knowledge and there is consistency in the way writing is taught throughout the school. Marking is rigorous, mistakes are identified and teachers provide timely reminders where the expected high standards begin to drop, whether in handwriting, spelling or punctuation. Only in the range of writing opportunities is there less opportunity. For example, subjects like history and geography are not used well to provide the pupils with opportunities for writing for various purposes and there are only limited opportunities for the pupils to write at length.

7. Similarly the pupils have many opportunities to develop their number work. Most mathematics lessons begin with a quick-fire mental session where the teachers put the pupils through their paces and they respond with great enthusiasm. As a result, by the time they leave, many pupils are both confident and proficient in their ability to solve problems mentally.

8. The mathematics curriculum appropriately covers all aspects of the subject. All pupils in Year 6 have an impressive portfolio of work by the end of the year, with work well presented and tasks of a higher than average standard completed accurately. The introduction of a published scheme is providing the teachers with some new strategies, in particular new ideas for stretching the more able pupils. In a number of lessons observed the teachers were using the scheme with confidence, teaching concepts using a wide range of practical activities to support the pupils' learning. This is further enhancing the pupils' learning.

9. A scrutiny of the pupils' books also indicates that they are attaining high standards in science at the end of both key stages. There is a very effective scheme of work and the science co-ordinator provides very good support for colleagues where required. Learning is reinforced by regular tests and investigative activities supported by good evaluations and the use of prepared question sheets. There is very thorough coverage of all aspects of the subject. Much of the work pupils undertake is at a level well above the national expectation.

**There is a significant amount of very good teaching, in particular in the Reception class and at Key Stage 2.**

10. The teaching of the under-fives is consistently very good, as is half of the teaching at Key Stage 2. In both phases the teachers have been in post for a considerable time, are highly experienced and take a great pride in the standards they achieve with their pupils. The teachers at Key Stage 2 form a very effective team and, as the teaching in all years is of a similar calibre, the transition from class to class is almost seamless.

11. The teaching of basic literacy and numeracy skills, whether of the youngest or oldest pupils, is consistently of a very high standard. Teachers have very high expectations of the pupils and are well aware of what they need to learn next in order to improve their skills.

12. There is a good mix of tasks and activities which reinforce previous learning and challenge the pupils with new learning. Much of the teaching begins with whole-class activities during which the teachers demonstrate their skill in asking questions of varying difficulty matched to the pupils' abilities. Lessons sometimes continue with the class split into ability groups to undertake differing tasks, although quite often the whole class undertakes the same task, completing it to the best of their ability. Whichever strategy the

teachers use, lessons are always characterised by a brisk pace, high expectations and healthy competition.

13. Teachers know their pupils very well. The pupils are very regularly tested and the information gleaned is used to plan their future learning. Recently the school has adopted target setting for groups of pupils in which clear targets, for example, making sure they use commas appropriately in their writing, are agreed with pupils and parents. In some lessons, as in a Year 3 literacy lesson where the pupils were writing thank you letters to pen-pals, the teacher reminded them of their targets before they began their work. This is helping to raise standards further.

14. Lessons are also often fun. The pupils' enthusiasm in lessons, the consistent quality of their work over a year and the manner in which they talk about their work and their teachers bear testimony to their enjoyment of almost all aspects of the curriculum. As a result there is very good learning and the pupils achieve much in almost all subjects, but especially in English, mathematics and science.

**The headteacher and senior staff are an effective team. They work closely with the governing body to maintain standards and to uphold the school's aims and values.**

15. This is a well-led and managed school. The headteacher is very effective in maintaining the school's ethos, working very closely with parents and ensuring that the staff work together as a team to maintain the high standards. He is prepared to delegate a considerable amount to his deputy and the Key Stage 1 co-ordinator. He also effectively uses the expertise of the governing body and the school's local education adviser, for example, when monitoring the quality of teaching across the school.

16. He is very well supported by his two senior staff, who take much of the responsibility for monitoring planning, standards and teaching. They meet regularly with him and it is through these meetings that the future direction of developments are agreed. Where they identify weaknesses, for example, the unsatisfactory teaching at Key Stage 1, they work as a team to offer appropriate support in order to bring about the necessary improvement. Other staff provide good subject leadership in the areas for which they have responsibility, in particular the co-ordinators of the three core subjects, English, mathematics and science. However, their roles are significantly more developed in the support they offer colleagues than in the monitoring of standards and teaching.

17. The governing body is very supportive and keen to fulfil its role. It has begun to monitor aspects of the teaching and is well aware of the challenges facing the school. Governors are very active in some areas; for example, one of the governors is taking a leading role in planning the new technology suite. All are well briefed on the areas for which they are responsible. Governors with specific responsibilities effectively undertake their extra duties; for example, the literacy governor has observed a number of literacy lessons and reported back to the full governing body. However, they do not see details of assessment data and have not been sufficiently rigorous in their monitoring of the school's development plan.

**The attitudes of the pupils to all aspects of school life are very good.**

18. The pupils are very well behaved in lessons. They also display very good attitudes. They are keen to learn and take part in lessons with enthusiasm. In many lessons pupils become very animated when given quick-fire tests, with much very good-humoured cheering, self-congratulation and congratulation of others at the end of the session.

19. Pupils also display the ability to sustain their effort over time, taking pride and care

in their work. The presentation of much of the work of pupils of all ages is of a very high standard. They are also prepared to work outside of the lesson. For example, because the school has a limited number of computers a significant amount of the word processing displayed in the school has been done by the pupils at home.

20. Pupils are keen to take responsibility. In games lessons they are quick to organise themselves. In Year 4, pupils demonstrated, when playing rounders, that they are able to sustain a game, making appropriate, fair-minded decisions, without the need for the teacher to become involved. Similarly, in an English lesson, pupils in Year 5 practised a performance of a poem, working as a large group, again with only minimum need for the teacher to intervene.

21. In those few instances where the lesson was not sufficiently challenging or where the activity precluded a significant number of pupils, their behaviour remained good. They are very patient.

22. Because the pupils display such good attitudes almost all of the teachers can spend all of the time teaching rather than managing and organising. There were many lessons where the teacher did not on any occasion have to stop the lesson to admonish a pupil. As a result the pupils' attitudes are a significant reason why they achieve so well.

**The teachers know their pupils well and have very good procedures for tracking their academic and personal progress and identifying their needs.**

23. The school has developed a well-trying and tested system for monitoring the pupils' achievements as they progress through the school. This enables the teachers to quickly identify any pupils whose progress falters and to put in place strategies to support them. A wide range of information is recorded, including reading ages, intelligence quotients, and mid-year, end of year and national standardised tests. This enables the school to make informed assessments of pupils' abilities and potential.

24. Recently teachers have also begun to set targets for the pupils in their class. These identify both what pupils need to do in the short term to improve their performance and what level they should aim to achieve in end of key stage tests. The targets set are invariably challenging, helping to ensure that the pupils achieve to the best of their abilities. Pupils' progress towards these targets is carefully monitored by staff and adjustments are made in lesson planning as required.

25. The school attaches great importance to supporting its pupils in their personal development. In order to enhance this aspect all staff have recently undergone training to further improve the pastoral care they are able to offer the pupils at times of stress in their personal lives. This has raised the staff's awareness of, and ability to respond appropriately to, issues and circumstances that effect the pupils' personal circumstances. Many of the staff are long-serving and as a consequence there is a strong sense of family and tradition, with many of the pupils' families being well known to the teaching staff.

**There is a very effective partnership between the school and parents.**

26. The partnership between the school and parents was considered to be a strength of the school at the time of the last inspection and this remains the case. The headteacher plays a key role in this, inviting parents into the school and ensuring that there is an effective link between school and home. He is readily available and knows almost all parents personally.

27. The school welcomes parents into the school and currently 40 parents help in some way in the school. They provide very good support and enhance the provision the school offers. For example, they listen to pupils read, help them learn to cook and support in games activities.

28. The school keeps parents well informed. There are regular informative newsletters, and reports on pupils' progress are well written, providing parents with a clear evaluation of their children's progress. Parents' meetings are regularly held. Some are to give parents the opportunity to discuss their children's progress, but there is a good range of other meetings which look at aspects of the curriculum, for example, on the national literacy and numeracy strategies. Meetings are invariably well attended.

29. Parents in return do a great deal for the school and are very supportive. There is an active parent-teacher association. As well as raising significant amounts of money they also hold meetings for parents of new children to prepare them for their time at the school. This enhances the family ethos of the school and helps parents and children settle quickly into the life of the school.

30. Teachers set an appropriate amount of work for pupils to do at home and this is a significant factor in the progress the pupils make, in particular in literacy and numeracy.

## **WHAT COULD BE IMPROVED**

### **There is too much unsatisfactory teaching at Key Stage 1.**

31. Much of the teaching at Key Stage 1 is sound and at times is good. As a result many pupils, in particular the lower-achieving pupils, make good progress. However, there is too much teaching of the youngest pupils in the key stage that is unsatisfactory. This is because too much time is spent organising the pupils and dealing with very minor instances of inattention. As a result the pace of lessons is unnecessarily slow. Some of the tasks set are not appropriate, for example, where two pupils undertook an activity in front of the class without ensuring that all the pupils could see what was happening. Other tasks are insufficiently challenging for the most able. As a consequence the pupils become bored and lack the zest and enthusiasm so noticeable in all other classes in the school.

32. Because the weaknesses in teaching are recent, the lack of achievement, in particular of the more able pupils, has not yet affected the standards attained by the end of the key stage.

### **Standards are below average in information and communication technology and music.**

33. Attainment in information and communication technology is unsatisfactory. This is because of the lack of computers, which means that pupils do not have enough opportunities to practise and develop their skills.

34. Pupils' word-processing skills are developing well throughout the school. The younger pupils learn to input words and phrases using a concept keyboard, while the older pupils use a range of fonts, changing size and colour for effect. They also use graphics effectively to illustrate their work. However, the curriculum is very narrow, and there are no opportunities for pupils to experience the "control" and "monitoring" elements of the curriculum. For example, the younger pupils do not plan routes using programmable equipment such as a "Roamer" and pupils at Key Stage 2 are not given opportunities to use computers to sequence instructions to achieve a desired result.

35. Although pupils are encouraged to use computers, if they have them at home, to find out information, there is insufficient use made of information and communication technology to support the other areas of the curriculum.

36. Recent staffing changes mean that there is now no teacher with sufficient expertise in music to support staff in planning their lessons. The school does make good use of other adults at Key Stage 1 and as a result the pupils make appropriate progress in singing and listening to music. However, there are too few opportunities for the pupils to play musical instruments and to learn how to compose. At Key Stage 2 the teachers teach music to their own class. In some of these lessons the pupils achieve little beyond the rudiments of singing. There are also too few opportunities for them to compose or to appraise music.

37. Many of the pupils learn musical instruments and the school offers some peripatetic lessons. However, there are no musical groups or clubs currently being offered to pupils.

**The school's development plan does not provide a clear strategy for identifying, monitoring and evaluating improvements.**

38. Governors and staff are aware of most of the key issues facing the school and are appropriately addressing them. However, the school's development plan is not helpful in focussing their work.

39. The current plan neither indicates how standards and pupils' achievements act as a focus for identifying areas requiring improvement nor effectively links key issues to the raising of standards. For example, recently the school decided that the quality of pupils' writing was a key area requiring improvement. However, evidence of current standards in writing, how standards were to be raised, what time and money will be needed to achieve success and what the indicators for determining a successful outcome will be, are not shown within the plan. As a consequence it is difficult for governors to gain the clarity they require to identify the school's needs and to be able to monitor how effective the school has been in addressing the issues.



## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to improve the standards of education further for the pupils, the headteacher, staff and governors should focus upon the following:

### **Improve the quality of teaching at Key Stage 1 by ensuring that:**

- the work set meets the needs of all pupils, including the more able;
- the pace at which tasks are introduced is sufficiently brisk to capture the interest of the pupils;
- pupils rather than classes are efficiently managed and organised so that all are appropriately involved in the tasks.

(See paragraphs 31 and 32)

### **Raise standards in information and communication technology and music by:**

- ensuring that there are sufficient computers, strategically placed, to enable all pupils to cover all aspects of the National Curriculum;
- providing sufficient resources;
- providing staff with further training to enable them to cover any areas of potential weakness.

(See paragraphs 33, 34, 35, 36 and 37)

### **Improve the quality of the school's development plan, by:**

- clearly focusing on the key issues to be addressed, identifying specific actions and indicating precise outcomes.

(See paragraphs 38 and 39)

## 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	18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	44	20	24	12	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)		233
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		22

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	9

### Attendance

Authorised absence	%
School data	3.4
National comparative data	5.4

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	14	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	17
	Girls	14	14	14
	Total	30	30	31
Percentage of pupils at NC level 2 or above	School	91 (94)	91 (98)	94 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	14	14	14
	Total	31	31	32
Percentage of pupils at NC level 2 or above	School	94 (94)	94 (94)	97 (97)
	National	82 (80)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	18	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	18	17	18
	Total	32	32	34
Percentage of pupils at NC level 4 or above	School	94 (85)	94 (74)	100 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	15	15	17
	Total	28	28	30
Percentage of pupils at NC level 4 or above	School	82 (79)	82 (74)	88 (71)
	National	68 (65)	69 (65)	75 (72)

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

### Ethnic background of pupils

### Exclusions in the last school year

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	5
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	197
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.8
Number of pupils per qualified teacher	28
Average class size	33

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	96

	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.*

### **Financial information**

Financial year	99/00
----------------	-------

	£
Total income	363227
Total expenditure	354946
Expenditure per pupil	1536
Balance brought forward from previous year	-5663
Balance carried forward to next year	2618

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	233
Number of questionnaires returned	73

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	32	5	0	1
My child is making good progress in school.	45	42	8	3	1
Behaviour in the school is good.	40	59	1	0	0
My child gets the right amount of work to do at home.	19	45	32	1	3
The teaching is good.	37	56	5	0	1
I am kept well informed about how my child is getting on.	34	40	25	1	0
I would feel comfortable about approaching the school with questions or a problem.	48	40	11	1	0
The school expects my child to work hard and achieve his or her best.	53	45	0	0	1
The school works closely with parents.	21	60	10	7	3
The school is well led and managed.	23	66	4	3	4
The school is helping my child become mature and responsible.	30	59	3	0	8
The school provides an interesting range of activities outside lessons.	11	23	40	23	3