

INSPECTION REPORT

ST BEGA'S RC PRIMARY SCHOOL

Hartlepool

LEA area: Hartlepool

Unique reference number: 111697

Headteacher: Mr M S Cooney

Reporting inspector: Mr R F Spinks
2783

Dates of inspection: 5 – 7 June 2000

Inspection number: 182563

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 - 11
Gender of pupils:	Mixed
School address:	Thorpe Street Hartlepool
Postcode:	TS24 0DX
Telephone number:	01429-267768
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Walker (Acting)
Date of previous inspection:	17 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Bega's Roman Catholic Primary School is a small school in comparison with the average nationally with 174 pupils on roll aged from 5 to 11. There is a nursery, which caters for pupils from the age of three until the term before their fifth birthday. Nearly one third of the pupils are eligible for free school meals, which is above the average nationally. The number of pupils identified as having special educational needs is below average and there are no pupils for whom English is an additional language. The school serves the local Catholic communities of St. Mary's parish and is situated on the Headland at the northern end of the borough of Hartlepool. The pupils enter the school with generally below average levels of attainment although the full range of attainment is represented. Many pupils are from disadvantaged backgrounds.

HOW GOOD THE SCHOOL IS

This is a very good school with some outstanding features. Pupils attain high standards by the age of eleven in almost all subjects of the curriculum as a result of their positive attitudes to learning and the very good teaching they receive. Pupils' personal development is outstanding. Pupils are responsible and relate exceptionally well with one another and their teachers. The school is very well led by the headteacher and governors and has shown significant improvements over the last four years. The school provides very good value for money.

What the school does well

- Pupils attain standards well above the national average throughout the school.
- Very good teaching is a major strength of the school.
- Very good management has resulted in significant improvements in standards over the last three years, through a detailed programme of monitoring using a range of strategies.
- Governors are fully involved in the work of the school. They maintain a critical over-view ensuring that the school continues to improve.
- Pupils' behaviour and relationships are excellent at all times.
- Pupils' personal development is excellent. They demonstrate mature attitudes and excellent relationships.
- Excellent positive relationships with parents. Parents are involved in many aspects of the school's work.
- Very effective involvement in the local community and use of local environment to enhance learning.
- The school makes very effective use of additional funding (for example Single Regeneration Budget funding) to support links with parents and the community and to promote improved pupil attainment.

What could be improved

- There are no significant weaknesses in the school's educational work.
- The playing field perimeter fence remains a safety hazard, limiting the use of the field to closely supervised games activities.

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 last inspected in June 1996. There has been a significant improvement in standards at both ages seven and eleven since the last inspection. The rate of improvement has been well above the national average. The previous inspection found significant weaknesses, which have been overcome completely through effective leadership and the hard work of all staff. The significant improvements to the teaching and learning environment are fully recognised by parents. There is now a very wide range of extra-curricular activities available for older pupils. The quality of teaching has improved greatly. It is now at least good in all classes. However, there has been no improvement made to the safety of the playing field perimeter fence despite the efforts of senior managers and the governors.

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	C	D	B	A
Mathematics	C	A	A	A*
Science	B	A	A	A*

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

By the age of seven pupils attained standards in the national assessments in 1999 which were well above national averages in writing and very high for reading and mathematics. A high proportion of pupils attained the higher standards of Level 3 in reading, writing and mathematics. Boys achieve very high standards when compared with national data. Girls achieve more typical standards although their attainment in mathematics is above the national average. The trend over the last three years is of improving standards at a faster rate than that found nationally.

By the age of eleven pupils attained standards in 1999 which were above national averages for English and well above for mathematics and science. When compared with schools having a similar proportion of pupils eligible for free school meals pupils attained well above average standards in English and very high standards in mathematics and science. Results in mathematics and science placed the school in the top 5% of similar schools.

A detailed scrutiny of pupils' work carried out by inspectors supports the identified high standards at both key stages. Pupils of all abilities in all year groups make progress that is consistently at least good and frequently very good. Pupils in Years 2 and 6 are on course to attain standards well above those normally expected in the national assessments in 2000. Standards in all subjects of the curriculum are above average except in music where they are more typical of those expected. The very good levels of attainment in literacy and numeracy

shown by pupils supports their above average attainment in the other subjects of the curriculum.

Pupils enter the nursery with below average attainment and make very good progress for their attainment to be close to the average by the time they are five. Throughout the nursery and Key Stages 1 and 2 pupils make very good progress and are achieving very well in attaining high standards by the age of eleven. The high standards are achieved in response to the very positive pupil attitudes and very good teaching they receive.

The school sets challenging targets for pupils to achieve at the end of both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Pupils are keen to come to school and work hard. They like the many and varied opportunities provided for their learning both in lessons and the many extra-curricular activities. They are frequently very enthusiastic about their learning.
Behaviour, in and out of classrooms	Excellent. Pupils are polite and courteous at all times to both adults and their fellow pupils.
Personal development and relationships	Excellent. Pupils show very responsible attitudes. There are excellent relationships between pupils as well as between teachers and pupils in all age groups of the school.
Attendance	Average. Lower than average unauthorised absence.

Attendance is broadly average and there are good systems for monitoring and promoting attendance to ensure that it is consistently at this level. Pupils demonstrate very positive attitudes to school. They enjoy working hard and recognise the achievements they are making. When challenged by very lively and interesting teaching, as they often are, they become enthusiastic and make excellent progress. They are given opportunities to take responsibility, for example, as monitors and they show a mature approach to them. Relationships are excellent. There are many occasions where older pupils work closely with younger pupils and they always relate very well. Behaviour in the school is excellent in lessons, at playtimes and when pupils are moving round the school. It is very rare for teachers to have to intervene to control inappropriate behaviour at any time.

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

The quality of teaching is a major strength of the school. All teaching seen during this inspection was judged to be at least good. Seventy five per cent was judged to be very good and a further twelve per cent outstanding. Teachers have good subject knowledge and plan

lessons very effectively to match the work to the needs of pupils. Lessons are delivered using a variety of methods at a generally very brisk rate. Teachers have high expectations of the quality and quantity of the work pupils do in lessons. In response to the very good teaching pupils of all ages and abilities make very good progress. They concentrate well, work hard and achieve very well. Where teaching is outstanding pupils become enthusiastic and make exceptional progress. Teachers are very well supported in their lessons by classroom assistants, parents and during the inspection by students from a comprehensive school on work experience. These support staff were well briefed to have a significant impact on pupils' learning.

The teaching of English and mathematics is very good across the whole school. This promotes good attainment by pupils in the basic skills of literacy and numeracy. Pupils consequently are helped to make very good progress in their other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum fully meets statutory requirements and is significantly enhanced by a wide range of extra-curricular activities delivered through the commitment and energy of the teachers. The school makes effective use of the local environment, visitors to the school and educational visits to enhance pupils' learning experiences.
Provision for pupils with special educational needs	Very good. Pupils are very well supported and make very good progress achieving high standards in relation to their ability.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. All staff in the school have high expectations. Pupils are frequently expected to take responsibility for their own learning and to support others. All aspects of pupils' spiritual, moral, social and cultural development are at least very good and there has been a significant improvement in pupils' cultural education since the last inspection.
How well the school cares for its pupils	Very good. The school has established very effective procedures for monitoring pupils' development. Pupils are safely supervised at all times in the school day. Child protection procedures are fully established.

The curriculum provided for pupils fully meets statutory requirements. It is broad and balanced and enhanced by a wider than average range of extra-curricular activities, particularly for older pupils. There is a good range of sporting opportunity for competitive games with pupils from other schools. The school has well-established systems for monitoring pupils' attendance, academic progress and personal development. The school works closely with parents to support pupils' progress and many parents help in classrooms during the school day. The relationships with parents are particularly good in the nursery where pupils are not released from the classroom until their parents are ready to receive them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear direction for the school. The school has used a range of strategies over the last few years to monitor and improve the quality of teaching. Subject co-ordinators make a significant contribution to the monitoring of the curriculum.
How well the governors fulfil their responsibilities	Governors are very supportive and have a clear understanding of their roles and responsibilities. They regularly challenge the work of the school to ensure that the momentum for improvement is sustained.
The school's evaluation of its performance	The school analyses its results in detail, particularly in relation to similar schools. A wide range of assessment data is collected and used to monitor pupils' progress and the effectiveness of the school.
The strategic use of resources	Staff are all well qualified and deployed. There are adequate resources to deliver all aspects of the curriculum to pupils of all abilities. The buildings are well maintained and clean. Displays of pupils' work help to make a welcoming learning environment for pupils. However, the outside environment of the school is rather bleak and does not enhance pupils' learning.

There has been strong leadership of the school by headteacher and governors since the last inspection to secure significant improvements. The school has set itself challenging targets and has achieved them through major improvements to the quality of teaching and learning. The managers of the school monitor its work closely. Governors in particular challenge the headteacher regarding new developments and their impact. This is clearly shown by the very effective use of additional funding to enhance learning and improve standards, especially in information and communication technology. The school seeks to ensure best value in its purchases. Its spending on teaching and support staff is evaluated in terms of improved standards and the quality of pupils' learning experiences. The school provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The high standards attained by pupils.• Good teaching.• The wide range of extra-curricular activities.• The open and accessible nature of the school.• The support they receive.• The good curricular information they receive.• The good leadership and management of the school.	<ul style="list-style-type: none">• The different criteria for entry to the nursery and the main school.

Inspectors fully support the views of parents. Pupils do achieve high standards, through very good teaching. The school provides a wide range of good extra-curricular activities especially for older pupils. Parents are welcome in the school and many are involved in the daily work of the school. They are kept fully informed about the work their children will do each term. Inspectors agree that the open access to the nursery and the limited access to the primary school confuses and upsets many parents whose children do not qualify for entry to the primary school. This is a matter for the local education authority, the diocese and the governors of the school to clarify.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain standards well above the national average throughout the school.

- 1 Pupils entering the nursery have below average levels of attainment. They make very good progress, many from the age of three, to reach almost average standards by the time they reach statutory school age.
- 2 By the age of seven pupils are attaining standards well above the national average. In the 1999 national assessments for seven year olds in reading the percentage of pupils attaining the expected standard Level 2 was well above the national average. The percentage attaining the higher Level 2B was very high and for the even higher Level 3 was well above the average. In writing the percentage of pupils attaining the expected level was well above the national average and for the highest level it was close to the average. In mathematics the percentage of pupils attaining the expected level was very high and for the highest level was well above average. There are significant differences between the attainment of boys and girls. Boys attain standards well above the national average whilst the attainment of girls is closer to the national average.
- 3 In comparison with schools with a similar proportion of pupils eligible for free school meals pupils are attaining high standards in reading writing and mathematics. These standards have been rising at well above the national rate for the last four years.
- 4 A detailed scrutiny of pupils' work by inspectors shows that pupils currently in Year 2 are on course to attain standards in reading, writing and mathematics similar to those indicated by recent national assessments. For example, all pupils in Year 2 were able to confidently and quickly add and subtract numbers to ten in their mental arithmetic activities. They could use the addition of ten as a staging point for adding nine or eleven to numbers up to one hundred.
- 5 By the age of eleven pupils are attaining standards well above the national average. In the 1999 national assessments for eleven year olds the percentage of pupils attaining the expected Level 4 in English, mathematics and science were well above the national average. The percentage attaining the higher Level 5 was close to the average for English and well above the average for mathematics and science. There has been a trend of improving standards over the last four years at a rate close to the national rate. The difference between the attainment of boys and girls is similar to the national difference.
- 6 In comparison with similar schools the percentage of pupils attaining the expected Level 4 in English and mathematics is very high. In science the percentage is well above average. For those attaining the higher Level 5 the percentage is well above average for English and mathematics and very high for science.
- 7 From a detailed scrutiny of pupils' work over the year and in lessons, inspectors judge that standards are being maintained and that pupils currently in Year 6 are on course to

attain similar standards this year.

- 8 Pupils have well developed speaking and listening skills. They speak confidently and use a wide range of appropriate vocabulary. They listen to each other with interest and recognise each other's attainments.
- 9 Standards of literacy and numeracy are high throughout the school. Pupils are confidently able to use their skills to enhance their learning in the other subjects of the curriculum. For example, pupils in Year 6 use their numeracy skills in presenting data they have collected graphically using pie charts.
- 10 Generally information and communication technology skills are well developed. Pupils regularly use word processing software to present their written work. For example, in a literacy lesson some Year 4 pupils used the word processor to complete their sentence work on prepositions. Older pupils in Key Stage 2 have access to a computer suite developed as a shared facility with a neighbouring primary school through Single Regeneration Funding; and this is further enhancing their skills. For example, Year 6 pupils are developing their own web pages for the Internet.
- 11 In this short inspection, the focus of inspector's observations was on pupils' work in English and mathematics, and their development of key skills. The limited evidence gathered on other subjects indicates that standards in music are typical of those in most primary schools; but above those normally expected in all other subjects.
- 12 The school has set very challenging targets for attainment over the last three years and has done well to achieve them. Future targets have been set which sustain the challenge. However, the use of clearly identified targets for individual pupils is under-developed.

Very good teaching is a major strength of the school.

- 13 Overall the quality of teaching was judged to be very good. Teachers have developed detailed programmes of work, which they use to plan lessons in detail to meet the needs of all pupils. Teachers have good knowledge of the subjects they teach which enables them to provide stimulating and challenging lessons for their pupils. Lessons are delivered at a brisk pace and frequently teachers set very challenging time limits for the completion of work. For example, in a Year 1 and 2 lesson the teacher gave pupils five minutes to complete ten sums adding nine and eleven to numbers up to 100, using adding ten as a staging point. Teachers mark pupils work regularly but do not always identify clearly enough what pupils have done well and what they need to do to improve.
- 14 Teachers regard all adults who work in classrooms as fellow professionals with many different skills to support children's learning. This enables them to make very effective use of support staff, parents and students in helping small groups of pupils to make faster progress than is normally found in similar schools. Supporting adults are well briefed as to what to do and what pupils are expected to complete. This enables them to make a significant contribution to the pupils' progress. For example, in a literacy lesson with Year 1 pupils the supporting adult helped a group of pupils to complete

their own small books, with a title, author, contents and then short story.

- 15 The quality of teaching has improved substantially since the last inspection. This has been achieved through a range of strategies but the high level of staff commitment to improve the quality of lesson planning and a programme of lesson monitoring by the headteacher have had a significant impact. Subject co-ordinators effectively monitor their colleagues planning to ensure that the requirements of the National Curriculum are met and to ensure that pupils' learning progresses effectively from year to year. Whilst the literacy and numeracy co-ordinators have had the opportunity to monitor work in classrooms this has not yet been extended to all subjects.
- 16 Teachers make good use of the local area and nearby museums in supporting their classroom work with pupils. For example, pupils in Years 3 and 4 visited a Roman Museum as part of their topic on Romans. They were able to talk enthusiastically about the visit and showed a good level of understanding of Roman life. They were also able to explain the archaeological techniques used to excavate the site of a Roman fort.

Very good management has resulted in significant improvements in standards over the last three years, through a detailed programme of monitoring using a range of strategies.

- 17 After the previous inspection the headteacher established a programme for reviewing and rewriting detailed schemes of work in all subjects to form a strong basis for teachers' lesson planning. With some effective support from the local education authority these schemes have been fully implemented.
- 18 Subject co-ordinators monitor teachers' planning in their subjects to ensure the programmes meet the needs of pupils and the requirements of the National Curriculum. The National Literacy and Numeracy Strategies have been fully implemented and the co-ordinators have been able to monitor their delivery in classrooms. Both strategies have had a significant impact on improving the pupils' basic literacy and numeracy standards.
- 19 The governors are kept fully informed of the progress being made in relation to the targets the school has set. A detailed process for monitoring the standards attained by pupils each year has been established. This ranges from baseline assessments in the nursery to the use of optional tests for pupils in Years 3, 4 and 5. The school also uses reading tests to monitor pupils' progress closely each year. The results of the headteacher's monitoring of teaching in all classrooms has been presented to governors. Overall, the headteacher and governors are now able to relate the improving standards to the developments introduced and have evaluated their effectiveness.
- 20 The school set clear targets for improving standards after the last inspection. The educational issues identified at that time have now been fully addressed.

Governors are fully involved in the work of the school. They maintain a critical over-

view ensuring that the school continues to improve.

- 21 Governors are kept fully informed about the work of the school. They have monitored the progress in addressing the Key Issues identified at the time of the last inspection. They have developed an effective committee structure to monitor the curriculum and budget. They ensure that the funding made available to the school is used effectively and efficiently to support pupils' learning.
- 22 Governors maintain a critical over view of the work of the school. They are well informed and regularly challenge the headteacher and other staff when changes are proposed to ensure both best value and continued development and improvement of the school. For example, the recent development of the entrance to the school not only enhances the environment but also provides a focus for parents to see examples of the school's work and for them to access resource materials to work with their children at home.
- 23 The specified governors for special educational needs and literacy and numeracy have received some training and have visited classrooms to observe the work of the school. The governors intend to expand the level of classroom visiting in the future.

Pupils' behaviour and relationships are excellent at all times.

- 24 Pupils of all ages get on well together. There are established links between the oldest pupils and the younger pupils. For example, there is a paired reading programme where Year 6 pupils read with Year 1 pupils which has improved the reading of the younger pupils whilst giving some recognisable responsibility to the older pupils. During the inspection these two groups of pupils delivered an assembly which highlighted the view-points of the two age groups to nursery rhymes.
- 25 Pupils' behaviour is excellent at all times. They are sensible when moving round the school and older pupils show very mature attitudes when acting as monitors.
- 26 In lessons pupils' behaviour is never less than excellent. They have excellent relationships with one another and their teachers. They work very effectively in pairs and small groups to achieve common goals. They respect each other's opinions and readily recognise each other's successes, often with genuine delight and instant applause.
- 27 Pupils are confident when speaking to adults and are able to explain their work with obvious interest and enjoyment. For example, two Year 6 pupils explained to inspectors how they had used the shared information technology resources in the adjacent primary school to produce their own web pages.

Pupils' personal development is excellent. They demonstrate mature attitudes and excellent relationships.

- 28 Pupils' personal development is very good. They are polite and courteous and accept responsibility for their own actions. Pupils in Year 6 are able to discuss their work

maturely and can recognise their successes and where they need to work harder. They meet the high expectations the school places on them.

- 29 Pupils have a clear understanding of right and wrong. Pupils of all ages recognise the need to follow rules and instructions closely. They are encouraged to consider the plight of others less well off than themselves regularly, for example in an assembly pupils were asked to reflect upon the impact of a recent earthquake on the people involved.
- 30 Pupils' social development is very good. They relate well to one another and work co-operatively when using computers and other equipment. Older pupils have opportunities to increase their social skills and awareness through team games, educational visits, working with pupils from a nearby primary school on joint projects and through residential activity.
- 31 Spiritual development is very good. Pupils are given many opportunities to consider fundamental questions and issues in assemblies and many lessons. A detailed review of pupils spiritual development will be carried out during the inspection of the school under Section 23 of the Inspection of Schools Act.
- 32 Pupils' cultural development was a weakness at the time of the previous inspection. It is now very good. There are many occasions where they have opportunities to consider other cultures as well as their own. For example, religious education now includes the study of other faiths. Music and art from other cultures features within the curriculum. Pupils are able to talk about other faiths and cultures showing a good level of understanding.

Excellent positive relationships with parents. Parents are involved in many aspects of the school's work.

- 33 Parents are kept fully informed about the work their child will be doing each term through letters sent out by individual class teachers at the start of each term. The school sends out a weekly newsletter, which keeps parents informed of more general activities and developments. However, there is some concern amongst parents about the different admission criteria that apply to the nursery and the main school.
- 34 The school secretary is a very good first point of contact for parents. They are welcomed into the school to browse through the resources available for parents to use at home with their children as well as to meet more formally with staff. Many are involved in supporting work in classrooms and in listening to children read. They have a very positive impact on the progress pupils make. They are made to feel part of the staff and their contributions are clearly welcomed.

Very effective involvement in the local community and use of local environment to enhance learning.

- 35 The school has developed a Parent Toddler Group with the community, which is seen as very effective both by the school and the parents. It is run on school premises one morning each week and in a residential home on another morning. Parents are very

appreciative of the preparation it gives their children for starting in the nursery class. Parents appreciate being able to meet in the school as this also gives them access to loan materials for early word and number work which they can use at home with their children.

- 36 The school has been involved in several local projects. A local poet has been working with pupils from the school to produce poems about the local area and pupils have done some conservation work on the nearby beach. All these projects have enhanced pupils understanding of the local area and have further improved their attainment in subjects such as English.

The school makes very effective use of additional funding (for example Single Regeneration Budget funding) to support links with parents and the community and to promote improved pupil attainment.

- 37 The headteacher has ensured that the development of the school has become an integral part of the area Single Regeneration Bid. This has enhanced pupils' learning through the development of resources and staffing, for example, the provision of a dedicated suite of computers at the neighbouring primary school and the appointment of a technician to support their use. Pupils in Key Stage 2 have regular access to these resources and to the good support available. They show above average levels of attainment both in the knowledge of software and in developed keyboard and mouse skills.
- 38 The school has also used additional funding to enhance support in classrooms and for extending supervised extra-curricular activities such as the Year 2 lunchtime work club all of which contribute to pupils' personal development and the progress they make.

WHAT COULD BE IMPROVED

The playing field perimeter fence remains a safety hazard.

- 39 The dangerous state of the perimeter fence to the playing field was identified at the time of the last inspection. The headteacher and governors have actively sought ways of renewing the fence but have been unwilling to divert limited resources from the school to deal with the matter. This has resulted in more limited use of the facility. It is now only used for closely supervised games sessions, which take place in the central area of the field. The school no longer uses the field for general lunchtime play and this reduces the range of activity available to pupils. The school and governors continue to seek additional funding to deal with this matter and have some plans for the future.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 40 The school has no significant weaknesses with regard to the educational development of its pupils.
- 41 There is only one issue that governors and the school should address:

- The governors and managers of the school should ensure that action is taken to eliminate the safety hazards and restriction of outdoor activities resulting from the state of the playing field perimeter fence.

42 There are some areas which the school and governors may wish to consider in order to sustain and further improve the standards in the school. These areas, whilst at least satisfactory, are relatively weaker than other aspects of the school.

- Further develop the setting of individual pupil targets for future attainment in the subjects of the curriculum and sharing these with pupils and parents.
- Review teachers' marking of pupils work to develop more consistent approaches to identifying what pupils can already do and what they need to do to improve.
- In addition the school should assist parents by working closely with the local education authority and the diocese to produce and publish a clear admissions policy for the school, which establishes admission criteria for the nursery and the main school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
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
12.5%	75%	12.5%	0%	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)	18	141
Number of full-time pupils eligible for free school meals	-	40

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	16

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%
School data	5.5
National comparative data	5.4

Unauthorised absence	%
School data	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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	7	10	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	9	9	10
	Total	16	16	17
Percentage of pupils at NC level 2 or above	School	94 [95]	94 [95]	100 [100]
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	9	9	9
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	94 [95]	94 [100]	94 [95]
	National	82 [81]	86 [85]	87 [86]

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	1999	12	6	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	6	6	6
	Total	16	17	17
Percentage of pupils at NC level 4 or above	School	89 [70]	94 [91]	94 [91]
	National	70 [65]	69 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	11
	Girls	5	6	6
	Total	14	17	17
Percentage of pupils at NC level 4 or above	School	78 [74]	94 [91]	94 [91]
	National	68 [65]	69 [65]	75 [71]

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	173
Any other minority ethnic group	2

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)	6.1
Number of pupils per qualified teacher	17.6
Average class size	28.2

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	62

Financial information

Financial year	1999/00
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	£
Total income	274714
Total expenditure	297345
Expenditure per pupil	1825
Balance brought forward from previous year	24773
Balance carried forward to next year	2142

**Qualified teachers and support staff:
nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	1
Total aggregate hours worked per week	25

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

175

Number of questionnaires returned

112

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63.0	33.0	4.0	0	0
My child is making good progress in school.	67.0	31.0	1.0	1.0	0
Behaviour in the school is good.	61.0	38.0	0	0	1.0
My child gets the right amount of work to do at home.	47.0	46.0	7.0	0	1.0
The teaching is good.	79.0	18.0	2.0	1.0	0
I am kept well informed about how my child is getting on.	61.0	33.0	4.0	1.0	1.0
I would feel comfortable about approaching the school with questions or a problem.	80.0	15.0	3.0	2.0	0
The school expects my child to work hard and achieve his or her best.	82.0	16.0	0	1.0	1.0
The school works closely with parents.	70.0	26.0	4.0	1.0	0
The school is well led and managed.	81.0	17.0	1.0	1.0	0
The school is helping my child become mature and responsible.	69.0	30.0	1.0	0	0
The school provides an interesting range of activities outside lessons.	59.0	32.0	6.0	0	3.0

Other issues raised by parents

Several parents raised the issue of the open access to the nursery and the specific criteria for entry to the primary school, which can mean their child attends the nursery but cannot gain a place in the primary school.