

INSPECTION REPORT

**ST CHARLES BORROMEO RC PRIMARY
SCHOOL**

Weybridge

LEA area: Surrey

Unique reference number: 125236

Headteacher: Mrs M Tomnie

Reporting inspector: Mrs P Francis
2440

Dates of inspection: 8-9 February 2000

Inspection number: 183399

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: Portmore Way
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Postcode: KT13 8JD

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Appropriate authority: The Governing Body

Name of chair of governors: Mr A Kenney

Date of previous inspection: 8 July 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a voluntary aided Roman Catholic school for boys and girls aged 3 -11 years and is about the same size as other primary schools. It has 206 full-time pupils and 52 part-time pupils in its nursery class. Most pupils come from socially advantaged backgrounds and the proportion of pupils who are eligible for free school meals is well below the national average. Pupils' attainment on entry and throughout the school is usually above average, except for the current Year 5, where over half of the year group have special educational needs. Overall in the school, 26 per cent of the full-time pupils have special educational needs; a proportion that is higher than the national average. The proportion of pupils who have a statement of special educational needs, three per cent, is above the national average. Most pupils are white, and seven pupils have English as an additional language but none are at the early stages of learning English. Since the previous inspection in 1996, the number on roll has increased by 16 per cent and the proportion of pupils with special educational needs has more than doubled.

HOW GOOD THE SCHOOL IS

This is a very effective school, which provides good value for money and has many very good features. Across the school, the pupils achieve high standards in all aspects of their education due to the very good teaching. The school is well led and managed with a shared commitment from the headteacher, staff and governors to continuous improvement. The strengths of the school greatly outweigh its weaknesses.

What the school does well

- At eleven years of age, pupils' attainment in English and mathematics is well above average.
- Across the school, pupils' attitudes, values, behaviour and personal development are very good.
- Overall, teaching is very good and has a positive impact on pupils' learning and achievement.
- The headteacher, with the support of governors and staff, creates an ethos that strongly supports learning.
- Parents are very pleased with the school.
- The school takes very good care of its pupils.

What could be improved

- The effectiveness of the monitoring of teaching to identify what does or does not work well in lessons to improve learning and standards even further.

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 July 1996. Since then the school has made good improvement. The high standards in English, mathematics and science at the end of Key Stage 2 have been maintained. The very good pupils' attitudes, values and behaviour have been upheld and personal development has been improved by the provision of good opportunities for pupils to undertake responsibility. The proportion of very good and excellent teaching has been improved from 25 per cent in 1996 to 45 per cent in 2000 and the very good leadership and management has been sustained. All of the key issues in the previous report have been addressed fully.

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	A
mathematics	A*	A*	A	A
science	A*	A	A*	A

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

The majority of five-year-olds in the nursery and in the reception class attain beyond what is normally expected for their age in language and literacy and in numeracy.

At the age of seven, the test results in 1999 in reading, writing and mathematics were broadly in line with the national average and were below average when compared with similar schools. Inspection evidence shows that in reading and writing, standards are above the national expectation but in mathematics they reflect the test results. The school makes good provision for pupils with special educational needs and there are year groups with much larger than average proportions of these pupils. This makes year on year comparison of test results unreliable. However, the underlying trend and the findings of the inspection show that high standards have been maintained.

By the age of 11, standards in English and mathematics are well above average when compared to all schools and to schools with similar intakes. In science, national test results are very high in comparison with all schools and are well above the average for similar schools. The work pupils were doing during the inspection confirmed the standards in English and mathematics. In 1999, the pupils in Year 6 made very good gains in skills, knowledge and understanding since their test results at seven years of age. The school's improving trend is in line with the national trend.

The present high standards in English and mathematics in Year 1 indicate that the cohort that will take the tests for seven-year-olds in 2001 are on target to attain similar high standards to those attained in 1998. The school's targets, based on pupils' individual targets, are realistic and are sufficiently high for each year group.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like coming to school and have very good attitudes towards their work.
Behaviour, in and out of classrooms	Pupils are very well behaved, are friendly, polite and trustworthy.
Personal development and relationships	Personal development is very good. Pupils have many opportunities to undertake extra responsibilities, such as the monitor system in Year 6. Relationships throughout the school are very good.
Attendance	Satisfactory. Most of the absences are due to parents taking their children on holiday in term time and some long term illnesses. There is no unauthorised absence.

TEACHING AND LEARNING

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

During the inspection 45 per cent of the teaching was very good and better, and the remaining 55 per cent was good; no teaching was judged to be less than good. Overall in English and mathematics, teaching was very good. The skills of literacy and numeracy are taught very well across subjects. The particular strengths in teaching are the very effective planning which enables teachers to meet the needs of all pupils, their high expectations for pupils' academic standards and behaviour, their very effective teaching methods, their very good management of pupils and their very good questioning. In most lessons and through the school, pupils, including those with special educational needs, acquire skills, knowledge and understanding at a very good rate. Pupils work hard and very productively at a good pace and are very interested in their lessons. They sustain concentration and become independent as they move through the school.

Pupils' own knowledge of their learning and ways in which they may improve their work vary depending on their class. In Years 2 and 6 there are some good examples of teachers' written marking in mathematics which evaluates work and asks questions to improve it. These examples are rare. In some classes in mathematics, teachers use their pupils' errors to clarify points and ensure that pupils understand their methods of calculations. In turn, pupils are confident to explain their answers and how they calculated them and are not afraid to try to succeed when they find work difficult. These and similar opportunities for pupils to know how to improve their work, such as in Year 6 where pupils' targets are discussed with them, are inconsistent across the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant and includes conversational French for older pupils. There are very effective strategies for teaching literacy and numeracy. There is satisfactory provision for extra-curricular activities but few opportunities for pupils in Key Stage 1 to join in.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good due to the work designed for them by their teachers and the extra support given by classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	All adults in school provide good role models for pupils. The very clear codes for behaviour and for the playground and strong Christian values ensure that pupils develop a very good understanding of their social and moral responsibilities. Good provision is made for spiritual development and for pupils to appreciate cultural traditions.
How well the school cares for its pupils	The school takes very good care of its pupils. Teachers and classroom assistants know individual pupils very well. The school has very effective procedures for monitoring pupils' academic performance and personal development and uses the information to set targets for individual pupils. There are very good procedures for child protection and for ensuring pupils' welfare.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, in close co-operation with her deputy head and senior teacher, provides very good professional leadership that imparts a clear educational direction to the school and is focused upon raising standards and continuous improvement. The commitment and expertise brought to the school by all its partners, the governors, parents and staff, create an ethos that strongly supports learning and pupils' personal development.
How well the governors fulfil their responsibilities	The governing body successfully brings a wealth of expertise to the school; they are committed to its success, are aware of its strengths and weaknesses and give good strategic leadership to the school.
The school's evaluation of its performance	The school has a general view of its work and a good evaluation of standards in Key Stage 2 but this is less effective in Key Stage 1. The school has not succeeded fully in analysing the strengths and weaknesses in teaching and their impact on learning.
The strategic use of resources	Good use is made of staff, of time, of material resources and of the building. The provision of small and large equipment enables the school to make good use of the limited space in the playground. The governors are aware of best value principles and target their spending to bring about improvements in standards. The school provides 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 teaching is good. • Parents feel comfortable about approaching the school with questions or a problem. • The school is helping their children to become mature and responsible. • The school is well led and managed. • The school expects children to work hard and achieve their best. • Children like school. 	<ul style="list-style-type: none"> • The ways in which parents are kept informed about how their children are getting on. • The range of activities provided by the school outside lessons.

The inspectors endorse parents' positive comments. There is an annual report on each pupil's progress and two formal occasions when parents discuss their children's work with staff. Parents agreed at the meeting with inspectors that teachers are available to meet parents informally at the end of each day. These arrangements are sufficient to keep parents well informed about their children's progress. However, the school has appropriate plans to review the nature and timing of the meeting in the autumn term so that the opportunities for parents to discuss their children's progress are more regularly spaced throughout the year.

There is a satisfactory range of extra-curricular activities for pupils in Key Stage 2 but limited opportunities for pupils in Key Stage 1 to take part in after school clubs. The school, in partnership with parents, has recently planned to review how teachers and parents may improve the provision, particularly for pupils in Key Stage 1.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

At eleven years of age, pupils' attainment in English and mathematics is well above average.

1. By the age of 11, pupils attain well above average standards in English and mathematics in their National Curriculum tests when compared to all schools and to schools with similar intakes. The work pupils were doing during the inspection confirmed these standards. Pupils' skills in mental arithmetic are high. Eleven year old pupils who took the tests in 1999 made very good gains in skills, knowledge and understanding across the key stage since their test results at seven years of age. Almost half of the pupils attained the higher level (Level 5) in English and mathematics. The school's improving trend of standards is in line with the national trend.

2. In the nursery, children recognise their own names and are beginning to recognise the initial sounds of objects. They make their own books and are beginning to gain control of pencils and crayons and to control a mouse to identify the first few letters of the alphabet on a computer program.

3. Most pupils read well by the age of seven; they enjoy books, read fluently and accurately, know how to tackle unfamiliar words and express opinions about the characters and plot. Reading is used effectively to support learning across the curriculum. In geography in Year 5, pupils read newspaper articles describing the effects of Hurricane Gilbert on the Caribbean islands in 1988 and used the relevant information to write a headline and report for their own newspaper. They use words precisely and master technical language such as climate, tropics and trade winds.

4. Writing and speaking skills are taught very well across the school. In Year 1, pupils write simple reports using a basic sentence structure with correct punctuation. In Year 2, the teacher's highly effective use of a stimulus of an old door and a gold key enabled pupils to write interesting, creative stories. Pupils use a good range of vocabulary in their accounts, seen in Year 4 in their writing from the story of 'The Iron Man' by Ted Hughes. When talking about the tide coming in and out, an alternative suggestion of *'ebb and flow'* was made. In responding to the teacher's challenge when thinking about Ted Hughes' use of language, pupils suggested, *'The sea swallowed up the car'*, *'The sea sucked up the car'* and *'The sea stole the car'* as alternatives when trying to describe how the car was covered by the sea. In Year 6 when the class were studying the poem 'The Listeners' by Walter de la Mare, pupils showed insight in their replies to the teacher about the context and meaning of the poem. They suggested good extension of vocabulary that included *'surged'*, *'shadowiness'*, and *'champed'*. The teacher's very good attention to the text enabled them to acquire new knowledge and understanding of rhyme, alliteration, and onomatopoeia. In science in Year 3, after their investigation into how the shape of a shadow changes, pupils explained accurately why a shadow changed size when an object was moved away from a source of light. The house captains in Year 6 expressed their views very articulately about their roles and responsibilities and on school life in general.

5. In the nursery, the teacher provides many opportunities for children to begin to learn about mathematics. They make patterns, sort shapes, order Russian dolls and count numbers during other activities. In Year 1, pupils are quick to mentally calculate addition and subtraction sums and show their answers using 'petals' so that the teacher can check their individual answers rapidly. Pupils recognise common two-dimensional shapes, use their correct names and recognise them in repeating patterns. Higher attainers design their own complex patterns with connecting shapes, shapes inside others and rotating shapes. Pupils

in Year 2 are also quick to calculate mentally and count in tens forwards and backwards, use a number line and a 100 square to add and subtract ten. Pupils in Year 2 also have a good knowledge of measuring weights using kilograms and grams and understand how different types of scales work.

6. Pupils in Key Stage 2 continue to consolidate their skills in mental calculation and by Year 6 have very good skills. They calculate addition of three digit numbers rapidly and accurately and explain clearly the method that they used to the class. They have good understanding of place value, including decimals to three places, and know simple percentages and their equivalent fractions. Pupils of average and above average prior attainment calculate simple percentages of whole numbers accurately.

Across the school, pupils' attitudes, values, behaviour and personal development are very good.

7. Pupils enjoy coming to school and parents commented on how quickly they settle into the nursery and reception classes. Pupils' attitudes to their lessons are very good; they are well motivated by the very good teaching and interesting lessons. They answer questions and contribute ideas readily, try hard to succeed and become very involved in their work. In science in the reception and Year 3, pupils were well motivated by the lively and interesting tasks on light and shadows provided by their teachers. Pupils contribute to and discuss the school's code of conduct in their new classes at the beginning of each school year. As a result of their clear understanding of the code and the school's very positive ethos, pupils' behaviour is very good throughout the school day. There are no exclusions. Although space in the playground is limited, the good range of large and small equipment for play offers a variety of activities for pupils and behaviour remains very good during break times. Pupils are friendly, polite, and trustworthy and take good care of property. The attendance figures for the school are at the national average with no unauthorised absence. Parents taking their children on holiday in term time, and some long term illnesses cause most of the absence.

8. Pupils form very good relationships with other pupils and staff and they respect other pupils' differences. Pupils with disabilities are fully integrated into lessons and pupils listen to their opinions as attentively as they listen to others. Pupils with different social backgrounds are fully accepted and respected for what they can offer. Parents commented on the very sensitive way in which sex education was taught and how the teaching enhanced boys' respect for girls.

9. Pupils' personal development is very good and has been improved since the previous inspection by the increased opportunities for pupils to take responsibility and understand citizenship. Children in the nursery take the initiative and offer to undertake tasks such as cleaning a table after a drink has been spilled. Pupils in Key Stage 1 act as class helpers. Pupils help each other, for example, at lunchtime when an infant child could not reach her coat that had dropped on the floor, another child left her seat and picked it up and returned it to the owner. In Key Stage 2, two pupils, a boy and a girl, represent their class on the School's Council. Class meetings are held to raise issues for discussion at the council's meeting. Afterwards the representatives report back to the class and the School's Council reports to the school at an assembly. Pupils in Year 6 act as house captains and monitors. The house captains take pride in their responsibilities and encourage the pupils in their teams to make greater effort in all their activities to gain merit awards for their houses. Monitors have a variety of responsibilities, which includes settling pupils in younger classes in the morning, looking after resources such as musical instruments and the library. They undertake these responsibilities confidently and in a mature way.

Overall, teaching is very good and has a positive impact on pupils' learning and achievement.

10. Nearly half of the teaching during the inspection was very good and no teaching was less than good. In most lessons and through the school, pupils acquire skills, knowledge and understanding at a very good rate. The skills of literacy and numeracy are taught very well across subjects and overall, in English and mathematics, teaching was very good.

11. Throughout the school, teachers have good knowledge and understanding of the subjects they teach and make very good use of technical vocabulary. Pupils learn to use the correct terms and their meanings very effectively; in science in Year 2, they describe how vibrations make sound, in Year 4 in mathematics, they identify equilateral, isosceles and scalene triangles and also in Year 4 use the term 'ostinato' correctly in music. Teachers plan their lessons very thoroughly and identify precise learning objectives. In the very good lessons, teachers share these objectives and targets with pupils so that they know the aims of the lesson. Within their planning, teachers plan work that matches pupils' prior attainment very well. In most lessons, the high attainers are challenged appropriately. In a mathematics lesson in Year 2, the higher attainers work at a slightly slower pace than they should as the degree of challenge in the teacher's planning is insufficient to meet their needs fully. The very good, detailed individual educational plans for pupils with special educational needs provide programmes of work that are tailored to meet their needs very effectively. These individual programmes and the good support from classroom assistants ensure that pupils with special educational needs make good progress in their learning. In literacy in Year 6, the extension activities provided for the higher attainers inspired them to write a high quality sequel to the poem, 'The Listeners' by Walter de la Mare.

12. Teachers use a very good balance of class teaching, discussion, explanation and activity for pupils. They conclude the lesson with a plenary where they check whether pupils have achieved the lesson's objective. In Year 1 in mathematics, the teacher asked the class, "What have you learned today?" In Year 3 in mathematics, the teacher related the questions in her plenary to the objective on the board that had been shared with pupils at the start of the lesson. Teachers teach basic skills well; in geography in Year 5, the literacy skills of researching for specific information on Hurricane Gilbert in the Caribbean in 1988 and using the information to write a newspaper report was well linked to work on climate in the Caribbean. In science in Year 2, the teacher introduced the topic of the volume of sound by sharing the storybook 'Peace at last' by Jill Murphy. In the nursery, every opportunity was used to reinforce counting, for example, when children were enjoying marmalade sandwiches during their snack time. The role-play activities in the post office and when pupils were having tea together ensured that a good level of language was used. In mathematics in Year 4, the teacher reminded pupils of using a phonic approach when learning the term 'equilateral'.

13. Teachers usually deploy their support staff well and make very good use of well-chosen resources to match the objectives of the lesson. In science, teachers chose a suitable range of resources for pupils to investigate shadows in Year 3 and the volume of sound in Year 2. Time is used well and lessons proceed at a good pace; often teachers give deadlines to pupils to maintain the pace through the lesson. Pupils respond by working productively at a suitable pace. In French in Year 5, the lesson progressed at a brisk pace throughout and an excellent range of resources ensured a very good response from all pupils. They achieved very good understanding of colours in French, their pronunciation improved and their confidence increased markedly as the lesson proceeded. Teachers make sound use of information and communications technology during their lessons. In French in Year 5, a pupil with good knowledge and understanding of the language used a program on a lap top computer to extend her linguistic skills. In mathematics in Year 2, a classroom assistant worked on a lap top computer with a pupil with special educational needs to provide work to meet the pupil's needs.

14. All teachers and classroom assistants manage pupils very well and enjoy very good relationships with them. Encouragement and praise are used to good effect which results in pupils who are well motivated, sustain concentration and develop independence as they move through the school. In Year 6, pupils are mature and responsible and present their work confidently and neatly.

15. Teachers have high expectations for academic standards and for pupils' behaviour shown by the challenge they provide for the high attainers and their very skilful questioning which probes pupils' understanding. In Year 2 in English, the teacher's questions promoted pupils' thinking and challenged their understanding of fiction and non-fiction. Pupils respond by trying very hard to succeed. In literacy in Year 4, the teacher's very good questioning assessed pupils' understanding of the story of 'The Iron Man' and facilitated their creative and imaginative responses.

16. Pupils' own knowledge of their learning and ways in which they may improve their work varies depending on their class. In Years 2 and 6 there are some good examples of teachers' written marking in mathematics which evaluates work and asks questions to improve it. These examples are rare. In Years 1, 4 and 6 in mathematics, teachers use their pupils' errors to clarify points and ensure that pupils understand their methods of calculations. In turn, pupils are confident to explain their answers and how they calculated them and are not afraid to try to succeed when they find work difficult. These and similar opportunities for pupils to know how to improve their work, such as in Year 6 where pupils' targets are discussed with them, are inconsistent across the school.

The headteacher, with the support of governors and staff, creates an ethos that strongly supports learning.

17. The headteacher, in close co-operation with her deputy head and senior teacher, provides very good professional leadership that imparts a clear educational direction to the school and is focused upon raising standards and continuous improvement. The teachers and support staff form a very hard working, committed team. The Chair of Governors and other members of the governing body successfully bring a wealth of expertise to the school; they are committed to its success, are well informed about its developments, are aware of its strengths and weaknesses and give good strategic leadership to the school. Subject co-ordinators give good leadership and support to their colleagues. The commitment and expertise brought to the school by all its partners creates an ethos which is distinctly Christian and strongly supports learning and pupils' personal development. The school's aims are met successfully, are reflected strongly in its work and relationships among all groups are very good. The school leadership has a positive effect on relationships within the school, and ensures that all pupils are treated equally and fairly.

Parents are very pleased with the school.

18. The parents' views of the school at the pre-inspection parents' meeting and from the parental questionnaires were, in the main, very positive. Parents agree that the school is well led and managed. Most parents believe that their children are challenged and attain high standards at the age of 11. They believe that the school expects children to work hard and achieve their best. Teaching is good and learning is fun and their children like coming to school. The school promotes very positive attitudes and values, has high expectations of behaviour and pupils respond with very good behaviour and the school is helping their children to become mature and responsible. Parents feel comfortable about approaching the school with questions or a problem and they feel that the school is very open to parents' suggestions and complaints. Teachers welcome parents into the school to use any special skills that they have and they are always thanked afterwards for their contributions. The Parents' and Teachers' Association provides social events for pupils and parents and raises

funds for the school and charities.

19. The inspectors endorse parents' positive comments. There is an annual report on each pupil's progress and two formal occasions when parents discuss their children's work with staff. Parents agreed at the meeting with inspectors that teachers are available to meet parents informally at the end of each day. These arrangements are sufficient to keep parents well informed about their children's progress. The school has appropriate plans to review the nature and timing of the meeting in the autumn term so that the opportunities for parents to discuss their children's progress are more regularly spaced throughout the year. There is a good range of extra-curricular activities for pupils in Key Stage 2 but limited opportunities for pupils in Key Stage 1 to take part in after school clubs. The school, in partnership with parents, has recently planned to review how teachers and parents may improve the provision, particularly for pupils in Key Stage 1.

The school takes very good care of its pupils.

20. Teachers and classroom assistants know individual pupils very well, including those with special educational needs, and are fully aware of their physical, emotional and intellectual needs. When a pupil needs extra help, teachers direct support effectively to pupils who need it most. Pupils' welfare is a prime concern and adults supervise pupils very well during lessons and at play times, and the school building and playground are safe and secure. In science, teachers take great care with resources and ensure that any dangers are explained carefully to pupils before they begin practical work. The school follows the local education authority's procedures for child protection well. The monitoring the school carries out of pupils' performance is used to make changes, such as the emphasis on extended writing to improve pupils' standards of writing. The school has very effective procedures for monitoring pupils' academic performance and personal development and uses the information appropriately to set targets for individual pupils.

WHAT COULD BE IMPROVED

The effectiveness of the monitoring and evaluation of teaching to identify what does or does not work well in lessons to improve learning and standards even further.

21. The headteacher, co-ordinators and governors monitor teachers' planning, analyse results of National Curriculum tests and monitor and evaluate pupils' work regularly. From this information, arrangements have been put in place to improve aspects of the school's work. For example, the school evaluated that standards in writing in both key stages needed to improve and introduced a weekly session for extended writing and additional support for the higher attainers. These strategies are successful and are helping standards in writing to improve. The school recognises in its school development plan that the monitoring of teaching and learning has not been sufficiently systematic and rigorous and has drawn up a draft monitoring policy with a focus on the impact of teaching on learning. Since September, co-ordinators have monitored teaching in several subjects, however, the quality of the monitoring has not been stringent enough. As teaching is at least good with a high proportion of very good, further improvements require individual teachers to refine aspects of their own work rather than making radical changes.

22. The current monitoring of teaching confirms that teachers plan different tasks for pupils of differing prior attainment to meet their needs and that teachers question pupils very effectively. The differences in the nature of the cohorts in Year 2 for 1999 and 2000 have affected the test results in mathematics and science at the end of Key Stage 1. However, the monitoring is too general to reveal the degree of challenge in the work provided for the higher attainers, particularly at the end of Key Stage 1. It also does not reveal the inconsistency in the written marking of pupils' work or the degree to which all teachers share individual targets

with pupils and use their errors so that pupils may have an increased knowledge of their own learning and know how to improve their own work. Pupils do not have opportunities to respond to the comments and targets in their annual reports to their parents, which would give them another way to evaluate how to improve their work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The school, in line with its school development plan, should now;
- (1) develop further the draft monitoring policy, with its focus on the impact of teaching on learning, to ensure more systematic and rigorous monitoring;
 - (2) use the information from the monitoring to challenge further the higher attainers in Year 2 in mathematics, to improve the quality of teachers' written marking across the school and to share learning targets consistently with all pupils to improve their own knowledge of their work and how they may improve it.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	40	55	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)	26	206
Number of full-time pupils eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	1	54

English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

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	7

Attendance

Authorised absence

	%
School data	5.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	18	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	17	17	18
	Total	28	28	31
Percentage of pupils at NC level 2 or above	School	90 (100)	90 (90)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	9	12
	Girls	17	17	18
	Total	27	26	30
Percentage of pupils at NC level 2 or above	School	87 (93)	84 (100)	97 (90)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	13	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	13	13	13
	Total	22	22	23
Percentage of pupils at NC level 4 or above	School	96 (85)	96 (100)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	9
	Girls	12	12	12
	Total	19	20	21
Percentage of pupils at NC level 4 or above	School	83 (90)	87 (100)	91 (100)
	National	68 (65)	69 (65)	75 (72)

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	2
Pakistani	1
Bangladeshi	0
Chinese	0
White	175
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)	8.8
Number of pupils per qualified teacher	28.3
Average class size	25.4

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	198

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	415,942
Total expenditure	407,383
Expenditure per pupil	1,836
Balance brought forward from previous year	18,503
Balance carried forward to next year	27,062

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	1	0	1
My child is making good progress in school.	59	36	1	0	4
Behaviour in the school is good.	53	43	4	0	0
My child gets the right amount of work to do at home.	39	38	11	1	11
The teaching is good.	73	27	0	0	0
I am kept well informed about how my child is getting on.	40	35	19	6	1
I would feel comfortable about approaching the school with questions or a problem.	69	31	0	0	0
The school expects my child to work hard and achieve his or her best.	65	32	2	0	1
The school works closely with parents.	49	37	7	3	3
The school is well led and managed.	84	14	0	0	2
The school is helping my child become mature and responsible.	73	27	0	0	0
The school provides an interesting range of activities outside lessons.	38	28	24	1	8

Other issues raised by parents

Ten parents made further comments on the reverse of the questionnaire form. Most of the opinions expressed are reflected in the questionnaire responses summarised above.