

INSPECTION REPORT

ST AUGUSTINE'S RC PRIMARY SCHOOL

LEA area: Gateshead

Unique reference number: 108399

Headteacher: Mr Kevin Naughton

Reporting inspector: Mr Rob Crompton
7230

Dates of inspection: 19th – 21st June 2000

Inspection number: 186801

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:	Foundation
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Colegate Leam Lane Estate Gateshead Tyne and Wear
Postcode:	NE10 8PP
Telephone number:	0191 469 2949
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Thomas Dryden
Date of previous inspection:	5 th February 1996

INFORMATION ABOUT THE INSPECTION TEAM

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WHAT THE SCHOOL DOES WELL

High quality teaching means pupils make very good progress and achieve high standards.

Senior staff and curriculum leaders enable teachers' individual strengths to be shared across the school and ensure that they have the highest expectations of pupils.

The head teacher and senior staff provide highly effective leadership; they work as a successful team with the governing body.

Pupils' progress is carefully tracked to make sure that individuals do as well as they can and to keep an eye on how each year group moves forward through the school.

Pupils' personal development and self-esteem is given a high priority; through initiatives such as the *special friend* scheme, the oldest pupils are well rounded, confident and caring.

The school provides a rich learning experience for all pupils through the day-to-day curriculum, extra activities, educational trips and visitors.

Information and communication technology is successfully integrated into other curriculum subjects; pupils use their developing skills to tackle everyday problems and make good progress.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is average in size with 259 pupils on roll aged between four and eleven. Almost all pupils are white. As they start school, children are a little below average in the development of social skills, their use of language and in mathematical understanding. Twenty-four pupils are on the school's register of special educational needs because of physical and learning difficulties, or emotional and behavioural problems. Nine of these pupils receive support from outside the school, three of whom have a statement of educational need. The proportion of pupils with special needs is below average. The school mainly serves the local parish in an area of community housing on the outskirts of Gateshead. The school has strong links with the church community and parental support is high. The proportion of pupils eligible for free school meals is broadly average.

HOW GOOD THE SCHOOL IS

This is an excellent school and richly deserves its recent award of Beacon Status. High quality teaching enables pupils to make very good progress and to achieve high standards. Pupils respond well to the positive and caring ethos of the school; they are well behaved and enthusiastic. The school is exceptionally well led and this enables pupils and staff to achieve high standards. It gives very good value for money.

What the school does well

- High quality teaching means pupils make very good progress and achieve high standards.
- Senior staff and curriculum leaders enable teachers' individual strengths to be shared across the school and ensure that they have the highest expectations of pupils.
- The head teacher and senior staff provide highly effective leadership; they work as a successful team with the governing body.
- Pupils' progress is carefully tracked to make sure that individuals do as well as they can and to keep an eye on how each year group moves forward through the school.
- Pupils' personal development and self-esteem is given a high priority; through initiatives such as the *special friend* scheme, the oldest pupils are well rounded, confident and caring
- The school provides a rich learning experience for all pupils through the day-to-day curriculum, extra activities, educational trips and visitors.
- Information and communication technology is successfully integrated into other curriculum subjects; pupils use their developing skills to tackle everyday problems and make good progress.

What could be improved

- There are no major issues for the school to address. Effective leadership and high quality teaching, plus frequent monitoring, review and evaluation enables the school to maintain good standards in all aspects of its work. The school has accurately identified priorities for the next stage of development.

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 moved forward considerably since the previous inspection in 1996. The quality of teaching has improved significantly, especially in the infants where a large proportion of teaching was unsatisfactory last time. All the key issues identified in the last report have been addressed successfully; standards in design and technology have risen, most pupils' now present their work well and provision for information technology has improved. Much work has been done to improve the accommodation and resources. Imaginative modifications have been made to the building and a programme of redecoration has enhanced infant areas. Most notably, standards have increased dramatically in four years - from being broadly average to well above those found in most schools. These improvements have been brought about as a result of insightful planning, very careful allocation of resources and close monitoring of the impact of the changes made.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
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

As they start school, children's attainment is a little below average. Through good teaching, by the time they are seven, they achieve above average results in reading and writing, and well above average results in mathematics. Building on this, the momentum continues through the juniors so that, by eleven, attainment reaches the highly commendable level indicated in the above table.

The use of literacy in subjects such as science, religious education, history and geography enables pupils to practise, consolidate and improve their skills. Their depth of understanding in mathematics is shown by their recall of facts, their confidence in suggesting strategies for solving problems and their use of mathematical terminology. Other subjects, such as science, and design and technology provide ample opportunities for pupils to apply their numeracy skills. Good work was also seen in information technology, particularly in presentation and data handling and in pupils' use of the correct terminology.

Results in the National Curriculum tests for eleven-year-olds over the past four years indicate that attainment in the core subjects of English, mathematics and science is about one year ahead of that found in most schools across the country. This commendable achievement is a result of effective teaching, careful assessment, close monitoring of individual progress and the challenging targets set by the school. The pupils themselves, with the support of their parents, deserve full credit for the effort they make in living up to the high expectations the school has for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils willingly co-operate and try hard in lessons. They are keen to take a full part in school.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and around the school. Pupils are friendly, polite, courteous and show respect for their school.
Personal development and relationships	Relationships are very strong and constructive throughout the school. Pupils are very willing to take responsibility and show initiative.
Attendance	Satisfactory; there has been a recent improvement in attendance with many pupils achieving a 100 per cent record.

Pupils' attitudes and values exert a positive influence on their progress; classrooms have a purposeful atmosphere and teachers are able to concentrate on teaching and learning without dwelling on behaviour. Pupils respect each other's differences and care for each other, making the school a happy community.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-11 years
Lessons seen overall - 18	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.

Overall, the teaching in the school is very good. In 78 per cent of lessons, the teaching ranged between good (28 per cent) and very good (50 per cent). No teaching was unsatisfactory. The quality of teaching in the juniors is particularly strong with two of the eight lessons observed being good and five being very good.

Effective teaching in the reception year and older infant classes enables pupils to build on previous work and make good progress; because planning is so good, teachers do not go over old ground unnecessarily. Teachers are very good at managing lessons; they plan carefully so that time is used productively and lessons move at a brisk pace. They have high expectations of behaviour and are positive and encouraging.

High quality of teaching in the junior classes enables most pupils to make very good progress. The Year 3 and 4 team works closely together to ensure that, although the age groups are mixed, pupils in each year are appropriately challenged. The very good teaching in the upper juniors is a major factor in the well above average results achieved by the eleven-year-olds. Very good lessons were seen in English, mathematics and science.

Across the school, teaching in both English and mathematics is mostly very good and teachers are effective in teaching the basic skills in literacy and numeracy.

Pupils are very enthusiastic and try hard. As they move through the school, they develop increasing independence and responsibility. The oldest pupils have a good degree of maturity; their high level of commitment means they get the most out lessons and take full advantage of the high quality teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils benefit from a rich curriculum which enables them to flourish, improve where they need to and to experience a wide range of activities. The formal curriculum, together with extra activities, combine to provide a stimulating and challenging learning environment.
Provision for pupils with special educational needs	Well-organised and effective provision enables most pupils to make good progress. Teachers provide highly suitable work in lessons and the part-time specialist works closely with the co-ordinator, class teachers and learning assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is an excellent feature of the school. It is at the heart of the strong ethos; the foundation for everything the school does. Personal development has a very strong impact on attainment and progress.
How well the school cares for its pupils	The school gives the welfare of pupils a high priority. Effective procedures for child protection are established.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. His vision and determination are major factors in the school's continuing drive for improvement. Curriculum managers do a very good job; they keep a close eye on their subjects and successfully move things forward.
How well the governors fulfil their responsibilities	Governors share the headteacher's determination to ensure the highest standards and he has their confidence. They work hard on the school's behalf. They manage developments well and are increasingly involved in setting challenging targets for further improvement.
The school's evaluation of its performance	The school reviews performance very effectively through carefully analysing results and comparing these with those of previous years and with other similar schools. Any weaknesses are quickly spotted and addressed through consultation, decisive planning and – if necessary – further training.
The strategic use of resources	Through very careful planning, the school has been able to support learning by providing a range of high quality resources. It is aware that the biggest proportion of the budget is allocated to teaching and supports teachers very well by ensuring that staff are well trained, encouraged and appreciated.

The school benefits from very effective leadership and management. The headteacher, senior staff and governors successfully promote the school's aim to create a family community based on Gospel values where all children can flourish. The last inspection report has been used very well to move the school further forward. The school has very good procedures for ensuring that it gets the best value from the available resources.

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 standard of work and behaviour in the school.• The good quality of the teaching.• The emphasis on a rounded education which values personal development and activities outside the classroom as well as academic achievement.• The expectation that their children will work hard and do their best.• The way the school is led and managed by a very approachable headteacher.	<ul style="list-style-type: none">• Individual issues were raised but there were no common concerns.

The inspection team strongly agrees with all of the strengths identified by the substantial majority of parents whose positive comments summarise the essential qualities of this successful school very well. The team investigated the issues that concerned a small number of parents and found that these were a result of slips in the usually effective systems and not indicative of any general weakness.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

High quality teaching means pupils make very good progress and achieve high standards.

1. Over the past four years, the school has consistently enabled each year group of pupils to move from a slightly below average base to achieve standards that are well above the national average and much better than those of schools with similar characteristics. This very good progress is the result of effective leadership, careful planning and, especially, the high quality of the day-to-day teaching.
2. Children under five and those who have already reached that age thrive in the reception classes. Teaching staff have created a very stimulating environment and fully engage children with their lively approach. Excellent introductory sessions in both classes catch the children's attention. They were held spellbound as one teacher told them about reading a 'magical' story and, in the parallel class, children were very eager to respond to the teacher's skilful questioning at the beginning of a numeracy lesson. Practical activities feature strongly, which means children enjoy lessons and sustain their interest and concentration. Using dice to generate sums, children showed how quickly they were learning number facts and beginning to record their work accurately. In another lesson, on the theme of the seashore, groups were taking turns to closely look at a fish and a crab, encouraged by the teacher to use all their senses. Using magnifying glasses to closely observe patterns in the scales and shell, they made good attempts at re-creating colour and texture, blending chalk to record what they saw. This activity certainly provided a stimulus for their sense of smell as the afternoon progressed!
3. In both classes, classroom assistants and volunteer parents give valuable support which helps teachers to meet the needs of the less confident and higher attaining children. Support staff, student teachers and parents are given a clear brief by teachers, which enables them to help individuals and small groups to sustain their concentration. The correct vocabulary is emphasised, which helps children explain their thinking – particularly in literacy, mathematics and information technology.
4. Effective teaching in the infants enables pupils to build on previous work and make good progress; because planning is so good, teachers do not go over old ground unnecessarily. In a Year 1 lesson, pupils made good progress in learning about words which rhyme, spotting those which had the same spelling pattern and those which did not. They read a poem together and later some children enjoyed acting out scenes, showing how they had understood it. At the end, all of them could recall most of the new words. In another lesson, pupils in Year 1 demonstrated good listening skills as they heard a tape of natural sounds, such as the wind, and tried to replicate these with percussion instruments. The teacher supported this activity well, showing pictures which matched the sounds and providing a more demanding task towards the end of the lesson.
5. Teachers are very good at managing lessons; they plan carefully so that time is used productively and lessons move at a brisk pace. They have high expectations of behaviour and are positive and encouraging. This was evident in Year 2 during literacy and numeracy lessons. One got off to a very good start when the teacher discussed what the children had done at break to introduce how question marks are used. She set work which challenged all pupils which meant they concentrated well and made good progress. Similarly, in the parallel class, pupils' attention was sustained through practical work on fractions – first using small cakes to show halves and quarters and then using linking cubes to apply the principle to numbers.

6. The high quality of teaching in the junior classes enables most pupils to make very good progress. The Years 3 and 4 team works closely together to ensure that, although the age groups are mixed, pupils in each year are appropriately challenged. This was evident in a literacy lesson on poetry. The teacher used a tape recorder to help children to revise their understanding of poetic devices such as alliteration, and to improve expression when reading aloud. This was followed by carefully graded activities, which enabled the older and younger children in the class to make good progress. Her quiet manner was very effective in promoting a calm and purposeful working atmosphere; the children were urged to concentrate on presentation and their workbooks indicated how successfully they rose to this challenge. The mathematics co-ordinator, who teaches a Year 3 and 4 class, is recognised as a *leading mathematics teacher* by the local authority. Her expertise was clearly demonstrated in a numeracy lesson on different methods of multiplication and division. Using correct terminology such as *multiple* and *product*, she reinforced pupils existing skills and quickly introduced a new challenge. Pupils were enthusiastic and keen to demonstrate their considerable expertise in manipulating numbers, which was clearly at a standard above that usually found at these ages. About half the Year 4 children worked at an even higher level and quickly picked up how to tackle multiplication by partitioning, for example,

34X24:

X	30	6
20	600	120
4	120	24

7. Teachers prepare many resources using their skills in information technology. This was evident in the third Year 3 and 4 class, where the focus was on the use of the apostrophe. Following an excellent introductory session, where all the class were reading aloud, using punctuation as clues to expression, the teacher showed them sentences from *The Dream Snatcher*, which she had copied, enlarged and printed out. Most pupils were able to spot question marks, exclamation marks and speech marks, and the older children could explain the uses of the apostrophe to indicate possession and contraction, indicating above average attainment. The computer had also been used to make attractive prompt sheets and to write a variety of unpunctuated sentences, which pupils used to good effect in subsequent group work.
8. The high quality of teaching in the upper juniors is a major factor in the well above average results achieved by the eleven-year-olds. Very good lessons were seen in English, mathematics and science. The teacher in Year 5 manages the large class extremely well. This was demonstrated during a successful lesson in numeracy. Pupils worked in silence on mental problems during morning registration and the teacher promptly introduced the main objectives for the lesson, writing these on the board and discussing them with the pupils. This was followed by a very impressive question and answer session where the teacher promoted different strategies for finding percentages and decimal fractions of numbers. She increased the challenge as the lesson went along and set work at a variety of levels to meet the wide-ranging needs of the pupils. One group was well supported by the classroom assistant and other groups were closely monitored by the teacher; pupils were highly motivated because the activities were interesting and made them think. All pupils made very good progress; some calculating straightforward percentages, some finding discounted prices and others entering formulae into a spreadsheet, learning how to use the power of the computer to perform more complicated calculations.
9. Teachers across the school have good background knowledge and wide ranging expertise. This was evident in a Year 6 science lesson where the teacher was able to link an investigation into the efficiency of different solutions of washing-up liquid to the current topic

on Egypt. Starting from thinking about how water and sand can be used to clean plates, the pupils were given four 'mystery products' to investigate independently. The task was demanding; pupils had to use their existing skills to devise and experiment, predict and record outcomes. They were quick to come forward with ideas to make the testing fair – such as using plates with the same substances, water at the same temperature and the same amounts of cleaning liquid. The success of this lesson owed much to the teacher's careful planning, the pupils' genuine interest in the activities and the excellent relationships which underpin the work in this class – characteristics which are also evident throughout the school.

10. There are no major weaknesses in the teaching. Occasionally, lessons could be improved if the balance of time was better. Sometimes pupils spend too long sitting on the carpet and the pace is a little slow. In other lessons, the recap at the end is a little rushed which frustrates those pupils who are eager to show how hard they have worked.

Senior staff and curriculum leaders enable teachers' individual strengths to be shared across the school and ensure that they have the highest expectations of pupils.

11. Staff and governors are continually focused on how they can improve further. The school is committed to maintaining its high quality and the effective monitoring and evaluative processes make an important contribution to ensuring this.
12. Curriculum leaders keep a close eye on their subjects by watching colleagues in the classroom and by regularly looking at pupils' work. Feedback from lesson observations has led to immediate improvements. Teachers also watch each other in the classroom. For example, following the observation of science lessons in two parallel classes, the teachers' expertise was combined to achieve the methods that worked best. Standards in information technology have risen due to the support teachers have had in becoming familiar with different programs and in how to use them in the classroom. The co-ordinators for English and mathematics have observed all colleagues during the introduction of the literacy and numeracy strategies. Ideas were shared and teachers' confidence was raised; different approaches were tried out and evaluated, which has led to consistently effective teaching in these subjects.
13. Governors also play their part in this process. They each have assigned areas of the curriculum and report back to the governing body on how well their subject area is developing. Subject leaders make presentations to the governors from time to time and this helps them to prioritise funding. For example, a report by the mathematics co-ordinator led to the provision of extra training and resources, which had an immediate impact on standards.
14. The regular scrutiny of pupils' books helps to ensure that pupils are given work that is sufficiently challenging. Subject leaders check that the curriculum is covered in appropriate depth and that sufficient attention is paid to presentation. This process sometimes results in general issues being identified. For example, some inconsistencies were noticed in marking. This led to a staff meeting where policy and practice were reviewed; common agreement was reached and the result of this consistent approach was evident in the high quality of marking seen during the inspection. As well as comments on the work, teachers indicate the extent of support that pupils had in completing the work and whether it has been discussed with them during lesson time. This system is helpful to other staff and parents when reviewing progress.

The head teacher and senior staff provide highly effective leadership; they work with the governing body as a successful team.

15. The headteacher's leadership is excellent. He provides a very clear direction for the school, is very focused on maintaining high standards and is successful in enabling all those with management responsibilities to play their part fully. Roles are clearly defined and regular

meetings are central to the task of ensuring that the initiatives laid out in the school development plan are properly carried out. All staff aim for high standards of work and behaviour from pupils. These are accomplished very well in a constant search for further improvement.

16. Governors share the headteacher's determination to ensure the highest standards and he has their confidence. They work hard on the school's behalf. They manage developments well and are increasingly involved in setting challenging targets for further improvement. Governors know the school's strengths and areas for development. They keep themselves informed through visits and receive detailed reports from the headteacher. The headteacher, senior staff and governors successfully promote the school's aim to create a family community based on Gospel values where all children can flourish.

Pupils' progress is carefully tracked to make sure that individuals do as well as they can and to keep an eye on how each year group moves forward through the school.

17. The school has successfully developed highly effective and manageable assessment procedures. Pupils are increasingly involved in the process; they review their own progress with their teachers and negotiate further targets with them each term. Evidence of their progress towards targets is kept in individual profiles, which include records of academic and personal development. Older pupils sign target statements and can choose which piece of work to put into their records of achievement. They take this responsibility seriously, writing comments on how they feel they are doing.
18. In addition to this fully participative process, the school uses various standardised tests to assess how individual and year groups are doing. Careful analysis of test results enables the school to identify where there are strengths and weaknesses in pupils' knowledge and understanding and to provide extra support where needed. A good example of this is the extra help provided by the *SATs Booster Club*, which gives pupils more confidence in answering questions in a limited amount of time.
19. Target setting is the key element in the school's assessment system. All teachers use the same record-keeping system; all action points are dated and there is a clear link to subsequent planning. Individual assessments feed into whole class and year group information, which is used to track progress through the school. The assessment co-ordinator is very knowledgeable and highly effective. With good support from colleagues, she has successfully driven initiatives which are having a positive impact on pupils' rate of progress and level of attainment.

Pupils' personal development and self-esteem is given a high priority; through initiatives such as the *special friend* scheme, the oldest pupils are well rounded, confident and caring

20. The school's provision for personal development has a very good influence on pupils' positive attitudes. Their social development is very well supported and the school is successful in helping pupils to become responsible individuals who get on well with each other. Relationships throughout the school are excellent and underpin all its work. Staff know pupils very well and take every opportunity to boost their confidence, for example, younger children are greeted warmly as they enter school every morning. Pupils feel cared for and valued; they know that they will be listened to and that they can turn to the school chaplain if they do not feel able to share their thoughts with other adults.
21. For several years, the school has arranged for every child in reception to have a mentor from Year 6. Partners are carefully matched – for example, a sensitive older pupil might support a shy child. The older pupils are very enthusiastic about their role. They can remember their own 'special friends' and take the responsibility very seriously. They talk about helping their young friends to follow school routines, to help them know what is the right thing to do and what is wrong. Older pupils sit with their young partners in assembly and Mass so that they

feel comfortable. Every Friday they spend time in the reception class, helping with reading and practical work. In interviewing and writing a booklet about their partners, the older pupils develop their own skills in speaking and listening, taking notes and writing. On their own initiative, they have written letters to their special friends, which will be sealed in a 'time capsule' to be opened when the reception children are in Year 6. The letters say what it is like to be a mentor and how to do it successfully.

22. The school council provides a further opportunity for pupils to develop a sense of responsibility. Pupils feel it is effective and appreciate that their views will be taken into account. Each class has a representative who seeks views and reports back – for example about the latest competition to design the new infant playground.
23. The school's success in helping pupils to develop a high level of maturity is evident to any visitor. They are lively, confident, enthusiastic and polite; delightful to be with and a credit to the school and their parents.

The school provides a rich learning experience for all pupils through the day-to-day curriculum, extra activities, educational trips and visitors.

24. An excellent policy document underpins the curriculum and clearly sets out pupils' entitlement as they move through the school. Each aspect of the National Curriculum is covered in appropriate depth and every opportunity is taken to make links between different curriculum subjects and to relate work to everyday life. Younger children were learning mathematics as they prepared a picnic and pupils in Year 1 listened carefully to everyday sounds in a music lesson before making their own sounds with percussion instruments. Poster making in the lower juniors was linked to work in science and the older juniors were set challenging tasks in mathematics, working out discounts on consumer goods and science, when investigating the effectiveness of various cleaning agents.
25. There are good opportunities for pupils to consolidate and improve their literacy and numeracy skills in other subjects. They write in a variety of styles and for different purposes. Year 6 pupils write detailed accounts in science – for example, about common life processes. This provides evidence of their understanding of science and, in marking the work, teachers also give feedback on the use of grammar and other features of the writing.
26. The curriculum is planned in interesting and stimulating ways so pupils have a rich day-to-day experience. There are also many learning opportunities outside the school. Day visits and residential trips, extend pupils' horizons and broaden their experience. These help in developing pupils' self-reliance, independence and social skills. For example, older pupils were very enthusiastic about their recent trip to Holy Island. Pupils can choose from a wide range of extra-curricular activities which cater for individual interests and talents, particularly in sport and music.
27. Close links with church and community develop pupils' sense of belonging and family values. Personal development is promoted very well through religious education and assemblies. Prayers at transition times are taken sensitively with due reverence and provide brief moments for reflection. The school capitalizes on un-planned events to encourage pupils to make a personal response. Older pupils gave a very moving account of how their message in a bottle - *God works in mysterious ways* - put into the sea off Holy island, had given comfort to a man who found it. He wrote to the school and this contact has been maintained.
28. Cultural development is given good emphasis through art and music. Pupils explore the work of different artists and listen to a broad range of music. Local culture is promoted through work on Geordie dialect in literacy. Multicultural understanding is well covered through religious education. Artefacts are displayed sensitively; alongside the Koran are notes about treating it with respect and items from other faiths are carefully annotated with explanations of their significance.

29. Very good provision for special educational needs ensures that all pupils benefit from the stimulating learning environment. Teachers provide highly suitable work in lessons and the part-time specialist works closely with the co-ordinator, class teachers and learning assistants. The liaison governor supports developments and monitors progress. Outside agencies make a valuable contribution to the school's consistent and successful approach.

Information and communication technology is successfully integrated into other curriculum subjects; pupils use their developing skills to tackle everyday problems and they make good progress.

30. The school has made great headway in information technology since the previous inspection. Guidelines clearly indicate the links between the development of competence in information technology and using skills acquired in other subjects. Resources are very well organised so that teachers know which programs are appropriate for their class. Each team has a collection of software which directly relates to the curriculum topics studied. This helps to ensure that skills are developed progressively through the school. For example, in the *handling information* strand of the subject, younger children enter basic information about themselves into a prepared booklet while older infants use an introductory database to collect information and make graphs. Pupils in Years 5 and 6 use professional level spreadsheets and put their own database together independently. They have a very good degree of skill and confidently enter formulae, and copy, edit and save files. The oldest pupils have used sensors to monitor changes in temperature in science experiments and can program a control box to operate switches in succession, such as in a traffic light sequence.
31. There are many opportunities for pupils to use word processing and desktop publishing skills. They use computer painting programs with flair and older pupils can construct multimedia presentations including text and pictures. They are gaining experience in using the Internet and CD-ROM material to find information about current school topics.
32. The co-ordinator and three colleagues manage the subject very effectively. They support colleagues well, provide training for staff from other schools and maintain strong links with local universities. This high level of expertise enables a thorough analysis and evaluation of work in the subject. For example, following a review of younger children's work with a programmable floor robot, a simplified version was introduced which provided better facilities for predicting movement from a sequence of instructions. A comprehensive file on using the Internet provides good guidance for teachers. The school is well placed to further improve work in information technology. All staff have registered for additional training and the head and governors are keen to extend computer facilities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. The evaluative culture throughout the school should be maintained. Staff and governors should remain focused on how they can improve further. The existing school development plan should be used as a basis for future improvement and changes implemented in the sequence outlined in the summary sections. These include:
- Maintaining the overall high standards in numeracy, literacy and science by using assessment information to set targets for attainment and to further improve teaching;
 - Developing the curriculum, teaching and resources in information technology;
 - Improving provision for children under five by opening the nearly completed nursery and developing the curriculum at the foundation stage.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	50	28	22	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	259
Number of full-time pupils eligible for free school meals	40

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	24

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	7
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.9	School data	0.0
National comparative data	5.4	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	16	20	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	15
	Girls	20	20	20
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	92 (90)	92 (94)	97 (87)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	20	20	20
	Total	34	35	35
Percentage of pupils at NC level 2 or above	School	94 (89)	97 (87)	97 (91)
	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	13	21	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	19	20	20
	Total	31	32	32
Percentage of pupils at NC level 4 or above	School	91 (85)	94 (81)	94 (98)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	19	19	21
	Total	31	32	34
Percentage of pupils at NC level 4 or above	School	91 (91)	94 (89)	100 (92)
	National	65 (63)	65 (62)	72 (69)

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	213
Any other minority ethnic group	1

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)	12.4
Number of pupils per qualified teacher	20.9
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	1.5
Total aggregate hours worked per week	49

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.

Financial information

Financial year	1999/00
	£
Total income	500674
Total expenditure	517665
Expenditure per pupil	2004
Balance brought forward from previous year	65181
Balance carried forward to next year	48190

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

259

Number of questionnaires returned

65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	3	0	0
My child is making good progress in school.	65	31	5	0	0
Behaviour in the school is good.	62	35	0	0	3
My child gets the right amount of work to do at home.	46	43	6	3	2
The teaching is good.	78	18	0	0	3
I am kept well informed about how my child is getting on.	32	49	11	3	5
I would feel comfortable about approaching the school with questions or a problem.	72	26	2	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	46	37	14	0	3
The school is well led and managed.	58	31	2	0	9
The school is helping my child become mature and responsible.	55	37	3	0	5
The school provides an interesting range of activities outside lessons.	34	40	11	0	15