

# INSPECTION REPORT

## **HOLY TRINITY CATHOLIC PRIMARY AND NURSERY SCHOOL**

Newark-on-Trent

LEA area: Nottinghamshire

Unique reference number: 122818

Headteacher: Mr Barry Doran

Reporting inspector: Mr Keith Edwards  
RgI's OIN: 21190

Dates of inspection: 14 -16 February 2000

Inspection number: 186915

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

© Crown copyright 2000

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Primary and Nursery

School category: Voluntary Aided

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Boundary Road  
Newark  
Nottinghamshire

Postcode: NG24 4AU

Telephone number: 01636 689177

Fax number: 01636 689968

Appropriate authority: Governing Body

Name of chair of governors: Monsignor Brian Dazeley

Date of previous inspection: 22-26 January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr Keith Edwards	Registered inspector
Mr Graeme Norval	Lay inspector
Mrs Sandra Sutcliffe	Team inspector

The inspection contractor was:

Sandfield Educational Consultants

16 Wychwood Drive  
Trowell Park  
Nottingham  
NG9 3RB

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

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

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
Standards of attainment are well above average in English at the end of Key Stage 2 and above average in mathematics and science. Pupils achieve well in comparison to those attending similar schools. The overall quality of teaching is good. The school benefits from very good leadership and an effective governing body. The pupils' attitude to school is excellent and their behaviour is very good. The provision for the spiritual and moral development of the pupils is very good. Relationships within the school are very good and the pupils are valued.	
<b>WHAT COULD BE IMPROVED</b>	<b>15</b>
Subject co-ordinators have insufficient involvement in the strategic development of the school. The homework policy needs clarification. The school grounds need further development to provide a more stimulating environment, particularly for those children who are under five years of age.	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Holy Trinity School serves the Catholic community of Newark and the surrounding district. There are 210 pupils on roll with a further 60 children attending the nursery on a part-time (0.5) basis. The school is oversubscribed and there is a relatively low turnover of pupils. Most of the pupils are from Catholic homes with 10-15 per cent from non-Catholic backgrounds. Most pupils come from favourable backgrounds.

There is a similar number of boys and girls. Numbers on roll have increased steadily since the last inspection. Approximately half of the children in the reception year are under five. Thirty-six pupils (17 per cent) are eligible for free school meals. Almost all of the pupils are white and almost all have English as their first language.

Pupils are admitted into the nursery in the year that they are four. There is a broad range of ability in each class. The attainment of pupils on entry to the school is close to average. There are 38 pupils, (18 per cent), on the school's register of special educational needs, one of whom has a statement. The pupils are taught in eight classes in addition to the nursery. There are mixed-age classes in Key Stage 1 and single age classes in Key Stage 2. There are nine full-time teachers and three who are part-time.

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

This is an effective school that provides good value for money. Results in national tests in English, mathematics and science at the end of Key Stage 2 are consistently above those achieved by pupils in similar schools. The pupils' attitudes to the school have improved. The school benefits from good teaching and from very good leadership that has secured the position of the school in the heart of the community.

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

- Standards of attainment are well above average in English at the end of Key Stage 2 and above average in mathematics and science. Pupils achieve well in comparison to those attending similar schools.
- The overall quality of teaching is good.
- The school benefits from very good leadership and an effective governing body.
- The pupils' attitude to school is excellent and their behaviour is very good.
- The provision for the spiritual and moral development of the pupils is very good.
- Relationships within the school are very good and the pupils are valued.

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

- Subject co-ordinators are not sufficiently involved in the strategic development of the school.
- The homework policy is not clear to the parents.
- The school grounds need further development to provide a more stimulating environment, particularly for those children who are under five years of age.

*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 January 1996.

The school has successfully addressed the issues from the last inspection. The positive ethos of the school has been maintained and enhanced by a programme of personal and social education. The provision for the personal development of each child is now a strength. The school celebrates pupils' achievements both within the class and assemblies and through the displays of certificates and awards. "Moot Groups" which enable all pupils to have a voice within the context of a mixed-age group have raised pupils' awareness of the needs and views of their peers. The "Child of the Week" programme which is practised in all classes enables pupils to think positively about themselves and others. The school has reorganised its lunch-time arrangements to better ensure the welfare of its pupils outside lesson times.

The school has made satisfactory progress in developing the curriculum to ensure full coverage of the National Curriculum. The Literacy and Numeracy Strategies have been successfully introduced and co-ordinators have been appointed to manage each subject. Subject co-ordinators check the planning of their colleagues to ensure appropriate coverage of the curriculum, but as yet do not monitor teaching to see how effectively it is being taught.

The school has made good progress in the development of information technology. Resources have been enhanced. A governor oversees the development of the subject and the school benefits from his hands-on support and technical expertise. Pupils now have far more opportunities to develop their skills in word processing and control technology. Older pupils are involved in a joint project with the local police force that enables the pupils to deepen their understanding of e-mail and the internet.

## 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	A*	A	A
mathematics	A	A	B	B
science	A	A	B	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

This is a very impressive set of results as overall the pupils achieve results in the core subjects that are well above those pupils in similar schools. Evidence from the inspection confirms these high standards for the eleven-year-olds. Results in the national tests for seven-year-olds are not as high. Although the pupils' standards in writing are consistently well above average, their achievement in mathematics is close to the national average and in 1999 it was below the standard of pupils in similar schools. Pupils achieve well in the nursery and reception classes and make good progress overall in each key stage. The school consistently reaches its agreed targets for groups of pupils and the results have improved markedly since the last inspection. Standards in information technology match national expectations and this represents a success for the school. By the age of eleven, the pupils, including those with special educational needs, have achieved as well as they can.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils demonstrate excellent attitudes to the school. They have great enthusiasm for learning and persevere with their work.
Behaviour, in and out of classrooms	The behaviour of the pupils throughout the school is very good. There have been no exclusions in recent years.
Personal development and relationships	The personal development of the pupils is a strength of the school and the relationships are very good. Pupils display initiative and readily accept responsibility.
Attendance	Attendance rates are good. There are very few incidents of unauthorised absence. Pupils are punctual and lessons start and finish on time.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	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 overall quality of teaching is good. It makes a significant contribution to the pupils' progress throughout the school. Assessment and marking are used very effectively to ensure that pupils of different abilities are enabled to make good progress. Throughout the school teachers have high expectations of pupils' attainment and behaviour. In almost all of the lessons observed, the teaching was satisfactory or better. In forty-two per cent of lessons, the teaching was good and in a further twenty-one per cent of lessons it was very good or excellent. Nine per cent of teaching was unsatisfactory and that was found in Key Stage 1. The overall quality of teaching in the nursery is very good. The overall quality of teaching in Key Stage 1 is satisfactory and in Key Stage 2 it is good. The quality of teaching is consistently good in literacy and numeracy lessons. Computer skills are now being taught satisfactorily throughout the school and teachers are growing in confidence in their use of information technology to support learning across the curriculum.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum provided by the school is good. All statutory requirements are met. The school has effective strategies for teaching the basic skills of literacy and numeracy.
Provision for pupils with special educational needs	The provision for pupils with special educational needs overall is good. The special needs co-ordinator provides good support for her colleagues and effective management. The school has developed detailed individual education plans that contain clear targets for improvement for each pupil.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the pupils' personal development is good; they are encouraged to have a mature, independent and reflective approach to learning. The provision for the moral and spiritual development of the pupils is very good. Provision for the pupils' social development is good and it is satisfactory for the cultural development.
How well the school cares for its pupils	The monitoring of the pupils' academic progress is good. There are effective procedures to encourage good behaviour. Concern for the well-being of the pupils is shared by all members of staff. Child protection arrangements and procedures to ensure health and safety are satisfactory.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership provided by the headteacher and senior staff is very good. There is a strong sense of teamwork and a shared commitment to establishing an ethos which brings out the best in the pupils.
How well the governors fulfil their responsibilities	The governing body is very effective in discharging its responsibilities. It has a clear view of future developments and complies with statutory requirements.
The school's evaluation of its performance	The school is very effective in evaluating its performance and taking appropriate action. There is a strong commitment to high standards and to raising expectations.
The strategic use of resources	The school makes good use of its staffing and accommodation. Improvements are planned for both the external and internal facilities. The school makes satisfactory use of its resources and is aware of the need to refine its strategic planning. Principles of best value are satisfactorily applied in its spending decisions and 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"><li>• They feel comfortable about approaching the school.</li><li>• The school expects their children to work hard and to achieve their best.</li><li>• The teaching is good.</li><li>• The school is well led and managed.</li><li>• The school is helping their children to become mature and responsible.</li><li>• Their children like school.</li></ul>	<ul style="list-style-type: none"><li>• The homework provision.</li><li>• The limited range of activities outside lessons.</li><li>• The provision for physical education.</li></ul>

The parents strongly support the work of the school. They regard the school as a caring institution that promotes good standards of achievement, good behaviour and good progress. They very much appreciate the quality of teaching and the welcoming atmosphere and approachability of the staff. They are particularly impressed with the leadership of the headteacher. The inspection team endorses these views. The school recognises the need to clarify the homework requirements. Inspectors judge that the provision for physical education and for extra-curricular activities is satisfactory.

## **PART B: COMMENTARY**

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

**Standards of attainment are well above average in English at the end of Key Stage 2 and above average in mathematics and science. Pupils achieve well in comparison to those attending similar schools.**

1. Whilst the school caters for a wide range of abilities, the children's attainment on entry is close to average. Pupils make good progress in relation to their prior levels of attainment and attain standards that are well above average in the National Curriculum tests in English and above average in mathematics and science at the age of eleven. An analysis of the school's 1999 performance data shows that the performance of the pupils was well above the standard achieved by pupils in similar schools in English, mathematics and science. Pupils with special educational needs are sensitively supported and successfully helped to reach their potential.
2. A key element of the success of the school in raising and maintaining high standards is its careful analysis of test results to identify strengths and weaknesses. The school is using this information to match the teaching more closely to groups of pupils of different prior attainment. Furthermore the school has rigorously analysed the impact of the Literacy Strategy to establish which aspects are being taught well and is conducting a similar approach to the implementation of the Numeracy Strategy. At the age of seven, pupils have already developed literacy skills that will serve them well in Key Stage 2. The emphasis on practical work and the application of the pupils' skills enables the pupils to develop a secure basis for the development of their mathematical understanding. Pupils receive high quality feedback on their performance and are encouraged to develop a positive self image. The knowledge that their work is valued encourages the pupils to apply themselves well and persevere in most lessons.
3. When reading, pupils are able to adopt appropriate strategies according to their purpose; this includes skimming to gain an overall impression and scanning to locate information. When reading aloud, they use expression and are sensitive to the finer nuances of the text. They use their reference skills confidently and accurately when seeking information from books and computer software. Their literacy standards enable them to work readily in subjects where they need to use their reading skills. They have a good command of subject specific vocabulary which they use with confidence and to good effect. Their skills in writing are well above average at the end of both key stages. Pupils write confidently and fluently for a range of purposes such as playscripts and poetry. For example when describing a snowball fight, an eleven year old boy writes:  

*"It is aimed and rolled up,  
Fast as a gazelle,  
Quick as a cheetah,  
And the essence of vengeance,  
Makes it all so sweeter."*
4. Results in the 1999 Key Stage 2 National Curriculum tests in mathematics were above those achieved by pupils attending similar schools. In these tests, which provide a fair reflection of the pupils' achievements, 31 per cent of pupils attained the higher grades. The good standards reported in the last inspection have been maintained and improved, and the school is very well placed to sustain this progress. Pupils respond well to the high quality teaching, particularly in Key Stage 2, and make good progress. They are very successful in acquiring and using mathematical vocabulary. Pupils respond well to the emphasis on mental mathematics and make good progress in calculations involving decimals, fractions and measurement. They apply their skills in numeracy effectively in other subjects such as science and design and technology.
5. Standards of attainment in science are above average by the time they leave school. The curriculum is carefully structured and there is a strong emphasis on practical work and first-hand experience. In the 1999 National Curriculum tests at the end of Key Stage 2, 90 per cent of pupils achieved or exceeded the national standard, which was above the national average; over a third of these pupils achieved a higher level. Younger pupils engage in practical investigations with toy vehicles to find out more about forces. Pupils check the validity of their predictions,

record their results in tables and write independent accounts of their experiments. By the end of Key Stage 2, pupils know how to apply the concept of a fair test and engage in elaborate investigations. They apply sound scientific methods to ensure secure conclusions about the corrosive effects of different foods on tooth enamel.

**The overall quality of teaching is good.**

6. The overall quality of teaching is good. In almost all of the lessons observed, the teaching was satisfactory or better. In seventeen per cent of lessons, the teaching was very good and in one lesson it was excellent. The quality of teaching for the very youngest children and for the oldest pupils is very good. In Key Stage 1, the quality of teaching is satisfactory and helps the pupils to make steady progress in the core subjects of English, mathematics and science. In Key Stage 2, the quality of teaching is consistently good, especially in literacy and numeracy lessons.
7. There is a unity of purpose amongst the staff. Teachers have a secure subject knowledge and have honed their skills through a willingness to reflect upon their own practice and to participate in further training opportunities. They have high expectations of their pupils' achievements which enables the pupils to deepen their understanding of the topic. Teachers have high expectations of the pupils' standard of behaviour which ensures that pupils remain on task throughout the lesson. All of the teachers are good role models and maintain very good standards of discipline. Most ensure that their lessons are conducted with pace and challenge. In the small minority of lessons that were unsatisfactory, the teaching lacked rigour to ensure that all of the pupils were being stretched. The teachers use a range of strategies for their lessons to maintain the interest of the pupils, and in particular they encourage pupils to develop a mature and independent approach to their learning. For example, in the reception class, pupils engage in role-play to deepen their understanding of schools in Victorian times. Teachers use a wide range of resources well; a key feature of most lessons is the imaginative use of equipment. Computers are used more effectively since the last inspection. For example, information technology is used well to support history in Key Stage 2.
8. Assessment is used very effectively to ensure that pupils of different abilities are enabled to make good progress overall. Teachers are skilled in their questioning techniques to establish exactly what the pupils understand and to help deepen their pupils' knowledge. The quality of the teachers' marking is very good. Teachers clearly distinguish in their written comments between what the pupils have done well and what they need to do to improve. This boosts the pupils' confidence and enables them to learn from their mistakes. Formal assessment results are used to identify groups of pupils of different abilities and to prepare work that is closely matched to their developing understanding. Learning targets are shared with pupils and those with special educational needs are well supported.
9. In the nursery, the teachers use their support staff very well; they form a very effective team. Nursery nurses are involved in the planning of lessons and are well briefed about what is expected of them. For example, in a lesson designed to further the children's knowledge and understanding of the world through practical investigations of water and ice, the teaching assistant and the parent helpers played a valuable part in helping the children to understand cause and effect and to draw conclusions from the experiment.
10. The high quality teaching for pupils who are in their final year at the school is characterised by meticulous planning, rigorous pace and high expectations of pupils of all abilities. This results in high achievement. For example, in a very effective literacy lesson, the teacher uses her own subject knowledge to very good effect by introducing the pupils to a range of grammatical terms such as "ellipsis", "subtext" and "affix". There is a clear expectation that the pupils should retain and use these terms. In this instance, homework is used to good effect to support the work in class.

**The school benefits from very good leadership and an effective governing body.**

11. The school benefits from very good leadership from the headteacher, a dedicated and enthusiastic staff and a very supportive governing body. The governors and staff work with shared purpose. They are committed to the aims of the school and to high standards of personal and academic achievement. The headteacher strongly encourages a positive, caring ethos that promotes high standards of academic attainment and personal

development through his personal style. The governors are well organised and make a significant contribution to the development of the school through their commitment and through their monitoring role. For example, the literacy governor visits a different class each week to support the teachers and the special educational needs governor has regular meetings with the co-ordinator. Pupils of all abilities and backgrounds are happy in school and share its values. This is reflected in their work and their relationships with their peers and adults.

12. The headteacher and his deputy form an effective management team and have motivated their colleagues to continue to strive for higher standards. Since the last inspection, the school has been particularly successful in addressing the key issues. Standards of attainment in English, mathematics and science have been maintained at the end of both key stages, within the context of a well-balanced curriculum. At the end of Key Stage 2, pupils attain standards in these subjects that are above those achieved by pupils in similar schools. There is now a very effective programme of personal and social development and pupils are well aware of their own learning targets and what is required to achieve them. There has been a significant improvement in the quality and expectations of the teaching that is now judged to be good. The school has increased its information technology capability significantly and pupils are now involved in weekly lessons. Subject responsibilities have been allocated to members of staff and they are now involved in regular checks of planning documentation as well as analyses of work covered.
13. The parents acknowledge the improvements in the provision for information technology since the last inspection. They appreciate a significant improvement in the quality of communication from the school. For example, the school has kept the parents well informed about the implementation of the Literacy and Numeracy Strategies and this has contributed significantly towards the success of their introduction. The school has refined its assessment procedures to ensure that the work set is closely matched to the different ability groups within each class and builds successfully on what the pupils already know, understand and can do. Parents very much appreciate the opportunities they have had to attend workshops organised by the school to find out more about how the changes will affect their children. The parents appreciate the improvement in the pastoral care of the pupils and the curtailment of anti-social behaviour. There is now an enhanced programme of after school activities and parents now feel that their support within the classroom is encouraged.

**The pupils' attitude to school is excellent and their behaviour is very good.**

14. The pupils demonstrate excellent attitudes to the school. They have great enthusiasm for learning and persevere with their work. In the nursery, pupils respond well to the rich variety of activities that are prepared for them and apply themselves well to their learning. Children quickly accept what is expected of them and behave with remarkable maturity. In the reception class, pupils interact well and most handle resources sensibly for most of the time. They respond well to the routines that have been established to tidy away equipment at the end of one lesson in preparation for the next.
15. In Key Stage 1, pupils listen well to their teachers and to each other; in discussions they take turns and make their contributions clearly and sensibly. They remain on task in literacy lessons and become totally absorbed in their work. This makes a significant contribution to the purposeful atmosphere which permeates the school. In Key Stage 2, pupils take pride in the presentation of their work and are pleased to discuss their ideas. For example in a science lesson, pupils discuss whether or not the unpleasant appearance of an eggshell equates with structural damage. They are well motivated and persevere. For instance, pupils working independently on control technology show determination to complete the exercise before the end of the lesson.
16. The parents strongly approve of the standards of behaviour which are maintained at the school. The school is a very orderly community. The pupils themselves are models of good behaviour, are highly motivated and strive to improve. They move around the school in a purposeful manner and remain on task in class. They are polite and courteous and very helpful to visitors. They are mature and confident in their dealings with adults. Their confidence improves as a result of attending outdoor pursuit centres. Through their charity and community experiences, the pupils learn to understand the needs of others and they play a full part in working in an orderly community.

**The provision for the spiritual and moral development of the pupils is very good.**

17. The provision for the spiritual development of the pupils is very good. Pupils of all ages are given a voice and their views and ideas are valued. Teachers use literature and episodes from holy books to help pupils to reflect upon their place in the world. Religious education is a daily event for the pupils and this has significant impact on their spiritual development. Assemblies are used to great effect to help the pupils to consider the universal issues of life. For example, in a very moving assembly on the theme of peace, there is a great sense of occasion which is heightened through the use of candles, atmospheric music such as "Nimrod" from Elgar's "Enigma Variations" and the sensitive use of prayer.
18. The pupils at Holy Trinity clearly understand the difference between right and wrong. The school has equality of opportunity at the heart of its ethos and ensures that all pupils are aware that racial abuse, sexual stereotyping and bullying will not be tolerated. Assemblies and "moot groups" are used effectively to promote positive images of good conduct and to discourage inappropriate behaviour. One child reported that, "Each spring we sit down together in our moot groups and share a meal together, just as Jesus did at the Passover."
19. Pupils are encouraged to act responsibly and are provided with many opportunities to carry out class duties or to serve the whole school community. Pupils express their opinions and make decisions in moot groups. Pupils learn about the values and beliefs of others in lessons and assemblies and show respect for different life styles. They show their concern for others less fortunate than themselves, such as groups of Albanian orphans, by organising events and raising funds for charity.

**Relationships within the school are very good and the pupils are valued.**

20. The relationships amongst members of the school community are very good. Adults in school present very good role models and pupils are treated with great care and respect. The pupils are very polite and helpful towards each other and to adults. They work and play very well together and older pupils adopt a responsible and friendly approach to younger ones. Pupils who are having problems with relationships are given the chance to have their own "circle of friends". There is little conflict in school and pupils have learnt how to resolve their differences in an exceptionally open and mature manner.
21. There are many examples of how the pupils are clearly valued in the day-to-day life of the school. Each class identifies a "Child of the week" whose virtues are discussed by their peers. There are further occasions that are used successfully to raise the esteem and confidence of the pupils. For example an assembly each week is dedicated to a celebration of pupils' achievements, there is a "Golden Book" and a behaviour award scheme. The pupils' work is carefully marked and displays around the school celebrate how well the children have done.

## **WHAT COULD BE IMPROVED**

### **Subject co-ordinators have insufficient involvement in the strategic development of the school.**

22. The subject co-ordinators have little opportunity to monitor the teaching of their colleagues. As a consequence, if the co-ordinator, for example science, happens to teach a class in Key Stage 1, she has no opportunity to observe lessons in Key Stage 2 and no opportunity to share good practice based on first hand observation. The reverse is the case in mathematics where the co-ordinator has a class in Key Stage 2 and has not monitored directly the implementation of the Numeracy Strategy in Key Stage 1. This limits the co-ordinators' capacity to offer guidance on teaching methods to help raise standards. Nor as a key figure in determining budget allocations, does the deputy headteacher have regular weekly non-contact time to liaise with other staff to review the accounts. Although pupils with special educational needs are well supported and enabled to make good progress, the work of the co-ordinator is limited by the absence of regular non-contact time.
23. The subject co-ordinators are not fund holders and they are not involved formally in drawing up action plans for the development of their subject. They receive the views of their colleagues informally but are unable to contribute to the school's management plan when curriculum priorities are being formalised. This is a weakness that detracts from the effectiveness of the co-ordinators' contribution to school improvement. The strategic development of the school is further weakened by the absence of indicators to determine whether or not spending decisions have had the desired effect.

### **The homework policy needs clarification.**

24. Parents at the meeting expressed their concern about homework and this view was endorsed in the questionnaires that were returned. The school has no established policy. The setting of homework is inconsistent through the school and there is some evidence to suggest that there is a greater amount of homework set in Key Stage 1 than Key Stage 2. Parents are unhappy that they are not informed when homework should be returned and that there is inadequate preparation for the demands of secondary school. Inspection evidence supports the views of the parents. Although there are instances of useful homework being set to support learning, the school's procedures require clarification.

### **The school grounds need further development to provide a more stimulating environment, particularly for those children who are under five years of age.**

25. The provision for outdoor play for those children under five years of age in the nursery and reception classes is very limited. Although there are both hard and grassy surfaces for play, they have not been designed to cater for the range of exploratory activities that are important for the children's physical development. Furthermore, although the school has an adequate playground and a flat sports field, there is very little to stimulate the imagination of the pupils. There is no segregation of the areas to distinguish between space for ball games and an area for more reflective activities.

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

26. The school should now:

- Introduce a policy which provides clear guidelines for the setting of homework. It should clearly define what is expected from each child on a weekly basis and these expectations should be clearly communicated to the parents.
- Further develop the role of the subject co-ordinators. This process should involve the regular opportunity for the co-ordinators of core subjects and for the special educational needs co-ordinator to carry out their duties within the school day. The allocation of budgets to specific areas should be the subject of a more formalised procedure and clear criteria should be built into the planning to ensure value for money of spending decisions.
- Undertake the imaginative development of the school grounds to provide greater recreational facilities for all pupils and more stimulating opportunities for the physical development for those children under five years of age.



## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	14

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	17	43	26	9		

*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)	30	210
Number of full-time pupils eligible for free school meals	N/A	36

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	37

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	1

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	7

### *Attendance*

#### **Authorised absence**

	%
School data	4.6
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.1
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	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	14	14	13
	Total	23	24	23
Percentage of pupils at NC level 2 or above	School	82 (89)	86 (97)	82 (80)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	14	14	14
	Total	23	24	24
Percentage of pupils at NC level 2 or above	School	82 (82)	86 (84)	86 (87)
	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	15	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	13	12
	Girls	14	10	14
	Total	23	23	26
Percentage of pupils at NC level 4 or above	School	79 (92)	79 (85)	90 (88)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	14	10	14
	Total	26	22	26
Percentage of pupils at NC level 4 or above	School	90 (92)	76 (89)	90 (92)
	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	
Black – African heritage	1
Black – other	1
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	207
Any other minority ethnic group	1

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

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage	0	0
Black – other	0	0
Indian		
Pakistani		
Bangladeshi		
Chinese		
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)	9.4
Number of pupils per qualified teacher	23
Average class size	26

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

Total number of education support staff	4
Total aggregate hours worked per week	87

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	15
--------------------------------	----

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998\99
----------------	---------

	£
Total income	404376
Total expenditure	390045
Expenditure per pupil	1489
Balance brought forward from previous year	5397
Balance carried forward to next year	14331

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

**Questionnaire return rate**

Number of questionnaires sent out	269
Number of questionnaires returned	187

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	28	1		
My child is making good progress in school.	64	33	2		2
Behaviour in the school is good.	67	30	2		1
My child gets the right amount of work to do at home.	45	33	20	2	1
The teaching is good.	77	21	2		1
I am kept well informed about how my child is getting on.	58	34	6	1	1
I would feel comfortable about approaching the school with questions or a problem.	79	20	1	1	
The school expects my child to work hard and achieve his or her best.	77	20			3
The school works closely with parents.	63	32	4		
The school is well led and managed.	72	27	1		
The school is helping my child become mature and responsible.	72	26		1	2
The school provides an interesting range of activities outside lessons.	32	40	18	3	8

**Other issues raised by parents**

None