

INSPECTION REPORT

ST BERNADETTE'S RC PRIMARY SCHOOL

Nunthorpe

LEA area: Middlesbrough

Unique reference number: 111705

Headteacher: Ms M Cobbold

Reporting inspector: Ms S Billington
4343

Dates of inspection: 11th – 13th July 2000

Inspection number: 188691

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 to 11 years

Gender of pupils: Mixed

School address: Cookgate
Nunthorpe
Middlesbrough

Postcode: TS7 0PZ

Telephone number: 01642 310198

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Appropriate authority: The governing body

Name of chair of governors: Rt Rev Mgr D C Hogan

Date of previous inspection: 3rd June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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|-----------------|----------------------|
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REPORT CONTENTS

| | Page |
|--|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| 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 | |
| | |
| PART B: COMMENTARY | |
| | |
| WHAT THE SCHOOL DOES WELL | 10 |
| Standards are consistently good in English and mathematics and higher attaining pupils are challenged and achieve well | |
| The under fives make good progress and are very well prepared for National Curriculum work | |
| Provision for pupils' personal development is very good | |
| Pupils' attitudes to learning, their behaviour and the quality of relationships are very good | |
| Very good leadership and management ensures a strong focus on further improvements | |
| | |
| WHAT COULD BE IMPROVED | 15 |
| Standards in information technology | |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 16 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 17 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Bernadette's is an average sized primary school; there are 212 pupils on roll taught in seven classes with an average of 30 pupils in each. An additional 51 children attend the nursery on a part-time basis. The school serves a Roman Catholic community and almost all children come from stable and secure backgrounds in an area that is socially advantaged. The proportion of pupils that is eligible for free school meals is below average at three per cent. The proportion with special educational needs is also low; seven per cent of pupils are at Stage 2 or above on the special educational needs register and these children have learning difficulties. The school has four pupils with statements of special needs all of whom have physical disabilities; this is an above average proportion. All children speak English as their first language.

Almost all children benefit from attending the nursery for between four and six terms from the age of three. Their levels of skills on entry to school are well above average.

HOW GOOD THE SCHOOL IS

This is a very good school. Standards are very good overall. The quality of teaching is good. The school is very well led and managed and provides very good value for money.

What the school does well

- Standards are consistently good in English and mathematics and higher attaining pupils are challenged and achieve well
- The under fives make good progress and are very well prepared for National Curriculum work
- Provision for pupils' personal development is very good
- Pupils' attitudes to learning, their behaviour and the quality of relationships are very good
- Very good leadership and management ensures a strong focus on further improvements

What could be improved

- Standards in information technology

The areas for improvement will form the basis of the governors' action plan.

The school is aware of the area of weakness, has recently established a computer suite and has plans for staff training.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since then the rate of improvement has been good. Standards have generally been maintained at above average levels, with the exception of those in information technology. There are indications of the further raising of standards at the end of Key Stage 2. The school has moved from having a deficit budget to a healthy financial position. The school has made good progress in addressing the one key issue in the last report and co-ordinators now have a clear role in checking the quality of the school's work and planning for further improvements.

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 |
| | 1997 | 1998 | 1999 | 1999 |
| English | A | A* | A* | A |
| mathematics | A | A | A | B |
| science | A | B | B | C |

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

Test results in English place the school in the top five per cent of schools nationally. Over the past four years levels of attainment in English and mathematics at the end of Key Stage 2 have been consistently well above average, with a significant proportion of pupils, at times more than fifty per cent, reaching higher levels in national tests. Inspection reflects the test results and found standards in English and mathematics to be very good. Performance has been less strong in science, but the school has addressed this and the latest results and pupils' work shows good improvement.

Children in the nursery make very good progress so that by the time they reach the age of five their skills and knowledge are well above average and they are working in the early stages of the National Curriculum. By the age of seven children are attaining standards that are generally well above average in reading and writing and above average in mathematics.

Standards have steadily improved over the past four years in line with, but staying well above, the national trend. The school has set realistic targets for attainment at the end of Key Stage 2 and the latest results show that these have been achieved.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils have very good attitudes to the school; they are enthusiastic, well-motivated and work hard. |
| Behaviour, in and out of classrooms | Very good. Pupils show consideration towards others and move around the school in a sensible manner. |
| Personal development and relationships | Very good. Pupils eagerly take on responsibility and work well together in pairs and small groups. Relationships between pupils themselves and between adults and children are very good. |
| Attendance | Good. Attendance levels are above average and pupils arrive promptly at school. |

Pupils' very good attitudes, behaviour and quality of personal development are strengths of the school.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Very good | Good | 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. In sixty-seven per cent of lessons teaching was good and in twenty per cent of these it was very good. One lesson (seven per cent) was unsatisfactory. Teachers' planning is good and effective use is being made of the national strategies for numeracy and literacy to support good teaching in English and mathematics. Teachers use a good range of teaching techniques and in most lessons make it very clear to children what they are to learn. Teachers generally make good use of assessment and mark work carefully so that pupils know what they need to do to improve. Work is usually challenging and this ensures that higher attaining pupils make the progress that they should. Teaching in the nursery is consistently very good giving children an excellent range of opportunities to learn through a wide variety of carefully structured and imaginative experiences.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The curriculum is broad and considerably enriched by a good range of visits and visitors to school. |
| Provision for pupils with special educational needs | Good. Pupils are well supported and make good progress so that many reach average levels in literacy and numeracy at the age of eleven. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. There are clear procedures for promoting all aspects of pupils' personal development. Good attention is paid to promoting self-esteem, awareness of others and an understanding of many aspects of citizenship. |
| How well the school cares for its pupils | A high level of care and attention is given to pupils' welfare. Good routines are established, supervision is very good and individual pupils are supported well through any personal difficulties. |

The curriculum meets statutory requirements but there are some significant gaps in pupils' experiences in information technology. The curriculum for the under fives is very well planned to allow good opportunities for pupils to learn through talk, enquiry and practical activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher provides strong leadership and a clear sense of direction. Developments are well planned and managed and co-ordinators work hard to fulfil their responsibilities. |
| How well the governors fulfil their responsibilities | The governing body is well-organised and provides good support to the school. Governors are well informed and have a good understanding of the school's strengths and weaknesses. |
| The school's evaluation of its performance | This is a real strength. Very good use is made of information from tests and evaluation of the school's work to plan for improvements. |
| The strategic use of resources | Good. The use of resources is carefully planned to support the quality of education and to raise standards. |

Very good leadership and management ensures that the school maintains a high quality of education while seeking further improvement where possible. Good use is made of accommodation and learning resources; classrooms are attractive but the outer buildings are in very poor condition and in urgent need of attention.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> ▪ Children like school ▪ Children are expected to work hard and they make good progress ▪ Teaching is good ▪ The school is well led and managed ▪ Children behave well and are helped to become more mature. | <ul style="list-style-type: none"> ▪ Some parents felt that the school does not provide an interesting range of activities outside of lessons. |

Inspection findings endorse parents' positive views of the school. The limitations of extra-curricular activities is acknowledged by the school, but there are difficulties in providing these because the provision of after-school care means that there are restrictions in using accommodation for clubs and sporting activities. There are some lunch time activities available for seven to eleven-year-olds and these include choir, recorder, a young scientists' club and a prayer group.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are consistently good in English and mathematics and higher attaining pupils are challenged and achieve well

1. By the time they leave the school at the age of eleven pupils are well prepared for the next stage of learning. They talk confidently and enthusiastically about what they do, they listen to each other and they respond in sensible ways to what is being said. The higher attaining pupils are particularly articulate and eager to discuss their work and share experiences. A group of Year 5 pupils demonstrated this in a discussion in which they spoke about what they liked to read and why they preferred particular authors. They justified their opinions and showed mature and thoughtful insights into the qualities of writers ranging from JK Rowlands to Enid Blyton. One pupil talked about how Enid Blyton had given her a 'taste for books', while another had been 'turned on' to reading during the National Year of Reading. One boy made the perceptive remark that reading helps him to write in more interesting ways because it introduces him to 'more interesting words'.
2. The quality of writing shows a mature and in the case of the higher attaining pupils, a sophisticated use of language. In planning interviews with pop stars, pupils write with a keen awareness of style, so that, for instance, a famous singer is 'caught after their act'. Stories using speech and dialogue use colloquialisms such as 'must be something on today' to give a good sense of character and place. Good challenging teaching about the characteristics of different styles of writing give pupils a clear framework within which to work. A good example is the requirement to produce a piece of persuasive writing that requires a 'thesis, argument and reiteration'. The use of this type of subject vocabulary by teachers indicates the high expectations that help pupils to attain the high standards.
3. Good teaching ensures that from an early stage children are taught a good range of reading and writing skills and strategies that give them a good start. This start is successfully built upon and the standards attained by seven-year-olds in reading are well above the national average and much better than those of similar schools. Good teaching ensures that the early success is maintained and extended as children move through the school and the majority of pupils make good progress. As a result at the age of eleven a high proportion of pupils attains higher levels in English in National Curriculum tests.
4. Standards in mathematics are also well above the national average for seven and eleven-year-olds with almost fifty per cent of the pupils attaining the higher levels in National Curriculum tests for eleven-year-olds. The school is successfully using many of the ideas in the national numeracy strategy and this is ensuring that pupils can explain, clearly and logically, how they make use of good mental strategies, such as rounding up and down and doubling to solve problems. By the age of seven most children work with numbers beyond 100 and they have a growing and secure understanding of place value. They are familiar with patterns such as odd and even numbers and count using halves and quarters.
5. Sharp teaching based upon good planning and a clear sense of what children need to learn ensures that pupils make good progress. This was particularly evident in a lesson with Year 4 pupils. There was a high proportion of direct teaching, questions matched

to individual pupils and very good opportunities to consolidate what they were learning. By the end of the lesson, learning had moved on from identifying the equivalence of fractions and decimals to working with two decimal place numbers and ordering decimals and fractions. The oldest pupils work with high numbers, confidently use the four operations and understand the relationships between fractions, decimals and percentages. They have a good grasp of aspects of mathematics such as data handling and shape. They accurately calculate area and volume using formulae, although not all are secure in the units to use.

The under fives make good progress and are very well prepared for National Curriculum work

6. Almost all children attend the nursery on a part-time basis before joining a reception class. Provision in the nursery is of high quality and this, together with very good teaching, ensures that children have access to a rich range of experiences that helps them to make good progress in their learning.
7. The nursery has a calm and purposeful atmosphere. Sessions are well organised to allow a good balance between directed activities and opportunities for children to make choices and to work independently in different areas. Expectations are high and the teacher and nursery nurse use their time well in working with individual children and small groups, encouraging them to use their existing skills and to extend these further in imaginative and exciting ways. This was apparent, for example, where the teacher worked with small groups of children making badges showing their family members and friends. As the children told her which names they wanted on their badges she either wrote the names or encouraged the children to write independently using what they know about letter sounds. The children were very engaged and enthusiastic about the activity, worked hard and made good progress in using and improving their literacy skills.
8. Every opportunity is taken to promote children's personal and social development and to extend their literacy and numeracy skills. Children come together as a group at the start of a session and are quickly involved in activities such as changing the date and weather board and acting as 'leader' to involve the rest of the group in reading back the new captions. Even the youngest children are becoming aware that print has meaning and readily join in reading, for example, 'Today is....., it is dry and cloudy'. Many children recognise their names and sometimes those of others; their knowledge of sounds is good. The well-resourced activities encourage children to work together in areas such as the sand-tray and in building with bricks. They take on roles and use their wide vocabulary well; one child, for example, made 'notes' as a policeman in the office area and was very clear that he was going to catch a burglar! As the children work in various areas the adults become involved, suggesting how activities might be extended; they use talk well to extend children's understanding. For example, as a group of children prepared fruit salad the nursery nurse encouraged them to observe closely and to use their senses to describe the different fruits; some became particularly interested in what was inside each one and started to accurately describe the colour and texture of the stones or pips.
9. The result of this very good provision is that children's skills are at a very good level by the age of five. Their personal and social skills are particularly good. Children can select activities independently, but also work well as part of a group and take turns and share equipment. Many are sensitive to the needs and feelings of others, as one showed in the role play area as he brought a drink to the 'patient' in the bed and inquired about how she was feeling! Children treat books and equipment with care and are

responsible in tidying up after their activities. They are very well prepared for later stages in their learning.

10. By the age of five, a good start has been made in the early stages of literacy and numeracy. Children know how to handle books, are aware that the print carries the message and show, through their answers to questions, that they have a good understanding of stories that they have heard. Many write their names with some recognisable letters and the majority record their ideas by mark-making to create captions on their pictures. They are well-motivated and have a high level of interest in books. Children can match and sort objects by colour or shape and make a 'set' using clear criteria. They count to ten and sometimes beyond and can match groups of objects up to five. Many are aware of the differences in groups and describe these using terms such as 'more' or 'less'. They can solve practical addition and subtraction problems.
11. Almost all children exceed the targets set as desirable learning outcomes for children at the age of five and many are working in the early stages of the National Curriculum in English and mathematics.

Provision for pupils' personal development is very good

12. The school places a strong emphasis on promoting all aspects of pupils' personal development. There is a very good range of opportunities for pupils to participate in a wide range of activities within and outside the school and to learn to appreciate and understand the needs of others. There is a particularly strong emphasis on extending pupils' understanding of citizenship.
13. Displays in classrooms and in shared areas celebrate children's achievements in activities within and outside the school. Particularly good use is made of photographs to raise pupils' self-esteem and acknowledge their contribution to school life. Trophies demonstrate the success of teams in sporting events and in debate in the Children's Parliament, where the children won first prize in the regional competition. Participation in 'Give Racism the Red Card' is celebrated in photographs of pupils with local footballers. The strong Catholic ethos is evident throughout the school, through celebration of First Communion, displays of the school prayer and the Catholic Aid for Overseas Development posters. An explicit mission statement, which places a good emphasis on the nurturing of the whole child, providing opportunity for personal growth and preparing him or her for entry into the wider community, provides a clear focus for much of the school's work.
14. All pupils participated recently in a production on 'Millennium Heroes' – no mean feat in a school of this size. This has made a significant impact on many children, who readily talk about the parts that they played; their knowledge of the lives and impact of many famous characters has been enhanced as a result of the work that they have done. The success of the production is celebrated in striking displays around the hall which demonstrate well how the work was based on learning in a range of subject areas.
15. All pupils are placed in one of four 'houses' that meet regularly each week. House captains from Year 6 coordinate the weekly meetings and these are used as opportunities to discuss and celebrate pupils' achievements in 'family' groups. Many children feel a strong sense of loyalty to their houses, explaining clearly how ten 'class points' equate to one house point and how these can be lost as well as won. At the time of the inspection they were eagerly looking forward to sports day and even some of the younger pupils had a very good recollection of how each house had fared in particular

events last year and were keen to do their best for their house in competing this year.

16. Provision for the personal development of Year 6 pupils is particularly strong. All have at least one assigned responsibility and, for example, are attached to other classes and act as monitors to help with supervision during wet breaks or are responsible for the organisation of resources for areas such as science and physical education. There is a clear expectation that these pupils use their initiative in carrying out responsibilities. Pupils proudly wear identity badges, showing their names, photographs and assigned duties. The Year 6 forum involves pupils in meeting weekly with the headteacher to discuss a range of school issues and this gives them the opportunity to participate in decision-making. They take it in turns to chair the meeting and to put forward concerns and problems and suggest possible resolutions. All Year 6 participate in an annual residential visit to North Wales with a programme designed to extend their experiences of outdoor activities and to socialise and work together in a new environment.
17. There is a high level of attention paid to promoting pupils' welfare. Healthy eating is actively promoted through work in science and posters displayed in the dining hall. Police are involved in giving 'Stranger Danger' talks to Key Stage 1 pupils and older pupils regularly participate in cycling proficiency training that has been provided by parents and community volunteers over several years. One of the children had a minor cycling accident last year and this was used very well to stress the importance of wearing helmets; many pupils created striking posters to reinforce the message.

Pupils' attitudes to learning, their behaviour and the quality of relationships are very good

18. Pupils behave well in classrooms and around the school. They are sensible and responsible and show consideration for others, for example at lunchtime they queue up in an orderly way and carefully stand to one side to allow those children carrying trays to move to their seats. They are aware of the school's high expectations of behaviour and are involved in devising their own class rules, taking seriously the implication of signing these to show that they will abide by them. Adults provide good role models, showing respect and consideration; lunchtime supervisors for example are friendly and supportive of individual children and show a high level of care. This degree of respect and concern is reflected in turn in the way in which children treat each other. Older pupils are helpful to younger ones in the dining hall and those who are hurt in the playground are readily supported by concerned friends.
19. From the earliest stage in the nursery children develop good work habits and are well-motivated learners. They readily take responsibility for their activities, organise resources well and share equipment sensibly where necessary. They learn to successfully work together in pairs and small groups, listening carefully to others and taking account of what they have to say, as many Year 2 pupils did when informally discussing the books that they were reading at the start of an afternoon session. In a Year 4 science lesson pupils worked very well in pairs, discussing their observations of plants, sharing the task of making notes and listening carefully as others fed back their own observations on plant features. Two pupils with significant special needs were integrated well into the lesson; others worked readily with them and children made good use of a microphone in class review sessions so that a hearing impaired child was accommodated. Throughout the lesson behaviour and attitudes to learning were exemplary.
20. Year 5 pupils have recently been involved in working with a local business to create a 'moonscape'. The project has involved the whole class in working together on a

challenging activity in which pupils showed an impressive capacity to apply their skills, especially in design and technology. Several pupils spoke with enthusiasm about the project and were both articulate and confident in explaining, for example, how they had utilised megaboards to control the movement of part of the model. Some pupils demonstrated the model to shoppers in a local precinct and responded enthusiastically to the opportunity to present and explain their work in a new context.

21. Year 6 pupils have very good work habits. They respond well to the school's expectations of high achievement and take a real pride in the presentation of their work. No time is wasted in lessons – as soon as tasks are explained they move to their groups, organise equipment and settle to work. In a literacy lesson in which they were re-ordering and writing poems based on 'Timothy Winters' they were keen to demonstrate what they had previously learned about characterisation through imagery in the initial discussion and to apply their knowledge in written work. When they started their individual tasks they worked with good application and real concentration, almost in silence, although that was not demanded by the teacher. By the time these pupils leave the school they are well prepared to benefit from the next stage in their education and are a real credit to themselves, their parents and the school.

Very good leadership and management ensures a strong focus on further improvement

22. The school benefits from strong and effective leadership. The headteacher has a strong sense of direction, is constantly evaluating the school's work and has a clear view of its strengths and those areas that need improvement. She has good support from staff and the governing body and all involved in the school work well together to bring about improvements.
23. Over the past two years the school has introduced a number of strategies that are used effectively to guide decisions about the next stages of its development. There are well-established systems in place for monitoring the quality of teaching and learning, assessment data is analysed and targets are set. Since the last inspection the school has worked hard, with a good degree of success, to clarify and enhance the role of co-ordinators; they play an effective part in leading and evaluating key developments. This is exemplified well, for instance, by the work of both the literacy and the numeracy co-ordinators. The introduction of the literacy strategy was carefully managed through gradual implementation and the boosting of resources to support new teaching strategies. Regular monitoring highlighted areas of strengths and weaknesses and particular issues, such as the organisation of group reading, were considered and advice sought from the local authority's literacy consultant on the best ways of managing this. The outcome is that teachers are now confident with teaching all elements of the literacy strategy and that teaching is of a consistently good quality. Similarly with numeracy; all staff were observed teaching and also had the opportunity to observe the co-ordinator teaching so that effective practice could be discussed and shared. The outcome again is confident teaching that is a key factor in the high standards being attained in mathematics.
24. All co-ordinators have a limited amount of time free of class teaching commitments to carry out their whole school responsibilities. The use of this time is carefully planned, work in the subject for which they are responsible is evaluated, through for example looking at children's work or planning and observing teaching. The outcome is a written report, feedback to staff and issues identified that feed into the next stage of the school improvement plan.

25. The improvement plan is also well informed by a thorough analysis of the results of standardised tests. Results are compared, where possible, with the national picture but also, and more importantly, with those of schools with a similar intake. In this way the school carefully tracks how well it is doing and targets areas for improvement. This type of analysis led to the identification of some weaknesses in science that meant that the proportion of Year 6 pupils reaching higher levels in national tests was lower than it should be. The school has started to address this, with a resulting improvement in the most recent end of Key Stage 2 tests.
26. The governing body is well informed and well organised. Good systems are in place for keeping all governors informed of decisions being taken at committee level. The curriculum committee is involved in the development of the school improvement plan and progress is regularly reported to the full governing body. Governors share a strong determination to preserve the strengths of the school and to systematically address any areas of weakness; this is clearly demonstrated in the way in which some budget difficulties have been tackled. Two years ago the budget was in deficit, largely because of high staff costs which amounted to ninety five per cent of expenditure at one stage. This has been addressed and sensible and prudent measures were introduced that would not impact on the quality of education provided. The result is that not only does the budget balance but now has a healthy carry forward and is in a position where, for example, co-ordinators can be released to carry out their roles.
27. The leadership shares a clear vision for school improvement. This is demonstrated by the work that has gone in to establishing the information technology suite and by the exciting plans to establish a high quality early years unit so that the under fives can benefit from improved facilities and the shared expertise of teachers, nursery nurses and classroom assistant.

WHAT COULD BE IMPROVED

Standards in information technology

28. Although most pupils have opportunities to work with computers, overall the experiences they have are not enough to make sure they learn what they need to know. The main reasons for this are the limitations caused by a lack of computers and the lack of confidence on the part of some teachers who do not yet have sufficient knowledge and understanding to teach the subject confidently. The school is taking steps to improve the provision by taking advantage of national funding. An information technology suite has recently been established and this will be further supplemented by the addition of more computers in the near future. A programme of staff training is scheduled to start in the new school year.
29. The current range of experiences gives the youngest children the chance to use a computer, through for instance working with 'talking books', but there are no systematic plans to indicate how pupils will acquire and extend their skills as they move through the school. For example, pupils in Year 4 have used programs to control movements around the computer screen and successfully designed a simple program to produce a regular four-sided shape. However, this is not developed and extended in Years 5 and 6 and so the experience is not built upon. Most pupils are familiar with word processing and some pupils, in Year 3 for instance, have entered data and produced graphs using a program. Class lessons have been used to introduce skills and ideas but not all pupils have the chance to follow these up and try things out for themselves. Limitations in, or problems with, resources, particularly hardware, have often restricted

opportunities for pupils to use what they have been taught.

30. Much of what the school has offered has been dependent on the programs that are available rather than what the pupils need to learn. This weakness is being addressed as the school moves to introduce the national guidance on information technology in conjunction with the staff training that is aimed to give all teachers the confidence to make the best use of the opportunities afforded by the new information technology suite.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. In order to further improve the quality of education and raise standards, governors, headteacher and staff should now:
 - Raise standards in information technology by:
 - taking full advantage of the opportunities provided by the establishment of the new information technology suite to implement a sustained and systematic programme for the teaching of the subject;
 - ensuring that all aspects of the National Curriculum programme of study are taught.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 15 |
| Number of discussions with staff, governors, other adults and pupils | 11 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 20 | 47 | 27 | 7 | 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 | 212 |
| 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 | 1 | 3 |
| Number of pupils on the school's special educational needs register | 1 | 25 |

| 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 | 2 |
| Pupils who left the school other than at the usual time of leaving | 2 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 4.4 |
| National comparative data | 5.4 |

| Unauthorised absence | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | | 1999 | 19 | 9 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 18 | 19 | 19 |
| | Girls | 9 | 9 | 9 |
| | Total | 27 | 28 | 28 |
| Percentage of pupils at NC level 2 or above | School | 96 | 100 | 100 |
| | National | 82 | 83 | 87 |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 19 | 19 | 19 |
| | Girls | 9 | 9 | 9 |
| | Total | 28 | 28 | 28 |
| Percentage of pupils at NC level 2 or above | School | 100 | 100 | 100 |
| | National | 82 | 86 | 87 |

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 | 18 | 15 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 17 | 16 | 16 |
| | Girls | 15 | 14 | 15 |
| | Total | 32 | 30 | 31 |
| Percentage of pupils at NC level 4 or above | School | 97 | 91 | 94 |
| | National | 70 | 69 | 78 |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 17 | 16 | 17 |
| | Girls | 13 | 14 | 15 |
| | Total | 30 | 30 | 32 |
| Percentage of pupils at NC level 4 or above | School | 91 | 91 | 97 |
| | National | 68 | 69 | 75 |

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 | 1 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 1 |
| White | 178 |
| 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 |
| Number of pupils per qualified teacher | 26.5 |
| Average class size | 30.3 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 1.6 |
| Total aggregate hours worked per week | 53 |

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 | 1.3 |
| Total aggregate hours worked per week | 40 |

| | |
|--------------------------------|------|
| Number of pupils per FTE adult | 11.3 |
|--------------------------------|------|

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 375,193 |
| Total expenditure | 364,102 |
| Expenditure per pupil | 1,570 |
| Balance brought forward from previous year | -(250) |
| Balance carried forward to next year | 10,841 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 184 |
| Number of questionnaires returned | 96 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 59 | 38 | 3 | 0 | 0 |
| My child is making good progress in school. | 54 | 41 | 3 | 0 | 2 |
| Behaviour in the school is good. | 68 | 31 | 0 | 0 | 1 |
| My child gets the right amount of work to do at home. | 32 | 49 | 11 | 2 | 5 |
| The teaching is good. | 59 | 39 | 1 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 41 | 41 | 17 | 1 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 57 | 38 | 3 | 2 | 0 |
| The school expects my child to work hard and achieve his or her best. | 66 | 32 | 0 | 0 | 2 |
| The school works closely with parents. | 51 | 42 | 3 | 1 | 3 |
| The school is well led and managed. | 60 | 34 | 1 | 1 | 3 |
| The school is helping my child become mature and responsible. | 63 | 35 | 0 | 0 | 2 |
| The school provides an interesting range of activities outside lessons. | 31 | 33 | 17 | 3 | 16 |