

# INSPECTION REPORT

**CORPUS CHRISTI CATHOLIC PRIMARY  
SCHOOL**

Brixton

London

LEA area: Lambeth

Unique reference number: 100630

Headteacher: Mr John Wentworth

Reporting inspector: Ms Vreta Bagilhole  
17517

Dates of inspection: 10 -12 July 2000

Inspection number: 189860

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Trent Road London
Postcode:	SW2 5BL
Telephone number:	020 7274 4722
Fax number:	020 7737 2796
Appropriate authority:	The governing body
Name of chair of governors:	Rev. Adrian Howell
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Corpus Christi is a Catholic primary school serving the parish of Corpus Christi, Brixton Hill, London. The number on roll is 329. It takes pupils aged 3 -11 into 11 classes and a Nursery. All of the pupils are Catholic. The school serves an inner city area. Fifty-eight per cent of the pupils are from a white UK heritage. Many pupils come from a culturally diverse population and include Caribbean, African, Latin American and Portuguese. There are 47 pupils (below average) who have special educational needs, one of whom has a Statement of Special Educational Need (below average). Thirty-three per cent of pupils have English as an additional language, which is high, and five per cent are at an early stage of English language acquisition. Thirty-one per cent of pupils are entitled to free school meals, which is above average when compared to national figures. The average class size is 28. The attainment of the pupils on entry to the reception class is below average.

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

This is an outstandingly effective and excellent school that promotes very high standards and quality in the education it provides. There is mutual respect between pupils and staff and a strong Catholic ethos. Leadership and management of the school are of a very high calibre. Teaching is very good and close to one third is excellent. The school has been awarded beacon status (a school which has been identified as amongst the best performing in the country) by the Department for Education and Employment (DfEE). The school provides excellent value for money.

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

- Leadership and management are excellent. The monitoring of teaching is exceptional and has a very significant impact on the standards attained.
- By the time the pupils leave the school their attainment in English and science is in the highest 5 per cent nationally and standards in mathematics are well above average.
- Pupils' enthusiasm for learning and their response to the school is exemplary.
- Teachers' very high expectations enable pupils' learning to be of a very high standard.
- The school's work in partnership with parents is excellent.

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

The school has identified its main curriculum priorities for development. These are to provide a broad focused curriculum in:

- Information technology
- The foundation subjects

Inspectors agree with the school's priorities.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in June 1996 and it has made very good improvement since then. Teaching for pupils with English as an additional language is now very good and pupils' attainment in information technology and design and technology is up to standard. Pupils are very good at using and applying their knowledge, skills and understanding to new areas of learning. Non-teaching staff are very well deployed and strategic planning is excellent. There is an excellent ethos for learning in the school. The addition of a Nursery has greatly improved the provision in the school. The school is in a very good position to make further improvement.

## 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	D	B	A	A*
science	B	A	A*	A*

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

Standards in the school are very high and are in the highest 5 per cent nationally. In the 1999 National Curriculum tests, the standards for eleven-year olds show that the performance of the pupils in English and science was very high in comparison with the national average and in mathematics it was well above the national average. Taking all the core subjects together, the performance of the pupils was very high in comparison with similar schools. This year's results show a similar picture in English and science and in mathematics standards have risen significantly. Sixty-seven per cent of pupils have attained the higher level (level 5) in mathematics, compared to 41 per cent in 1999. The school's standards have improved over the last four years. The school meets its targets very well.

Pupils make excellent progress as they move through the school. When they enter the Nursery their attainment is well below average and it is below average when they enter reception. Because of this, the children under five do not attain the standards generally expected for five-year olds but they are making very good progress towards achieving them. In 1999, the performance of the pupils by the end of Key Stage 1 in reading and writing was well above the national average and above the national average in mathematics. The standards have risen this year in mathematics and all pupils have attained the desired level for seven-year olds. The significant rise in mathematics at both key stages can be directly attributable to the implementation of the national numeracy strategy and the excellent monitoring that takes place.

In information technology pupils attain appropriate levels for their age and in all other subjects standards are at least good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent: The pupils are totally absorbed in school life. They are extremely courteous, trustworthy and considerate, talk with confidence and pleasure about their achievements and take a lively interest in new experiences.
Behaviour, in and out of classrooms	Exemplary: The behaviour of all pupils is exemplary, as they respond to challenge in their work.
Personal development and relationships	Excellent: Pupils become independent, motivated and self-disciplined learners, fulfilling their potential. The high quality of relationships is a major strength of the school. Pupils show great respect and concern for each other and for all adults.
Attendance	Very good

## TEACHING AND LEARNING

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

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching is excellent in 31 per cent of lessons. It is very good or better in 73 per cent of lessons. The quality of teaching in English and mathematics is of a very high standard and the skills of literacy and numeracy are extremely well taught. Excellent lessons were observed in English, mathematics, science and history. Relationships between teachers and pupils are excellent and lessons are conducted in an atmosphere of mutual respect. Teaching methods and organisation engage all pupils equally and there are very high expectations of all pupils. Pupils' learning throughout the school is excellent. The school fully meets the needs of all pupils, including those with special educational needs, those who have English as an additional language and those pupils who are gifted and talented.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Overall, the quality and range of opportunities for learning provided by the school are very good. The quality and range of the curriculum for literacy, numeracy and science are excellent.
Provision for pupils with special educational needs	Very good: There is rigorous identification and assessment for pupils with special educational needs. Very good individual educational plans are drawn up and reviewed appropriately. Excellent records are kept which show pupils' progress through the key stages.
Provision for pupils with English as an additional language	Excellent: High quality teaching and non-teaching support is provided in lessons. This ensures that pupils make maximum progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent in all areas
How well the school cares for its pupils	Very good: The pupils' academic performance and welfare are very well monitored and supported.

The quality of the curriculum is very good for children under five and for pupils at Key Stage 1 and Key Stage 2. All statutory requirements are in place. Literacy and numeracy strategies are most effective. All pupils are well catered for through the planned curriculum. Pupils who have English as an additional language and pupils with special educational needs are planned for appropriately. There is a very good range of extra curricular activities and sporting, arts and academic subjects are on offer. Exceptional opportunities for pupils' spiritual, moral, social and cultural development are offered through reflection in worship, lessons and discussions. There are warm links with a rich, diverse community.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent: Leadership and management have an excellent effect on the quality and standards of education. The school is committed to improvement for all.
How well the governors fulfil their responsibilities	Excellent: The governors fully meet their legal responsibilities and work hard in the interests of the school.
The school's evaluation of its performance	Excellent: The school's leadership and management create a very effective and continuously improving working environment.
The strategic use of resources	Excellent: The school makes excellent use of its resources ensuring that the budget is linked to priorities which benefit the pupils.

The headteacher provides excellent professional leadership and has a very focused and purposeful vision for the school's development. High quality leadership is also provided by those with management responsibility. All staff have a shared commitment to improvement and the capacity to succeed. The school undertakes a regular and systematic programme of monitoring and evaluating its performance. The governing body has an excellent understanding of the strengths and areas for improvement in the school. Exceptional monitoring procedures for teaching and learning make a very significant contribution to the high standards the school achieves. All financial decisions are aimed at securing best value for the school.

## 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>Most parents like everything about the school.</li> </ul>	A small minority of parents feel that their child does not: <ul style="list-style-type: none"> <li>have an interesting range of activities outside lessons</li> <li>get the right amount of work to do at home</li> </ul>

The inspection team agrees with the very positive views of parents. The school has worked very hard to establish an excellent partnership with parents. The vast majority of parents at the pre-inspection meeting, and those answering the parents' questionnaire, are highly satisfied. Evidence from the inspection supports their view. A few parents expressed concern about homework and the range of activities outside the lessons. Their view is not supported by inspection evidence.

## **PART B: COMMENTARY**

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

**Leadership and management are excellent. The monitoring of teaching is exceptional and has a very significant impact on the standards attained.**

1. The headteacher provides excellent professional leadership and has a very focused and purposeful vision for the school's development. He has established extremely effective relationships with staff, pupils, parents and governors. He has built up a team which knows exactly where the school is going. He provides a highly visible presence around the school, supporting the staff, encouraging the pupils, greeting visitors and communicating with parents. There is a highly effective management team who all pull together with the same aims. Is this going to benefit the children and their attainment? This is the question that drives all management decisions and has given the school such a clear vision for the educational direction it takes. The DfEE has awarded Beacon status to the school.

2. The headteacher has built on the experience from the last inspection report to provide a more focused school development plan. He sells a new vision, such as the numeracy hour, to the staff. When the staff have embraced this, all the plans for development go into place. He is careful to give time for consolidation and reflection when curriculum issues are pressurising staff. However, the main objective is still the key focus and resurfaces when the time is right. All staff have a shared commitment to improvement and the capacity to succeed.

3. The school undertakes a regular and systematic programme of monitoring and evaluating its performance. All new initiatives are closely monitored to assess their impact on pupils' attainment. The governing body has an excellent understanding of the strengths and areas for improvement in the school. Governors have discussed in detail their view on future developments in the school and have ensured that this view is reflected in the school development plan. They monitor all aspects of the school, making two visits to classes every term, staying all day and having lunch with the pupils. They monitor and evaluate the school's performance and take effective action. After the last inspection, they employed a teacher for English as an additional language and monitored the provision. The management and provision for English as an additional language are now excellent. Another example is the excellent strategic planning, such as the provision of the Nursery, which involved lengthy finance meetings aimed at securing best value. All financial decisions are firmly linked to educational priorities.

4. High quality leadership is also provided by those with management responsibility. The headteacher delegates very well and empowers curriculum co-ordinators to lead their subject while retaining overall accountability. The headteacher, school management team and subject co-ordinators monitor a wide range of teaching and learning in the school. This has mainly taken place in English, mathematics and science. It is intended to extend these exceptional monitoring procedures to include information technology and the foundation subjects. Teachers receive regular evaluation of their teaching and comments from teachers affirm that this is invaluable in improving their classroom practice. This includes lesson observations, scrutiny of pupils' work, and monitoring of planning, classroom organisation and pupil attitudes. Teachers, themselves, have monitored the monitoring process. Their feedback has improved the process by identifying the need to be familiar with criteria before the monitoring and more time for feedback. Feedback is given in writing and verbally. Lesson observations usually contain suggestions for improvement if necessary. Opportunities are given for teachers to observe demonstration lessons within the school. All teachers have participated in demonstrating lessons and observing a colleague. Collective monitoring results are shared with all the staff to enable them to compare their individual performance with the staff as a whole. As one teacher

says 'A culture of self improvement exists.' Very good use is made of performance data to monitor the performance of different groups of pupils.

5. The number, qualifications and experience of teachers and support staff match the demands of the curriculum. The accommodation is on a split site and this is managed very well, each site housing a separate key stage. To ensure safety at all times, the management has arranged for the lollipop lady to do a lunchtime patrol for pupils crossing between the buildings. Learning resources are very good. The new Nursery contains a very good selection of quality resources for all areas of learning. The school has the potential to be a very effective provider of initial teacher training. However, this is the one area that the management has not yet considered.

**By the time the pupils leave the school their attainment in English, mathematics and science is in the highest five per cent nationally.**

6. The pupils make excellent progress in English, mathematics and science. By the time they leave the school, pupils, including those with special educational needs and those who have English as an additional language, have achieved as well as they can. This is excellent improvement since the previous inspection when standards in English were above average and those in science and mathematics were average.

7. Standards in speaking and listening are very high. This is mainly because of the school's rigorous attention to the development of language. At both key stages, there are specific lessons where pupils have excellent opportunities to develop speaking and listening skills. Pupils give prepared talks to the class. One pupil talks to the class about his saxophone, which is received by the class with great respect. They ask intelligent questions and the answers are very well articulated. Pupils are fluent and expressive readers. Regular visiting storytellers and authors help pupils understand how a story can be enhanced by the telling. In writing, pupils take great care over the presentation and make excellent progress. By the time they leave the school, they produce a range of work that is of very high quality. They study the poems of William Blake and look for evidence of figurative language. They complete planning templates in order to write a synopsis about extracts from well-known stories from fact or fiction. They prepare a debate for and against capital punishment and compare cultural similarities and differences in texts.

8. The National Numeracy Strategy has been embraced by the school this year and this had an excellent impact on the standards obtained. Monitoring of teaching has been rigorous and had a similar effect. By the time the pupils leave the school, standards are very high and two thirds of the pupils are attaining Level 5. It is very clear that pupils enjoy mathematics. Pupils in Year 2 show delight when offered further challenge in work involving calculation. They are very good at explaining how they reach an answer. By the time they leave the school, pupils cover work across all attainment targets, reaching a very high standard. They use a range of calculation strategies to solve problems involving probability, area and volume, numbers to millions and working out averages. They collect, represent and interpret data and recognise the properties of different shapes. They explain their methods and reasoning using mathematical terms. They work out long multiplication, use decimals and measure and draw angles to the nearest degree. Year 6 pupils work with percentages and increase an amount of money in one or two steps. They know that 12.3% is 0.123 in its decimal equivalent. Within a lesson they progress from using their understanding of percentages to work out how much VAT is contained within a certain sum of money.

9. Although no lessons were observed in science at Key Stage 2, the high quality of work is clearly evident in pupils' books. Pupils are planning experiments, predicting and using fair testing. They consider evidence, present results and draw conclusions. There is a very good level of presentation and diagrams are excellent. Standards are very high in all attainment targets. Pupils classify living things

and their environments, study organisms, change and separate mixtures and investigate forces and motion. In work on changing materials they understand that solids dissolve better in hot water, but that there is a limit which is called saturation. Pupils respond to questions very well. When asked about resistance, one pupil writes 'Resistance is like pushing a squashy ball through a tube, and the longer the tube, the more difficult it is.'

**Teachers' very high expectations enable pupils' learning to be of a very high standard.**

10. Very high expectations from teachers are present in lessons. Planning is very good and shows a thorough knowledge of the pupils' prior attainment. Most lessons contain clearly focused learning objectives. This begins in the Nursery. In a lesson on counting, with four-year olds, the teacher produced the numbers 10-20 for the children to recognise and use. The children counted 14 or 17 sweets and fed them to the 'hungry robot'. The teacher achieved this with small groups. The teaching was intensive, but for a short period of time, showing awareness of the concentration span for this age group.

11. At Key Stage 1, teachers continually challenge pupils to think and reflect about what they are doing and to work at a swift pace. Sessions at the end of lessons are used to check for understanding and to add to the challenge. In a science lesson on planting, the pupils planted cuttings of a busy lizzie. The teacher motivated them to look at and handle plants very carefully and to organise the planting. The pupils responded with maturity and excitement, reinforcing their understanding that a plant needs roots to grow. At the end of the lesson, the teacher showed pupils other plants, such as a cactus, that may not be so easy to take cuttings from. Added value was given to the pupils' work by being able to take their plants to their new class next year. There are very high expectations about the presentation of work in all classes and pupils respond to this by producing work that is often immaculate. Relationships between teachers and pupils are excellent and lessons are conducted in an atmosphere of mutual respect and total enjoyment in learning.

12. At Key Stage 2, teachers show very high expectations by being skilled in moving through a lesson using small steps at a time in order to achieve the main learning objective. Reinforcement is very well used and pupils apply their previous knowledge and skills very well. In a Year 6 English lesson, the pupils remember work on persuasive adjectives when writing a short synopsis from a journalist's point of view. In a mathematics lesson, pupils apply what they learn in the first half of the lesson to work out problems on VAT. They use mathematical reasoning and test hypotheses. The teacher is on hand to challenge or support individual pupils as necessary. Pupils' involvement in and concentration on the task is excellent.

**Pupils' enthusiasm for learning and their response to the school is exemplary.**

13. Throughout the school, pupils respond wholeheartedly and joyfully to the rich educational opportunities they are offered. They are confident, independent and motivated learners who have pride in their achievement and apply their learning to new work. This helps them make rapid and significant progress.

14. Pupils listen well to teachers, visitors and each other and take every opportunity to develop knowledge and understanding through asking questions and eagerly discussing the answers. When a former pupil visits the school to recall experiences during the Second World War, pupils ask questions about how people coped with sudden death and the values held by a population at war. In English lessons, pupils gasp with delight when the teacher shows them artefacts, or when a parent, who is a professional story-teller, illustrates a story with music and actions. Pupils are eager to talk about their own ideas and experiences.

15. Through taking responsibility and speaking in public, pupils, including those who have English as an additional language, gain confidence and poise, for example by giving professional presentations in class and assembly. Older pupils show exceptional maturity when they look after and read to younger pupils in their own time. Another group of pupils, on their own initiative, produce a school newsletter on the computer for the school. Pupils' attitudes throughout the school are excellent. This will benefit them in their future schooling and throughout their lives.

### **The school's work in partnership with parents is excellent.**

16. The school has an exceptionally good relationship with parents. Parents share fully the values and positive ethos the school promotes. They appreciate the efforts the school makes to keep them informed about academic progress and the support they receive when pastoral issues arise. The large number of parents who attended the meeting with the registered inspector, or who completed the questionnaires expressed confidence in the school. They were able to identify the numerous strengths the school has and point out the few areas where they feel improvements can be made. The approachability and helpfulness of teachers and support staff is very highly regarded.

17. The information to parents about their children's learning was commented upon in the last report. It was suggested that this was an area where improvement could be made, especially in giving information to parents about topics. This has been addressed very successfully. The annual reports which parents receive are valued. Almost all parents attend termly review meetings with teachers. These are regarded as the most important ones in the communications process and are highly valued by parents.

18. The regular and informative newsletters, which the school sends home, enable parents to be fully informed about the school's wide range of activities, including those in the Nursery. They are written in a manner designed to tell the reader that there is a genuine desire to work in harmony with parents. During the inspection, the headteacher was made aware that a small number of parents felt that they have experienced some difficulty in working effectively with the school to solve specific problems. It is clear that the suggestion made by parents to further improve communications will be acted upon. These will include giving additional information about the transfer of pupils from the Nursery into the reception classes.

19. The school brochure gives prospective parents an excellent insight into the school's objectives and the values it promotes both academically and spiritually. The governors' annual report complements this by the information it contains.

20. The parent teacher association is a lively and effective partnership. It does much to promote the image of the school both in the parish and the wider community. Parents have a single-minded objective, effectively accomplished, that the excellent work done by teachers deserves their total and unstinting support. For example, over the past two years, following a careful evaluation of the financial benefits accruing, parents and teachers have worked together to organise a number of fund-raising events to purchase a mini-bus for school use. All fund-raising projects supported by the association are linked to needs identified in the school development plan. The support by parents in the school, on outings, with work done at home and in fund-raising combines to make an excellent contribution to pupils' learning and personal development.

### **WHAT COULD BE IMPROVED**

**The school has identified its main curriculum priorities for development. These are to provide a broad focused curriculum in:**

## **Information technology**

21. Standards have risen since the last inspection and are now typical for what can be expected for pupils at the ages of seven and eleven. However, considering the high standards in other core subjects, standards are not as high as they could be. The subject does not enjoy the excellent ethos for learning, which is so apparent in the other core subjects. The school has placed the subject as a priority for development and is investing in a new computer suite to be opened in the autumn. At present, the school has only one computer connected to the Internet.

22. Pupils in Key Stage 1 are receiving some good experiences on the computer. The youngest pupils use the computer to make patterns and drag and drop pictures. Pupils in Year 1 enjoy a modelling programme and show great excitement as they progress through the CD 'The Fish who could wish'. They are beginning to understand that a computer can be used to simulate an environment where choices can be made. They discuss how the program is different to a book. Pupils in Year 3 use a painting program to draw a portrait of their friend in the style of Andy Warhol. They also draw a garden habitat. They are making satisfactory progress but are not yet confidently using information technology. By the time they leave the school, they are becoming familiar with email and are good at using the computer to enter data about football teams, favourite subjects and their most popular food. They are developing a good technical vocabulary and know what a hyperlink is. However, at present, there is insufficient use made of information technology in other subject areas such as science and individual pupils do not get sufficient time on the computer each week.

23. Good use is made of an independent learning system, which takes place in an existing computer suite, housing eight computers. Eight pupils from a number of classes, including those with special educational needs, are withdrawn for lessons up to three times a week to do exercises at their own rate on English, spelling and mathematics. They enter their own name and number and work on shape, subtraction and simple data handling. According to their score, the next exercise will be easier or harder. Pupils work with great concentration and clearly enjoy trying to beat their own best score and looking at their progress report.

## **The foundation subjects**

24. The school has, quite correctly, concentrated its focus of attention on recent national initiatives, such as the National Literacy and Numeracy Strategies. They have both been very successfully implemented and are having a significant impact on standards of work throughout the school. The work in the foundation subjects is good, but does not reflect the standards that can be achieved by the pupils. The school has quite rightly identified this as an area for improvement in its school development plan.

25. All foundation subjects are planned for on a regular systematic basis, but the rigorous monitoring of teaching and learning carried out for English, mathematics and science has not yet been extended to other subjects. The senior management team recognises this as the way forward to increasing the standards and ensuring continuous progress in the development of basic skills in the foundation subjects.

26. Teaching was observed in design and technology, history, music and physical education. Year 6 pupils also attend once weekly lessons in conversational French. A scrutiny of wall displays and a discussion with pupils covered the remaining subjects. The school makes excellent use of visitors and visits to the school to support their teaching of the foundation subjects. They are adept at making learning interesting and memorable. Teachers make history come alive. Reception pupils sat spellbound listening to their teacher and a 'grandmother' visitor talking about their childhood. The

pupils experienced picking up sugar cubes with sugar tongs and looking at 'brown' photographs of schools many years ago.

27. In design and technology, pupils have the opportunity to knit squares in plain stitch eventually to be joined into a blanket which will go to charity. Boys and girls thoroughly enjoyed the activity and took enormous pride in describing the knitting process. In physical education, the coach employed by the school enhances the provision. A music specialist provides pupils with an excellent role model when he plays to the Nursery for musical appreciation and listening skills. Pupils in classes 3, 4 and 5 use Fred Bear to learn geography. He is a most fortunate fellow as he can creep into suitcases and be taken on holidays from Northern Ireland to New Zealand. Whenever he stops, he sends a postcard and his journeys are carefully charted by pupils and teachers. Art work is enhanced with visits to various galleries, which are organised by a parent. Pupils recall with delight a visit to the Tate Gallery to study the sculptures, and on their return to school, they become sculptors themselves.

28. The school has wisely chosen to concentrate firstly on developing skills in the core subjects so that pupils' skills and knowledge could be transferred to other subjects in the future. The school now has the advantage of pupils who are totally committed to all aspects of the work and who are determined and can be relied upon to work well on all curricular subjects.

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

29. The school should proceed as planned with all developments relating to:

- (1) information technology (paragraphs 21-23)
- (2) the foundation subjects (paragraphs 24-28)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	16

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
31	42	23	4	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*

<b>Pupils on the school's roll</b>	Nursery	YR -Y6Y
Number of pupils on the school's roll (FTE for part-time pupils)	17	312
Number of full-time pupils eligible for free school meals		104

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR -Y6Y
Number of pupils with statements of special educational needs	1	0
Number of pupils on the school's special educational needs register	3	47

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	111

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	6

### *Attendance*

<b>Authorised absence</b>	%
School data	4.9
National comparative data	5.4

<b>Unauthorised absence</b>	%
School data	0
National comparative data	0.5

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



*Attainment at the end of Key Stage 1*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	23	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	22	24
	Girls	22	22	23
	Total	46	44	47
Percentage of pupils at NC level 2 or above	School	98 (98)	94 (93)	100 (98)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	23
	Girls	22	22	23
	Total	45	46	46
Percentage of pupils at NC level 2 or above	School	96 (95)	98 (98)	98 (96)
	National	82 (80)	86 (84)	87 (85)

*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	23	18	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	20	23
	Girls	18	18	18
	Total	39	38	41
Percentage of pupils at NC level 4 or above	School	95 (83)	93 (71)	100 (89)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	22
	Girls	18	18	18
	Total	38	38	40
Percentage of pupils at NC level 4 or above	School	93 (93)	93 (93)	98 (98)
	National	68 (65)	69 (65)	75 (71)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	30
Black – African heritage	48
Black – other	19
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	150
Any other minority ethnic group	12

*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)	14.8
Number of pupils per qualified teacher	26
Average class size	28

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

Total number of education support staff	7
Total aggregate hours worked per week	130

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17

Total number of education support staff	3
Total aggregate hours worked per week	32

Number of pupils per FTE adult	7
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	938,495
Total expenditure	947,842
Expenditure per pupil	2,788
Balance brought forward from previous year	65,280
Balance carried forward to next year	55,933

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

**Questionnaire return rate**

Number of questionnaires sent out	329
Number of questionnaires returned	185

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	18	1	0	0
My child is making good progress in school.	75	22	3	0	1
Behaviour in the school is good.	81	19	1	0	0
My child gets the right amount of work to do at home.	52	32	6	4	4
The teaching is good.	81	18	1	0	1
I am kept well informed about how my child is getting on.	73	21	4	1	1
I would feel comfortable about approaching the school with questions or a problem.	83	14	1	1	1
The school expects my child to work hard and achieve his or her best.	89	9	0	0	2
The school works closely with parents.	70	25	3	0	2
The school is well led and managed.	85	15	0	0	1
The school is helping my child become mature and responsible.	75	24	0	0	2
The school provides an interesting range of activities outside lessons.	48	28	9	3	12