

# INSPECTION REPORT

## SACRED HEART RC PRIMARY SCHOOL

Middlesbrough

LEA area: Middlesbrough

Unique reference number: 111714

Head teacher: Mr N A Turnbull

Reporting inspector: Miss W L R Hunter  
3277

Dates of inspection: 14 – 15 June 2000

Inspection number: 190068

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
Gender of pupils:	Mixed
School address:	Ayresome Street Middlesbrough
Postcode:	TS1 4NP
Telephone number:	01642 816083
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend Father D Turnham
Date of previous inspection:	October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is very close to the centre of Middlesbrough in an ever changing area with a reducing population. Levels of unemployment are much higher than the national average, and there are high numbers of single parent families. The school is undergoing an extensive building programme that is causing disruption to many classes, especially the nursery and reception classes. The vast majority of pupils in the school are from the Catholic parishes of Sacred Heart, St Patrick's and Our Lady of Perpetual Help. There are few pupils from minority ethnic backgrounds and none for whom English is an additional language. Mobility among pupils is becoming a feature of the school, especially pupils transferring out of the school before completing their education. There are 245 pupils in the school and a further 39 children attending the nursery on a part-time basis. Just under a third of the pupils are eligible for free school meals – this is above the national average. Forty two pupils have been identified with special educational needs, but only one pupil has a statement of special educational need.

When children start in the nursery, their attainment is below the levels expected of typical three and four year olds. They have limited language skills and are shy to speak or often have difficulty making themselves understood. Children's personal and social skills are also depressed when they start at the school.

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

The school provides a sound quality of education in a safe and caring environment. It promotes high standards of personal development with the result that pupils have very good attitudes and relationships. Standards of work are satisfactory. Pupils are prepared well, and subsequently perform well in the national tests for 11 year olds. The school has been managed particularly well through a recent difficult period of building work that has caused significant disruption. It gives satisfactory value for money.

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

- Teaching is consistently good in the nursery, reception classes and Year 1. This gives children a good start to their education.
- Moral and social development is promoted well. As a result, pupils have very good attitudes, behaviour and relationships.
- The school achieves high standards in the national tests for 11 year olds.

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

- Standards in information technology are low.
- Standards in writing could be higher.
- Teachers' planning is too general and does not make enough use of the results of their assessments.
- It is unclear where the leadership and educational direction for the school will come from following the imminent retirement of the head teacher.

*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 October 1996. At this time, physical education was criticised and the nursery building was deemed unsatisfactory. A new nursery is currently being built but this is still under construction – it is not possible to judge the impact this will have on the quality of nursery education in the school. There is no field and very limited outdoor space. The hall is currently being

used for the nursery class because of the building work that is taking place. Although physical education is still being taught, when weather permits, it is not possible to judge how far the school has improved in this area.

The school has made satisfactory progress against the other two previous key issues by putting appropriate systems and procedures in place, although the full impact of these has not yet been seen. Staff have agreed systems for assessing and recording pupils' attainment and progress and have introduced this successfully in some subjects. The school is beginning to use assessment with a view to setting targets but the information gathered during these assessments is not being used sufficiently well to build into teachers' planning of their lessons. The roles and responsibilities of the governors and senior staff have been clarified. They are now clearly defined but the effect of this is not yet clear. The school is in a state of flux – some new governors have recently been appointed and the head teacher is leaving in the very near future.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	C	C	B	well above average A above average B average C below average D well below average E
mathematics	A	C	B	A	
science	A	B	B	A	

The school prepares pupils well for the national tests for 11 year olds. As a result, pupils' performance for the last three years has been at least in line with national averages, and often better, in all three subjects. The trend in the school's performance has been broadly in line with the national trend. Appropriate targets have been set for future years. In 1999, the school's results were above the national averages in mathematics and science, and were close to the average in English. In the English and mathematics tests there was a very wide spread of results – a group of pupils did not reach anywhere near the level expected for their age but a greater proportion of pupils reached the higher levels than did nationally. From these tests, the school identified writing as an area for improvement. In the science test the school did well with nearly all pupils reaching the levels expected for their age. The school's performance appears better when compared to schools with a similar level of free school meals.

When children start at the school, their attainment is below the levels expected of typical three and four year olds. By the time they are five, children are working at the levels expected for their age. Despite the high performance in tests at the age of 11, there has been a downward trend in the school's results in the national tests for seven year olds over the past three years. This is particularly true in writing and mathematics. The school has identified the problem with writing and is working on this – teachers have not been giving pupils enough opportunities to write for different reasons, handwriting has not been taught systematically enough and pupils' spelling could be improved. It is unclear why the results in mathematics are declining. The quality of the teaching in the early years leading up to the tests is good. Pupils are reaching satisfactory standards of work in Key Stage 1 but they do not perform to the

same standard in the tests at the end of Year 2.

Standards in information technology are low. The school is in the last batch to receive national funding to improve this subject. It still does not have sufficient equipment to teach a suitable curriculum and many staff need training.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils pay good attention and are very keen to learn.
Behaviour, in and out of classrooms	Very good. Pupils respond positively to the school's expectations of good behaviour.
Personal development and relationships	Very good. Pupils listen to each other and work very well together.
Attendance	Satisfactory.

The school is very short of space and the current building work has exacerbated this – there is nowhere for pupils to go to “let off steam”. Despite this, they behave very well and move around the school with great care and consideration for others.

## 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 in Year 1	Satisfactory

*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.*

Fourteen lessons were seen. Teaching was satisfactory in 43 per cent of these lessons, good in 50 per cent and very good in the remaining 7 per cent of lessons. Teaching is good in the nursery, reception classes and Year 1. In these classes, teachers have high expectations of what they expect the children to achieve and strive to challenge and inspire them – children's learning is fun. Children learn well and rapidly pick up their basic skills of reading, writing and number work from a low base when they start in the school. Teaching is satisfactory from Year 2 onwards. Teachers meet the needs of their pupils, who continue to build steadily on their learning as they grow older, but pupils are not always challenged as well as they could be. Teachers do not identify clear enough objectives for their lessons or make sufficient use of the results of their assessments to target the work of pupils even more effectively – some tend to rely too heavily on their “experience” as teachers.

Mathematics is taught well, particularly in the early years. Teachers are confident and comfortable with this subject. English is also taught well although some teachers are not as comfortable with the structure of the literacy hour as they are with their numeracy work. Many teachers lack the knowledge and skills they need to teach information technology effectively – they know this and have plans to attend suitable training when the money becomes available.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory although the full information technology requirements are not being taught to older pupils.
Provision for pupils with special educational needs	Satisfactory. The school now identifies pupils at an earlier age than before and is making suitable provision for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for spiritual and social development is good. Cultural development is satisfactory. Moral development is very good.
How well the school cares for its pupils	The school has a strong caring feel about it. Procedures for welfare are satisfactory.

The school has placed a strong emphasis on ensuring the safety and welfare of the pupils during the current building work. This disruption has affected many areas of school life but the impact has been minimised by careful management and planning. For example, the nursery has been re-housed in the hall and has been made into a well organised and comfortable environment for the youngest children. The school's strong provision for moral development underpins the very good attitudes, behaviour and relationships that pupils develop from an early age. The provision for social development is a strength in the early years and Year 1 where good teaching actively encourages children to work independently, to think and learn for themselves and to co-operate with each other.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory. There is a divide among the staff, based on the age range they teach. The head teacher manages this situation very well by a "softly softly" approach, but this has resulted in slow progress in some developments. Co-ordinators of key subjects are beginning to establish themselves and to monitor their areas of responsibility.
How well the governors fulfil their responsibilities	Governors are keen and supportive, but they do not have a sufficiently clear picture of the long term educational direction of the school and are not sufficiently involved in preparing the school development plan.
The school's evaluation of its performance	Satisfactory. The school's performance in the national tests has been analysed and compared against other schools. Targets have been set for future years and areas for improvement (such as writing) have been identified.
The strategic use of resources	Satisfactory. Many staff have been at the school for a long time and some have little experience of work in other schools. The school's budget is tight but is managed effectively.

The head teacher is providing secure leadership and management for the school, but his planned retirement has meant that some decisions and developments have been put "on hold". Other senior staff

understand their roles and responsibilities, but the established practices and long service of many of the school's staff sometimes affects the pace and effectiveness of some developments. The school development plan is too bulky and unwieldy to provide a clear picture of the school's main priorities. The school is in a transition stage in its management – it is unclear what steps the governors will be taking in order to maintain a clear educational direction in the immediate future. The school currently gives satisfactory 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>• Their children like school.</li> <li>• The teaching is good and their children make good progress.</li> <li>• Behaviour is good.</li> <li>• They feel comfortable approaching the school and asking questions.</li> <li>• Their children are expected to work hard and try their best.</li> <li>• The school is well led and managed.</li> <li>• The school is helping their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• More opportunities for sport.</li> </ul>

Parents are very positive in their views. They are right to say that the school helps their children to become mature and responsible – this shows in the very good behaviour of pupils and their positive attitudes to their work. The school has good relationships with parents. Inspectors judged that teaching was good in some classes and satisfactory elsewhere in the school. Similarly, pupils' progress was good in some year groups and satisfactory in others. The school is being led and managed effectively by the current head teacher. The school does not have the facilities to offer a range of sports or extra-curricular sporting activities – it does its best with the limited opportunities available.

## **PART B: COMMENTARY**

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

**Teaching is consistently good in the nursery, reception classes and Year 1. This gives children a good start to their education.**

1 In these classes, teachers make learning fun. They have very good relationships with their classes and use humour and questions particularly well to hold children's attention and keep them motivated. This works especially well in the nursery and reception classes, where the noise of building work often threatens to intrude on lessons. For instance, in the nursery, the teacher deliberately put numbers in the wrong order on her "washing line" as she pretended to tidy away – this caused great hilarity and meant that the children were so engrossed in sorting out the numbers they were not distracted by the background building noise. In a mathematics lesson in reception, the teacher used a similar technique when putting numbers up to 100 back onto a board, but she also used very carefully phrased questions to probe children's understanding of number sequences and positions. For instance, having asked children which numbers came "before" and "after" 33, she moved onto talking about "one less than" and "one more than", before starting to look at the effect the value of different tens and units digits had on the position of a number on the board. This lesson was particularly successful because the teacher held children's attention for nearly 40 minutes by her careful and challenging questioning and mix of interesting activities. For instance, children were given a "2" and a "7" then asked to make two 2-digit numbers (i.e. 27 and 72) then explain which was the biggest and why. The children thoroughly enjoyed this lesson and were working at levels beyond what is expected for their age.

2 Teachers have high expectations of what they want children to achieve, and they challenge them to work hard and reach these goals. For example, in the mental warm-up part of a mathematics lesson in reception, the teacher expected the children to be able to explain how they had reached their answers and how else they could have achieved the same result. This worked very well because the children were enthusiastic about their work and keen to succeed. In a literacy lesson in Year 1, the teacher challenged the class well by choosing spellings that they had experienced difficulties with in the past and moved them on to try more difficult words such as "flexible".

3 Teachers make good use of resources to support children's learning. For example, when some children experienced difficulty holding their pencils to draw the letter "c" in the nursery, the teacher moved them on to a sheet of paper stuck on the wall and gave them a marker pen. In the Year 1 literacy lesson, pupils were given whiteboards to record their spellings and had access to a good range of dictionaries.

4 The teaching in the early part of the school provides children with a good start to their education. It captures their interest and makes them keen to learn.

**Moral and social development is promoted well. As a result, pupils have very good attitudes, behaviour and relationships.**

5 The school has a calm feel about it that stems from the underlying expectation that pupils will do their best and look after each other. Pupils respond well to this – they behave very well and there is a strong "family" feeling in the school.

6 From their earliest days in the nursery, children are taught the difference between right and wrong and are expected to be polite, considerate and caring. For example, during a game of "pass the parcel" to celebrate a child's birthday, the teacher took time to explain why it was important to pass the parcel carefully to the next person as quickly as possible, rather than holding on to it in the hope of

winning the prize. When the children responded well and did this, they were rewarded by a prize that was shared among the whole class.

7 Pupils have very good attitudes and thoroughly enjoy coming to school. They are willing to learn and are keen to please their teachers. For example, in a literacy lesson in the mixed Year 3 and 4 class, pupils settled very well to their task of working together to read an extract from “The Chase” then write their own “suspense” story. In a music lesson in Year 5, pupils tried hard to sing without accompaniment, despite lacking the skills to stay in time and hit the right pitch. In fact, in this lesson, pupils showed good maturity by demonstrating respect for their classmates’ contributions – even though they were not particularly good.

8 Pupils behave very well. Due to the current building work, there is limited space available for them inside the school, and sections of the outdoor area are out of bounds. Despite this, pupils of all ages mix and play well together.

### **The school achieves high standards in the national tests for 11 year olds.**

9 For the past three years, the school’s results have been at least in line with national averages, and often better, in the tests in English, mathematics and science. The school is performing better than the national picture because pupils are being carefully and effectively prepared to sit the tests in Year 6. There is a strong programme of revision and homework that prepares pupils for the type and style of question to expect, and they are given extra work in the “weaker” areas that are identified by sitting previous year’s papers. This systematic approach clearly works and contributes to the school’s continuing performance.

10 In 1999, the school’s results in English were close to the national average, but when compared to schools with a similar proportion of pupils taking free school meals, these results were above average. Similarly, the school’s results in mathematics and science were above the national average, but were well above the average for similar schools.

### **WHAT COULD BE IMPROVED**

#### **Standards in information technology are low.**

11 The school has recognised information technology is an area needing improvement and development. A new co-ordinator has recently been appointed – she is very enthusiastic and has a good understanding of precisely what needs to be done to raise standards in this subject. Staff are pulling together and acknowledging that they need training to help build their own skills and confidence before they can teach information technology effectively to the pupils.

12 The school is in the last batch to receive national funding to support the purchase of new computers and training for staff. This has affected the range and quality of the resources available for this subject, although parents have been very supportive and have recently purchased some new computers. As a result, the school has not been able to give pupils the full range of experiences they should have had. By the time they leave the school at age 11, pupils’ skills are under-developed and they have limited knowledge about the use of computers for combining different types of information, handling information or sensing, monitoring and controlling the physical environment.

### **Standards in writing could be higher.**

13 The school has analysed the results of national tests and has already identified that writing is an area for development.

14 Pupils do not get sufficient opportunities to write for different reasons in many classes. As a result, they are not as confident or used to writing extended pieces of text as they should be. By the end of Year 2, pupils tend to write in incomplete sentences – their punctuation is erratic and their spelling is poor. For example, a higher attaining pupil could not place the full stop in the right position to make a sentence and regularly wrote “I” as a lower case letter. Pupils struggle with their spelling of simple words and cannot use word books or dictionaries effectively to correct or check their spellings.

15 Pupils do not get sufficient regular practice at handwriting. As a result, by the end of Year 6, their handwriting is joined but is still not set out as well as it should be. Older pupils have recently started to write for a broader range of purposes, such as recipes and spells linked to their study of Macbeth, note-taking, letters, poetry and stories. They generally organise and set out their writing well using paragraphs and punctuation, including question marks and speech marks to good effect, but their spelling is still weak – for instance, “choclote” (chocolate), “boared” (bored) and “befor” (before).

### **Teachers’ planning is too general and does not make enough use of the results of their assessments.**

16 Pupils make relatively steady progress throughout the school but, in the lessons where teachers plan specifically and precisely, pupils’ progress is better. For example, in a Year 1 literacy lesson where the teacher planned clear learning objectives for different groups in the class, then used these to explain what each group had to do and why. In this lesson, the quality of the teacher’s planning focussed the lesson well and had a positive influence on pupils’ learning and their understanding of what they were being asked to do.

17 Teachers plan their literacy and numeracy lessons by referring to the guidance supplied with these national initiatives. They plan these lessons better than others because they use a standard approach where they try to identify the objective for each lesson. However, there is still some confusion about the difference between the teaching objective for a lesson (what is to be taught) and the outcome in terms of what pupils should have learnt. As a result, teachers’ planning tends to be too broad and vague – it focuses too heavily on a list of activities and does not pay sufficient attention to the knowledge and skills that pupils should develop or indicate whether this has actually happened. Consequently, teachers are not always planning in sufficient detail to be able to identify whether pupils have learnt what they were supposed to.

18 Many teachers rely too heavily on their experience rather than planning their lessons clearly and precisely. Consequently, teachers are tending to hold too much information in their heads and use their knowledge of the individual pupils as the base for their work rather than the results of specific assessments that indicate what pupils actually know and can do. As a result, the pace of some lessons slows too much when work is not matched as accurately as it could be to the different groups of pupils. For instance, this happened during a mathematics lesson in Year 2 where the teacher’s questioning went on too long and was not pitched at an appropriate level for some of the class. Even in the classes where the teaching is consistently good, the planning could be improved. For example, the planning for children under five in the nursery is quite woolly. It gives a clear picture of the different activities that children will be offered but does not pay sufficient attention to the use of assessments or how the results of these will be used to build on the previous work of individual children although, again, the teacher’s knowledge and experience compensates for this to a certain degree.

### **It is unclear where the leadership and educational direction for the school will come from following the imminent retirement of the head teacher.**

19 The head teacher has steered the school successfully through a period of intense turbulence and change. For instance, extensive demolition and construction work took place adjacent to the school to replace Middlesbrough Football Stadium with a housing development. This was followed closely by a complete refurbishment of the school, during which time the staff and pupils had to move out and use part of a neighbouring school's building. There is now a further building programme taking place to replace the nursery and canteen. All these situations have been managed well to minimise disruption to children's education.

20 The head teacher has also managed a difficult staffing situation effectively, although his "softly softly" approach has meant that the pace of some developments has been slower than it should have been. The majority of staff have been at the school for a long time and have little or no experience of working anywhere else. Although staff have accepted the recent changes in education, such as the introduction of literacy and numeracy, they have not been as receptive as they could have been in the past. For example, the literacy hour took longer to establish in some classes than it should have done. The staff are divided depending on the age range that they teach and this has been compounded by a geographical split with the classes organised on two floors of the building. Consequently, co-ordinators based in one key stage have struggled to have the impact they should when working with staff from the other key stage. For instance, this slowed the initial implementation of the literacy hour in some classes, although this has now been resolved. The situation has started to change with the introduction of new developments in information technology – staff have come together as a group to realise that they need help with this subject and to support the co-ordinator's efforts. However, the underlying issues among staff still remain and require careful handling to ensure that the school continues to move forward at a suitable pace.

21 The head teacher is retiring at the end of this academic year. There is no replacement at present and the deputy head teacher is unlikely to assume an "acting" role. Governors are acutely aware of the need to have a long term view of how the school needs to develop, but they are not yet achieving this themselves. They do not feed into, or influence, the priorities in the school development plan and few governors have sufficient insight into how effectively the school is working to be able to make informed decisions at this stage. The chair of governors has a clear understanding of the school's needs and is working well with the outgoing head teacher to retain some balance during this period of change and uncertainty. Nevertheless, it is not clear how the school will proceed in setting its future educational direction and what strategies will be put into place to ensure that the school continues to be soundly managed.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22 The head teacher, staff and governors should:

(a) Set a clear educational direction for the future development of the school.

- Governors need to establish a long term strategic view of how they want the school to develop.
- The school development plan needs to be simplified and restructured to provide concise and precise targets against which the school can measure its future developments.
- Governors need to make a greater contribution to the priorities set in the school development plan, and to monitoring the school's progress towards these areas.  
(Paragraphs 19 – 21)

(b) Raise standards in information technology, by:

- Improving the range and quantity of equipment available.
- Training teachers to improve their knowledge and confidence.
- Developing a scheme of work to teach the full National Curriculum requirements in this subject.
- Planning to teach pupils the specific skills they need to be able to use information technology effectively through their work in other subjects.  
(Paragraphs 11 – 12)

(c) Raise standards in writing, by:

- Systematically teaching handwriting skills.
- Improving pupils' spelling.
- Giving pupils a broader range of reasons for writing in all classes.  
(Paragraphs 13 – 15)

(d) Increase the rate of pupils' progress in lessons by tightening up teachers' planning and use of assessment information, by:

- Being more precise when identifying what teachers expect pupils to learn in their lessons.
- Identifying opportunities to assess and evaluate whether pupils have learnt what was intended in each lesson or sequence of lessons.
- Making use of the results of these assessments to help teachers to plan work that builds on what pupils already know.  
(Paragraphs 16 – 18)

The school has already identified issues (b), (c) and (d) as areas for improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	25

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	50	43	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	247
Number of full-time pupils eligible for free school meals	0	74

*FTE means full-time equivalent.*

<b>Special educational needs</b>	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	42

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<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	10
Pupils who left the school other than at the usual time of leaving	24

### *Attendance*

#### **Authorised absence**

	%
School data	6.2
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.7
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	17	25	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	11	11
	Girls	22	20	22
	Total	36	31	33
Percentage of pupils at NC level 2 or above	School	86% (95%)	74% (88%)	79% (75%)
	National	82% (80%)	83% (81%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	15
	Girls	22	23	22
	Total	34	37	37
Percentage of pupils at NC level 2 or above	School	81% (98%)	88% (100%)	88% (not available)
	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	16	11	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	13	14
	Girls	10	11	11
	Total	19	24	25
Percentage of pupils at NC level 4 or above	School	70% (79%)	89% (67%)	93% (82%)
	National	70% (65%)	69% (59%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	12
	Girls	9	9	10
	Total	18	18	22
Percentage of pupils at NC level 4 or above	School	67% (70%)	67% (73%)	81% (85%)
	National	68% (65%)	69% (65%)	75% (72%)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	4
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	240
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	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)	10
Number of pupils per qualified teacher	24.7
Average class size	27.4

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

Total number of education support staff	2
Total aggregate hours worked per week	50

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

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	20

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

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999 – 2000
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	£
Total income	397,545
Total expenditure	396,906
Expenditure per pupil	1,454
Balance brought forward from previous year	930
Balance carried forward to next year	1,569

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

**Questionnaire return rate**

Number of questionnaires sent out	284
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.	52	39	6	3	0
My child is making good progress in school.	49	49	1	1	0
Behaviour in the school is good.	47	50	2	1	0
My child gets the right amount of work to do at home.	34	48	14	2	1
The teaching is good.	56	39	2	1	2
I am kept well informed about how my child is getting on.	45	45	10	1	0
I would feel comfortable about approaching the school with questions or a problem.	61	35	3	1	0
The school expects my child to work hard and achieve his or her best.	74	25	0	0	1
The school works closely with parents.	40	44	13	1	2
The school is well led and managed.	55	41	2	0	2
The school is helping my child become mature and responsible.	48	45	1	1	4
The school provides an interesting range of activities outside lessons.	14	30	23	22	11