

# INSPECTION REPORT

**STAR OF THE SEA Roman Catholic (Aided)  
PRIMARY SCHOOL**

Whitley Bay

LEA area: North Tyneside

Unique reference number: 108622

Headteacher: Mr Michael Willcock

Reporting inspector: Mrs Fran Gillam  
21498

Dates of inspection: 19<sup>th</sup> – 20<sup>th</sup> June 2000

Inspection number: 190607

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: 4-11 years

Gender of pupils: Mixed

School address: Arcot Avenue  
Whitley Bay  
Tyne and Wear

Postcode: NE25 9DY

Telephone number: 0191 200 8728

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Peter Nesbitt

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**

Star of the Sea Roman Catholic Aided School is bigger than most primaries and caters for boys and girls aged from four to 11 years old. There are 310 pupils on roll. Children under five years are taught in the two reception classes. At the time of the inspection 11 children had not yet reached their fifth birthday. The children's attainment when they start school is broadly average in reading and number. Many start school with well developed skills of listening, concentrating and getting on with each other. Almost all families place a high value on education. There are three pupils who arrived at the school speaking little English (1% slightly higher than in most schools); they are of Black African heritage. The percentage of pupils on the school's special educational needs register is well below average (6.2%) and one pupil has a statement of special educational need. The pupils come from a range of social and economic backgrounds, mainly from the two parishes of St Edward, Whitley Bay and the Immaculate Heart of Mary, West Monkseaton. The number of pupils entitled to free school meals is well below the national average (3.8%)

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

Star of the Sea is an effective school because pupils achieve high standards in their work by the age of 11 years and the school is effectively led and managed by its senior managers and governors. They share a common goal to improve further and understand the challenges facing them. This provides staff with a clear understanding of what is expected from them and because of this they work together well. Much of the teaching in literacy and numeracy is of a high standard, pupils want to learn because lessons are often exciting and because they know what they are learning and why. This provides a positive atmosphere for learning, which contributes well to the standards pupils achieve. By the age of 11 years, pupils have made good gains in their skills knowledge and understanding in literacy and numeracy. The school has less than most other schools to spend on each pupil but maintains high standards; it provides good value for money.

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

- Standards are high in English and mathematics by the age of 11 years because the teaching of literacy and numeracy is effective.
- The pupils are eager to come to school and work hard because they are interested in the work and keen to improve.
- Leadership and management give clear purpose to the work of the school this builds strong teamwork between staff, and ensures governors are well informed.
- The pupils are mature and responsible and get on very well together because the school provides very good opportunities for their personal development.

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

- The systems for identifying what works well in teaching and what needs further improvement.
- The teachers' marking does not always give the pupils clear guidance on how to improve.

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

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

There has been good improvement since the last inspection in October 1996. Standards by the age of 11 years have been maintained in English, mathematics and science over the past four years. There is now more involvement by the governing body in managing the school. Good progress had been made in forming a governing body that has a clear committee structure for making decisions. They understand the challenges facing the school through the priorities for development identified in the school development plan and through effective communication with the headteacher. The school development plan is now a more useful tool and gives clear direction to the work of senior managers, governors, subject managers and other staff. Teachers' planning for literacy and numeracy is good because it meets the differing needs of pupils. Pupils benefit from the improvements made in how well teachers plan and their understanding of what they want the pupils to learn. Teachers achieve this by working closely together and making effective use of the guidance for teaching, for example, in mathematics. This ensures that pupils have a range of activities that builds on what they have been taught before and reflects in the high standards by the age of 11 years. Senior managers have reorganised the time given to teaching each subject and this ensures that the essential skills of literacy and numeracy are given enough prominence whilst maintaining a rich and varied diet of, for example, history and physical education. There has not been enough improvement in the evaluation of teaching. This is because it has not been systematic enough to precisely identify what is working well and what needs to be improved in teaching, particularly for individual teachers.

### **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	A	A*	A	A	well above average A above average B average C below average D well below average E
mathematics	A	A*	A*	A	
science	B	A*	A	A	

The school's performance in mathematics is in the highest five per cent of schools nationally. Standards in English and science are well above the national average. When the school's performance is compared to similar schools, they do very well; by comparison their standards in all three subjects are well above average. In lessons, pupils in Year 6 solve mathematical problems quickly and accurately. They often work with large numbers, in their heads, adding, subtracting, multiplying and dividing them confidently and correctly. Numerical skills and their mathematical knowledge of, for example, angles, aids their understanding of how time zones are calculated supporting their work in geography successfully. Pupils read and study a rich and varied selection of stories and novels. Their writing is interesting because they draw good ideas from what they have read; using lively words which capture the interest of the reader. They also have a clear understanding of how to plan a piece of writing so that the story unfolds, introducing characters carefully, building suspense and ending with the reader wanting to know what will happen next. The good features of writing and their ability to read and draw the main points from text are evident in their work in other subjects, such as history and science. The targets the school has set for 2001 and 2002 are based upon the careful analysis of test results. They are challenging and set to maintain the high standards the school has achieved in previous years.

In the 1999 tests, standards in writing were well above the national average by the age of seven years, and in line with the national average in reading and mathematics. The standards were disappointing by comparison with similar schools, in reading and mathematics, because, whilst almost all pupils achieved the level expected for their age, not enough pupils attained the higher levels in the tests. This year the school has improved pupils' performance in both reading and mathematics and standards are now high enough. By the age of five years, standards are high in children's mathematical, language and personal and social development. The children's keen interest in school and their thirst for knowledge supports teaching and makes an effective atmosphere for learning. The children get an effective start to their education and this contributes substantially to the high standards the school achieves.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good - Pupils work hard when they come to school, they show great enjoyment in what they are doing and almost all concentrate well in lessons.
Behaviour, in and out of classrooms	Very good - In lessons and around the school there is a calm and friendly atmosphere. This is because pupils behave very well and have a high level of care for each other.
Personal development and relationships	Excellent – relationships are strong and built upon mutual trust and respect. Younger pupils, and those new to the school, settle quickly and happily because the 'Buddy' system ensures that they are cared for effectively. Older pupils take on responsibility willingly.
Attendance	Very good – the attendance rate is consistently above 95 per cent and pupils love coming to school.

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	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.*

Teaching was satisfactory or better in 100 per cent of lessons. Seventy-eight per cent of lessons were good, 36 per cent were very good or better and 22 per cent were excellent. The teaching of numeracy and literacy is good because teachers have a secure understanding of the skills pupils must learn, and explain, for example, grammatical and mathematical terms to pupils in clear and informative lessons. In Year 6, teaching is outstanding because teachers challenge the pupils to think hard, to explain their answers and to use their time wisely. Pupils take on new learning quickly because teachers share with pupils what they want them to learn. Teachers capture pupils' interest with lively introductions and build effectively on what the pupils already know making good use of time in lessons. Younger pupils have the confidence to ask questions because they know their ideas will be welcomed. Older pupils express themselves clearly in discussions and teachers' questioning makes sure that all pupils have the chance to take part. This is particularly effective in meeting the differing needs of all pupils. Teachers appreciate the effort pupils put into their work. On more than one occasion teachers expressed how privileged they feel to teach the children at Star of the Sea. Their appreciation shows in the care and attention they take in showing pupils' work in displays and the praise they give them for their efforts. This builds excellent relationships between teachers and pupils and supports the effective climate for learning. The small number of lessons that were satisfactory had some shortcomings in how group work was taught in the literacy and numeracy hours. Sometimes, questioning does not involve pupils sufficiently well, pupils are not always clear about what they are expected to do or the independent work keeps pupils 'busy' rather than extending their learning. These in themselves are not enough to slow learning significantly but do show a difference in the skills of some teachers compared to others. The methods for evaluating teaching are not precise enough, as yet, to identify these small weaknesses in teaching. Teachers mark pupils' work regularly. However, they offer too few written comments about how well pupils are doing and what they need to do to improve further.

## OTHER ASPECTS OF THE SCHOOL

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good - The activities that teachers plan are exciting; they interest and motivate the pupils. The curriculum provides a rich and varied diet, and activities outside normal lessons develop skills and knowledge further, for example, in sports and music.
Provision for pupils with special educational needs	Good – pupils with special educational needs are fully involved in lessons because support assistants help them successfully. There are very good links with support services outside school, which provide useful guidance and help for teaching.
Provision for pupils with English as an additional language	Good – pupils who do not speak English as the first language in the home receive effective support. They have made good progress since starting at the school and perform as well, or better, than expected for their age.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good – the pupils want to behave well because the school develops in pupils a strong sense of the difference between right and wrong. It does this through the lessons it teaches, in the positive way pupils are treated by adults and the way in which it celebrates the pupils' achievements.
How well the school cares for its pupils	Good – there is a high level of care, which parents appreciate. The tracking of pupils' progress provides a secure view of how well individuals are doing.

There is a strong sense of 'togetherness', reflecting the Christian nature of the school and pupils successfully learn to respect and value others from different cultures and backgrounds

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good – there is effective communication between senior managers, the staff and governors. This sharing of information gives all people, working with the school, a common goal for which to strive and fosters good teamwork.
How well the governors fulfil their responsibilities	Good – the governors have worked hard since being newly brought together in September 1999. They support the work of the school effectively because they are well informed and committed to raising standards.
The school's evaluation of its performance	Satisfactory - There is some effective analysis of how well pupils are doing in the national tests by the age of 11 years. However, the evaluation of what works well in teaching is not yet used to help teaching improve to the level of the best.
The strategic use of resources	Good – funding is directed well to support pupils' learning and resources are suitable in range and quality to aid teaching and learning.

The governors and senior managers seek best value for money by carefully considering how funds have been and should be spent. They ensure that they have a range of options to choose from before deciding, for example, on which resources to purchase.

## 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>• The good teaching</li> <li>• The way the school is helping their children to become mature and sensible.</li> <li>• The way the school expects their children to work hard and do their best.</li> <li>• The good progress their children are making.</li> <li>• Their children enjoy coming to school.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> </ul>

The parents are delighted with the school and the education it gives their children. The inspection team supports the positive views of parents. The school offers a wide and interesting range of activities outside lessons, including residential visits. The inspection team does not agree with the parents who felt that the range of activities outside lessons could be improved. The school has an excellent partnership with its parents and because of this parents play an active part in the education of their children.

## **PART B: COMMENTARY**

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

**Standards are high in English and mathematics by the age of 11 years because the teaching of literacy and numeracy is effective.**

1. Throughout the school teachers have a secure understanding of how to teach the basic skills of literacy and numeracy. Pupils use correct grammatical and mathematical terms because teachers explain their meanings carefully. In discussions, and throughout lessons, teachers are adept at using examples that strengthen pupils' understanding and consolidate their learning. In literacy, the benefits of this are evident in pupils' reading and writing. Teachers encourage younger pupils to notice how writers use bold type and capital letters to emphasise important points and exclamations. Pupils use these ideas in their writing to capture the reader's notice and enliven their stories. Brighter pupils, by the age of seven, use speech marks correctly to show when characters are talking because teachers draw their attention to this in shared reading activities; encouraging pupils to use the correct punctuation in their writing. By the end of Key Stage 1, almost all pupils use capital letters and full stops correctly. Their spelling of frequently used words are correct and brighter pupils make good attempts to spell unfamiliar words independently.
2. Pupils continue to extend and develop their literacy skills in Key Stage 2 because teachers' planning ensures that activities build successfully on their previous learning. Most pupils have made good progress, particularly in the quality and range of their writing. The pupils in Years 5 and 6 have completed an impressive range of high quality writing since September. Their work is beautifully presented and shows a high level of care and grammatical skill. This is because teachers have high expectations of what pupils can achieve. Teachers' planning is successful because it provides well-structured activities that develop themes such as story writing effectively. In one lesson, the pupils compare different writers and discuss their appeal to children. The pupils discuss the points that make these writers' books exciting because the teacher's questioning encourages them to think about the words the writers use, the scenes they set and how they develop the characters as the stories progress. The level of discussion is impressive and the pupils identify the characteristics of good story writing and use these to aid their own work. Pupils use terms such as 'theme' and 'setting' to describe the different qualities of the books they have read showing an excellent understanding of the characteristics of each writer. They discuss how they might adapt their ideas to write a story, for example, about conflict within a family. By the end of the lesson all the pupils have a plan for story, which provides a frame on which to develop their ideas further. They fully understand the need for a beginning that sets the scene, to build to a climax to capture the reader's interest and a conclusion to pull all the threads of the story together. For example, a brighter pupil explains 'there is a family of four, the older girl is a teenager who understands that her parents are splitting up, she blames her father and her schoolwork suffers.' The basis of the story is thought through and the pupil is well prepared to start writing. Many social and moral issues are raised and pupils discuss their own feelings and compare their own life with characters in the stories. The confidence and openness with which they discuss issues show a mature level of understanding and depth of feeling. The contribution to pupils' personal development is excellent. The standard of English in Year 6 is very high and reflects the outstanding quality of teaching and the excellent response pupils show in lessons.
3. The implementation of the numeracy strategy has been successful because teachers feel confident and pupils are making good progress in mathematics. From the early years through to Year 6 pupils are gaining a firm foundation in mathematics. By Year 6, this reflects in the high level of independence and the way pupils use their mathematical, skills, knowledge and understanding to solve problems. As in literacy, pupils have completed a good range of work over the year. The quality is high and the gains in learning, for almost all pupils, are good.

Pupils' mental skills are developing well. Pupils are devising different strategies to solve problems and noticing patterns in numbers to help them, for example, to approximate the next number in a sequence. There are outstanding features of teaching in Years 5 and 6, which have a significant impact on how well pupils learn. Lessons have a brisk pace, there are punchy introductions that take pupils over aspects that they will need to consider in the lesson and clear explanations to prepare pupils well so they know what they are expected to do. The relationships between teachers and pupils are impressive and because of this pupils work extremely hard.

**The pupils are eager to come to school and work hard because they are interested in the work and keen to improve.**

4. Almost all pupils have a thirst for knowledge and come to school to work hard because many parents have a high regard for education and instil in their children the importance of learning. The youngest children enjoy their work and have a lively interest in what they are learning. This gives them a flying start to their schooling and this firm basis for learning is further strengthened by the relationships they have with their teachers. In whole class discussions, they are developing a good understanding of the need to listen and can explain clearly why they must take turns or wait to be asked to contribute. This does not dampen their natural curiosity and liveliness but gives them a strong understanding of the need to respect and listen to others.
5. The pupils have a rich and varied diet both in school and in activities outside normal lessons. Teachers use the guidance for teaching different subjects sensibly, drawing on the parts that pupils need to consolidate and extend, and ensuring that pupils do not have activities that repeat earlier work. This ensures good progress over time and results in high standards. Teachers are adept at pulling aspects of different subjects together to give meaning to activities. For example, in Year 2 in science, the pupils learn about the lives of different animals and this knowledge is strengthened in the literacy hour when pupils read for information and identify key words all about animals. Literacy and numeracy skills are practised and used well across a range of subjects. The good quality features of writing in Key Stage 2 are evident in the way Year 6 pupils write accounts of life during the Second World War and their scientific observations. They use their numerical skills to measure and calculate distances and time in geography and record and analyse results in science.
6. Planning ensures that the differing needs of the pupils are catered for. Pupils with special educational needs have good support and because of this they are fully involved in lessons. The work planned for them allows them to make steady gains in their learning; building well on what they have learned before. Those pupils who arrived at the school speaking very little English are also fully involved in lessons, teachers encourage them in discussions by well focused questions and the one-to-one support they receive gives them the confidence to talk and offer their ideas. Their progress is good and they are achieving well for their age.
7. Throughout the school the staff value the efforts of the pupils, this builds in pupils the confidence to offer opinions and ask questions to clarify their thinking. In lessons, this results in lively dialogue and reflects in the high standards in speaking and listening by the age of 11 years. The pupils try hard because they know their teachers appreciate and will acknowledge their hard work. The school reflects the high value of pupils' work in the colourful displays in classrooms and corridors. This encourages pupils to take a pride in their work.
8. Many of the pupils concentrate well on their work and get fully involved in activities because lessons are interesting and often exciting. This means that lessons get off to a prompt start and no time is wasted in settling down to tasks. Most pupils can work on their own and enjoy the trust their teachers have in them. In group and independent activities, pupils reflect this trust by working quietly and purposefully. The pupils work hard and behave well because they want the praise of their teachers and to earn their respect. This has a significant effect on the

tone of lessons and the atmosphere within the school. The respect is mutual and teachers express how privileged they feel to teach the children who attend Star of the Sea.

9. The pupils' positive attitudes towards school and the rich and varied curriculum on offer contribute significantly to the high standards by Year 6 and the good progress pupils make.

**Leadership and management give clear purpose to the work of the school this builds strong teamwork between staff, and ensures governors are well informed.**

10. The headteacher is forward looking and has a clear idea of how well the school is doing. With the deputy headteacher he provides effective leadership and delegates responsibilities wisely, drawing on the subject expertise of colleagues successfully. Together they have a clear idea of which areas of the curriculum require development and focus support well through resources and training.
11. There is good communication with the staff and governors, which keeps them well informed and because of this they work together well and are fully involved in decision making. This results in a well-conceived plan for development to raise standards further. The plan is reviewed regularly and the success in meeting the priorities evaluated. For example, the headteacher correctly assesses that the additional information technology resources are being used well. This is evident in the way pupils use computers confidently to support their work in other subjects and the way the teachers plan their use in lessons.
12. The staff and governors share a common goal to improve. Through the development plan they understand the challenges facing the school and because of this they are clear about what needs to be done and what is required from them. This strengthens teamwork between the staff and develops a strong sense of partnership between senior managers and governors. Pupils' and parents' views are asked for and valued and parents are kept well informed about how well the school is doing and how this benefits their children. Parents are confident that their children are well cared for and taught effectively.
13. The governing body was newly convened in September 1999. They have worked extremely hard and established a clear committee structure for dealing with the management of the school. They support the headteacher and staff effectively because they listen, provide advice and help decision making by being fully involved and constructive. They have made good progress in a short time.

**The pupils are mature and responsible and get on very well together because the school provides very good opportunities for their personal development.**

14. From the start children have a clear understanding of the difference between right and wrong. The school develops this through their use of stories and examples, which show pupils that behaving well brings the rewards of the respect and love of others and the recognition of your efforts. The pupils behave very well because they value the respect they gain from the staff and their classmates. This shows when pupils are eager to offer their own ideas and talk about their work, safe in the knowledge that their friends will appreciate their efforts. They in turn gain pleasure from recognising the successes of their friends. This reflects in the high level of care in the school, the strong Christian ethos and the calm and friendly atmosphere. Pupils behave well in and around school because all staff have very high expectations of their behaviour.
15. Teaching encourages pupils to be independent and from an early age they are learning how to look after themselves, share equipment and tidy away at the end of lessons. Most children in the reception classes do this willingly with little prompting from adults. At times when they are expected to work with a partner or on their own, they manage well. For example, in numeracy when the teacher works with one group the remaining children work quickly and

accurately. They finish the work in the time allowed because they concentrate hard and because teaching ensures they know what they are expected to do. Throughout the school these positive features of pupils' personal skills are maintained and developed further. Pupils become involved in making decisions about, for example, playground games and how the wild garden area should be developed. Each class has representatives on the 'Healthy School Forum', they meet termly and these meetings give pupils the chance to voice their opinions. There is also a 'suggestion box' for pupils to put forward their feelings, confidentially. The box is emptied weekly and the contents considered and acted upon. Pupils feel this is a very effective way for them to voice their concerns but to also identify pupils for acts of kindness.

16. The school provides an effective system for supporting younger pupils and those new to the school. The 'Buddy' system promotes older pupils' personal skills very effectively because it gives them the responsibility to care for their younger school friends. To take part in the 'Buddy' system is recognised as a privilege by older pupils. They must apply for the responsibility and attend an interview where they explain why they want to be a 'Buddy' and what special features they have that suits them to the job. This helps them to realise that certain things need to be earned and gives them an early glimpse into the world of work after they finish their schooling! The 'Buddies' are available at break and lunchtimes to give comfort and advice. Younger pupils are well aware of the support they can get from the 'Buddies' and say this is one of the reasons they feel safe and happy in school.
17. Annual residential visits for pupils in Years 4,5 and 6 are also effective in promoting pupils' personal development because they give the chance for pupils to learn to play together effectively, fostering team spirit. Pupils also have the opportunity to take on responsibility as team leaders developing leadership skills successfully.

## **WHAT COULD BE IMPROVED**

### **The systems for identifying what works well in teaching and what needs further improvement.**

18. Whilst the teaching of literacy and numeracy has been monitored and evaluated this has focused mainly upon how well the strategies have been implemented. Not all teachers have had feedback on how to improve their teaching or have been set targets that can be measured. The school does not look closely enough at what works well in teaching and what is less successful by linking it, for example, to indicators such as trends in test results and the analysis of pupils' work, which would highlight strengths and weaknesses further.
19. The headteacher and senior managers are aware where the strengths and comparative weaknesses in teaching are but they do not know the precise reasons why some teaching is more successful. For example, the standards in English at the end of Key Stage 1 have fallen over the last three years because, whilst almost all pupils attained the level expected for their age in the tests, not as many pupils achieved the higher levels. The school is not clear about the reasons for this and has not fully investigated whether they are linked to teaching. Senior managers feel it is more to do with the different emphasis on reading since the introduction of the literacy strategy. During the two days of the inspection, in a small number of lessons, there were some shortcomings evident, for example, in the way teachers managed group work in both literacy and numeracy at the end of Key Stage 1 and in Key Stage 2. In the analysis of pupils' work, there were differences between classes in the emphasis teaching places upon pupils using their mathematical skills, knowledge and understanding to solve problems. Whilst these alone are not enough to slow pupils' progress significantly they indicate that teaching could be better and that teachers need more guidance in organising, for example, literacy and numeracy hours.

### **The teachers' marking does not always give the pupils clear guidance on how to improve.**

20. Teachers mark pupils' work regularly and in lessons give well directed praise for pupils' efforts. However, their written comments very rarely give pupils a clear indication of how well they have done and what they need to do to improve further. Valuable opportunities are missed for teachers to record pupils' achievement, indicate the context in which the work was completed and show whether the pupil needs to consolidate or move onto new learning. Not only could this provide an overview on pupils' progress it could also provide information for other adults working with the pupil.

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

To raise standards further the senior managers and governors should:

- (1) improve the quality of teaching to reflect what is best in the school by:
  - setting up a regular programme to evaluate what is working well and not so well in teaching;
  - ensuring that teachers receive feedback on what they are doing well and how they need to improve;
  - providing support for teachers, and monitoring and evaluating the success in further raising standards in teaching and learning .
  
- (2) improve the quality of marking by:
  - ensuring that teachers' written comments give pupils a clear indication of how well they have done and how they can improve their work further.

## 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	8

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
22	14	42	22			

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)	N/A	310
Number of full-time pupils eligible for free school meals	N/A	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	3.4
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	25	22	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	23	23
	Girls	22	22	22
	Total	46	45	45
Percentage of pupils at NC level 2 or above	School	96 (90)	96 (90)	96 (95)
	National	82 (81)	83 (81)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	23	23
	Girls	22	22	22
	Total	46	45	45
Percentage of pupils at NC level 2 or above	School	96 (93)	96 (90)	96 (95)
	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	21	26	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	20	21
	Girls	26	26	25
	Total	43	46	46
Percentage of pupils at NC level 4 or above	School	91 (91)	98 (86)	98 (98)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	21
	Girls	26	25	26
	Total	44	44	47
Percentage of pupils at NC level 4 or above	School	94 (95)	94 (90)	100 (98)
	National	68 (65)	69 (65)	75 (72)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	3
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	307
Any other minority ethnic group	

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

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

*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)	12.6
Number of pupils per qualified teacher	24.6
Average class size	28.2

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

Total number of education support staff	3
Total aggregate hours worked per week	85

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

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/99
	£
Total income	406784.00
Total expenditure	400598.00
Expenditure per pupil	1310.00
Balance brought forward from previous year	44652.00
Balance carried forward to next year	50838.00

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

### **Questionnaire return rate**

Number of questionnaires sent out	310
Number of questionnaires returned	78

### **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		
My child is making good progress in school.	61	36	1		1
Behaviour in the school is good.	60	35	1		4
My child gets the right amount of work to do at home.	44	44	10	1	
The teaching is good.	68	28			4
I am kept well informed about how my child is getting on.	53	42	5		
I would feel comfortable about approaching the school with questions or a problem.	76	21	4		
The school expects my child to work hard and achieve his or her best.	73	26	1		
The school works closely with parents.	57	39	3	1	
The school is well led and managed.	73	21	4		3
The school is helping my child become mature and responsible.	73	26	1		
The school provides an interesting range of activities outside lessons.	31	38	17	4	10