

# INSPECTION REPORT

**ST KATHERINE'S CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Canvey Island

LEA area: Essex

Unique reference number: 115264

Headteacher: Mrs J Vaughan

Reporting inspector: Mrs M S Summers  
25455

Dates of inspection: 20<sup>th</sup> to 22<sup>nd</sup> March 2000

Inspection number: 190796

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Foundation
School category:	Infant and junior
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Hilton Road Canvey Island Essex
Postcode:	SS8 9QA
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Appropriate authority:	The governing body, St Katherine's Church of England Primary School
Name of chair of governors:	Mrs M Walford
Date of previous inspection:	9-12 December 1996

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

### **INFORMATION ABOUT THE SCHOOL**

St Katherine's Church of England Primary School is an average sized foundation school catering for pupils between three and 11 years of age. There are currently 244 pupils on roll, 122 boys and 122 girls. There are 47 children in the Nursery and there are a further 22 pupils in the Reception class who are under six years of age. Only one pupil in the Reception class is under the age of five and provision in this class is planned within the National Curriculum which is appropriate for pupils' levels of ability. Two pupils are from ethnic minority backgrounds. Sixteen pupils are known to be eligible for free school meals, which is below average, and sixteen are on the school's special educational needs register which is also below the national average. Two pupils have statements of special educational need. When children enter the Nursery, most are at average standards for their age. Pupils come to the school from a wide variety of backgrounds and most recent indicators show that their socio-economic backgrounds are generally in line with the national average. The school has very close links with the parish and the school hall is used as a church on Sundays. Local community groups often use the school for meetings.

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

St Katherine's is an effective school which is well led and managed and provides an attractive, stimulating and caring environment for its pupils. Good quality teaching and pupils' excellent attitudes to learning, mean that they attain high standards in English and mathematics. The school provides good value for money.

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

- Standards in English and mathematics are above national averages.
- Pupils are extremely keen and interested in their work and are very well behaved.
- High quality teaching enables pupils to make good progress at the school.
- Children make a very good start in the Nursery, where the provision is meticulously organised and a wide range of experiences is offered.
- The headteacher is a very effective leader and is supported well by governors and staff, all of whom are committed to school improvement.

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

- Although standards in science are average, they are not high enough compared with those in English and mathematics.
- Arrangements for monitoring the quality of teaching is not formal enough to identify specific areas where teachers can refine their practice.

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

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

The school has made good improvement since its last inspection in December 1996 and it has a similar capacity to continue to improve. The issues identified at the last inspection have been addressed successfully, although no judgement was able to be made about standards in music. The high standards in the Nursery have been maintained, as have those in English at both key stages. Standards in mathematics have improved and are now above the national average. Standards in information technology and design and technology are now good. Curricular planning is now more effective and this ensures that all subjects are covered in a systematic fashion as pupils move through the school. Subject coordinators are now taking an effective lead in planning and monitoring development in their subjects and the English and mathematics coordinators have begun to monitor standards and the quality of teaching across the school.

## 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	A	B	B	well above average A
Mathematics	C	B	B	A	above average B
Science	C	C	C	C	average C
					below average D
					well below average E

The information shows that pupils do very well in English and mathematics, where standards have been above average compared with all schools for the past two years. Standards have been rising steadily in line with national trends. The findings of this inspection confirm the high levels of attainment in English and mathematics. Targets for pupils' attainment this year represent an appropriate degree of challenge for the pupils at the end of Key Stage 2. By the end of Key Stage 1, pupils are on course to achieve very high standards in reading and writing and high standards in mathematics. Standards in science are in line with national expectations at the end of both key stages and are not high enough when compared with pupils' achievements in English and mathematics. Standards in information technology are in line with national expectations at the end of Key Stage 1 but are above expectations at the end of Key Stage 2 because of the excellent teaching that the eldest pupils receive. By the time children are five, they achieve standards in all areas of their learning, including literacy and numeracy, which are above average for their age.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are excellent. They are keen and well-motivated, polite and industrious. They understand the school's high expectations of them and show great pride in being pupils at St Katherine's.
Behaviour, in and out of classrooms	Pupils are very well behaved in class and around the school.
Personal development and relationships	Relationships are very good and pupils show high regard for each other, adults and property in the school. Girls and boys work and play happily together and show very high levels of respect for others' points of view and ideas.
Attendance	Attendance is good. Pupils arrive punctually and lessons begin on time.

All these factors contribute favourably to pupils' achievement at school.

## TEACHING AND LEARNING

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

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

Overall, the quality of teaching in the school is good. During the inspection, 25 lessons were observed. Of these, two were excellent, eight were very good, nine were good and six were satisfactory. The teaching in the Nursery is very good, as is the teaching of the oldest pupils in Key Stage 2. The teaching of literacy and numeracy across the school and the teaching of pupils with special educational needs is good. Teachers' planning is detailed and the activities which they provide meet the individual needs of pupils. They ask well-focused questions which extend pupils' understanding and challenge them to move forward in their learning. Teachers manage pupils' behaviour sensitively and positively. However, teachers' marking does not give pupils enough information on how to improve their work and learning support assistants are seldom well deployed during class teaching sessions in literacy and numeracy. Some lessons in Key Stage 1 are not organised well enough to maintain pupils' interest and to ensure that they enjoy enough practical opportunities. The vast majority of teaching in the two classes which contain the eldest pupils is very good because of the teachers' high expectations of the pupils and their enthusiastic, and often humorous, presentation of their lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets national requirements well. Planning for each subject is detailed and provides good advice for teachers. The curriculum in the Nursery provides a very good range of learning opportunities for the children. National strategies for literacy and numeracy have been implemented successfully.
Provision for pupils with special educational needs	The needs of individual pupils are recognised very early and good provision is made which enables them to achieve good standards for their capabilities. Documentation is of a high standard and parents are involved well in the planning and review process.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils learn about a range of cultures through their work in geography, English and art. They have good opportunities to reflect about their beliefs and values during assemblies and "circle" time. The very good personal and social development programme ensures that important issues such as citizenship and personal safety are fully discussed.
How well the school cares for its pupils	Teachers know their pupils well and there are effective policies in place to ensure that their welfare is very well supported. Pupils' academic and personal development is tracked carefully. These systems are not refined enough to ensure that teachers have sufficient support to make accurate assessments of attainment.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership and a clear vision of the school's development. Key staff with management responsibilities carry out their roles effectively and ensure that the curriculum is taught successfully. The school's ethos is strong and its aims are well met.
How well the governors fulfil their responsibilities	Governors make a very good contribution to the life of the school. Regular meetings and visits to see the school in action ensure that they carry out their responsibilities effectively.
The school's evaluation of its performance	The headteacher and governing body maintain a good overview of the school's effectiveness. Statistical data are now analysed to identify areas for development. Although the quality of teaching is monitored, the systems are not rigorous enough to identify and address areas for further improvement.
The strategic use of resources	The school uses its resources very well. Governors plan the use of their funds very carefully and check spending regularly throughout the year. They consider a range of different spending options in order to achieve the best value for the school's 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>• The standards achieved by the school.</li> <li>• The quality of the teaching.</li> <li>• The school is well managed and led.</li> <li>• The children's behaviour is very good.</li> <li>• The support given to pupils with special educational needs and higher attaining pupils.</li> <li>• The good community spirit in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about their children's progress.</li> <li>• The activities on offer to children outside the school day.</li> <li>• How the school addresses parental concerns, particularly about bullying.</li> <li>• The school focuses too much on academic results to the detriment of pupils' personal and social needs.</li> </ul>

The findings of the inspection confirm the positive views expressed by the majority of parents but do not support their concerns. Parents are invited to attend termly meetings about their children's progress and receive annual reports. They are also welcome to meet teachers informally after school. After school activities are appropriate for the size and type of school. There are clear systems in place to address any parental concerns, including bullying, and scrutiny of school records and discussions with pupils indicate that these are appropriate. The inspection finds that teachers know their pupils well and that the extensive programme for personal and social development ensures that these needs are met.



## **PART B: COMMENTARY**

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

#### **Standards in English and mathematics are above national averages.**

1. The 1999 national test results at the end of Key Stage 2 show that pupils' attainment was above national averages in English and mathematics. When compared with similar schools, standards were above average in English and well above average in mathematics. Key Stage 1 test results show very high standards in reading and writing compared with schools nationally and similar schools. The findings of the inspection confirm these high levels of attainment and indicate that pupils at Key Stage 1 are on line to achieve above average standards in mathematics this year which is an improvement on last year's results. Standards in literacy are good because of high quality teaching, the effective implementation of the National Literacy Strategy and the extensive use of literacy skills in many subjects.

2. Across the school, pupils have very good speaking skills and excellent listening skills, which enhance all aspects of their learning. In the Nursery, they receive a very good range of opportunities to develop their speaking skills through, for example, stimulating role play experiences in the "Doctor's Surgery" and when working together to build models of houses. This is continued in the Reception class when pupils were encouraged to describe their models which had moving parts in the class discussion at the end of the lesson. Vocabulary is well developed in many lessons. A good example of this was in a Year 5 lesson in mathematics, where the words "formula", "area", "length" and "breadth" were introduced and the teacher made sure that all pupils understood these clearly through a carefully focused question and answer session. Pupils' natural curiosity and interest in what others have to say contribute to the development of their excellent listening skills.

3. Pupils quickly learn to enjoy stories. For instance, in an assembly at Key Stage 1, the pupils listened with great interest to the Bible story of "David and Goliath" and were engaged by the good expression and enthusiasm of the teacher. By the age of seven, the pupils use a good range of strategies to help them attempt new words, for example, when they use both picture and phonic clues to help them read specialised vocabulary about bicycles in a guided reading session in Year 2. Year 1 pupils are able to distinguish between fiction and non-fiction books and are beginning to understand how to use the contents and index pages. As pupils move into Key Stage 2, they develop a good understanding of various forms of literature such as myths and different types of poetry. By the end of the key stage, most pupils are able to read fluently and with good expression, as was noted in their reading of limericks in a Year 6 literacy lesson.

4. Pupils' writing skills are developed well throughout the school. When pupils start in the Nursery, they are taught how to form their letters correctly and by the time they transfer to the Reception class, most children can write their first name and a few can write their second name. Handwriting is taught in a systematic fashion and regular practice ensures that, by the time pupils leave the school, most have developed a clear, legible and fluent style. Much work on display around the school shows very good attention to presentation and a pride in the finished result. Pupils in Year 6 show confident use of punctuation, including paragraphs and semi-colons. Spelling is generally accurate and is taught well, as was noted in a Year 6 lesson, when the teacher showed pupils how to add suffixes, such as "tion" to the roots of words to make more accurate attempts at spelling. Pupils are encouraged to draft and edit their work and most show good improvement on the initial attempt.

5. The National Numeracy Strategy has been introduced and implemented well and the school's focus on mental arithmetic skills has improved pupils' performance at Key Stage 1. Pupils' mathematical skills, including numeracy, are developed well in many other subjects, for example, in science, where pupils take accurate measurements and readings and record their findings in graphs and tables. Most pupils in Year 2 can count in tens and in fives and can add two digit numbers, explaining clearly how they arrived at their answers. They can tell the time to the nearest hour and can work out the time several hours before and after a given time. Pupils in Year 5 are developing confidence and speed in their multiplication tables which they use very well to calculate the area of a rectangles, having been given the length and breadth. They are beginning to understand how mathematical relationships can be represented by formulae. Many of these pupils are already working at levels appropriate for older pupils. Pupils in Year 6 show very confident mental arithmetic skills when they double decimal fractions. They are able to solve problems which involve several different calculations and have developed good strategies for breaking down the problem into manageable steps. Most of these pupils are on line to achieve standards at the level of the national expectation in the forthcoming National Curriculum tests.

**Pupils are extremely keen and interested in their work and are very well behaved.**

6. The very positive ethos in the school and high quality relationships between adults and pupils have a direct effect on pupils' attitudes to school and their behaviour.

7. Pupils show excellent attitudes to school. This is an improvement since the last inspection when they were identified as good. Pupils arrive punctually and begin their lessons quickly. Little time is wasted. They are interested in their lessons and listen very carefully to their teachers at all times. Teachers rarely have to repeat instructions or explanations or to remind pupils to maintain their concentration. Pupils work hard and complete a good amount of work in the time they have available. They often work in silence, but when encouraged by their teachers to share ideas and work together, they display remarkable maturity, expressing their views confidently and listening respectfully to one another. Their behaviour is of a very high standard both in class and around the school. During the inspection, all the pupils had to play in one playground at lunchtime because the other playground was off limits due to building work. Despite the limited space available, all the pupils played sensibly together, and showed care and concern for one another in the way they made up rules for their games to avoid taking up too much space or bumping into other children. The atmosphere in the dining room is very pleasant; pupils enjoy the relaxed social atmosphere and talk quietly during their meal. Older pupils often help younger pupils without being prompted, for example, to find their way back to their classroom or to the playground. Pupils are extremely polite to one another and to adults. They have a real pride in their work and in their school and talk about their achievements and ambitions confidently and with enthusiasm.

**High quality teaching enables pupils to make good progress at the school.**

8. Overall the quality of teaching is good and the high standards noted at the last inspection have been maintained. The quality of teaching, however, has improved in the Nursery and is now very good. At Key Stage 1, the teaching of literacy is good and of other subjects is satisfactory. At Key Stage 2, the quality of teaching is now very good in Years 5 and 6 and good in Years 3 and 4. The school has developed its approaches to teaching successfully by studying the different learning styles of pupils and adapting teaching styles to suit them.

9. Teaching in the Nursery is meticulously planned and very well organised. A wide range of valuable experiences is offered to children in a carefully structured way which ensures that all aspects of their development are provided for very well. Much work has been done to make the environment attractive and stimulating and support staff and parents receive good information which enables them to make a very positive contribution to children's learning. For example, the Nursery nurse helped individual children to print foot patterns, while at the same time, she introduced relevant vocabulary and encouraged them to respond with their own feelings and ideas. Children are assessed during their early days in the Nursery and this enables their progress to be measured when they transfer to the Reception class. Careful records are maintained of children's progress which ensure that the needs of pupils are catered for well. These procedures mean that children who have special educational needs are identified and their needs are addressed very quickly. The incidence of one-to-one teaching is high and has a good effect on children's learning. This is achieved through the good support provided by parents and children's high levels of independence which enable the teacher to spend valuable time with each child.

10. At Key Stage 1, the quality of teaching is satisfactory overall, although the teaching of literacy is good and contributes favourably towards the high standards which pupils achieve. Teachers have a firm grasp of how to develop basic skills and ask carefully focused questions which consolidate and extend pupils' learning. For example, in a very good literacy lesson in Year 1, the teacher involved all the pupils successfully by asking specific questions which were relevant to each pupil's stage of learning. In this way, they began to learn the sounds which certain consonants made when blended together. Some lessons are not organised well enough to ensure that maximum use is made of the time and resources available and that pupils have sufficient opportunities to be involved in practical activities. For example, a lesson in information technology involved pupils typing in data individually while the rest of their group wasted time waiting for their turn. The emphasis on literacy skills during this lesson meant that some lower attaining pupils found the work too demanding. In a science lesson, time was not used effectively to maintain pupils' interest and build effectively on their practical investigative skills

11. At Key Stage 2, the overall quality of teaching is good, and it is very good in the two classes which have the oldest pupils. Planning is very detailed and teachers often start their lessons well by reminding pupils of their previous work. The presentation of the lessons is often enthusiastic and inspiring and, in some cases, humour is used very effectively to gain pupils' attention and interest. Very good relationships with pupils mean that teachers maintain excellent discipline in an unobtrusive way, and pupils show high levels of respect and self-control. These characteristics were obvious in an excellent lesson in information technology in Year 6. The lesson built upon pupils' existing knowledge of simple programming and control techniques and introduced a more complex program which pupils would use in a design and technology lesson later that day. The teacher's enthusiasm and excellent subject knowledge engaged pupils' interest and new learning was introduced in a clear and systematic way, which enabled the whole class to have a firm understanding of ways in which they could control and monitor the models they were going to make.

12. At both key stages, learning support assistants provide effective support for pupils with special educational needs during their independent activities. However, their deployment during class teaching sessions is often not planned well enough to ensure that best use is made of their time and skills.

13. Teachers mark pupils' books regularly and often provide encouraging comments to pupils but these seldom give specific information on how pupils can improve their work.

**Children make a very good start in the Nursery, where the provision is meticulously organised and a wide range of experiences is offered.**

14. Children in the Nursery enjoy a very good range of structured experiences which enable them to make a positive start to their school life. The high quality provision has been maintained since the previous inspection and the quality of teaching has improved. The curriculum is very well planned and this, together with very good teaching, ensures that most children exceed the Desirable Learning Outcomes, which are the nationally recommended guidelines for young children's learning. Children's progress is monitored carefully and this ensures that their needs are quickly identified and relevant experiences planned for the next stages in their learning. Support staff and parents are deployed well to help children during group activities.

15. The environment is vibrant and stimulating and children respond well to this by engaging readily in all the exciting experiences offered. Specific areas are set aside to support different activities, for example, sand and water play and the role play area which is currently organised as a doctor's surgery. In this area, the display of a wide range of posters and the provision of relevant equipment encourage the children to take on the roles of doctor and patient and develop a good range of vocabulary through imaginative conversation. There are many opportunities for children to develop their personal and social skills through these role play experiences and also through group work where they are encouraged to listen and respond to one another. The children develop high levels of independence through the responsibilities that they are given for choosing some of their own activities and through the high expectations of the teacher. This is further developed when the oldest children take part in activities in the Reception class before transfer. Literacy skills are encouraged by a wide range of group and individual activities. In one group session, the children used simple dictionaries to find some of the letters in their names and this increased their ability to recognise and learn the sounds of the letters. Pupils learn to count and to match items and to develop early mathematical vocabulary when they are encouraged to talk about the models they have made, using words such as "longer," "shorter" and "heavier". The Nursery has its own outdoor play area which is very well equipped with climbing frames and other play equipment to support pupils' physical development. The extensive range of construction and art activities on offer ensures that pupils further develop their manipulative and creative skills.

**The headteacher is a very effective leader and is supported well by governors and staff, all of whom are committed to school improvement.**

16. The school's improvement since the last inspection has been led and managed very capably by the headteacher. She knows her staff and governors very well and has formed excellent relationships with them which have enabled them to approach change and school improvement in a positive way. The clear vision of the headteacher has had a significant influence upon the development of the roles of governors and of staff with key responsibilities. Governors are fully involved in school life and visit the school regularly, taking an active and supporting role both in classrooms and in wider school issues. For example, a recent initiative has been the addition of a new information technology suite in the school and governors have been extremely active in planning, fund raising and providing their own individual expertise to benefit the project. Their committees meet regularly and they monitor the school's work effectively through their own first-hand observations and through very useful reports from the headteacher.

17. Members of the senior management team provide good support to the headteacher and take an active role in leading and supporting school development. The deputy provides an excellent example of teaching to younger and less experienced colleagues. The special educational needs coordinator, although relatively new to the role, has taken on her responsibilities enthusiastically and thoroughly and has developed very good procedures to monitor pupils on the special educational needs register and to review and plan appropriately for their progress. Subject coordinators monitor standards across the school and the literacy and numeracy coordinators have monitored teaching in lessons to gain an overall view of the subjects' provision in the school. They plan appropriately for the development of their subject and monitor their plans effectively.

18. The school has begun to monitor its performance very carefully by analysing data from National Curriculum tests to pinpoint areas for development. Areas for improvement this year have included mental arithmetic at Key Stage 1 and the findings of the inspection show that there has been improvement in this area and that pupils are on line to attain above average standards this year.

19. Financial arrangements are very well organised and the school's finance officer plays an important part in providing clear information to the headteacher and governors so that they can monitor the school's spending. Governors use this, as well as information provided by the Local Education Authority, to plan their spending effectively.

## **WHAT COULD BE IMPROVED**

**Although standards in science are average, they are not high enough compared with those in English and mathematics.**

20. The results of the 1999 National Curriculum tests show that, by the end of Key Stage 2, pupils attained standards in science which were in line with the national average. The 1999 teacher assessments of pupils at Key Stage 1 showed standards which were slightly below average although the percentage of pupils attaining higher levels was above average. The results at both key stages were below those achieved in the tests for English and mathematics. The judgements of the current inspection confirm these results. The school is aware of the shortcomings in pupils' attainment and plans indicate that there is to be a whole school focus on the subject in the next academic year. Arrangements for assessing and moderating pupils' work in science are not organised well enough to ensure that teachers are basing their assessments on clear and agreed criteria. Often at Key Stage 1, the emphasis on recording work means that insufficient attention is paid towards extending pupils' scientific knowledge and understanding. In some classes, all pupils do the same activity with little extension for the higher attaining pupils and this means that they do not make sufficient progress.

**Arrangements for monitoring the quality of teaching should be more formal to identify specific areas where teachers can refine their practice.**

21. Current arrangements for monitoring the quality of teaching include lesson observations by the literacy and numeracy co-ordinators and informal observations by the headteacher. Verbal feedback is given to teachers following the lesson. Lesson observations carried out during the inspection indicate that there is room for further improvement in the quality of teaching and that a more formal and regular system of observations would highlight specific areas for teachers' professional development.

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

The school should now:

- (1) **Improve attainment in science by:**  
(Paragraph 20)
  - analysing data more effectively to identify and address weaknesses in pupils' knowledge, skills and understanding;
  - improving procedures for assessment and moderation of National Curriculum levels;
  - providing more opportunities for pupils to be directly involved in practical activities.

(This area has already been highlighted for development in the school's development plan)
  
- (2) **Implement a more formal system to monitor the quality of teaching.**  
(Paragraph 21)]

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	32	36	24	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

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28	188
Number of full-time pupils eligible for free school meals	0	16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	16

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
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	18	12	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	12	12	10
	Total	30	30	28
Percentage of pupils at NC level 2 or above	School	100 [94]	100 [93]	93 [83]
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	17
	Girls	12	10	9
	Total	30	28	26
Percentage of pupils at NC level 2 or above	School	100 [94]	93 [84]	87 [86]
	National	82 [81]	86 [85]	87 [86]

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	15	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	13	13	10
	Total	26	27	25
Percentage of pupils at NC level 4 or above	School	87 [87]	90 [73]	83 [80]
	National	70 [65]	69 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	15
	Girls	14	13	11
	Total	26	27	26
Percentage of pupils at NC level 4 or above	School	87 [90]	90 [87]	87 [87]
	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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	162
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	25.1
Average class size	23.1

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

Total number of education support staff	6
Total aggregate hours worked per week	119

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28

Total number of education support staff	1
Total aggregate hours worked per week	29

Number of pupils per FTE adult	14
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/99
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Total income	499,698
Total expenditure	474,962
Expenditure per pupil	1,923
Balance brought forward from previous year	49,784
Balance carried forward to next year	74,520

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	235
Number of questionnaires returned	80

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	34	6	3	1
My child is making good progress in school.	45	51	1	0	3
Behaviour in the school is good.	45	51	4	0	0
My child gets the right amount of work to do at home.	34	53	4	1	4
The teaching is good.	58	41	1	0	0
I am kept well informed about how my child is getting on.	24	50	16	6	1
I would feel comfortable about approaching the school with questions or a problem.	40	44	3	9	3
The school expects my child to work hard and achieve his or her best.	66	31	0	1	1
The school works closely with parents.	30	53	8	6	4
The school is well led and managed.	53	41	1	4	1
The school is helping my child become mature and responsible.	46	49	3	0	3
The school provides an interesting range of activities outside lessons.	25	41	21	0	9

### Other issues raised by parents

Seven parents made additional comments on their questionnaires. The issues on which more than one parent commented were:

- that the school did not deal effectively with bullying;
- that the school places too much emphasis on academic results to the detriment of pupils' personal and emotional needs