

INSPECTION REPORT

ST PAUL'S CATHOLIC PRIMARY SCHOOL

Alwoodley, Leeds

LEA area: Leeds

Unique reference number: 108032

Headteacher: Mr J Kirkwood

Reporting inspector: Mrs Marina Gough
22361

Dates of inspection: 19th - 21st March 2001

Inspection number: 191603

Short 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: 5 - 11

Gender of pupils: Mixed

School address: Buckstone Crescent
Alwoodley
Leeds
West Yorkshire
Postcode: LS17 5ES

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Julie Brownrigg

Date of previous inspection: January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the Alwoodley suburb of Leeds, and caters for two hundred and seven pupils between the ages of five and eleven. The majority of pupils come from within the parish, although because of the school's popularity, some pupils travel from neighbouring suburbs and towns. Almost all pupils are of white ethnicity. Eleven pupils have English as an additional language, three of whom are at an early stage in their language development. The percentage of pupils who have English as an additional language is 5% which is high. Forty two pupils are on the school's special educational needs register, which represents 20% of the school population and is broadly average. Of these pupils, two have statements of special educational needs, and one is awaiting a statement. Twenty one pupils are known to be eligible for free school meals, and this represents 10% of the school population and is below the national average. The attainment of the pupils on entry to the school is above average, although the children's mathematical skills are not as developed as their language skills.

HOW GOOD THE SCHOOL IS

This is an extremely effective school, which gives very good value for money. By the time they leave school at the age of eleven, most pupils attain standards that are well above national expectations in mathematics and science, and their attainment in English is outstanding. Pupils have very good attitudes to learning, and a real enthusiasm for school. The quality of teaching is very good throughout the school, and teachers are particularly effective in the way in which they meet the needs of pupils of different abilities, supporting those who have difficulties, and fully challenging the higher attaining pupils. The quality of leadership and management is very good, and the headteacher provides a strong sense of educational direction for the school's work.

What the school does well

- Standards are well above average in English, mathematics and science at the end of Key Stage 2, and above average at the end of Key Stage 1.
- Teaching is very good and enables pupils of all abilities to achieve their very best.
- Pupils have very positive attitudes to school and to work which significantly enhance their learning. Their behaviour is excellent.
- The provision for pupils who have special educational needs and for those who are gifted and talented is very good.
- The school is very well led and managed.

What could be improved

- The provision for physical education in the upper part of Key Stage 2.

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 just over four years ago and received a favourable report, which highlighted many strengths in its work and identified a small number of weaknesses. The school has made very good progress since the last inspection, and has fully addressed each of the key issues. The improvements in the teaching and provision for art and design and design and technology have had a very positive impact on the standard of pupils' work,

and these subjects are now an integral part of the timetable in each class. The headteacher and some of the key co-ordinators have started to monitor teaching and learning through classroom observations; this is an ongoing area of development. Assessment procedures have been further improved, and the school has started to make good use of technology to collate and record data, which can be used to track pupils' progress and attainment. The School Development Plan is now a very effective document and targets for development are closely linked to improving pupils' attainment. Since the last inspection, the school has improved its provision for information and communication technology, and has very recently set up a computer suite. It has kept abreast of national initiatives, and the National Literacy Strategy and National Numeracy Strategy have been very well implemented. The school has recently become part of the Excellence in Cities initiative and, through this project, is focusing on extending the provision for gifted and talented pupils in the upper part of Key Stage 2. The commitment and energy of the staff, headteacher and Governing Body, together with effective self-evaluation procedures, ensure that the school is very well placed for future development.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A*	A*	A*
Mathematics	B	A	A	A
Science	B	A	B	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

On the basis of the 2000 end of Key Stage 2 National Curriculum tests in English, the pupils' attainment is very high and places the school in the top five per cent of schools in the country. In mathematics, pupils' attainment is well above the national average, and in science, the pupils' attainment is above the national average. In comparison with similar schools, the pupils' performance is very high in English, and well above average in mathematics and science. The test results vary slightly from year to year, depending on the proportion of pupils who have special educational needs, but have been consistently above average for the past four years. The school sets realistic targets each year, based on prior information about the pupils' progress, and the targets are therefore very accurate and appropriately challenging. The vast majority of Key Stage 2 pupils have very good skills of literacy and numeracy, which help them in their work across the curriculum.

On the basis of the 2000 end of Key Stage 1 National Curriculum test results, the pupils' attainment is well above average in reading, and above average in writing and mathematics. In comparison with similar schools, the pupils' performance is well above average in reading and above average in writing and mathematics. Apart from a dip in mathematics three years ago, the results for the end of Key Stage 1 tests have been very similar from year to year.

The inspection findings indicate that by the end of the Foundation Stage, most pupils attain the Early Learning Goals in each of the areas of learning, and go well beyond what is

expected in terms of their language and mathematical development. Pupils' attainment in English, mathematics and science is well above national expectations at the end of Key Stage 1, and well above national expectations at the end of Key Stage 2. Pupils benefit from very good teaching, and their own very positive attitudes have a positive impact on their learning. Pupils of all ages and abilities, including those who have special educational needs and English as an additional language, make good progress as they move through the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils throughout the school are very effective learners. They work to the best of their ability, and take great pride in the presentation of their written work. Pupils of all abilities are well motivated, enthusiastic, and hard working.
Behaviour, in and out of classrooms	Excellent. Pupils are exceptionally well behaved both in class and at playtimes. They get on well with one another, and are courteous and helpful at all times.
Personal development and relationships	Excellent. Relationships are excellent at all levels and there are high levels of mutual respect between pupils and adults. Pupils are willing to take responsibility for aspects of their learning, and older pupils show a very good capacity for personal study.
Attendance	Very good. Attendance is well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
22 lessons seen overall	very good	very good	very good

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

During the inspection, the quality of teaching was outstanding. It was excellent in 4% of the lessons seen, very good in 68% of lessons, good in 23% of lessons and satisfactory in 4% of lessons. The teaching of English and mathematics is a particular strength throughout the school, and teachers provide many very good opportunities for pupils to use and apply their literacy and numeracy skills in real life contexts, which enhance their learning and understanding. The teaching of pupils of all ages and abilities, including those who have special educational needs, English as an additional language and those who have been identified as gifted or talented, is very good, and enables all pupils to achieve their full potential. Pupils are encouraged to develop skills of independent learning from a very early age, and the vast majority are confident and enthusiastic learners. Pupils throughout the school particularly enjoy taking part in discussion sessions, with the exception of the current Year 6 group, where some pupils lack confidence when performing in front of others. Teachers match work closely to the needs of different groups of pupils, and this enables them to achieve their potential, and gives them confidence in their ability as learners.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and well-balanced curriculum for pupils of all ages, although upper Key Stage 2 pupils do not have enough opportunities to take part in physical education activities at certain stages in the year. The school offers a good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. The school makes very good provision for pupils who have special educational needs, which enables them to make good progress and to overcome their difficulties. The provision for pupils who have a statement of special educational needs is excellent.
Provision for pupils with English as an additional language	Very good. Pupils who have English as an additional language receive very good support from their teachers and support staff, and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school's provision for pupils' spiritual, moral, social and cultural development is good overall.
How well the school cares for its pupils	The school takes good care of all pupils, and provides a safe and secure learning environment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides clear educational direction for the school's work. The roles of the deputy and subject co-ordinators are well established. There is a very strong team spirit amongst the staff, and a shared commitment to continuing to move the school forward.
How well the governors fulfil their responsibilities	Good. The Governing Body is supportive, and well informed about the life and work of the school. It fulfils all of its statutory duties.
The school's evaluation of its performance	The school is very effective in the way in which it evaluates its performance. Targets in the School Management Plan are reviewed regularly, and progress towards identified priorities is good. Good use is made of assessment procedures to monitor pupils' performance.
The strategic use of resources	The school makes good use of all available resources. Designated funds are used appropriately. The school gives very good 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"> • Parents state that they are welcomed into the school at any time and feel confident about approaching classteachers or the headteacher with problems, suggestions and concerns. • The majority of parents are pleased with the amount and frequency of homework. • Parents say that behaviour is very good and that relationships between older and younger children are a particular strength. • Parents agree that the school promotes very positive values and attitudes. • Parents believe that their children make good progress. • Parents agree that their children like coming to school. • Most parents are pleased with the level of information they receive from the school. 	<ul style="list-style-type: none"> • Some parents do not think there are enough extra-curricular activities. • A small number of parents would like more physical education lessons for all year groups. • A few parents do not think that the school is well led and managed. • Some parents are not satisfied with the amount and frequency of homework.

The inspection findings fully endorse the parents' positive views of the school. With regard to the parents' negative views, the inspection findings indicate that the school provides a good range of extra-curricular activities, although mostly for Key Stage 2 pupils. The amount of homework provided by the school is good and is appropriate for the age and maturity of the pupils. The range of tasks that pupils are given is a strength of the homework provision, especially in Key Stage 2, where homework activities are linked to many curriculum areas. Inspection findings do not support in any way the suggestion by a few parents that the school is not well led and managed. The headteacher, Governing Body, and staff with management responsibilities, are hardworking, fully committed to the school, and very effective in the way in which they carry out their duties. The school allocates enough time for physical education in all classes. However, the practice of allocating the total amount of time for one term or half term to one activity, such as the residential visit in Year 6 and dance week in Year 5, is not satisfactory, and whilst pupils benefit from these experiences, they miss out on weekly physical education sessions during these periods.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are well above average in English, mathematics and science at the end of Key Stage 2, and above average at the end of Key Stage 1.

1. The school promotes very high standards and enables pupils of all abilities to achieve their full potential. The inspection findings indicate that, by the time they leave school at the age of eleven, most pupils attain standards that are well above the national average in English, mathematics and science. On the basis of the 2000 end of Key Stage 2 National Curriculum test results, the pupils' performance in English is particularly high, placing the school in the top 5% of schools nationally. In mathematics, pupils' attainment is well above the national average, and in science their attainment is above the national average. The science results vary from year to year, and range from well above average to above average. There is no apparent reason for this. In comparison with similar schools, the school's results are very high in English, and well above average in mathematics and science.
2. Standards in reading are very good throughout the school. Early reading skills are taught very effectively in Key Stage 1, enabling pupils to quickly become confident, accurate and fluent readers. As they move through Key Stage 2, pupils continue to develop their reading skills, and become more critical about the books they select. Older pupils write regular book reviews, briefly describing the books they have read, and evaluating which parts they prefer or dislike. By the end of Key Stage 2, the higher attaining pupils have very good skills of skimming and scanning which help them to access information quickly, and to pick out relevant sections from lengthy accounts. Pupils throughout the school benefit from daily reading sessions, where some practise reading aloud to their teachers and classroom assistants, whilst others read silently. The vast majority of pupils receive good support from their parents and carers, and many practise reading at home on a regular basis, and this has a very positive impact on their learning. In literacy lessons, teachers make very good use of Big Books to encourage pupils to read as a whole class. These opportunities are very valuable in supporting the small number of pupils who lack confidence in reading, and in helping pupils of all abilities to learn how to add expression to their reading.
3. Pupils of all ages and abilities make very good progress in their writing as they move through the school, and most pupils achieve much better standards in this aspect of their English work than is usual. In Key Stage 1, pupils are encouraged to express their ideas in writing, and they do so with confidence. They quickly learn the convention of using full stops and capital letters to demarcate sentences, and a few of the higher attaining pupils consistently make very effective use of speech marks in their writing. Stories and accounts are well structured and imaginative and, because of their teachers' enthusiasm, pupils clearly enjoy writing. There are very good opportunities for pupils to write factual accounts and reports in subjects such as science. Pupils' confidence in their ability as 'writers' is noteworthy. For example, in Year 2, pupils often choose to complete pieces of writing at home, which they leave on the teacher's chair as presents. Because the teacher responds so positively to both the quality of the writing, and the kindness of the pupils in providing her with presents, the pupils are even more keen to write, and are highly motivated.
4. In Key Stage 2, there are many very good opportunities for pupils to practise and extend their writing skills. Pupils are encouraged to develop skills such as note-taking, and, in a lesson seen during the inspection, Year 4 pupils, working in groups, made notes about

the qualities a prospective queen might need in order to become an effective ruler. Pupils produce very well structured extended pieces of writing in a wide range of different styles. They understand that writing styles need to differ according to the audience for whom the writing is intended, and to the purpose of the writing. Writing is taught very well in Key Stage 2, and pupils are given the skills they need to help them to learn. For example, when writing persuasive letters to the headteacher, Year 6 pupils were given a range of strategies, which helped them to organise their thoughts in a logical manner. They were taught, through a process of high quality discussion, the skills of presenting their opinions clearly, but concisely, and this very focused teaching raised the standard of their work, and significantly advanced their learning.

5. Skills of speaking and listening are very well developed throughout the school, although in Year 6 a significant number of pupils are extremely self-conscious, and are sometimes unwilling to speak without prompting from their teachers. The vast majority of pupils, however, are keen to express their ideas and opinions, and do so willingly and with a great deal of confidence. Pupils know that their contributions are highly valued by their teachers, and by their classmates, and this promotes their confidence and increases their self-esteem. Although difficult to engender, discussion in the Year 6 class is of a very good standard, and reflects the maturity the pupils bring to their learning.
6. Teachers in both key stages are very successful in the way in which they promote literacy skills across the curriculum, and there are many opportunities for pupils to carry out research, or to use their writing skills for note-taking, reporting and recording. For example, in a Year 5 art and design lesson seen during the inspection, pupils used books to find out about the patterns and style of pots favoured by the Victorians, prior to designing and making their own pots.
7. Standards in mathematics are well above average at the end of both key stages. Pupils' mental agility is of a particularly high standard throughout the school, enabling the pupils to quickly make accurate estimates and calculations. Pupils learn a great deal from the daily mental mathematics sessions, which are an important feature of numeracy lessons. Teachers are very successful in teaching strategies for making mental calculations, and encourage pupils to experiment with number. Teachers provide many very good reinforcement activities for pupils to complete as homework, and these are most useful in consolidating pupils' learning. In class, pupils work hard, and complete good amounts of work, all of which is well marked, often with constructive comments showing pupils how they can improve their work further. Pupils of different abilities are given tasks, which closely match their needs and enable them to make good progress. Mathematical activities are always challenging and stimulating, and this makes pupils enthusiastic about the subject, and helps to motivate them in their learning. Coverage of the National Curriculum programmes of study is very good, ensuring that pupils throughout the school have a good knowledge of all elements of the subject. Because of very good teaching, which inspires the pupils and gives them confidence in their own ability, pupils enjoy their learning in mathematics, and show high levels of enthusiasm, especially when solving problems.
8. Pupils' attainment in science is well above average at the end of both key stages. The school appropriately places a great deal of emphasis on the practical aspect of the subject, and teachers provide many very good opportunities for pupils to carry out experiments and investigations. This means that pupils' knowledge is underpinned by a great deal of practical experience, which helps them to understand important scientific concepts, and reinforces their learning. Coverage of the other elements of the National Curriculum programmes of study is very good, and pupils have a wide knowledge on

which to draw by the time they leave school at the age of eleven. Teachers effectively promote literacy and numeracy skills through science, and pupils are encouraged to write reports, compile and produce charts and to make accurate measurements using different scales. In a lesson seen during the inspection, very good use was made of a 'Big Book' to start a discussion about healthy eating, and to show pupils the value of non-fiction books for imparting information. A notable feature of the teaching in Key Stage 2 is the promotion of scientific vocabulary, which enables pupils to explain their work clearly, and to give an accurate account of the processes they have gone through in their experimental work. Teachers throughout the school are keen to let the pupils learn from their mistakes. In addition to helping the pupils to become clear about the reasons why experiments and investigations have not been as successful as they might have been, the consideration of mishaps reassures the pupils that mistakes are a valid method of learning.

Teaching is very good and enables pupils of all abilities to achieve their very best.

9. During the inspection the teaching was outstanding. It was excellent in 4% of the lessons seen, very good in 68% of lessons, good in 23% of lessons and satisfactory in 4% of lessons. The percentage of very good and excellent teaching has increased dramatically since the last inspection, and this reflects the work the teachers have put into improving their teaching, and is also the result of the effective monitoring of teaching and learning by the headteacher and senior management team. Very good use is made of non-teaching assistants who work with individual pupils and small groups. Their brief is clear, and their input has a significant impact on the pupils' learning.
10. All teachers are very enthusiastic, and this is communicated to the pupils, who in turn are highly motivated and keen to learn. Teachers prepare and plan lessons carefully, taking account of the ongoing assessments they make on a daily basis to ensure that pupils' previous learning is built upon and extended. Teachers match activities closely to the pupils' age, level of ability and maturity, and this ensures that the pupils are interested in their learning and are able to achieve their best. For example, in a Year 6 English lesson seen during the inspection, pupils were invited to write a persuasive letter to the headteacher, presenting the advantages and disadvantages of wearing school uniform. This appealed to all of the pupils and some very high quality work was produced, demonstrating the pupils' ability to present their ideas in a logical manner, whilst at the same time incorporating the specific writing strategies the teacher had suggested.
11. Introductions to lessons are particularly effective. Clear explanations are given to the pupils, which focus on the main teaching points of the lesson, and which give pupils a very clear understanding of what they are going to learn. Pupils' contributions to class discussions are always highly valued; this makes them feel confident, and encourages them to ask questions, offer ideas and present their opinions. In one lesson seen during the inspection, pupils were so confident and involved during the introductory discussion that they spontaneously started questioning their classmates about the answers they had given.
12. Teachers throughout the school celebrate originality of thought, and this means that pupils are not diffident about presenting a different view to their classmates, or suggesting a completely novel way of doing something. This was apparent in a Key Stage 2 design and technology lesson where pupils had prepared containers at home, using a wide variety of different techniques, materials and skills. During the discussion

about these containers, the differences and similarities were considered, and the pupils were made to feel proud of the individuality of their work.

13. The teachers' expectations of what pupils can achieve are extremely high, and have a very significant impact on the standards pupils attain and the progress they make. Coverage of the programmes of study for English, mathematics and science is very good in both key stages, and ensures that pupils have the necessary knowledge, understanding and skills to enable them to attain the higher levels in the end of key stage National Curriculum tests and teacher assessments. Pupils of all abilities are continually stretched to achieve even more, by carefully directed questions which probe their thinking. For example, in a Year 4 English lesson, the teacher asked the pupils to suggest what they thought would happen next in the story, then asked them to give reasons for their predictions, and probed still further about why they had made their choices. This persistent questioning, which is a feature of many lessons, in both key stages, helps the pupils to clarify their thinking and to become proficient at rationalising their ideas and opinions.
14. Teachers make very effective use of a wide range of organisational strategies and successfully combine whole-class, small-group and individual teaching. Whole-class sessions are used well to give explanations, share ideas, and draw threads together at the end of a lesson. Pupils are encouraged to work collaboratively in small groups, and this gives them valuable opportunities to develop a range of important social skills. Pupils learn to share resources and to listen to and value the ideas of others. When pupils are working in small groups, teachers intervene only when necessary, encouraging the pupils to make the necessary choices and decisions about their work.

Pupils have very positive attitudes to school and to work, which significantly enhance their learning. Their behaviour is excellent.

15. Pupils of all ages have very positive attitudes to work and enjoy coming to school. They respond very well to their teachers' high expectations, and are enthusiastic and keen in all that they do. From an early age, pupils are encouraged to take responsibility for aspects of their own learning and, as they move through the school, they become increasingly proficient at organising their work, and making choices and decisions. Older Key Stage 2 pupils have a good capacity for personal study which prepares them well for their transfer to secondary education. The majority of pupils conscientiously complete homework tasks, often because the tasks are interesting, and are linked to different subject areas, enabling pupils to work to their strengths and talents.
16. The behaviour of all pupils is excellent, and pupils throughout the school are kind, considerate and polite. In class, excellent levels of self-discipline mean that teachers can be imaginative in the way in which they group pupils, and can introduce exciting and stimulating tasks, knowing that the pupils can be relied upon to behave sensibly. From an early age, pupils are encouraged to share and to take turns, and this is a notable and positive feature of all practical activities.
17. Pupils show a very mature attitude to work, and are very hardworking and conscientious. They are extremely well-motivated and enthusiastic, and there are occasions when they can hardly wait to start work because they are so excited by the proposed activities. Pupils show high levels of concentration and perseverance and produce very good amounts of work in the allocated time.

The provision for pupils who have special educational needs and those who are gifted and talented is very good.

18. The school makes very good provision for pupils who have special educational needs, and this enables them to make good progress, and to achieve their full potential. Pupils who are giving cause for concern, because of difficulties in learning or behavioural problems, are identified as soon as possible, so that appropriate action may be taken. The school employs a part-time special educational needs teacher, who is also the special educational needs co-ordinator. Her input in helping teachers to plan appropriate targets for pupils who have special educational needs is excellent, and she has an excellent overview of special educational needs provision across the school.
19. Teachers make very good use of individual education plans and group plans when preparing and planning work for pupils who have special educational needs, and provide additional support with some tasks. Ongoing assessments are used effectively to measure pupils' progress towards their individual or group targets, and to determine whether pupils can be removed from the special educational needs register or whether they need further support. Pupils with special educational needs are regularly withdrawn from literacy lessons to receive targeted support from the special educational needs co-ordinator. This arrangement has been well thought out to ensure that the pupils are not missing important classwork, and is very effective in helping them to overcome their particular difficulties. The provision for the two pupils who have statements of special educational needs is excellent. Very good use is made of designated funds to support these pupils and to ensure that their stated needs are fully met.
20. The school, under the guidance of the LEA, is currently taking part in the gifted and talented strand of the national Excellence in Cities Initiative. Following guidelines, the school has identified 10% of the highest attaining pupils in Year 5 and Year 6, and is making additional provision for these pupils to ensure that their needs are fully met. This initiative is having a very positive impact on the attainment of the selected pupils, who are currently working on a weekly basis with the English co-ordinator, extending and developing their writing skills.
21. The notion of extending the highest attaining pupils is not new to the school and, in both Key Stage 1 and Key Stage 2, teachers ensure that the highest attaining pupils are suitably challenged by the set activities, as evidenced by the higher than average percentage of pupils who attain the higher Level 3 in the end of Key Stage 1 National Curriculum tests and the higher Level 5 in the end of Key Stage 2 National Curriculum tests. Teachers successfully cater for the needs of higher attaining pupils by providing open-ended problem solving or investigative activities which enable the pupils to work at their own level and to pursue their own lines of enquiry, and by constantly extending their thinking skills by carefully focused questions in class discussions.
22. The very good provision for the pupils at either end of the ability range is an important factor in the school's success, and is crucial in ensuring that pupils of all abilities make good progress and achieve their full potential.

The school is very well led and managed.

23. The headteacher provides very good leadership, and has a clear understanding of the relative strengths and weaknesses of the school's provision. There is an excellent team spirit amongst the staff, a real commitment to improvement and a very pleasant working atmosphere. Since the last inspection, the headteacher has worked hard to improve the monitoring and evaluation of teaching and learning, and there is now an effective programme in place, which involves the senior management team and the key co-ordinators.
24. The school provides a very good quality of education for all pupils, which is maintained through good monitoring procedures which highlight the relative strengths and weaknesses in the school's provision. The school's systems for monitoring and evaluating teaching and learning have improved considerably since the last inspection, and provide a useful measure of pupils' progress. The headteacher, staff and governors make good use of the results of end of key stage National Curriculum assessments to evaluate the school's effectiveness, and to set targets for school development.
25. The National Literacy Strategy and the National Numeracy Strategy are fully implemented across the school, and are having a positive impact on the quality of teaching and learning, and the standards achieved by pupils. The school has responded positively to the most recent changes to the National Curriculum and provides a very broad and well-balanced curriculum for all year groups. The school's equal opportunities policy is consistently promoted, and all pupils have full and equal access to the life and work of the school.
26. The Governing Body is fully involved in the strategic management of the school and plays an active and supportive role in its life and work. Good use is made of the school's resources to support educational development, and specific funding is appropriately spent. The principles of best value are applied when purchasing goods or services, and the funds are spent wisely.
27. The ethos in the school is very positive. Pupils of all ages and levels of attainment are very highly motivated and have very positive attitudes to work. Relationships in the school are excellent, and the headteacher, staff and Governing Body are very keen to maintain the current high standards in English, mathematics and science, and to raise them even further if possible. The atmosphere in the school is warm, welcoming and friendly. The school is giving very good value for money.

WHAT COULD BE IMPROVED

The provision for physical education in the upper part of Key Stage 2.

28. There are weaknesses in the school's current arrangements for the teaching of physical education in Year 5 and Year 6. At certain times during the year, the work is blocked, to enable the pupils to study extended units of work, which last for the period of one week. Year 5 pupils benefit from working on a dance project with a local college, resulting in a performance, and Year 6 pupils take part in a residential course, which focuses on outdoor adventure activities. However, there are no additional physical education activities during the terms in which these extended study units occur, and pupils miss out on the benefits that are derived from weekly physical education sessions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- The headteacher, staff and Governing Body should ensure that Year 5 and Year 6 pupils do not miss out on weekly physical education lessons in those terms where extended physical education activities are blocked.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	68	23	4	-	-	-

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	207
Number of full-time pupils eligible for free school meals	N/A	21

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

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	11

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	3.9	School data	0.0
National comparative data	5.2	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
	2000	19	11	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	11	11	11
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	97 (96)	97 (96)	97 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	19
	Girls	10	11	11
	Total	28	30	30
Percentage of pupils at NC level 2 or above	School	93 (92)	100 (85)	100 (81)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	19	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	18	15	16
	Total	27	24	25
Percentage of pupils at NC level 4 or above	School	93 (97)	83 (84)	86 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	9
	Girls	17	17	17
	Total	24	26	26
Percentage of pupils at NC level 4 or above	School	83 (84)	90 (88)	90 (97)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	1
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	2
White	167
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.7
Number of pupils per qualified teacher	24
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	129

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	1999/2000
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	£
Total income	369,851
Total expenditure	370,553
Expenditure per pupil	1781.51
Balance brought forward from previous year	29,050
Balance carried forward to next year	28,348

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	207
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	4	1	0
My child is making good progress in school.	53	42	4	1	0
Behaviour in the school is good.	54	42	1	0	3
My child gets the right amount of work to do at home.	43	42	14	1	0
The teaching is good.	54	40	3	0	3
I am kept well informed about how my child is getting on.	33	43	21	0	3
I would feel comfortable about approaching the school with questions or a problem.	63	28	8	1	0
The school expects my child to work hard and achieve his or her best.	50	40	7	0	3
The school works closely with parents.	31	49	12	8	0
The school is well led and managed.	30	43	12	10	5
The school is helping my child become mature and responsible.	47	48	1	0	4
The school provides an interesting range of activities outside lessons.	20	26	26	20	8