

INSPECTION REPORT

ST. BEDE'S RC PRIMARY SCHOOL

Darlington

LEA area: Darlington

Unique reference number: 114284

Headteacher: Mrs. C. Taylor

Reporting inspector: Mr. P. Belfield
21661

Dates of inspection: 8 – 9 May 2001

Inspection number: 191623

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Voluntary Aided

School category: Primary

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Kingsway
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Appropriate authority: Governors

Name of chair of governors: Mr. G. Firbank

Date of previous inspection: 24th February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the north-eastern side of the town of Darlington and is oversubscribed. There are 245 boys and girls on roll in eight classes. Forty-two pupils attend on a part-time basis in the nursery. There are no pupils who are learning English as an additional language. Eighteen per cent of pupils are on the special educational needs register, which is broadly average for a school of this size. Eight pupils have a Statement of Special Educational Needs, which is above average. Three per cent of pupils are entitled to free school meals which is below average. The pupils' attainment shows a very wide variation when they enter the school, but it is average overall.

HOW GOOD THE SCHOOL IS

St. Bede's Primary is a very effective school. The pupils enjoy school and achieve high standards. The teaching is very good and the headteacher, staff and governors are committed to continuous improvement. The school gives very good value for money.

What the school does well

- The headteacher provides very good leadership and together with the staff creates an ethos that strongly supports achievement and learning.
- The pupils achieve high standards because of the very good quality of the teaching.
- The pupils have very good attitudes to their work. The lessons capture their interest and meet their needs. A firm moral framework results in very good standards of behaviour. The pupils enjoy school and the levels of attendance are high.
- Assessment procedures are very good. Pupils of all abilities make very good progress because the teachers are clear about what the pupils have learned and what they want them to learn next.
- The school provides an enriched curriculum that is accessible to all pupils.

What could be improved

- The planning of the curriculum in the Nursery and Reception classes does not ensure that the children's learning is planned progressively.
- The governing body could be more effective in monitoring and evaluating the school's performance.

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 progress since the last inspection in February 1997 and has continued to improve in many areas. The quality of teaching has improved and is very good overall. The results achieved by pupils in the national tests at age 11 have risen and there has been a significant rise in the standards achieved in writing and mathematics by the age of seven. Assessment procedures have improved and they play a central role in ensuring that all pupils achieve well. All of the key issues from the last inspection have been addressed very successfully and the provision for design and technology, information and communication technology and music has been significantly improved.

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	B	A*	A*
Mathematics	A	C	A	A*
Science	A	A	A*	A*

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

These results relate to the pupils who took the tests in 2000. They show that the pupils' performance in English and science was in the top 5% of schools nationally and very high when compared to those in similar schools. The school exceeded its challenging targets for both English and mathematics. There has been a significant rise in standards over the past four years.

The work that the pupils were doing during the inspection confirms this picture of high standards. The pupils achieve very high standards in English, mathematics and science. The improvement in the pupils' performance is largely due to the school's analysis of previous performance and adaptations to teaching to improve standards in the subjects. Pupils of all abilities achieve well and they make very good progress in relation to their prior attainment. This is reflected in the most recent national tests results for eleven year olds when all of the pupils attained Level 4 or above in English and science and 97 per cent reached Level 4 in mathematics. The pupils are very competent readers. They enjoy reading for pleasure and have a very good understanding of what they read, but they could be given more opportunities to read and research independently. They write with flair and accuracy, adapting the style of their writing confidently to suit different purposes. The pupils have a very good understanding of numbers and calculate mentally both quickly and accurately. They are very good at explaining how they have arrived at answers and find alternative methods. They are adept at solving mathematical problems.

In the Infants, the pupils achieve high standards in reading and very high standards in writing and mathematics. The standards in mathematics have risen significantly in the past year and are set to remain so. The pupils in both the infants and juniors have a good breadth and depth of scientific knowledge but would benefit from more opportunities to devise investigations and experiments. The children in the Nursery and in the Reception class make steady progress. Most children are on course to reach the early learning goals in all of the areas of learning, with some likely to exceed these goals by the time they enter Year 1. These standards could be higher if the children's learning in the Foundation Stage was planned progressively across the two classes.

There were no significant differences in the achievements of boys and girls as observed during the inspection. The pupils with special educational needs make very good progress and achieve well in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy their work and are very keen to improve. They concentrate well and take pride in their achievements.
Behaviour, in and out of classrooms	Very good. The pupils are polite, kind and considerate. They listen attentively in lessons and work hard, enjoy their lessons and give of their best.
Personal development and relationships	Very good. The pupils grow in confidence and self-esteem. They show great respect and care for property and each other. The pupils work and play together happily. They are confident and when talking to adults and they enjoy taking responsibility.
Attendance	Attendance levels are high. The pupils are very eager to come to school.

The pupils' attitudes to school and their behaviour are significant strengths. They willingly take on responsibility and the older pupils take care of the younger ones. They are sensible, polite, helpful and mature for their age. The pupils are interested in their lessons and concentrate carefully. They get on well together and relationships are very good.

TEACHING AND LEARNING

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

The quality of teaching is very good. Fifty per cent of the lessons seen were very good. In thirty-five per cent of the lessons the teaching was good and in fifteen percent it was satisfactory. There was no unsatisfactory teaching. The teachers have high expectations of the pupils' work and behaviour. They plan interesting and challenging lessons with work that is almost always well matched to the needs of the pupils. All of the pupils achieve well. There is a very good working atmosphere in the classrooms. The teachers make very good use of their assessments to provide work that builds on what the pupils already know and can do. The teaching of English and mathematics, including literacy and numeracy is very effective. All of the lessons are planned thoroughly; the teacher and the pupils are clear about the targets for learning and the work is challenging. The teachers use questions that promote the pupils' thinking and accelerate their rate of learning. The pupils are interested in their work and are keen to do well. They make very good progress in lessons and over time.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good in the infant and junior stage. The curriculum promotes high achievement for all pupils and provides a full range of learning experiences that are rich and stimulating. The curriculum in the Nursery and Reception classes is planned separately for each class and it is not clear how children of varying abilities will progress towards the early learning goals within the topics that are taught. The school needs to plan work across both classes so that it progressively builds on, and extends the children's learning.
Provision for pupils with special educational needs	Excellent. The pupils are very well supported. They make very good progress and achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school provides a strong moral framework and many opportunities are provided for the pupils to learn how to become caring, effective members of the community. The good role models of staff and the very clear expectations of behaviour ensure that the pupils learn the difference between right and wrong.
How well the school cares for its pupils	The school places a very high priority on the pupils' well being. They receive very good guidance and support.

The quality and range of the curriculum is very good. The school ensures that all pupils have access to a broad and balanced curriculum, whatever their age and ability. Literacy and numeracy are given a high priority and the curriculum is enriched by interesting work in art, drama, music, history and geography. The assessment of the pupil's achievement is very good. The school has a very effective partnership with parents. Consequently, the contribution the parents make to their children's learning is a very significant benefit.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and a high level of support for all staff. There is a very strong team spirit and the monitoring of teaching and learning by the headteacher has a very positive impact on standards.
How well the governors fulfil their responsibilities	The governors are fully committed to improving the school but they are not sufficiently involved in shaping its future direction or in evaluating its performance.
The school's evaluation of its performance	The headteacher and senior staff evaluate the school's performance very effectively. The governors understanding of the school's strengths and weaknesses could be better.

The strategic use of resources	Very good. The time, money, people and specific grants are used very effectively and the school gives very good value for money.
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The leadership of the senior staff is a strength of the school. The headteacher, together with the strong team of teachers, is very skilled in ensuring that the pupils achieve their best. The way the performance of the school is analysed, and the comparisons the senior staff and headteacher make about their performance compared with similar schools, results in appropriate action being taken to raise standards and to improve the quality of education provided. The governors are committed and keen for the school to do well but the current committee structure needs to be reviewed so that the governors can more easily monitor and evaluate the school's performance. The school applies the principles of best value to all areas of expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards attained by their children. • The good teaching their children receive. • Their children enjoy school • The school expects their children to work hard and do their best • The way the school encourages their children to become mature and responsible • The children's behaviour. 	<ul style="list-style-type: none"> • The range of activities outside lessons • How well parents are informed about the progress their children are making. • The amount of homework provided. • The partnership with parents.

The inspection findings endorse all of the positive views expressed by parents. The range of extra-curricular activities is broadly average for a school of this size and the inspection team judges that the pupils are given an appropriate amount of work to do at home. Overall, the parents are provided with an appropriate level of information about their children's progress, but the pupils' end-of-year reports could provide more detail and give parents a clearer picture of how they could help their children to improve. The partnership with parents is good and the support parents give to their children is highly valued by the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides very good leadership and together with the staff creates an ethos that strongly supports achievement and learning.

1. The headteacher works very successfully towards common goals with the staff. There is a very good ethos and a strong sense of team work to achieve the school's aims. This clear vision pervades all aspects of the school. The headteacher has high expectations of staff and pupils and also of the parents in the way that they can support their children's education. The very good assessment procedures that identify at a very early stage the pupils who need extra support for their learning is particularly effective in ensuring that all of the pupils achieve their best
2. They governors share the headteacher's vision of what sort of school St Bede's should be, but they recognise that they need to be more involved in planning for its development. The headteacher ensures that curriculum changes are managed effectively. The impact of any curriculum initiative is carefully analysed to ensure that it is working successfully. This is particularly evident in the way that the school responded to the issue from the last inspection to raise standards in music and design technology. The first phase of the development was judged to be ineffective and so the school employed additional part-time teachers with a greater level of expertise to teach these subjects. The inspection findings confirm that the pupils are now making good progress in these subjects.
3. All of the staff work as a team and are clear about the school's priorities. The monitoring of teaching and learning is very effective and is a regular feature of the headteacher's work. It has underpinned the improvements in the quality of teaching since the last inspection and the year-on-year rise in pupils' achievements. The headteacher co-ordinates the work in English and special educational needs and these are significant strengths in the school. The co-ordinators for mathematics, science and information technology provide good support for their colleagues and they are clear about how to raise standards in their subjects and how they can contribute to school improvement. The school improvement plan sets out concisely what needs to be done and how the school will judge what has been achieved. The school analyses data from national tests and other sources and the information is used very effectively to set targets for the pupils' learning.
4. Staff training is given a high priority. This has ensured that the introduction of the National Literacy and Numeracy Strategies have been implemented effectively. As far as possible, the school ensures that at least two teachers attend training events. The information gained and the expertise developed from the training is quickly passed on to all members of staff.

The pupils achieve high standards because of the very good quality of the teaching.

5. The teachers have high expectations of what the pupils can achieve. This results in high standards of work and behaviour and the standards achieved in the school at age eleven have been getting better year-on-year. In the national tests in 2000, the pupils' performance in English and science was in the top 5 per cent of schools nationally and the results were very high when compared with similar schools. The results in mathematics were well above the national average. The school exceeded its challenging targets for both English and mathematics.
6. The performance of the pupils at age eleven has put them ahead of the average picture for their age by the equivalent of more than two term's progress in their work. The school attributes these high standards to the very clear emphasis that is given to the teaching of reading, writing and mathematics within a broad and balanced curriculum. This is so. The basic skills are taught very effectively. In all of the lessons observed, a key feature was the very good relationships that exist between teachers and pupils. There is a very good working atmosphere in the classrooms. The work is challenging and the teachers make very good use of their assessments when planning future work. The quality of teaching is monitored on a regular basis by the headteacher and advice and guidance on improvement is given to teachers. This emphasis on improving the quality of teaching has had a very positive impact on the work of the school.
7. Almost all of the lessons observed during the inspection were good or very good and the teachers set clear targets for the pupils' learning. A common feature of the teaching across the school is the way in which the learning objectives are shared with the pupils and the rate and pace of the learning. In a very good lesson in Year 2, the teacher's detailed planning ensured that the pupils were able to improve their skills of subtraction and their understanding of the relationship between addition and subtraction. They were told clearly at the start of the lesson what they were going to learn. Through skilful questioning, the teacher was able to get the pupils to clarify how they arrived at the answers to the problems that they were set. The pupils responded enthusiastically and the teacher extended the pupils' mathematical vocabulary as she encouraged them to think carefully about the way they tackled their calculations. In the group work, the pupils modified and refined their approaches and they made very rapid progress during the course of the lesson. In most lessons the pupils are given work that is stimulating and well matched to their prior attainment. In a very good drama lesson in Year 6 the teacher's careful preparation and excellent use of taped materials enabled the pupils to explore the issues of rivalry and jealousy in Shakespeare's *Romeo and Juliet*. She cleverly encouraged the use of persuasive argument within the roles the pupils adopted and they responded enthusiastically to the ideas put to them. There was a clear understanding on the part of the teacher and the pupils about what was to be learned and a very good pace to the lesson.
8. In all of the lessons observed the classroom assistants were very well deployed and worked very effectively with groups and individual children. The pupils appreciate the help that they are given. The impact of the work of the learning support staff, particularly those working

with pupils with special educational needs, is very good and significantly enhances their learning.

9. The teaching of English and mathematics usually begins with whole class teaching followed by group tasks. Almost all of the whole class teaching observed had good pace and the texts used in the Literacy Hour captured the pupils' interest. In Year 3 the shared reading of the big book, *The BFG* was used very effectively by the teacher to identify pronouns. The group work was an appropriate selection of written activities to reinforce the pupils' understanding of how pronouns should be used. As in so many of the lessons observed, the high expectations of the teacher resulted in the pupils achieving well and making very good progress. The pupils are aware of what they are going to learn in lessons. Opportunities are provided to write for a range of purposes with autobiographies, poetry, play-scripts and descriptive writing all featuring in the pupils' work. Mathematics lessons are characterised by high expectations and a fast pace that keeps the pupils alert and interested. The teacher's enthusiasm and very good, probing questions in a lesson with Year 2 pupils maintained their interest and spurred them on to find different ways of arriving at answers. Similarly in Year 4, the teacher's high expectations of the pupils' perseverance in solving problems ensured that they made very good progress in their ability to add sums of money. A striking feature was the way in which the pupils with special educational needs were encouraged to attempt challenging calculations. Effective praise and help from the teacher ensured that they succeeded. The National Numeracy Strategy has been implemented enthusiastically; as one teacher declared *it has freed us to teach the pupils the skills they need and to achieve higher standards*. She is right!.

The pupils have very good attitudes to their work. The lessons capture their interest and meet their needs. A firm moral framework results in very good standards of behaviour. The pupils enjoy school and the levels of attendance are high.

10. The pupils' attitudes to school are very good. They look forward to school, enjoy their lessons and give of their best. They listen attentively, settle quickly to their work and sustain concentration. These factors significantly influence the progress that they make. The high quality of the teaching captures the pupils' interest, secures their attention and ensures good levels of participation. Expectations of good behaviour begin in the Nursery and these youngest pupils are encouraged to listen quietly while others speak. Assemblies are occasions when the pupils' attitudes to their work and the world around them are explored. Assemblies promote a strong sense of right and wrong and current events are discussed and used to draw out moral issues. The headteacher, who leads many of the assemblies, emphasises the importance of positive attitudes and the qualities of friendship.
11. The pupils listen carefully, follow instructions and are always ready to offer their own ideas. They are willing to accept suggestions from each other. For example, in a Year 1 science lesson the pupils listened carefully to other groups describing how materials can change when they are heated. When the pupils make mistakes they accept them as a necessary part of learning and do not allow them to undermine their confidence or their

determination to get things right next time. The pupils' behaviour is a strength and the teachers promote the pupils' moral and social development very effectively. The school actively teaches and promotes an understanding of fairness, truth and justice. The adults and children treat each other with affection, courtesy and respect. The older pupils make mature observations about their school, such as, '*We don't have much bother with bad behaviour as everybody is expected to be sensible*'.

Assessment procedures are very good. Pupils of all abilities make very good progress because the teachers are clear about what the pupils have learned and what they want them to learn next.

12. The school has very good assessment procedures to support the pupils' academic progress. These procedures are consistently applied and used by all teachers to set appropriate work and targets for pupils. This makes a very positive contribution to the high standards achieved and the very good progress made by all of the pupils.
13. At the beginning of the reception year, the children are assessed using standardised tests. The results of these tests are used to identify children who need extra help. This early intervention is successful in promoting very good attitudes to learning as well as raising the pupils' confidence and so that they achieve the best they can.
14. A range of tests and assessments, including reading tests and optional assessment tests in Years 3, 4 and 5, provide the teachers with regular information about the pupils' progress. The test results are analysed by the teachers and are used to set whole school and year group targets.
15. Each half term the pupils' attainment in English, mathematics and science is assessed and the work is kept in an individual assessment folder which forms a Record of Achievement and Progress. Class teachers make very good use of this information as well as that gained from their day-to-day assessments to plan further work for groups and individual pupils. These records are carefully maintained and shared with the receiving classteachers at the end of the year.
16. The headteacher and the assessment co-ordinator have a clear picture of the progress made by the pupils and they are able to target individuals or small groups and provide them with additional support to meet their needs. This ensures that all pupils, including those with special educational needs, achieve the standards of which they are capable. This is reflected in the relatively high average point scores in the most recent national tests and the fact that all of the pupils perform well in relation to their prior attainment on these tests.

The school provides an enriched curriculum that is accessible to all of the pupils.

17. The very good curriculum provides a firm foundation and an enjoyment of learning through which the pupils gain insight into the wider world. The school achieves an effective balance between teaching the basic skills of literacy and numeracy and the development of the pupils' academic, personal, social and intellectual skills.

18. The school positively encourages and supports full access to a broad and balanced curriculum for all pupils, whatever their age and ability and particularly for those pupils with special educational needs. The curriculum is well planned and the topics are carefully chosen so that where possible, links are made between the subjects. For example, the Year 6 pupils use persuasive writing and balanced argument as they write letters about the local environment. Through drama, they apply their knowledge of the social and cultural issues in Shakespeare's 'Romeo and Juliet'.
19. Since the previous inspection in 1997 the school has made very good use of specialist advice, expertise and resources in order to improve and extend the curriculum and to raise standards further. This has been particularly successfully in art, design technology and music. The art curriculum is enriched and extended for all pupils as they work with visiting artists. A successful Millennium project resulted in vibrant, colourful, banners using embroidery, applique and collage. The project made good links with work in history, design technology and social and religious education as the pupils researched aspects of the life, work and teaching of St. Bede in order to plan their designs. A specialist design and technology teacher leads topics each term with the pupils in Years 3 to 6. The work is carefully planned and results in high achievement. Very good use is made of the specialist expertise in music to foster the pupils' enjoyment of the subject and to raise standards. Additionally, a small number of pupils receive weekly violin lessons from a visiting teacher and guitar and recorder lessons are offered as extra-curricular activities.
20. Visitors from Russia, Japan and Europe have spent time in the school sharing information about their customs and traditions. The school provides additional support and enrichment for the pupils' learning through visits to places of interest such as the Jorvik Viking Centre, Hartlepool Power Station, farms, museums and the Sea Life Centre. These visits and visitors have a very positive impact on the pupils' learning and this is reflected in their enthusiasm for school, the high standards of work produced in response to them and the pupils' obvious enjoyment of the activities provided for them.
21. The provision for those pupils with special educational needs is excellent and they make very good progress in relation to their prior attainment. The school identifies pupils that have learning difficulties soon after they start in the nursery. Additional support is provided and the pupils' progress is carefully tracked as they move through Reception and into the Infant classes. Extra help is provided in reading and numeracy and expert help is sought, when necessary, from the Local Education Authority and other agencies. The school has a clear aim to try and ensure that by the age of seven the pupils can cope when working alongside their peers. There is a significant level of success and this is evident in the high number of pupils attaining Level 2 in the national tests for seven year olds.
22. In the Juniors, those pupils who continue to need extra support are helped in their work by learning support assistants. The teacher responsible for pupils who have special educational needs encourages the pupils to set their own learning targets and to become involved in judging their own success. This helps them to improve at a rapid pace. A very impressive aspect of the work is the way in which the pupils' self-esteem is fostered. The teachers encourage them to do their best and learning support assistants provide help in a sensitive

and unobtrusive way. The overall aim is to get as many of the pupils as possible off the Special Educational Needs register and for them to achieve their potential. The school's policy is very successful.

WHAT COULD BE IMPROVED

The planning of the curriculum in the Nursery and Reception classes does not ensure that the children's learning is planned progressively.

23. In the nursery and Reception classes a high priority is given to the development of the children's language, literacy and numeracy. However, the curriculum planning is not co-ordinated across both classes. The curriculum is planned separately for each class and it is not clear how children of varying abilities will progress towards the early learning goals within the topics that are taught. The planning does not identify the ways in which the work covered in the nursery class can be extended and developed in the Reception class. The school needs to plan the work across both classes so that it progressively builds on, and extends the children's learning. The school is aware of this shortcoming and intends to address the issue shortly.

The governing body could be more effective in monitoring and evaluating the school's performance

24. The governing body is very supportive and committed to improving the school and governors are enthusiastic in developing their own understanding of their roles. However, the committee structure needs to be re-organised so that it can more easily monitor and evaluate the school's performance. The Chair of Governors is responsible for the activities of most of the committees but the workload is unrealistic. The governors are informed by the headteacher of the school's results in national tests and the overall performance of the school. But opportunities to contribute to the effectiveness of the school through the work of the governor's committees are limited. The governors need to be more closely involved in agreeing the priorities for improvement and evaluating the impact of the school's spending decisions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 1. Ensure that the curriculum in the Nursery and Reception classes is planned jointly across the two classes so that it progressively builds on, and extends the children's learning from the nursery class into the Reception class.**
- 2. Increase the governors contribution in monitoring and evaluating the school's performance by:**
 - revising the present committee structure to ensure that the governors' workload is shared more equitably;

- reviewing the terms of reference for each committee so that the governors have a clearer understanding of the school's strengths and areas for development and be more involved in shaping the direction of the school;
- reviewing the monitoring role of the governors so that they have a better understanding of the quality of teaching and learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	50	35	15			

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)	21	223
Number of full-time pupils known to be eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs	Nursery	Y[] – Y[]
Number of pupils with statements of special educational needs	4	46
Number of pupils on the school's special educational needs register	2	6

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	???
Pupils who left the school other than at the usual time of leaving	???

Attendance

Authorised absence

	%
School data	1.6
National comparative data	5.2

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
	2000	20	13	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	20
	Girls	13	13	13
	Total	32	32	33
Percentage of pupils at NC level 2 or above	School	97 (88)	100 (97)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	20
	Girls	13	13	13
	Total	32	33	33
Percentage of pupils at NC level 2 or above	School	97 (91)	100 (100)	100 (94)
	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	15	15	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	15	15	15
	Total	30	29	30
Percentage of pupils at NC level 4 or above	School	100 (87)	97 (80)	100 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	15	15	15
	Total	30	29	30
Percentage of pupils at NC level 4 or above	School	100 (80)	97 (70)	100 (97)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	
Indian	
Pakistani	1
Bangladeshi	
Chinese	
White	
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)	10
Number of pupils per qualified teacher	22.4
Average class size	28

Education support staff: Y[] – Y[]

Total number of education support staff	4.5
Total aggregate hours worked per week	48.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21

Total number of education support staff	2
Total aggregate hours worked per week	45

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

Financial information

Financial year	1999/2000
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	£
Total income	416,087
Total expenditure	417,353
Expenditure per pupil	1,690
Balance brought forward from previous year	14,302
Balance carried forward to next year	13,036

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	245
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	28	1		
My child is making good progress in school.	64	34			3
Behaviour in the school is good.	63	36			1
My child gets the right amount of work to do at home.	35	44	15	3	3
The teaching is good.	71	29			
I am kept well informed about how my child is getting on.	33	47	12	7	1
I would feel comfortable about approaching the school with questions or a problem.	60	31	6	3	
The school expects my child to work hard and achieve his or her best.	69	27	1		3
The school works closely with parents.	29	49	13	5	3
The school is well led and managed.	69	27	1		3
The school is helping my child become mature and responsible.	63	36			1
The school provides an interesting range of activities outside lessons.	19	29	21	5	26