

INSPECTION REPORT

ST OSWALD'S RC PRIMARY SCHOOL

Gosforth

LEA area: Newcastle upon Tyne

Unique reference number: 108497

Head teacher: Mrs A Wallace

Reporting inspector: Miss WLR Hunter
3277

Dates of inspection: 29th – 30th January 2001

Inspection number: 192630

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hartford Road Gosforth Newcastle upon Tyne
Postcode:	NE3 5LE
Telephone number:	0191 2852437
Appropriate authority:	The governing body
Name of chair of governors:	Mr J Collerton
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

OIN	Team members	
3277	Miss WLR Hunter	Registered inspector
9572	Mrs K Anderson	Lay inspector
18819	Mr J Atkinson	Team inspector

The inspection contractor was:

Eclipse (Education) Limited
14 Enterprise House
Kingsway
Team Valley
Gateshead
NE11 0SR

Tel: 0191 487 2333

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	9
WHAT COULD BE IMPROVED	12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
PART C: SCHOOL DATA AND INDICATORS	14

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Oswald's RC Primary School is a voluntary aided school catering for children in the Catholic Parishes of St Charles' and Sacred Heart in Gosforth, to the north of Newcastle upon Tyne. The school does not have a nursery. Consequently, children come into the reception class in the September of each year from up to 11 different nursery and pre-school settings. When they start in the school, children's attainment covers a wide range but is above average for typical four year olds. There are 223 pupils in the school (116 boys and 107 girls). Some classes have an imbalance between boys and girls, for example there are a lot more girls than boys in the reception class at the moment but this situation is reversed in the current Year 6 class. Few pupils come from minority ethnic backgrounds and three pupils receive support for English as an additional language. Only 2 per cent of the pupils are eligible for free school meals; this is well below the national average. Similarly, few pupils have been identified with special educational needs and there are no pupils with a statement of specific need; this is also well below the national average. The school is very popular and is over-subscribed.

HOW GOOD THE SCHOOL IS

This is a highly effective school. Standards are very high, especially in English, and the quality of teaching is very good. The school is well led and managed. It has maintained its high standards over recent years without losing sight of the other experiences that pupils should receive. Pupils make very good progress and develop mature attitudes and excellent relationships. The school gives very good value for money.

What the school does well

- Standards in English are exceptionally high.
- Standards in mathematics are high – pupils are particularly good at mental mathematics.
- The quality of teaching is very good and pupils make very good progress.
- Pupils are very enthusiastic about their learning. Relationships are excellent and their behaviour and attitudes are very good.
- The school is well led and managed with a strong emphasis on maintaining high standards.

What could be improved

- Standards in information and communication technology are not high enough and there are some gaps in what pupils learn.
- There is insufficient equipment to provide children in the reception class with the range of outdoor play experiences they should receive.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997. At this time it was recognised as being particularly effective and was subsequently identified in the national list of effective schools. The school has maintained its strengths since this time. It has also improved and developed in several areas since the last inspection although two of the issues that were identified have not progressed sufficiently well. Despite this, the school has met the challenge to maintain its consistently high standards and has made satisfactory progress since the last inspection. It has a good capacity to maintain this position and to tackle the issues that still remain.

The school's aims have been reviewed and the written annual reports for parents now meet statutory requirements. Handwriting has developed and pupils' spelling, and the presentation of their work, has

improved. The curriculum for children in the reception class has been completely over-hauled and the use of assessment information is now significantly better than it was. There have been some staffing changes and the quality of teaching in the reception class is much better. However, the school is still short of equipment to give the reception children the range of outdoor play experiences they should have. The school has improved the range and quality of books available to pupils in their class libraries and a new computer suite has been built and equipped. Nevertheless, although their skills are improving rapidly, pupils are not yet being taught everything they need in information and communication technology to reach the standards they should by the time they leave 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			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	A*	A*	A
mathematics	A	A*	A	A
science	A	A	A	B

Key	
top 5% of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The school has maintained its very high standards in all subjects since the last inspection. In last year's tests, the school's performance in English was in the top 5 per cent of schools nationally and the results in mathematics and science were well above the national averages. There are few pupils eligible for free school meals but comparison against similar schools shows that pupils' performance is still well above average in English and mathematics. The results of the science tests were almost as good, but a handful of pupils missed getting a higher result by a few marks, and this is why the school's comparison only appears to be above average against similar schools. The school's targets for 2001 indicate that it expects pupils to continue to reach these high standards but also show that almost half of the pupils in Year 6 are likely to achieve beyond the levels expected for typical 11 year olds.

Standards in English are exceptionally high. Pupils are articulate and speak very well with an excellent range of vocabulary. They listen very well, not only to their teachers, but also to each other. Reading and writing are equally strong. Pupils read with a voracious appetite and have a genuine appreciation of literature. They write very well, both in English and in other subjects. For instance, when forming logical arguments to present the outcomes of their practical investigations in science. Standards in mathematics and science are high. Pupils have a very good grasp of numeracy and solve complex algebraic equations with ease. They have a good range of technical vocabulary in both subjects and can reason, argue and present their ideas well.

Standards in information and communication technology are not high enough. Pupils are developing their skills rapidly by using the new computer suite but there are gaps in their knowledge. For example, they have a superficial understanding of databases and spreadsheets and do not use computers to control and monitor physical events. Despite this, pupils use their word-processing and desktop publishing skills well to produce colourful work, although they do not bring text and graphics together well enough by using the features of the programs they work with.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very proud of their school and take great pride in their work and achievements.
Behaviour, in and out of classrooms	Very good. Pupils behave very well and are good ambassadors for their school.
Personal development and relationships	Very good. Pupils are mature and responsible. They develop excellent relationships, especially the 'special friends' link between pupils in Year 5 and the children in the reception class.
Attendance	Very good. Pupils enjoy coming to school and absence is rare.

TEACHING AND LEARNING

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

Sixteen lessons were seen. Teaching was good in 44 per cent of these lessons and very good in a further 50 per cent. An excellent lesson was seen in Year 6 (this is the remaining 6 per cent). Teaching is a strength of the school and is a major factor in the fast rate of pupils' learning and the standards achieved.

English and mathematics are taught very well. Teachers from Year 3 upwards make very good use of a short period of time at the start of each day to practice pupils' basic skills and, as a result, pupils develop very good literacy and numeracy skills. Teaching in information and communication technology is good in the areas where teachers are confident, but they do not have sufficient confidence and expertise to cover the full range of experiences that pupils need to be taught. Consequently, pupils do not develop sufficient skills to reach the standards they should by the age of 11. The school has already identified this and has a programme of training planned to support and develop teachers' knowledge and skills.

Teachers have very high expectations. They make use of assessment information to plan their lessons very well and provide work that matches pupils' needs but also stretches them to learn and think for themselves. A particular feature of the teaching in the school is the way that teachers use questions to make sure that each pupil, regardless of their ability, is included in the lesson and challenged effectively. Homework is used very effectively to reinforce what pupils have learnt during their lessons and, in Year 6, to encourage pupils to undertake independent study on topics that interest them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad but there are some gaps in information and communication technology that affect pupils' standards. Literacy and numeracy are given a high priority and this contributes well to the school's standards.
Provision for pupils with special educational needs	Good. Teachers carefully plan work that meets pupils' particular needs.
Provision for pupils with English as an additional language	Satisfactory. The small number of pupils who need help receive support from the local education authority's service to improve their understanding of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This area has developed a lot since the last inspection. The school actively encourages pupils to think of others. Pupils are consistently taught about right and wrong and are given plenty of opportunities to work and share together. Topics in art and design, history, geography and religious education support pupils' understanding and awareness of different cultures.
How well the school cares for its pupils	The school does this well. Pupils are valued and each individual is well known to the teachers and other staff. Systems for the assessment of pupils' learning are effective.

The school's information and communication technology curriculum does not give pupils the chance to sense, monitor or control physical events using computers. Similarly, some of the activities that are offered with spreadsheets and databases are too superficial to develop pupils' skills to the levels they should be by the time they leave the school. The school actively promotes pupils' spiritual, moral, social and cultural development and this plays a major part in supporting the excellent relationships in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The senior management is constantly striving to maintain standards and does this well. The head teacher has a good grasp of what is happening in the school and which areas have room for improvement.
How well the governors fulfil their responsibilities	Governors are supportive and effectively fulfil their requirements, but the governors' annual report to parents has some parts missing and therefore does not meet statutory requirements.
The school's evaluation of its performance	Good. Governors, the head teacher and staff are all aware of how the school is performing and are conscious of the challenge to maintain the high standards.
The strategic use of	The school makes good use of the resources available and receives

resources	significant amounts of money from parents.
-----------	--

The school is well led and managed – this is contributing to the continually high standards. However, the school development plan is not precise enough to identify the key priorities for the school or to allow governors and staff to measure how effectively they have worked towards their objectives. Parents make a particularly strong contribution to the work of the school through extensive fund raising, their support for homework and high levels of involvement in many aspects of school life. The school applies the principles of best value efficiently and 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"> • Their children like school and are making good progress. • Their children are learning to be mature, responsible and behave well. • The teaching is good and their children are expected to work hard. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities offered outside lessons.

Parents are absolutely right to hold the school in such high regard. The inspectors agree entirely with all the positive views expressed by parents but do not support their criticism about the range of activities outside lessons. The school provides an adequate range of extra-curricular activities although these are only offered to the oldest pupils. However, all pupils are given the chance to take part in a range of educational visits and are involved in regular drama and musical productions. The school also provides an extensive field trip for older pupils and offers them the chance to extend their computer skills by visiting the Newcastle United Football Club Study Centre after school for several weeks.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English are exceptionally high

1 The school reaches very high standards in English and this is reflected in its consistent performance in the national tests for 11 year olds. For example, in last year's tests the school was in the top 5 per cent of schools nationally. The high quality of teaching and the wide range of literacy experiences offered by the school helps many pupils to reach levels that are beyond what is expected for 11 year olds.

2 Pupils are fluent and articulate speakers. They speak very well with an excellent range of vocabulary and good expression. For example, children in the reception class thoroughly enjoyed sharing their ideas about what would happen next in the story that was being read to them. Similarly, pupils in Year 1 used effective descriptive language when developing their own poem about a "chocolate rolo mountain". Older pupils use their speaking skills well to formulate logical and coherent arguments. For instance, when Year 6 pupils analysed the circumstances of the Marie Celeste tragedy. Pupils listen very well to their teachers. They particularly enjoy listening to stories that are read to them and pick up information quickly. For example, how the combination of letters, such as "o...e", sound in different words – "explode", "frozen" and "telephone". Pupils listen very well to each other and this is one of the reasons why their relationships are excellent – they really value what each other has to say and take note of opinions and ideas that are different to their own.

3 Standards in reading are very high. The school has a structured reading programme in place and this helps pupils to develop their skills systematically. They learn different ways to tackle unfamiliar words, such as splitting the word into sounds or thinking about the context of the sentence. Pupils experience a broad range of literature and gain a genuine appreciation of different styles. For example, Year 6 pupils talk confidently about their favourite authors and can judge a book's potential "enjoyment" on the basis of their previous experiences and knowledge of the author. Pupils have good library and information retrieval skills. They know how to select books and carefully research information to support their work in many subjects, such as science, history and geography. Parents support the school well by hearing their children read regularly at home – this contributes to the school's high standards.

4 Standards in writing are very high. Pupils learn to form their letters well and, consequently, their handwriting is very neat and precise by the time they reach Year 6. They use a good range of vocabulary to present their ideas and learn to use punctuation very well to add emphasis to their writing. For example, when using speech marks to distinguish the difference between facts and opinions. Teachers give pupils a very broad range of writing experiences and this helps them to appreciate the need for different styles depending on the reason for the writing. For instance, Year 2 pupils have written detailed descriptions of a missing person (linked to the story of Goldilocks), have written about their favourite holidays and have written persuasive arguments about why they think cats make better pets than dogs. As pupils get older they write for a very wide range of purposes and audiences. For example, during one lesson, Year 5 pupils read about "The Pied Piper of Hamelin", talked maturely about how they thought the mayor must have felt at the loss of the children, then produced eye-catching headlines and articles for the front page of a newspaper. In doing so they used a good range of descriptive language, such as "terrible crisis", "rather chaotic" and "completely devastated". Year 6 pupils have used their creative writing skills to write a story with a moral (based on the fable of the Hare and the Tortoise) and have also written very persuasive factual narratives about the moral implications of killing whales. Pupils have also used their writing skills to argue the

advantages and disadvantages of mobile phones and have prepared reports on everyday events, including episodes from soap operas. Pupils use their writing skills very well in subjects other than English, for instance when forming logical arguments to present the outcomes of their practical investigations in science and when writing about their studies of local history and The Jarrow Crusade.

5 Homework makes a significant contribution to the standards in English, especially in Year 6. Pupils in this class undertake an independent homework project each term on a topic that links with their studies. For example, last term, they all completed a presentation on a European country of their choice. This involved a lot of reading, research and writing to produce high quality presentations. This is a good example of the way the school challenges pupils to use their literacy skills to support their work in a broader context.

Standards in mathematics are high – pupils are particularly good at mental mathematics.

6 Standards in mathematics are consistently high. In last year’s national tests for 11 year olds, the school’s performance in mathematics was well above the national average. The quality of teaching is very good and this obviously contributes to the high standards, but the main area of strength is the daily emphasis put on mental mathematics in all classes.

7 In the reception class, working with numbers is made fun. This helps children to develop an interest in mathematics and starts to build good levels of numeracy. For example, in one lesson, children were given a number by the teacher then had to subtract this number from 10. They used plastic astronauts (linked to their theme of Space) to help them carry out the calculation then wrote their sum on a whiteboard to show other children in the group. Even at this early age, children are being encouraged to think about how they reached their answers and to explain their working.

8 In Years 1 and 2, pupils’ daily numeracy lessons start with brisk mental activities. For example, Year 1 pupils have written a number “rap” to help them remember how to calculate doubles, while Year 2 pupils flash their fingers as they count accurately in 10s. Teachers challenge the pupils well by expecting them to think quickly and to be able to explain themselves using correct mathematical vocabulary. For instance, pupils in Year 1 already know that “minus”, “take away”, “subtract” and “count back” all refer to the same kind of calculation.

9 From Year 3 onwards pupils are given a short mental mathematics session at the start of each day. During this time, they are expected to solve increasingly complex problems and then be prepared to explain how they reached their answer. These activities are extremely challenging and contribute significantly to pupils’ high levels of numeracy. For example, pupils in Year 3 handle problems involving fractions, multiplication tables and simple algebra, such as $56 = 7 \times n$ (find n). By the time they are in Year 6, pupils have highly tuned skills and confidently tackle complex problems, such as:

$$\sqrt[4]{n} = \frac{63}{9} \qquad 6(n \times 32) = 12 \times 2 \qquad \frac{3^2 \times \sqrt[3]{8}}{1/4 \times n} = \sqrt{36}$$

10 Pupils thoroughly enjoy this work and take great pride in explaining how they reached their answers. They realise that there is often more than one way to approach the calculations and listen carefully as their classmates explain their methods. Pupils’ strong speaking and listening skills contribute well to this activity and help them explain their strategies in a mature and confident manner.

11 As with English, homework is used effectively to support pupils' learning in mathematics. Pupils are given regular work to complete at home – this is supported well by parents and is marked conscientiously by teachers to help pupils understand the progress they are making and to set targets for future development.

The quality of teaching is very good and pupils make very good progress.

12 The high quality of teaching in all classes is a major factor in the success of the school. From their first days in the reception class, children are expected to do well and are challenged to succeed. For example, when talking about her writing, one child explained that she had used an “*excramation*” mark to make her writing stand out! She was immediately praised for this and then corrected to make sure that she realised she had used an “exclamation” mark. This drive and challenge is sustained through the school with the result that pupils learn quickly, develop confidence in themselves and reach high standards.

13 Teachers use the results of their regular assessments to plan their lessons carefully and make sure that activities are matched well to the different needs of the pupils in their classes. In this way the pupils with special educational needs receive the support they require while higher attaining pupils are extended and challenged effectively. For example, in a Year 2 literacy lesson, some of the pupils had to read a piece of text about planets on their own then answer a series of questions using full sentences and correct vocabulary, while others worked with the teacher to read the text then list the planets in order based on their distance from the sun. In an excellent mathematics lesson in Year 6, the teacher effectively recapped pupils' previous work on the area of squares before using this to lead into an investigation of how to use this knowledge to find the area of a circle. In this lesson, there was a clear expectation that higher attaining pupils already knew enough to be able to work the method out for themselves, while others received focused support from the teacher and an assistant. This was successful because, by the end of the lesson, all pupils had systematically worked out that the area of a circle can be calculated using the square of the radius multiplied by Pi.

14 The effective use of questions is a feature of the teaching in all classes. This builds well on pupils' strong speaking and listening skills and encourages them to think and solve problems for themselves. For instance, in a Year 3 mathematics lesson the teacher challenged pupils to think about the features of two-dimensional shapes by asking them, “What will I always be able to say about a shape with a line of symmetry?”. Teachers use interesting and imaginative resources to capture pupils' attention and bring their lessons to life. For example, in a Year 1 lesson the teacher used a “witch” hand-puppet to help pupils with their subtraction sums. This had the effect of keeping pupils interested in their work while they learnt different ways of expressing a mathematical problem.

Pupils are very enthusiastic about their learning. Relationships are excellent and their behaviour and attitudes are very good.

15 Pupils are very keen to learn, conscientious in their work and want to succeed. They rise to the challenges set by their teachers and enjoy being able to show what they have learnt. For example, in their mathematics investigation, some Year 3 pupils discovered that a shape could have a “diagonal” line of symmetry and quickly shared this information with others in the class. Pupils work very well together and support each other when they hit difficulties with their work. For instance, in a lesson in the computer suite, some Year 4 pupils initially struggled to put data into a database and produce a graph, but others immediately went to their aid and helped them overcome their problems.

16 Pupils thoroughly enjoy coming to school. They mix well at break and lunchtimes and older pupils take pride in looking after the younger children. A particular example of this is the “special

friends” link that pairs children in the reception class with pupils in Year 5. This is strongly supported by parents and gives the youngest children confidence that there is someone looking after them in the school.

The school is well led and managed with a strong emphasis on maintaining high standards.

17 The governors, head teacher and staff are proud of the school’s achievements but are also conscious of the need to maintain the high standards. Governors are well informed and keep a close eye on how the school is performing. They are fully aware of the school’s strengths but also recognise where and how improvements can be made. The head teacher works well with staff and parents to set high expectations, for example by putting a rigorous and effective programme of homework in place. As a result, there is a positive and challenging atmosphere in the school in which the pupils strive to do their best.

WHAT COULD BE IMPROVED

Standards in information and communication technology are not high enough and there are some gaps in what pupils learn.

18 The school has made a lot of progress in this subject since the development of a computer suite. Pupils now receive regular taught lessons and, as a result, are developing their information and communication technology skills rapidly. For example, in a Year 4 lesson pupils learnt how to use a data handling package to store information about the number of boys and girls in each class and then discovered the different ways this could be presented using the graph functions in the software. By the end of this lesson pupils had made very good progress and had built on their existing skills due to the good teaching that took place. Teachers are confident and teach well in the areas that they are familiar with but there are some aspects of this subject where they do not have sufficient expertise, such as using spreadsheets to model different situations or using computers to monitor, sense and control the physical environment. As a result, pupils’ skills in these areas are weaker. However, the school has already identified this and has a programme of training planned to support and develop teachers’ knowledge and skills.

19 The school encourages pupils to use their word-processing skills to support and present their work in many subjects. For example, pupils in Year 4 have written up their science investigations and combined simple clip-art graphics to illustrate their work on light and shade. Pupils in Years 5 and 6 have produced extensive word-processed accounts of their field study visit and have, again, livened these up using clip-art, borders and different sizes, colours and styles of font. However, this work does not actually require any higher level of skill than the work produced in previous years. Although Year 6 pupils have a good grasp of how to present information, such as graphs, tables and digital photographs, they have not yet got the skills to be able to bring these different pieces of work together into one presentation without resorting to a physical “cut and paste” approach. Many pupils in Year 6 make good use of information and communication technology to help them prepare and present their homework projects; this shows their confidence in using and applying their skills to independent work.

20 Children in the reception class, and pupils in Years 1 and 2, use floor robots to gain experience of controlling simple sequences of movement. Although this work is continued in a limited way from Year 3 onwards, the school is already aware that there is insufficient equipment to develop this aspect of the subject and, consequently, there are currently some gaps in the curriculum for the older pupils. As a result, pupils in Year 6 have not had sufficient opportunities to use computers to monitor, measure or control physical events. This is bringing their standards down below where they should be.

21 The school has produced a comprehensive information and communication technology development plan that gives an effective summary of the developments and achievements in this subject over the past year. It also accurately identifies the areas needing further improvement although there is no clear indication of who is going to be responsible for monitoring the impact and effectiveness of developments on pupils' standards.

There is insufficient equipment to provide children in the reception class with the range of outdoor play experiences they should receive.

22 The school draws children into the reception class from up to 11 different nurseries. At present, although records are transferred from some of these nurseries, no-one knows precisely what experiences these children have had, particularly in physical development. This means that the school does not really know what opportunities it needs to make available for the children in the reception class to be sure that they have had the full range of physical experiences by the time they move into Year 1.

23 The school does not have an outdoor play area suitable for the children under five to use to specifically develop their physical skills. It makes good use of the school hall and the main play ground, when possible, but also does not have any suitable large play equipment or wheeled vehicles for children to use.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24 The school should now:

- (A) Raise standards in information and communication technology by:
- improving teachers' knowledge and understanding so that they can teach pupils the full range of experiences they require;
 - teaching pupils how to put text and graphics together electronically;
 - teaching pupils how to use formulae in spreadsheets to model and investigate different situations; teaching pupils how to use computers to sense, monitor and control physical events. (Paragraphs 18, 19, 20 and 21)
- (B) Provide suitable equipment for the children in the reception class to get the outdoor play experiences that their curriculum requires. (Paragraphs 22 and 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6%	50%	44%	-	-	-	-

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

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	223
Number of full-time pupils eligible for free school meals	4

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	17

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	2.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	16	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	16	16	16
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	100% (97%)	100% (100%)	100% (100%)
	National	84% (82%)	85% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	16	16	16
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	100% (100%)	100% (100%)	100% (97%)
	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	18	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	18	17	18
	Total	33	32	33
Percentage of pupils at NC level 4 or above	School	100% (97%)	97% (97%)	100% (97%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	17	17	18
	Total	29	31	32
Percentage of pupils at NC level 4 or above	School	88% (94%)	94% (90%)	97% (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	1
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	219
Any other minority ethnic group	2

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)	9
Number of pupils per qualified teacher	24.8
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	81

Financial information

Financial year	1999 – 2000
	£
Total income	361,763
Total expenditure	358,173
Expenditure per pupil	1,571
Balance brought forward from previous year	19,176
Balance carried forward to next year	22,766

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	223
Number of questionnaires returned	138

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	22	1	1	0
My child is making good progress in school.	67	30	2	0	1
Behaviour in the school is good.	74	25	1	0	0
My child gets the right amount of work to do at home.	52	39	6	2	1
The teaching is good.	73	25	1	0	1
I am kept well informed about how my child is getting on.	49	45	5	0	1
I would feel comfortable about approaching the school with questions or a problem.	70	26	3	0	1
The school expects my child to work hard and achieve his or her best.	89	10	0	0	1
The school works closely with parents.	62	33	3	0	1
The school is well led and managed.	86	12	1	0	1
The school is helping my child become mature and responsible.	72	24	1	0	3
The school provides an interesting range of activities outside lessons.	16	30	34	9	11