

# INSPECTION REPORT

**ST BEDE'S RC VA SCHOOL**

Sunderland

LEA area: Sunderland

Unique reference number: 108852

Headteacher: Mr Denis Naden

Reporting inspector: Dr Brian Male  
14906

Dates of inspection: 18 - 19 June 2001

Inspection number: 192944

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: 3 to 11

Gender of pupils: Mixed

School address: Hampshire Place  
Washington

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NE37 2NP

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Appropriate authority: Governing body

Name of chair of governors: Monsignor P Carroll

Date of previous inspection: 17/3/1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This Roman Catholic voluntary aided primary school takes pupils from four to 11 years old and is maintained by the Sunderland Local Education Authority. It is set in pleasant grounds and serves the Concord area of Washington. At the time of the inspection there were 237 pupils on roll in nine classes. There were a further 52 pupils attending the nursery on a part-time basis. Most pupils start school with standards of attainment in line with those usually expected. Nine per cent of the pupils are eligible for free school meals which is below the national average; 22 per cent of the pupils are on the special educational needs register which is similar to the national average, and there are three pupils for whom English is an additional language which is below the national average.

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

This is a good school with some very strong features. Pupils make good progress across the school and standards of attainment are at least above average by the age of 11. Pupils' behaviour and attitudes to work are excellent. Teaching is good across the school and often very good. The quality of leadership and management is good. There is a very positive ethos and a strong and supportive community where pupils are valued and encouraged to develop within a rich and varied curriculum. The school provides good value for money.

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

- Standards of attainment are above average in English and mathematics and well above average in science.
- The quality of teaching is good across the school, and is often very good.
- Pupils' behaviour and attitudes to work are excellent.
- The headteacher and senior staff have created a very positive ethos where pupils and staff are valued and there are very strong and caring relationships throughout the school.
- The school has a very positive approach to the inclusion of pupils from different backgrounds and those with special educational needs.

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

- The school needs to develop its partnership with parents.

*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 March 1997, and has made good progress since then. Standards of attainment have risen and are now above average in English and mathematics and well above average in science. Pupils' standards of behaviour and attitudes to their work have also improved and are now excellent. The quality of teaching is still good overall and has significant strengths. The headteacher now provides a good level of leadership and management. The school has fully addressed all of the key issues raised by the last report: there are more rigorous procedures for monitoring, a long-term view of the school's needs has been established, curriculum planning has been simplified and provision for physical education has been improved. The special educational needs

register is now accurate, but targets on individual education plans could still be sharper. There is a shared commitment to continue this trend and very good capacity to improve.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	A	B	A	very high                    A* well above average      A above average            B average                      C below average            D well below average      E
Mathematics	B	A*	B	B	
Science	A	A	B	A	

The school's scores in national tests for 11 year olds in 2000 were above the national average in all three subjects. Inspection evidence indicates that the school has maintained these above average standards this year in English and mathematics and improved standards in science which are now well above average. This is a significant improvement since the previous inspection.

Standards at the end of Key Stage 1 have been average in reading and writing and well above average in mathematics for the previous two years. Inspection evidence indicates that standards have risen significantly in reading and writing this year and standards are well above average in all three aspects.

These standards represent good progress and achievement for the pupils.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are excellent. Pupils are enthusiastic and keen to learn. They sustain their concentration very well indeed and take their work very seriously. They are confident learners, willing to tackle new work and to ask questions when they do not understand.
Behaviour, in and out of classrooms	Pupils' behaviour is excellent, both in class and around the school. Pupils are friendly and very polite. They understand and respect the rules of the school and are committed to its positive ethos. They respond well to their teachers and are respectful to adults.

Personal development and relationships	Relationships are very strong and caring across the school. Pupils are very considerate of others' needs and have a genuine concern for others. They work well together in class and play well together outside. Teachers set very good examples of these positive and caring relationships in the way they value the pupils.
Attendance	The rate of attendance is average.

## TEACHING AND LEARNING

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

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

In the school as a whole, the quality of teaching and learning is good, and has some very strong features. Of the lessons seen, ten per cent were excellent, 20 per cent were very good, 40 per cent were good, and 30 per cent were satisfactory. This is a very strong profile indeed. There is also some very good support from the teaching assistants.

Teachers work very hard and are committed to the school. They have very good relationships with their pupils and this underpins the positive ethos for learning. Expectations are high and learning objectives are clear and shared well with the pupils. Lessons are very well prepared and structured to build very effectively on what pupils have already learned. There is a good range of methods and pupils are provided with a rich variety of learning experiences.

The teaching of literacy and numeracy is particularly effective. There is some very good support for pupils with special educational needs from teachers and support assistants, but the provision of teaching for these pupils outside the classroom needs revision.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very broad curriculum that not only provides appropriate emphasis on the core skills of numeracy and literacy, but also enhances pupils' learning through a wide range of rich experiences in other subjects and activities.



Provision for pupils with special educational needs	The school has a very positive approach to the inclusion of pupils with special educational needs and has done particularly well to integrate a range of pupils into the school. There is some very good teaching of special educational needs pupils in class and some very good support from teaching assistants. Some individual education plans have very broad targets, and the system for teaching these pupils outside of the classroom needs review.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development. There is good provision for spiritual development, especially through the very strong relationships. Provision for moral development is good. There is very good provision for social development, enhanced this year by the Year 6 and reception class friends system. There is satisfactory cultural development, but the multicultural element is limited outside of religious education.
How well the school cares for its pupils	The school provides a very caring and supportive environment. Arrangements for child protection and health and safety are good. There are thorough arrangements for assessing pupils' progress and attainment.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership for the school. With the deputy headteacher, he has created a very positive ethos and has ensured a trend of rising standards. There is a clear educational direction and a common commitment to provide a high standard of education. The role of subject co-ordinators is developing well, and they are beginning to have a very positive impact upon their subjects.
How well the governors fulfil their responsibilities	The governors have developed their role very well under the very able leadership of their chairman. They have a good overview of the school and a clear view of its development. They take an active interest in the work of the school and are very supportive.
The school's evaluation of its performance	The school is taking many valuable steps to monitor and evaluate its performance. Assessment data are analysed rigorously and pupils' progress is tracked. Targets are set for pupils and progress toward these is monitored. This is a significant improvement since the previous inspection.
The strategic use of resources	The school's budget is planned effectively and resources are generally appropriately allocated, although the library needs development. The planned admission number of 35 pupils each year makes budgeting and the allocation of classes very difficult, as there are too many pupils for one class, but not enough funding for two classes.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children like coming to school.</li><li>• Children are expected to work hard.</li><li>• Teaching is good.</li><li>• Children make good progress.</li><li>• Behaviour in the school is good.</li></ul>	<ul style="list-style-type: none"><li>• There are too few extra-curricular activities.</li><li>• Some parents feel they are not well informed about their children's progress.</li><li>• Some feel the school does not work closely with parents.</li><li>• There is some concern about the level and consistency of homework.</li></ul>

The inspection agrees with the parents' positive feelings about the school that are listed above. The inspection also agrees that the links with parents could be stronger, and they could be better informed about the school and their children's progress. The range of extra-curricular activities is limited, and, although homework was set and marked appropriately during the time of the inspection, the school needs to ensure that this is consistent. Although there are areas where some would like to see improvement, parents were generally very supportive of the work of the school, and they are justly proud of it.

## **PART B: COMMENTARY**

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

**Standards of attainment are above average in English and mathematics, and well above average in science.**

1. The school's scores in national tests for 11 year olds in 2000 were above the national average in English, mathematics and science. Inspection findings indicate that standards continue to be above average in English and mathematics this year, and are well above average in science. Standards in English and mathematics have been rising over the last four years, whilst standards in science have been generally well above average.
2. Standards at the end of Key Stage 1 have been lower than at Key Stage 2 over the last two years, but have risen significantly this year and now are now well above average in reading, writing and mathematics. The rise has been assisted by the quality of teaching of the two new teachers taking the year group.
3. Across the school, the above average standards result from the good quality of the teaching, together with the pupils' own excellent attitudes to work and the very positive ethos for learning in the school. The fact that the school offers a rich and varied curriculum increases pupils' interest and enthusiasm, and enhances their progress in the core skills of numeracy and literacy.
4. Standards in English are above average across the school, and well above average by the end of Key Stage 2. Pupils make very good progress as a result of the many structured opportunities that they have to discuss in pairs and groups, and to speak in public. Pupils' skills in speaking and listening are well developed from an early age. Even in the nursery, children are able to express themselves clearly and to take account of other people. For example, in the play house children asked, "Would you like some pizza? There is some left over". By the age of 11, pupils are able to take part in group discussions with confidence, and argue a case clearly and cogently. For example, Year 6 pupils conducted some very good discussions about the relative merits of candidates for a job, and were able to reach amicable conclusions. This resulted from the very clear structure to the lesson that gave the pupils clear information and points to discuss, and also from the positive ethos where everybody's contribution is valued. Pupils speak clearly and with confidence in public. The Year 3 assembly was a very good example of this.
5. Standards in reading are well above average. Most pupils read fluently and with enjoyment at an appropriate level. They have been very well taught the higher order reading skills through the literacy hour, and are able to identify the various literary features of the books and passages they read. For example, Year 1 and 2 pupils were already able to use the index and contents to check whether there is information about butterflies in a particular book. A very good Year 2 literacy lesson focused particularly clearly on the use of sub-headings to find out information about snakes. Older pupils are able to use skills of inference and deduction to look for meaning beyond the literal. Some were able to apply this to their analysis of the letters of application for a job, inferring that a candidate who had taken an evening class would be willing to work beyond the usual office hours.

6. Standards in writing are not so high as those in reading, speaking and listening, but are still above average. Pupils make a good start to writing in the nursery and many are already writing their names and other letters and words before they move to the reception class. By the age of seven, most pupils can write a sequence of sentences with correct spelling and punctuation, and many have attained the higher level (Level 3) where writing is organised, imaginative and clear. By the age of 11, most pupils attain the expected level, Level 4 and a good number attain the higher level where writing is varied and interesting and vocabulary choices are imaginative. For example, one Year 6 pupil, presumably describing the prevalent June weather, wrote, "It was a dowdy Monday morning and the gushing rain lashed outrageously at the windows". Another wrote, "The sinister trees leered down in my face, laughing wickedly at me". There is good style in more prosaic writing, and another Year 6 pupil writing an argument against the use of mobile phones was able to start successive paragraphs, "Secondly, mobile phones .... Additionally, I would point out ..... Furthermore, calls ...." showing a good feel for structure and balance and the need to avoid repetition. Pupils' awareness of the quality of writing was well illustrated in their very sharp analyses of candidates' letters.
7. Standards in mathematics are above average across the school. Pupils in the nursery are already able to count to ten and work out how many more bricks are needed to complete a pattern. There is some good direct teaching of these skills with helpful practical activities, for example sorting and counting different sorts of beans, that promote these skills effectively. By the age of seven, the high challenge of the lessons and the many opportunities to work practically with numbers has enabled many pupils to manipulate numbers at a high level. For example, in a Year 1/2 lesson, seven year olds were able to respond quickly to such questions as, "Which multiple of five comes between 60 and 70?" and "Which multiple of four comes immediately before 35?". This was a high degree of challenge that has promoted a high level of attainment. By the age of 11, pupils have developed these number skills very well, and are able to order negative numbers and solve problems involving ratio and proportion. They have good skills across all four areas of mathematics.

**The quality of teaching is good across the school, and is often very good.**

8. In the school as a whole, the quality of teaching and learning is good, and has some very strong features. Of the lessons seen, ten per cent were excellent, 20 per cent were very good, 40 per cent were good, and 30 per cent were satisfactory. This is a very strong profile indeed. There is also some very good support from the teaching assistants.
9. Teachers have very good relationships with their pupils and these underpin the positive ethos for learning. Central to these good relationships is the way in which teachers value their pupils and are sensitive to their responses in lessons. Teachers listen well to their pupils and are usually careful not to be dismissive of their answers and suggestions, even when they are wrong or seemingly irrelevant. This valuing starts from the nursery, where children learn from their teacher's example and already listen to each other and are sensitive to each other's needs.
10. Teachers work very hard and are committed to the school. Their own enthusiasm communicates itself very well to the pupils. This was seen in lessons across the school; for example, in a Year 1 English lesson it was the teacher's very lively

- reading of the poem "I feel sick" by Colin McNaughten that caught the pupils' imagination, and in a Year 4 science lesson the teacher was as excited as the pupils to see which food snails and woodlice would prefer. In the Year 3 assembly the teacher's own enthusiasm from the back of the hall communicated itself to all those on the stage as she all but said every word and sang every song with them.
11. Expectations are high and learning objectives are clear and shared well with the pupils. For example, in a Year 2 English lesson, all pupils read the learning objectives together before starting the lesson, and returned to them to discuss what they had learned at the end. Expectations are high across the school, with, for example, reception pupils working on the properties of three-dimensional shapes, Year 2 pupils manipulating multiples of numbers, and Year 6 pupils looking at equations with two variables. Pupils respond very well to such high challenge because there is such a supportive ethos and they feel secure.
  12. Lessons are very well prepared and structured with practical activities to take pupils through a sequence of learning. For example, in an excellent English lesson, Year 1 pupils were given a large letter card and had to come to the front and stand in the correct order to spell a given word. Where two letters combined to make the same sound (such as the 'ea' and 'ch' in 'beach') the two pupils with these cards held hands to show that there was a blend. This practical reinforcement was both enjoyable and very effective in reinforcing spelling and word structures. In the same lesson, Year 2 pupils were given a whole word or punctuation mark card each, and had to come to the front in order to make a sentence. This built well on a previous science lesson as the sentences were about butterflies, and were well matched to pupils' own targets as the pupil whose target was to remember to use full stops was given a full stop to hold. The fact that he originally forgot to come to the front, and then remembered, was excellent reinforcement for him. The challenge of the lesson was to turn the sentences into questions, with pupils needing to change places and recognise the need for different punctuation. Again, this was excellent practical and shared reinforcement of work that is often done individually on paper, and was therefore much more powerful.
  13. In an excellent Year 6 English lesson, the structure was very clear and the challenge was very high. The pupils checked three candidates' letters of application for a job against given selection criteria. The letters were well prepared to allow the pupils to distinguish between the candidates but to have to read between the lines to gain the information they required; for example, noting that the candidate with poor punctuation was unlikely to have good communication skills. Pupils were particularly sharp in their analyses, noting that this letter was also repetitive and was not set out in paragraphs. The lesson required pupils to work in pairs on their analyses, then to discuss their judgements in groups of six and come to an agreement. This gave very good opportunities for speaking, listening and taking account of others' views. There was a very high level of challenge on this lesson, and the careful preparation of the letters and three copies of the criteria to be highlighted for each candidate took the pupils through the learning so that all could succeed.
  14. Lessons build very effectively on what pupils already have learned, and often take account of the individual targets set for pupils. For example, a Year 2 English lesson built on the 'concept maps' pupils had previously drawn with questions about pythons, to find out the answers to questions and present them in writing. A Year 3 mathematics lesson built on pupils' ability to divide and calculate remainders in a problem-solving situation, and a Year 5 science lesson built well on previous work

about the motion of the moon around the earth to consider the effects of the movement of the earth around the sun.

15. The teaching of literacy and numeracy is particularly effective. There is some very good support for pupils with special educational needs from teachers and support assistants and good attention to the pupils' individual targets. The individual education plans for pupils at Stage 2 and above of the Code of Practice are often rather extensive and so do not give sufficient focus for the term. All pupils are given five targets, and yet past reviews show that pupils seldom meet all of these. The shortening of the targets and the sharpening of their focus would all more specific teaching to targets, and also allow more pupils (and teachers!) to experience success. The hitting of targets is often a very motivating experience.
16. Although it is obviously beneficial to provide extra support for pupils with special educational needs, the present system of teaching groups of pupils outside the classroom has a number of drawbacks. Pupils inevitably miss some lessons or parts of lessons, and some have extra difficulty in catching up later. Although the work outside of the class often relates to the work inside, it does not always build directly on it, because the special educational needs teacher was not present for the first part of the learning to see what happened. As pupils go out for extra help once a week for an extended period, rather than several times a week for a short period, they have difficulty in giving the concentration to a particular focus that they could sustain for a shorter period. The teacher is sensitive to this and uses different activities to vary the demand, but this inevitably means that the focus is diluted. To maximise the effectiveness of the extra support, the school needs to revise these arrangements.
17. The above-average standards in English and mathematics have not been achieved by an over-concentration on these skills to the exclusion of other subjects. Across the school, pupils are involved in a rich variety of activities. There are good examples of interesting work in design and technology such as robot dogs operated by hydraulics in Year 3, and doors with burglar alarms in Year 4. There have been some very interesting topics in history and geography, and visits from writers and poets. Pupils are also involved in art, music and drama. This variety of experiences adds to pupils' interest and enthusiasm and enhances their learning.

#### **Pupils' behaviour and attitudes to work are excellent.**

18. Pupils' behaviour is excellent across the school. From the nursery, pupils are polite and considerate. Even the youngest pupils know the conventions of polite behaviour and say "Excuse me" when they want to pass in front of someone. Across the school, pupils listen attentively to their teachers and are respectful to adults. They know when to listen and when to contribute. They move around the school very sensibly, and behave extremely well in situations where they are not directly supervised. Pupils use the playground very sensibly and play together very well. This excellent behaviour is rooted in the quality of relationships and the strong ethos of the school. Pupils have a strong sense of belonging to the community and a desire to please their teachers, and this ensures that there is little disaffection. They are valued by the school, and they return this in their commitment to the school's values.

19. Pupils sustain their concentration well in lessons and want to do their best. Even in the nursery, pupils are already able to sustain concentration and will spend a very long time, for example, building a tower or setting out a road system, and are not discouraged if the tower tumbles. They are enthusiastic about their work, something that they pick up from their teachers, and are confident in their learning. They tackle new work with confidence and are not shy to ask questions when they do not understand something. This confidence comes from the strong ethos of support in the school.
20. The enthusiasm and commitment of the pupils could not be better illustrated than by the way they performed in the Year 3 assembly where there were songs, poems, dances and short pieces of drama. The pupils' commitment and enthusiasm shone through in every word and gesture. Every word could be heard, every song was sung with gusto, every gesture was made with confidence. Above all, the school's own hymn was sung with pride.

**The headteacher and senior staff have created a positive ethos where pupils and staff are valued, and there are very strong relationships across the school.**

21. The strong and supportive ethos of the school embraces both staff and pupils. The headteacher has created a climate where teaching and support staff feel valued and are committed to the school. Teachers listen well to their pupils and this build their confidence. The atmosphere is one of mutual support and co-operation and in this environment, pupils are confident to learn and develop without fear or stress.
22. This attitude underpins the strong relationships across the school. Teachers set very good examples in the way they relate to each other and in the care and concern they show to the pupils. Pupils take up these examples in their own relationships where they show genuine care and concern. This care was extended to the snails and woodlice being used in a Year 4 science lesson to see which food different creature prefer. The teacher's own specific concern for the creatures was taken up in a most sensible way by the pupils. When a child in the nursery thought that a member of his group had taken more than his fair share of the buildings blocks, he did not just snatch some back, but adopted his teacher's patient style of explaining, "You've already got more than me. Look, let's count them. One, two, three, four ..... See?" It is the "Let's count them" that is so clearly the style of his teacher!
23. The 'special friends' system, whereby Year 6 pupils are linked to a pupil in the reception class is typical of the approach of the school. Both sets of pupils value the arrangements and taken them very seriously. The Year 6 pupils talk of their 'special friend' with some pride, even when extra commitment is required, "Mine's always falling over! By the time I get out of school lunch she's always sitting in the corridor holding a cloth to her knee. I always sit with her until she's better". This showed a lovely sense of commitment, and a very caring relationship.

**The school has a very positive approach to the inclusion of pupils from different backgrounds and those with special educational needs.**

24. It is very much within the strong and supportive ethos of the school that it should reach out to include all members of the community. The school has been very



pleased to be able to provide both care and education for some children whose families have sought asylum in this country. Good arrangements have been made to meet their particular needs, and to integrate them into the school community.

25. There are some younger children with some very special educational needs, and these have been welcomed into the school community and some very good provision made to meet their needs. The staff are to be commended for the way in which they have worked with these children and for the great commitment they have shown. The chair of governors and headteacher are to be commended for the strong lead they have shown in this area.

## **WHAT COULD BE IMPROVED**

### **The school needs to develop its partnership with parents.**

26. In their replies to the questionnaire sent out as part of the inspection, a third of the parents replying disagreed that they were kept well informed about their child's progress. Almost a third disagreed that the school worked closely with parents. As a very large number of parents replied to the questionnaire, the number disagreeing is significant. At the meeting with inspectors, parents suggested that their concern about information was to do with the computer-generated school reports which they found impersonal. Letters are often sent out late, and meetings not always held at time convenient for parents to attend. Parents also suggested that it was not easy to call in to see a teacher about minor worries as they were required to wait outside the school. Appointments could be made to see a teacher, but these sometimes took a long while to arrange and were not appropriate for immediate worries. Very few parents ever help in school, and the officers of the Parent/Teacher Association said it received little support from the school.
27. The school has always thought that it had a close relationship with parents and that it responded quickly to their needs. However, it recognises the need to look closely at its arrangements and approach in the light of the views expressed. It is also aware of its need to keep more closely in touch with parents to ensure that it is always aware of such feelings. The school's prospectus declares that it is "an open school" and it needs to look at the ways that parents can gain access more easily and directly, and play a more active part in its life and work in order to meet this declaration. For example, there was an excellent assembly given by Year 3 pupils during the inspection, but parents had not been invited.

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

28. In order to improve its partnership with parents, the school needs to review its arrangements for:
- keeping parents informed about the school and their children's progress;
  - giving parents easy and direct access to the school and to teachers;
  - involving parents in the life and the work of the school.
- (paragraph 26)

The school will also wish to address the minor issues of:

- the provision of support for pupils with special educational needs outside the classroom; (paragraph 16)
- the sharpness of the targets on the individual education plans. (paragraph 15)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	5

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	21	41	28	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	237
Number of full-time pupils known to be eligible for free school meals	0	22

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	7	52

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	4
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	5.7
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	22	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	19
	Girls	22	22	22
	Total	41	40	41
Percentage of pupils at NC level 2 or above	School	98 (91)	95 (91)	98 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	22	22	22
	Total	41	41	41
Percentage of pupils at NC level 2 or above	School	98 (91)	98 (97)	98 (100)
	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	20	13	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	18
	Girls	12	12	12
	Total	27	28	30
Percentage of pupils at NC level 4 or above	School	82 (86)	85 (89)	91 (89)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	18
	Girls	12	12	12
	Total	27	28	30
Percentage of pupils at NC level 4 or above	School	82 (93)	85 (93)	91 (93)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	0
White	203
Any other minority ethnic group	0

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	22.6
Average class size	26.3

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

Total number of education support staff	8.5
Total aggregate hours worked per week	160.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1.5
Total aggregate hours worked per week	47.5

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	510,795
Total expenditure	506,172
Expenditure per pupil	1,978
Balance brought forward from previous year	22,881
Balance carried forward to next year	27,504

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

### **Questionnaire return rate**

Number of questionnaires sent out	262
Number of questionnaires returned	158

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	4	1	0
My child is making good progress in school.	42	46	6	1	6
Behaviour in the school is good.	49	49	2	0	1
My child gets the right amount of work to do at home.	29	44	13	6	7
The teaching is good.	47	44	6	0	4
I am kept well informed about how my child is getting on.	25	42	21	11	1
I would feel comfortable about approaching the school with questions or a problem.	53	34	11	1	1
The school expects my child to work hard and achieve his or her best.	60	37	1	0	2
The school works closely with parents.	31	37	20	10	3
The school is well led and managed.	42	39	9	3	7
The school is helping my child become mature and responsible.	44	53	3	0	1
The school provides an interesting range of activities outside lessons.	14	25	22	19	20