

# INSPECTION REPORT

**St Peter's Catholic Primary School**

Leatherhead

LEA: Surrey

Unique reference number: 125211

Headteacher: Ms Elisabeth Brown

Reporting inspector: Paul Canham  
1353

Dates of inspection: 20<sup>th</sup> – 22<sup>nd</sup> March 2001

Inspection number: 600197

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Grange Road Leatherhead Surrey
Post Code:	KT22 7JN
Telephone number:	01372 274 913
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Mark Swyny
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Peter's is a popular Roman Catholic primary school which is smaller in size than most other schools of the same type. It draws its pupils from a wide and diverse area which includes four parishes. Currently, there are 213 pupils on roll, comprising 110 boys and 103 girls aged from five to eleven years. A very small number of pupils come from ethnic minority backgrounds, and six per cent have a language other than English spoken at home. The percentage of pupils eligible for free school meals is very small, and well below the national average. However, the proportion (34 per cent) of pupils with some form of special educational need, including those with statements, is well above the national average. At the point of entry to compulsory schooling, pupils' attainment levels are broadly average.

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

The school is effective because it meets the needs of all pupils. By the time pupils leave school at the age of 11, they achieve above average standards in English, and attain standards in mathematics and science which are well above average when compared with those of all schools. The good quality of pupils' work seen in other subjects reflects these standards. The vision, resourcefulness, and commitment of the headteacher and staff, supported by knowledgeable and well-informed governors, help to provide pupils with a well-structured and rich learning environment. Good-quality teaching and very effective additional adult support contribute to good levels of achievement and to the very effective provision for pupils' pastoral care. The school provides good value for money.

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

- The good teaching ensures that pupils achieve well, and that by the age of 11 the standards are above or well above average in English, mathematics and science when compared to those found nationally.
- The exceptionally good leadership and management very effectively promotes the aims of the school, sets a clear direction for its work, and focuses on raising achievement in a well-balanced curriculum.
- Provision for pupils' spiritual, social, and moral development is very good. The provision reflects the school's strong values and high expectations. In consequence, pupils have very good attitudes to their work, behave well, and want to achieve. They enjoy very good relationships with one another and develop into responsible individuals by the time they leave school.

### **WHAT COULD BE IMPROVED**

- A systematic approach to encouraging the accuracy of pupils' spelling.

- The provision for outdoor learning for children in the Foundation Stage.

*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 considerable progress since its last inspection in January 1997. Pupils continue to achieve well as they progress through the school, and above-average standards in the national tests for pupils aged 11 have been maintained. In mathematics and science the proportions of pupils achieving standards above those expected are well above average. Standards in other subjects, such as design and technology, art, and history, have improved substantially. Pupils benefit from the good provision of information communication technology. Exceptionally good leadership and management ensure that resources are well focused on the school's priorities. Very good assessment procedures have been introduced, and information is used well to track pupils' progress and to set tightly focused tasks which closely match the needs of pupils. The school is strongly committed to high achievement levels and has a very good capacity for further improvement.

## STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	A	A	B	D	<i>very high</i> A*
Mathematics	A	A*	A	B	<i>well above average</i> B
Science	A	A*	A	A	<i>above average</i> C
					<i>average</i> D
					<i>below average</i> E
					<i>well below average</i> E*

These are good results when compared with all schools. They show that the performance of pupils has remained above average or well above average over several years. There is no significant difference between the standards achieved by boys and those achieved by girls. The proportions of pupils reaching levels above those expected for their age were close to the national average in English, and well above average in mathematics and science. These results represent very good progress overall when judged against the pupils' corresponding Key Stage 1 results in 1996. Over time, there has been an improving trend in the three core subjects which reflects the national trend. However, when compared with those of schools having a similar percentage of pupils eligible for free school meals, standards were below average in English, though they were above average in mathematics, and well above in science. The results for pupils aged seven in the national tests taken in 2000, in reading, writing and mathematics, are not as good as for the pupils aged 11. These results for pupils aged seven are largely due to the unusually high proportion of pupils (50 per cent) with special educational needs in that particular year group. Evidence from this inspection shows that pupils continue to rise to the challenges set by the school and they achieve well throughout the school. Examples of good work were seen in all subjects. Children in the Foundation Stage settle quickly to the school's routines and they make good progress. Pupils with special educational needs, and the small number of pupils with English as an additional language, also make good



progress; these pupils are integrated well into all classroom activities, and careful assessment procedures enable tasks to be planned well to meet their identified needs. The school has set challenging targets for English and mathematics for the Year 2001, and the most recent results indicate that it is well on its way to achieving them.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils are keen to learn and have very positive attitudes. These contribute considerably to the progress made in lessons and to the good levels of achievement over time. Pupils show a strong sense of maturity by being responsible when working by themselves.
Behaviour, in and out of classrooms	Behaviour is very good and is one of the many strengths of the school. The atmosphere in lessons and around the school is harmonious and industrious. There have been no exclusions in the last reporting year.
Personal development and relationships	Exceptionally good. From an early age, pupils are given a wide range of opportunities for them to take responsibility. The quality of relationships is very good and is a distinctive feature of the school community.
Attendance	Good. Attendance levels are above national averages.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>Aged up to 5 years</b>	<b>Aged 5-7 years</b>	<b>aged 7-11 years</b>
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.*

The consistently good teaching is the main reason why pupils are achieving so well. Teaching was judged to be satisfactory or better in all the lessons seen, and it was good in 33 per cent, and very good in a further 27 per cent. Examples of good teaching were seen throughout the school. Good or very good teaching was seen in the Foundation Stage, and in English, mathematics, science, and information communication technology. Committed teachers and other adults manage pupils particularly well and they have consistently high expectations of behaviour and standards. Pupils benefit significantly from the very effective use of support staff, who give them well-focused guidance. The strengths of very good teaching are in the detail of planning which meets the needs of all pupils, including those with special educational needs, pupils with English as an additional language, and the more able. Pupils respond enthusiastically to the pace, well-structured lessons which capture their attention. Very good relationships between adults and pupils underpin teaching throughout the school. Pupils benefit substantially from being taught in groups of similar ability.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The well-planned curriculum is broad and balanced. It ensures that pupils gain significantly from a balanced range of experiences, including French, which adds depth and richness to their learning. The good emphasis placed on the teaching of English and mathematics in similar ability groups balances the good quality provision for other subjects, including the creative arts, which encourage pupils to express themselves. Literacy and numeracy skills, and information communication technology, are used well to underpin pupils' learning throughout the school. The good range of extra-curricular activities gives pupils additional opportunities to develop their skills and interests.
Provision for pupils with special educational needs	The very good provision ensures that pupils, including the more able, are given work closely matched to their stages of learning. Pupils benefit from effective support when working individually or in small groups away from the main class. The detailed individual education plans are used particularly well to help with assessments.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school's Christian ethos is underpinned by the opportunities given to pupils to reflect on social and moral issues. The very good provision for pupils' personal development helps them to tell right from wrong; pupils develop personal responsibility, trust and mutual respect. In addition, the school gives pupils a wide range of opportunities for their spiritual and cultural development, particularly through English, religious education, art, and music.
How well the school cares for its pupils	The school has very good procedures which ensure that pupils are well cared for. Staff know the pupils well and take great care of them in a safe and supportive learning environment. Very effective Child Protection procedures ensure that staff and other adults are sensitive to the needs of the pupils. Attendance is closely monitored and strongly promoted through a systematic and robust set of procedures.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives exceptionally good leadership. She is very resourceful and has a clear vision for the work of the school. This includes substantial improvements to the learning environment and high levels of achievement. She is well supported by a committed team of staff who have a clear understanding of their roles and responsibilities.
How well the governors fulfil their responsibilities	The governing body is outstanding and fully effective in fulfilling its statutory responsibilities. Members are particularly well informed about the work of the school. Their professional expertise and good knowledge of the community are used very well to monitor, evaluate and support the school and its work. A particular strength of the governing body is its strategic overview of the school.
The school's evaluation of its performance	The school has established very good procedures for monitoring and evaluating its performance. Systems for monitoring the quality of teaching have been established, and information from very good assessment procedures is used to help with planning and analyse for trends of achievement. The school has established highly effective strategies to identify the value added to its work.
The strategic use of resources	The school's budget is exceptionally well managed, spending decisions are carefully considered, and the school is robust in applying the principles of best value. Outstanding financial planning focuses funding on good quality resources and on improvements to facilities which reflect the school's priorities. Excellent financial systems also ensure that the school makes prudent use of its resources.

The school is very clean and well maintained, and the learning areas are enhanced with high quality displays which reflect the range and depth of the curriculum. Recent developments to the building include a library and information communication technology suite. There is no separate outdoor learning area for children in the Foundation Stage, but the school is planning to develop this.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• Children are encouraged to work hard and they make good progress.</li><li>• The school is well managed.</li><li>• Children are helped to become mature and responsible, and they behave well.</li><li>• The good teaching.</li><li>• Parents feel comfortable about approaching the school with questions or problems.</li></ul>	<ul style="list-style-type: none"><li>• The range of extra-curricular activities.</li><li>• Homework that is sufficiently challenging.</li><li>• More information about how their children are getting on.</li></ul>

Inspection evidence supports the positive views expressed by parents in response to the questionnaire and at the meeting before the inspection with the registered inspector. In contrast to the views of parents, the school provides a good range of extra-curricular activities for pupils in Years 3 to 6, though few activities are planned for pupils in Years 1 to 2. The quality of the homework seen was satisfactory and it supported the work in class. The school gives parents sufficient information about their children's progress.

## **PART B: COMMENTARY**

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

**The good teaching ensures that pupils achieve well and that, by the age of 11, pupils achieve standards which are above or well above average in English, mathematics and science when compared to those found nationally.**

1. Good teaching has a clear impact on pupils' achievement and the standards they reach by the age of 11. The quality of teaching has improved since the previous inspection. During this inspection, teaching was judged to be satisfactory or better in all the lessons seen, and it was good in 33 per cent, and very good in a further 27 per cent.
2. Parents value the school's commitment to high expectations and hard work. The introduction of Numeracy and Literacy Strategies has had a positive impact on standards, particularly in developing mental mathematics skills. Pupils' weak speech and language skills are addressed early in Key Stage 1, and with considerable success. Throughout the school, pupils make good progress with the help of additional adult support, a new reading scheme, and a wide range of opportunities which encourage them to write for different purposes. In consequence, pupils learn to speak with confidence, respond well to writing tasks in all subjects, and show a desire to read.
3. The school is calm and pupils work purposefully in all their lessons. Pupils benefit substantially from a committed team of adults who have consistently high expectations of behaviour and achievement levels. The school is particularly good at supporting pupils who need extra help. The very good relationships between pupils and staff ensure that the management of pupils is an integral part of lessons and that expectations are clearly understood. Teachers, and other adults, manage pupils with a sensitivity which helps to develop confidence and self-esteem. For example, during a literacy lesson, the teacher encouraged pupils in Year 6 to develop their ideas whilst planning arguments for a debate. The supportive approach helped pupils to a good understanding of the features of a debate and the importance of using a wide range of vocabulary. In Reception, children benefit from very supportive relationships with the teacher and other adults. In consequence, the children achieve well in an atmosphere which is calm, controlled yet busy, and purposeful. Throughout the school, teachers have consistently high expectations. These are reflected in the planning and the finely crafted tasks which match pupils' stages of learning. Learning intentions are usually shared well with pupils. For example, a group of lower attaining pupils in Year 3 achieved well because they clearly understood the task and they were given good opportunities to test the different materials and draw their own conclusions during an investigation into light. Some pupils are taught in groups of similar abilities, a strategy which gives direction and purpose to pupils' understanding of their learning. For example, a group of more able pupils in Year 6 made good progress in their development of numeracy skills when working with different formulae. The lesson was sharply focused, and pupils were challenged by questions which encouraged them to think hard about their earlier work and to make use of their knowledge and understanding to help solve more complex tasks. Other pupils in Year 6 also responded well in their numeracy lessons when working in groups of similar ability. Tasks were well chosen and based on the teachers' good knowledge of the pupils. In consequence, pupils were motivated by the imaginative activities. For example, pupils in the lower ability group were engrossed in a game which called upon them to remember the

position of number cards. Assessment procedures are used effectively in lessons to help judge the pace and give pupils well-focused tasks. Throughout the school, pupils made very good progress in lessons where the teacher pitched the tasks in response to the pupils' contributions. As a result, the lessons were lively and full of interest for the pupils, who became fully involved in the activities. For example, during part of a literacy lesson, which focused on phonics, pupils in Year 2 were bursting to show how they could spell such words as *changed* and *Chinese*. In another literacy lesson, in response to pupils' knowledge and understanding, the teacher's skilful use of well-tailored questions helped pupils in Year 6 to explain their ideas and explore their thinking. Throughout the school, pupils are keen to learn, and they respond positively to a range of teaching methods which use resources imaginatively and capture their interest. Support staff are used particularly well, because they are involved in the planning and give the children well-focused support. For example, in Reception, the teacher manages classroom activities well and creates a positive learning atmosphere, using time well, giving encouragement, and recognising children's achievements. The interest of pupils in Year 2 was captured by some pacy and well-planned teaching methods during a numeracy lesson.

4. Pupils throughout the school achieve well, including children aged under five, pupils with special educational needs, and pupils with English as an additional language. Evidence gathered during the inspection indicates that the large majority of pupils in Year 6 are working to standards which at least match those expected for their age in English, mathematics and science.

5. The school's initial assessments of children's attainment levels in the Foundation Stage show a wide variation in standards from one year to another. These reflect the broad social backgrounds from which children are drawn. Children achieve well. Those with special educational needs are identified early and they benefit from well-focused support which reflects the school's careful work in analysing and interpreting data from assessments. When pupils enter Year 1 their attainment is broadly average, but with weaknesses in speech and language development. Some underdeveloped language skills impinge on the progress made by pupils, particularly during Years 1 and 2. In the national tests in 2000, pupils aged seven achieved below average standards in reading, but average standards in writing and mathematics. When compared with those of schools having a similar percentage of pupils eligible for free school meals, standards were well below average in reading and writing, and below average in mathematics. In this particular year group the substantial drop in standards from the previous year is due largely to the unusually high proportion (50 per cent) of pupils with special educational needs who require additional support. Overall, the results for pupils aged seven in the national tests in reading, writing and mathematics are not as good as for the pupils aged 11. For the latter, results in the national tests have improved over recent years and they follow the national trend. In the national tests in 2000, pupils aged 11 achieved above average standards in English, and well above average standards in science and mathematics. The proportions of pupils reaching levels above those expected for their age were close to the national average in English, but well above average in mathematics and science. When compared with those of schools having a similar percentage of pupils eligible for free school meals, standards were below average in English, but above average in mathematics and well above average in science. Weaknesses in English reflect the difficulties that pupils have with speech and language. For example, almost 40 per cent of pupils in the current Years 4 and 5 have special educational needs which focus on language development.

6. Literacy skills are used very effectively to reinforce learning, and pupils, including those with English as an additional language, achieve well in all subjects. In Years 1 and 2, pupils learn to listen closely to their teacher and follow instructions. They readily join in discussions of the shared text, and teachers throughout the school give good encouragement by listening carefully and appreciating the quality of the answers. As a result, pupils' try hard to explain their ideas clearly, generally using standard English in all subjects. Although pupils have some difficulties with speech and language skills, they become progressively more confident in speaking to a range of audiences in a variety of contexts. Through its own careful analysis of data and assessments, the school has recognised the need to focus its work closely on pupils' phonic skills, making effective use of well-planned tasks. Very good planning is a strong feature of the school's provision for pupils with special educational need; exceptionally good use is also made of outside agencies in support of pupils with learning difficulties.

7. By Year 6, pupils take part confidently in formal class discussions, using technical terms to good effect in analysing study texts. Pupils collaborate well with others in small groups without the guidance of the teacher, because the school provides a wide range of opportunities to develop this skill systematically. Other subjects, such as science and information communication technology, make a good contribution to developing speaking and listening skills, largely as a result of the skilful questioning by teachers. Throughout the school, pupils' enthusiasm for reading is a significant strength. Reading development is secured by progressively graded reading materials and careful monitoring of pupils' progress, through the use of individual reading records. In the initial stage, pupils are systematically taught the relationship between letters and sounds so that the majority make steady progress. By Year 2, the majority of pupils are independent in reading texts suitably graded to match their level of ability. Most are able to sound out unfamiliar words to find the meaning. Levels of accuracy are generally good, though pupils do not always have a sound understanding of the meaning. Some read with little expression because the language is usually challenging, but they read expressively in shared reading led by the teacher. By Year 6, most pupils read longer texts silently with good concentration. They read aloud fluently and accurately, with good understanding. Many have a good range and depth of reading experience, naming favourite authors and explaining their preferences. Pupils are given good opportunities to develop research skills by using information books for independent study in other subjects.

8. In Reception, pupils make a good start to their writing and skills develop well; by Year 2, many write stories and other forms, confidently and accurately. The more able pupils use a good range of verbs. There is a wide range of attainment in this year group, though it does have fewer pupils with special needs in language than the current Year 3. When withdrawn for specialist support, pupils with special educational needs make very good progress because the support analyses their needs precisely and sets appropriate targets drawn from a well-designed scheme of work. The progress of these pupils towards their personal targets is regularly monitored so that adjustments can be made quickly. The school focuses on instruction in basic skills, which is guided by a detailed scheme. Individual topics set for writing are often stimulating, and they secure consistent development over time. Pupils with English as an additional language are well integrated into the lessons, and achieve well.

9. Standards of spelling, punctuation and handwriting are at least average, and higher than the standards achieved by pupils in Year 3 when they took the tests as Year 2 pupils in 2000. A strong feature of provision is the increasingly wide range of purposes and audiences for writing, particularly poetry, and pupils respond well to the stimulating curriculum. More able pupils use varied sentence structures well. Standards of accuracy in punctuation are generally good, though the school has yet to introduce a systematic approach to the teaching of spelling.

10. High levels of achievement in writing, particularly in writing for different purposes, have been acknowledged by the school's success in literacy competitions.

11. The school's commitment to developing handwriting throughout the curriculum is having a positive influence on standards, particularly at Key Stage 2, where the quality of presentation is good in everyday work.

12. By Year 6, most pupils write in a consistently joined style. Overall standards of handwriting and presentation are good in all subjects, and they come up to the good standards that many pupils reach in handwriting exercises and work for display.

13. Pupils develop a confident understanding of the number system and become increasingly proficient in mental computation as they move through the school. This is a strength which underpins the good level of attainment towards the end of Year 6. Pupils benefit from regular practice and from opportunities to discuss different strategies. Progress in acquiring mental skills is good. For example, pupils in Year 6 used flash cards and number paddles successfully in response to the teacher's quick-fire questions which focused on the square roots of numbers. To improve pupils' understanding, many problem-solving skills are placed into everyday contexts. For example, menus are used to test pupils' understanding of percentages (Value Added Tax) and solve problems which include discounted products. Pupils have a good breadth of understanding of science. They benefit from the emphasis on practical investigations, and they have a good understanding of the concept of a fair test. Most pupils make predictions based on scientific knowledge and understanding, and they write with confidence, using their own words. Other work on display shows that pupils experience a broad curriculum which gives them good opportunities to develop performing and creative skills, and reinforce their learning through strong subject links. For example, pupils in Year 5 were seen making individual Victoria sponges, whilst other pupils designed and made the packaging.

**The exceptionally good leadership and management very effectively promote the aims of the school, set a clear direction for its work, and focus on raising achievement in a well-balanced curriculum.**

14. Through very good leadership, highly effective use of resources and a strong determination, the headteacher successfully promotes the aims of the school. These focus on good levels of achievement, high standards, and the improvement of the learning environment. The exceptional team of governors, working in close partnership with parents, the headteacher and staff, has helped to establish a good school. The school is calm and purposeful, and the Christian ethos pervades all areas of its work. The school gives pupils a well-balanced curriculum, which adds a richness to their learning.



15. Pupils deal with mathematical concepts found in every-day life, and they benefit from good opportunities to develop their skills in information communication technology. These skills are used to good effect to support work in other subjects, including English and science. Pupils join the school from a wide range of social backgrounds, and a substantial number have significant learning difficulties. However, by the time they leave school, the majority of pupils reach the expected levels in English, mathematics and science, or they exceed them. The school has continued to maintain standards which are above average, or well above average, in several subjects. Parents value the school's high expectations with regard to academic standards and behaviour, and the strong focus on their children's personal development, which is one of the strengths of the school.

16. The headteacher is well supported by the deputy, who is a good classroom practitioner. Staff work cohesively as a team, committed to the welfare of the pupils. This gives the school a clear sense of purpose, and as a result relationships are very good. Systems are well established and pupils benefit from a consistent approach. For example, the quality of the teaching is good, due largely to the consistency of the detailed planning and the use of good assessment procedures. A particular strength of the headteacher's leadership skills is the detail and precision of her own work. The headteacher has established a rolling programme of classroom observations, which has placed the school in a favourable position for the development of Performance Management, a recent Government initiative. Teachers benefit from constructive feedbacks on their teaching by the headteacher, who uses detailed notes and includes points for development. Over time, teachers have developed their teaching skills and their ability for self-evaluation. The success of this programme of classroom observation is evident in the improvement in the quality of teaching, effectiveness of the planning, and the trust amongst adults in the school.

17. A significant strength of the school's leadership and management are the governors, who are fully involved in shaping the direction of the school. Key governors are active, conscientious, reflective, extremely well informed, and highly supportive of the headteacher and the work of the school. They use their professional expertise and knowledge of the community to promote and improve the school and its work. For example, the chair of the curriculum committee has a deep understanding of the school's work and uses data from the national tests to provide a clear analysis of the results. Such a depth of knowledge and understanding is used to focus the school's work and identify areas for curriculum development. The chair of governors has an excellent knowledge and understanding of the school's finances. As a result, the governing body is able to plan strategically with confidence, and focus resources successfully where the priorities have been identified. For example, the school has just developed a library and a suite for information communication technology. An outstanding strength of the school is its ability to reach out into the community and attract resources from parents and outside specialists, such as architects and builders, to improve the learning environment. In addition, the resourcefulness and determination of the headteacher is evident in the use of outside agencies, such as the educational psychologist and welfare officer, in focusing very good support on the needs of pupils.

**Provision for pupils' spiritual, social, and moral development is very good. The provision reflects the school's strong values and high expectations. In consequence, pupils have very good attitudes to their work, behave well and want to achieve. They enjoy very good relationships with one another and develop into responsible individuals by the time they leave school.**

18. The school's aims focus on the provision of a Christian environment in which pupils are encouraged to develop to the full their spiritual, physical, creative, and intellectual potential. The emphasis on an open family environment, in which all members are valued, pervades all aspects of the school's work. The school's Christian ethos is underpinned by the opportunities given to pupils to reflect on social and moral issues. A striking feature of the school is the consistent approach by staff in dealing with social and moral issues. The school is a moral community and parents appreciate the strong lead in teaching pupils the difference between right and wrong. Values such as love, understanding, prayer, honesty, and respect form an integral part of school life. Teachers use their very good relationships to help pupils understand the consequences of their actions. Pupils benefit from a behaviour policy which is consistently applied by teachers and other adults, who are supportive and sensitive to their needs. Staff value the contribution pupils make, and in their turn pupils listen to the staff, and mirror their attitudes. The school places a strong emphasis on social skills and a respect for the feelings and values of others.

19. The curriculum offers a wide range of opportunities for pupils to work collaboratively and co-operatively, particularly in subjects such as science, information communication technology, and design and technology. When pupils work in groups of similar ability, they work with confidence, value each other's contributions, and show maturity. Pupils' listening skills are strengthened further when pupils are encouraged to value and respect one another's contributions during whole class discussions or when working in small groups. Extra-curricular activities, including residential trips, add to these opportunities, enabling pupils to share resources, work in groups, and evaluate each other's successes.

20. Pupils have good attitudes to school and to their learning. A high proportion of parents (96 per cent) indicated in their response to the questionnaire that their children like coming to school. Pupils are happy to be in school and to play a full part in their lessons, in which they are motivated to achieve well. They are stimulated by thought-provoking and well-focused tasks, which capture their interest and encourage them to think for themselves. As a result, they make good gains in their learning. Pupils are keen to carry out tasks and, when given the opportunity, they behave sensibly and take their responsibility seriously. They thrive on opportunities to take initiative and work independently without adult support. For example, pupils are given the responsibility of taking visitors around the school, setting up assemblies, and ringing the school bell. Older pupils help younger pupils with their reading and contribute to the school's newsletter. By the time pupils leave school, they work with maturity and are self-assured.

## **WHAT COULD BE IMPROVED?**

### **A systematic approach to encouraging the accuracy of pupils' spelling**

21. Through its own data analysis, good assessment procedures, and strengthening self-evaluation procedures, the school has highlighted the need to focus on the development of reading and handwriting, through well-planned schemes and a systematic approach. The introduction of 'Jolly Phonics' at the beginning of Key Stage 1 is having a positive impact on reading and spelling. The strong focus on developing handwriting is having a similar impact on standards throughout the school. Standards of handwriting and presentation are good in everyday work in all subjects, and these standards are reflected in pupils' achievement in handwriting exercises and work for display. However, the school has yet to adopt a systematic approach to the teaching and correction of spelling, a weakness it has already identified. For example, during the inspection, few examples were seen where pupils were encouraged to correct their own spelling. Pupils' written work in subjects other than English usually include a number of spelling errors, which are often repeated. For example, *battery* was misspelled several times in a pupil's science book and yet the work focused on electrical circuits. Generally, marking is helpful and provides pupils with clear guidance. However, inconsistencies in the marking of spelling give pupils mixed messages. Pupils (and parents) would benefit from a systematic approach to encouraging pupils to spell accurately in all subjects.

### **Provision for outdoor learning for children in the Foundation Stage.**

22. Aspects of children's physical skills are well developed through regular indoor physical education lessons. However, children do not benefit from direct access to a designated outdoor learning area. Currently, children only have opportunities to use their wheeled vehicles when the playground is not being used by older pupils. The school is planning to develop the outdoor area because it acknowledges that frequent and unimpeded use also gives children good opportunities to improve their language, numeracy, and social skills further.

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

23. To improve the standards of work and pupils' achievement, the governors, headteacher and staff should:

- develop a systematic approach to encouraging the accuracy of pupils' spelling;
- develop a designated outdoor learning area for children in the Foundation Stage;

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	40

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	27	33	40	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*

<b>Pupils on the school's roll</b>	<b>Nursery</b>	<b>YR- Y6</b>
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	207
Number of full-time pupils eligible for free school meals		13

*FTE means full-time equivalent.*

<b>Special educational needs</b>	<b>Nursery</b>	<b>YR – Y6</b>
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	70

<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	12

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	3

### *Attendance*

<b>Authorised absence</b>	<b>%</b>
School data	95.4
National comparative data	94.1

<b>Unauthorised absence</b>	<b>%</b>
School data	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:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	17	13	30

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	Boys	15	15	17
	Girls	9	10	13
	Total	24	25	30
Percentage of pupils At NC Level 2 or above	School	80 (97)	83 (100)	100 (97)
	National	84 (82)	85 (83)	90 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	Boys	15	16	15
	Girls	9	10	10
	Total	24	26	25
Percentage of pupils At NC Level 2 or above	School	80 (97)	87 (100)	83 (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:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	14	13	27

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	12	11	13
	Girls	12	12	13
	Total	24	23	26
Percentage of pupils At NC Level 4 or above	School	89 (100)	85 (97)	96 (100)
	National	75 (70)	72 (69)	85 (78)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	11	11	13
	Girls	12	12	13
	Total	23	23	26
Percentage of pupils At NC Level 4 or above	School	85 (97)	85 (93)	96 (100)
	National	70 (68)	72 (69)	79 (75)

***Ethnic background of pupils***

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	1
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	1
White	169
Any other minority ethnic group	8

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

***Teachers and classes***

**Qualified teachers and classes:**

**YR – Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	20.7
Average class size	29.6

**Education support staff:**

**YR – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	166

*FTE means full-time equivalent.*

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

	<b>Fixed period</b>	<b>Permanent</b>
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.*

***Financial information***

Financial year	<b>1999/2000</b>
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	<b>£</b>
Total income	420376.00
Total expenditure	409474.00
Expenditure per pupil	1932.00
Balance brought forward from previous year	5686.00
Balance carried forward to next year	16588.00

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

Number of questionnaires sent out	213
Number of questionnaires returned	103

**Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	55	41	3	1	0
My child is making good progress in school.	50	44	6	0	0
Behaviour in the school is good.	46	49	5	0	1
My child gets the right amount of work to do at home.	32	47	16	5	1
The teaching is good.	45	51	4	0	0
I am kept well informed about how my child is getting on.	33	45	21	1	0
I would feel comfortable about approaching the school with questions or a problem.	66	30	3	0	1
The school expects my child to work hard and achieve his or her best.	51	44	5	0	0
The school works closely with parents.	36	47	17	0	1
The school is well led and managed.	60	36	3	0	1
The school is helping my child become mature and responsible.	48	48	4	0	1
The school provides an interesting range of activities outside lessons.	17	37	27	15	5