

INSPECTION REPORT

**CARDINAL NEWMAN CATHOLIC PRIMARY
SCHOOL**

Hersham

LEA area: Surrey

Unique reference number: 125237

Acting Headteacher: Mrs Tessa Owen

Reporting inspector: Helen Morgan
22611

Dates of inspection: 19th – 20th November 2001

Inspection number: 194045

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:	4 - 11
Gender of pupils:	Mixed
School address:	Arch Road Hersham Walton-on-Thames Surrey
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Appropriate authority:	The Governing Body
Name of chair of governors:	Canon B MacCarthy
Date of previous inspection:	6 th May 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 347 pupils aged 4 to 11 on roll at Cardinal Newman Catholic Primary School. Eighteen of these are in Reception and attend part-time. The school serves the parishes of All Saints, Hersham and St Erconwald's Walton. It is situated in a residential area close to the centre of Hersham in the north of Surrey. The number of boys and girls in the school as a whole is almost equal, but in some classes there are unequal numbers of boys and girls. The school admits 54 pupils per year. There are two classes in each year group, except in Years 5 and 6. Pupils in these year groups are taught in three classes, each made up of a mix of Years 5 and 6. Only 5 per cent of pupils are eligible for free school meals, which is very low compared with schools nationally. Twenty nine per cent of pupils have English as an additional language, which is a high proportion. The majority of these are fluent English speakers, but about 25 per cent are at the early stage of English language acquisition. The main languages spoken, other than English, are Italian, Portuguese, Spanish and French. Over 93 per cent of pupils are of white UK or European heritage and 7 per cent of pupils are black African, black other, or of Indian heritage. There are no pupils from refugee backgrounds. Eight per cent of pupils have special educational needs, which is low in comparison to schools nationally and 1.4 per cent has a statement of special educational need, which is broadly in line with the national average. The number of pupils who join and leave school during the course of a school year is low. On entry to the school at the age of 4, children's overall attainment is at the expected level.

HOW GOOD THE SCHOOL IS

This is a very effective school. The quality of teaching and learning is good; pupils make good progress and achieve high standards. Pupils' attitudes towards learning are excellent and their behaviour is very good. Relationships within the whole school community between staff, pupils, governors and parents are excellent and this makes a very important contribution towards pupils' achievements. The acting headteacher is a very effective leader and manager who has maintained standards and continued to develop the school in the absence of a permanent postholder. The school provides good value for money.

What the school does well

- Children under five and pupils of all ages make good progress and achieve high standards in English, mathematics and science as a result of the good teaching.
- The provision for pupils' moral and social development is excellent. Pupils behave very well. They have excellent attitudes towards their work and even the youngest pupils work independently, taking great care with everything they do.
- The leadership and management by the acting headteacher, the acting deputy headteacher and the senior management team are very good.
- Staff, governors, pupils and parents form a united team that works together successfully and creates a harmonious, family atmosphere within the school. This contributes to the high standards achieved.
- Pupils with English as an additional language make very good progress in developing their language skills.

What could be improved

- Pupils in Years 3 to 6 do not make enough progress in information and communication technology (ICT) and the standards they achieve are not high enough.
- More pupils could achieve higher levels of mathematics at the end of Year 6.
- The absence of a permanent headteacher and deputy headteacher makes it difficult to plan for the school's future development.

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 1997. Since that time very good progress has been made and almost every identified issue has been improved. The school has done very well considering there has not been a permanent headteacher since April 2001, and in the last two years there has been a 50 per cent turnover in teaching staff. Standards in English, mathematics and science continue to be high. The quality of teaching has improved and is now good. The weaknesses in subject planning have been addressed. The school has worked very hard to improve its systems for assessing pupils' achievements, and they are now very good. The provision for developing pupils' multi-cultural awareness was too narrow in 1997 but it is now very good. The school has improved the provision for ICT but standards are still not as high as they could be. The school is well placed to maintain its high standards because of the strong leadership and the commitment from the staff. However, the absence of a permanent headteacher may have a negative effect on the school's performance over the longer term.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	A	A	B	well above average A above average B average C below average D well below average E
mathematics	A	A	B	D	
science	A	A	B	C	

Since 1996 the standards achieved in national tests in English, mathematics and science have been consistently high. In 2001, compared with national figures, the proportion of pupils achieving the expected level 4 in English was well above average and in mathematics and science was above average. In comparison to similar schools, results were above average for English, average for science but below average for mathematics. The proportion of pupils achieving the higher level 5 was well above the national average in English, above average in science but average for mathematics. When compared with similar schools, English results remain well above average, science results are average, but mathematics results are below average. Therefore, at the end of Year 6, a smaller proportion of pupils reaches higher levels in mathematics than in the other two subjects.

The results achieved by pupils at the end of Year 2 in 2001 in national tests and assessments were well above average in reading and writing, above the national average for mathematics, and average in science. Results for these younger pupils have been consistently high over the last five years. The school has challenging targets to meet and has successfully achieved these each year.

Evidence from the inspection shows that children under five achieve well, make good progress and are set to reach the expected goals by the end of the Foundation Stage. All pupils achieve well. Year 2 pupils are achieving standards above national expectations in English and mathematics and in line with expectations in science. Overall, Year 6 pupils achieve standards above expectations in all three subjects. The progress pupils make in ICT is not as good as in other subjects, and by Year 6 pupils are achieving standards just below national expectations.

Pupils with English as an additional language make very good progress in developing their English language skills. This is a result of the very good specialised teaching and support they receive combined

with the friendly, welcoming attitude of staff and pupils, which ensures newcomers settle quickly into school life. Pupils with special educational needs are identified early and benefit from the good quality teaching so that they make progress in line with that of their peers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils display excellent attitudes to school. There are very high levels of interest and participation in lessons and other activities. Pupils show a real enjoyment for being at school.
Behaviour, in and out of classrooms	The majority of pupils behave very well in and around school. Pupils are very polite and courteous and show respect for school rules and property. There have been no exclusions.
Personal development and relationships	The standards of care, support and concern between pupils are excellent. Pupils show high levels of personal responsibility for their learning and willingly take and accept responsibility.
Attendance	Attendance and punctuality are excellent. The school's overall attendance level is very high compared to other schools. There is no unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 quality of teaching and learning is good throughout the school. During the inspection no unsatisfactory teaching was observed. The highest proportion of very good teaching was seen in Years 3 – 6. The good teaching combined with pupils' excellent attitudes leads to very successful learning and this is reflected in the high standards the school achieves. The quality of teaching and learning in literacy and numeracy is good.

Relationships within the school are excellent and classrooms are stimulating learning environments. Lessons are well planned, teachers have high expectations, ask challenging questions and use resources well to ensure pupils fully understand. Teachers make learning fun and as a result pupils are motivated and learn well. In some lessons, for example, practical science, they are completely engrossed in their tasks. Throughout the school, the way in which teachers encourage pupils to take an independent attitude towards their work is very good and makes an important contribution to their learning. This is evident even in the classes for children under five. Teaching assistants make a very important contribution to pupils' learning. They provide effective support for teachers and pupils; they are skilled, in particular, in supporting pupils with special educational needs and English as an additional language. As a result, all pupils learn well. Pupils with English as an additional language benefit from high quality specialist teaching and the very effective support from teaching assistants. Consequently, they learn very well. The weakness in some teaching is that too few opportunities are offered to pupils to develop their ICT skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for children under five and for all pupils. Literacy skills are promoted extremely well across the whole curriculum. Good opportunities are provided for pupils to take part in competitions, events and sporting fixtures within the local area. The school recognises the weakness that exists in ICT.
Provision for pupils with special educational needs	Good. Systems for identifying pupils are clear, teaching assistants provide effective support and the whole provision is well managed by the new co-ordinator.
Provision for pupils with English as an additional language	Very good. Pupils at the early stages of language acquisition quickly develop the skills they need to take part in all classroom activities. They benefit from the good teaching they receive. The system for identifying difficulties, monitoring progress and involving parents is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Many opportunities are given to pupils to reflect on their own experiences and to develop their spiritual awareness. Staff provide excellent role models, pupils clearly understand what is right and wrong and show great respect for others, regardless of their differences. There is a good range of multi-cultural resources and across the curriculum a strong emphasis is placed on promoting different cultural traditions.
How well the school cares for its pupils	Very good. There is a very caring ethos and older pupils take responsibility for younger ones. The monitoring of pupils' academic performance and personal development is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The strong, united senior management team is ably led by the acting headteacher. They are determined to maintain the many strengths of the school and are committed to further improvement.
How well the governors fulfil their responsibilities	They fulfil their role very well but after four attempts they have been unable to appoint a headteacher.
The school's evaluation of its performance	The monitoring and evaluation of current practice and achievements is very good. However, long-term planning is weak as a result of the absence of a permanent headteacher.
The strategic use of resources	Very good. The school secures the best value for the money it spends. The governing body and headteacher consult widely on all financial transactions and the school's expenditure and achievements are compared with other schools.

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. • The approachability of staff. • The expectations staff have for pupils to work hard and achieve their best. • Good behaviour. • The way the school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The level of work pupils are given to do at home. • Information about pupil progress.

Almost 50 per cent of parents responded to the questionnaire. All parents expressed very high levels of confidence and support for the school. Where concerns were expressed, this represented a small minority. Inspection evidence fully supports the very positive aspects highlighted by parents. However, the team did not find evidence to support the parents' views about the level of activities available to pupils outside lessons nor the range of information and opportunities available to parents to assess how well their children were doing. The level of homework given to pupils is judged by the team to be appropriate.

Similar positive views were expressed during a well attended parents meeting. However, those present expressed concern that the continuing protracted delay in appointing a headteacher was having a detrimental affect on school development planning. The inspection team shares this concern.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Children under five and pupils of all ages make good progress and achieve high standards in English, mathematics and science as a result of the good teaching.

1. The quality of teaching and learning is good in almost 85 per cent of lessons and very good in 37 per cent. No unsatisfactory teaching was observed. Teachers have high expectations of pupils in both their academic work and their behaviour. Lessons are well planned and include a variety of activities, objectives are clear and pupils understand what they are expected to learn. In a Year 2 mathematics lesson, for example, good resources were used in the introduction and all pupils joined in the practical activities, which they thoroughly enjoyed. As a result their learning was good and by the end of the session almost all could order the months of the year correctly. Teachers ensure lessons start promptly so no time is wasted and children and pupils are challenged both by teacher's questioning and the tasks set. For example, in a Year 1 activities session, pupils were organised very quickly and efficiently into groups; tasks were made very clear and in the design and technology group the very good questioning combined with a good demonstration of how simple levers worked meant that pupils could name things that used levers in their own home. Relationships between staff and pupils are very good and a happy atmosphere is created in classes, which contributes to all pupils learning. Pupils have the confidence to answer questions and express opinions; consequently their speaking and listening skills develop very well.
2. On entry to the school children's attainment overall is average. They settle in very quickly and learn well because their lessons are carefully planned, objectives are clear and resources are used well to develop understanding. Children receive very good support from teachers, teaching assistants and voluntary helpers who constantly encourage positive attitudes towards activities. Very quickly children become aware of the rules and routines, develop good listening skills and are able to sustain concentration for long periods of time. Consequently, children make good progress. This is evident in lessons and in their written work.
3. Throughout the school there is a very strong emphasis on developing pupils' literacy skills and this contributes to the high standards pupils achieve by the end of Year 6. Teachers and teaching assistants reinforce subject-specific vocabulary very well. This was evident, for example, in a Year 5 mathematics lesson, when the least able pupils used and understood the terms numerator and denominator; in a Year 4 netball lesson, when pupils named three types of passes correctly and used the word 'pivot' to describe their action; in a Year 6 science lesson, when pupils used the terms 'soluble', 'sediment' and 'dissolved' when describing their findings. Opportunities to write for different purposes are provided for all pupils. For example, children in reception record their observations from a walk in the local area; older pupils record science experiments in good detail, pupils compose very thoughtful prayers and there are many opportunities for imaginative writing in literacy and in, for example, history. Pupils develop fluent, joined writing and throughout the school the presentation of written work is very good. The very calm, purposeful learning environment in each classroom, coupled with the excellent relationships, gives pupils the confidence to use and develop their vocabulary. The excellent displays in classrooms reinforce pupils' knowledge and understanding well.
4. In Reception classes and in both key stages, teachers assess pupil's knowledge, skills and understanding well and use this information to plan subsequent lessons. As a result tasks are closely matched to pupils' ability. Lessons start with a clear introduction, which involves a revision of pupils' previous learning, and finish with a good recap of their learning in that lesson. Pupils' work is carefully marked and in some classes, for example, in a Year 5 and 6 class, very helpful comments are provided for pupils about how they can improve their work further.
5. Many parents are involved in their children's learning. For example, reading records show that they frequently hear their children read. The support parents show for their children and the school as a whole has a positive effect on pupils' learning.

6. The good quality of teaching combined with pupils' very good behaviour and excellent attitudes to school ensures that they learn well. As a result they make good progress and achieve high standards. These standards are reflected in the work seen during the inspection, which showed that in English and mathematics children and pupils achieve standards above the expected level, and in science, pupils at Key Stage 2 achieve good standards, whilst those in Key Stage 1 achieve standards in line with expectations.
7. The National Curriculum test results have been consistently high over the last five years. In the Key Stage 1 tests in 2001 almost every child achieved the expected level and almost 50 per cent of pupils achieved the higher level in reading and mathematics. In the Key Stage 2 tests in 2001, results were above average in mathematics and science and well above average in English compared to schools nationally. Fifty per cent of pupils achieved the higher level in English and almost 40 per cent achieved that level in science.

The provision for pupils' moral and social development is excellent. Pupils behave very well. They have excellent attitudes towards their work and even the youngest pupils work independently, taking great care with everything they do.

8. The school is very effective in promoting pupils' moral and social development. The very positive, Catholic ethos fosters honesty, fairness and respect amongst all members of the school community. Staff provide excellent role models for pupils. A very strong moral code is promoted by them towards all aspects of school life. Pupils of all ages know and follow the rules and routines, consequently the school is a well-ordered and very happy place. Relationships between pupils and teachers and between the pupils themselves are excellent. This is evident in corridors, in lessons, at lunchtime, in assemblies and in after-school activities. For example, in a Year 6 science lesson, pupils worked very well together in twos and threes as they tested substances to see how well they mixed; in physical education, pupils co-operated well in small teams and in pairs, regardless of who the teacher told them to work with; at lunchtimes even the youngest children converse happily together as they enjoy their lunch. A common characteristic in all the lessons observed was the way in which pupils happily work with others in their class.
9. Many opportunities are given to pupils to develop their social skills, for example, through extra-curricular activities, including competitive team games, and for older pupils, a residential experience to York. These together with the many visits to events in the local community and further afield, for example, trips to France, make an important contribution to pupils' personal development.
10. Pupils are encouraged to take responsibility from a young age. Pupils have small responsibilities as monitors in their classroom. By the time they reach Year 6 they have developed the maturity and confidence to take responsibility in the school as a whole. Some become mentors, a job which they thoroughly enjoy and take very seriously. The way they carry out their responsibilities, which include looking after younger pupils, is very good. They talk enthusiastically to visitors about their role. Throughout the school pupils are very good at caring for each other, especially for pupils younger than themselves. They do this without being told to do so. This reflects the very harmonious, positive ethos which pervades the school.
11. Pupils' behaviour is very good, both in lessons and around the school. Pupils go to assembly in a very quiet, sensible manner. As they walk along corridors they show respect for each other and are most polite to visitors. Lunchtime is very busy as the hall is small and numbers are high. However, pupils behave very well and this is a sociable, enjoyable part of the school day.
12. Pupils have excellent attitudes to learning, which contribute to their good progress. They enjoy school and this is reflected in the way they approach all activities. The pride they take in their work is evident in the excellent presentation of their written work. Even the youngest pupils settle to work quickly and maintain concentration with little adult intervention. The way pupils listen to others is excellent. For example, in assembly, pupils listened intently as a Year 6 pupil described

a recent football match. By the time they reach Year 6, pupils are confident and highly motivated learners, with very good skills of independent learning which will be very useful for them in their secondary education.

Staff, governors, pupils and parents form a united team that works together successfully, and creates a harmonious, family atmosphere within the school. This contributes to the high standards achieved.

13. The harmonious, family atmosphere which exists in the school is immediately obvious to visitors and is a result of the way in which all members of the community work happily and effectively together. They are united by their Catholic faith and by their desire for each child to achieve his or her full potential.
14. During the last two years there has been a 50 per cent turnover in teaching staff, and over 25 per cent of teachers only joined the school this term. The strength of community feeling within the school and the support that staff provide for one another is demonstrated by the fact that despite the many staff changes teachers and support staff work very well together and form a united team. This has a very positive impact on pupils' learning because of the consistent expectations, which are reinforced throughout the school. The staff is made up of a good balance of new and experienced teachers and the effective leadership and management by senior staff has ensured that newcomers receive thorough induction and support.
15. Teaching assistants play an important part in supporting pupils in their learning and teachers in their teaching. They too reinforce the school's values and expectations and make an important contribution to the effectiveness of the whole staff team. The administrative assistants carry out their responsibilities well and they are always readily available to help out with any unexpected events. This flexible, helpful approach is indicative of the way in which all members of the community willingly contribute to the smooth running of the school.
16. Governors are very committed and are well informed about the work of the school. They recognise the very good relationships within the school and the hard working staff as very important strengths. They too form an important part of the united team.
17. Parents are very supportive of the school. This was evident in the good attendance at the inspection parents' meeting and in the number of questionnaires that were returned. Almost all parents are very pleased with the quality of education the school provides and the standards pupils achieve. They support children's learning well; many are regular helpers in school; others give up enormous amounts of time to run the very successful parents association and others provide transport for pupils when they attend events outside school, for example, football matches, music festivals and the Citizenship conference. At the parents meeting held before the inspection, it was agreed that one of the school's main strengths is the strong relationship the school has with parents. This very clearly highlights how involved parents feel in the whole school community.
18. The way in which everyone in the community works happily together towards common goals has an important impact on pupils' achievements. The community spirit of the school encourages good behaviour, positive attitudes to work, enjoyment of school and recognises and celebrates good achievement. Pupils new to the school, including those with limited English language, quickly settle in because the atmosphere in the community is so welcoming.

The leadership and management by the acting headteacher, acting deputy headteacher and the senior management team are very good.

19. Since the last inspection there have been two periods when the school has been without a permanent headteacher. On both occasions the current acting headteacher (who was deputy headteacher) has assumed this role. She has now been acting headteacher for the last two terms because the governing body have been unable to appoint a permanent postholder.

20. The acting headteacher is a very good leader and manager. She is supported well by the acting deputy headteacher and the senior management team. They work together effectively. They have maintained high standards and taken the school forwards, even though they have faced some difficulties. In the last two years there has been a 50 per cent turnover in staff. The acting headteacher and governors have done well to recruit staff, and the senior managers have ensured that new staff, especially newly qualified teachers, receive good induction. Staff morale is very good because of the strong community spirit and because of the calm, positive and purposeful leadership of the acting headteacher.
21. Despite the management changes, almost all the issues identified at the last inspection have been thoroughly addressed. Standards continue to be high and the quality of teaching and learning is much better than it was in 1997, when it was satisfactory overall and very good in only 14 per cent of lessons. It is now good overall and very good in almost 40 per cent of lessons. The co-ordination of English and mathematics is now very good; co-ordinators recognise strengths and weaknesses and together with senior managers they regularly monitor the quality of teaching and learning. The provision for developing pupils' multi-cultural awareness is now very good whereas it was too narrow in 1997.
22. The acting headteacher has ensured that the recent initiatives, such as performance management, threshold assessment, and ICT training have been successfully introduced. She has recently reorganised some teachers' responsibilities, for example, the special needs co-ordinator is new to this role, and delegation to staff is now good. The acting headteacher has a clear idea of the school's future direction. Subject co-ordinators have drawn up action plans for their own areas and the acting headteacher, in consultation with staff and governors, has produced a draft plan for school improvement but, in the absence of a permanent headteacher, some aspects are difficult to take forward.

Pupils with English as an additional language make very good progress in developing their language skills.

23. Twenty nine per cent of pupils have English as an additional language and most are fluent English speakers. However, about 25 per cent of these pupils are at the early stages of acquiring English language and, at the time of the inspection, several pupils with virtually no English had recently joined the school. Although the percentage of pupils with English as an additional language is high, almost all these pupils are of European origin and they do not qualify for any additional funding. The school is allocated a very effective specialist teacher for one day each week. The skills of the specialist teacher, the good teaching and keenness of staff to develop their understanding and the school's very positive ethos ensures that these pupils make very good progress.
24. In all classes there is a calm, happy, welcoming atmosphere. Relationships between staff and pupils and the pupils themselves are excellent and, as a result, new pupils are quickly made to feel welcome. This has a positive impact on pupils' learning. Speaking and listening skills are very well developed throughout the school. Pupils, including those with English as an additional language, quickly develop the confidence to answer questions and express opinions, because they feel safe to do so in the positive classroom atmosphere.
25. Pupils receive very good support from the specialist part-time teacher. The system for monitoring and assessing pupils' progress is very good. When pupils arrive at the school the teacher carries out thorough assessments of pupils' understanding and liaises with parents. Language targets are set for pupils and these are discussed with class teachers and teaching assistants. Pupils' progress towards these targets is closely monitored. Pupils at the early stages of acquiring English language have weekly lessons with the teacher and written assessments of the session, together with specific targets for the following week, are given to teachers and teaching assistants. Parents are given lists of key words and teaching assistants produce adapted texts for these pupils to read at home. During the inspection, a teaching assistant was observed in a mathematics lesson working with a pupil with little English. As a result of the really effective support she gave him, he was able to follow whole class discussions on fractions and complete all his work.

26. The specialist teacher has given all teaching assistants and some teachers training in working with pupils who have English as an additional language. This has increased their understanding of how children learn and contributes to pupils' very successful learning.

WHAT COULD BE IMPROVED

Pupils in Years 3 to 6 do not make enough progress in information and communication technology (ICT) and the standards they achieve are not high enough.

27. At the time of the last inspection pupils made unsatisfactory progress in ICT. Since then some positive developments have taken place but pupils in Key Stage 2 still make unsatisfactory progress and they achieve standards below the expected level. The school recognises that weaknesses in ICT still exist.
28. Since the last inspection two new enthusiastic co-ordinators have been appointed and they have a clear understanding of what is needed to raise standards. The school has received its government funding for developing ICT this year and its plan for development has been approved by the Local Education Authority. Teaching staff are currently undertaking their training, but teaching assistants are not involved in this. In a few classes ICT is taught once a week as a discrete subject and new projector equipment is being used which is making it possible to teach skills to the whole class all at once. A system for assessing pupils' skills and recording their achievement has recently been introduced throughout the school but as yet these records contain little information and do not take into account the skills that pupils have acquired from using their own computers at home.
29. Currently there are not enough computers for pupils to have regular access to them and there is not enough emphasis on developing pupils' ICT skills in teachers' planning. During the inspection no whole-class teaching was observed but, from the sample of pupils' work, it is evident that pupils in Years 3 to 6 in particular get too few opportunities to develop their skills. By Year 2, pupils can enter information, amend their writing, follow programs that develop their mathematical skills and use CD ROMs to find information. The few pupils seen using computers had good mouse control, were eager to use the computer and were confident when doing so. Pupils in Key Stage 2 have constructed pie charts to record information; they word process some of their writing and some pupils have used a spreadsheet to record the accounts from a milk round. However, over the whole curriculum there are too few opportunities for them to develop their skills and raise their standards.
30. The school has plans to develop an ICT suite but has not yet decided where to locate it. The present ratio of pupils to each computer is very high. Teachers have not yet completed their training and, therefore, some lack confidence in teaching ICT. Teaching assistants have not received training and some of them also lack confidence when supporting pupils.

More pupils could achieve higher levels of mathematics at the end of Year 6.

31. In the National Tests at the end of Year 6 in both 2000 and 2001 the proportion of pupils reaching level 5 was higher in English and science than it was in mathematics. In 2001, 50 per cent of pupils reached Level 5 in English, almost 40 per cent in science but only 25 per cent in mathematics. Compared to schools nationally, the proportion reaching Level 5 was very high in English and average in mathematics. Compared with similar schools, the proportion of pupils reaching this level was below average in mathematics yet in English it was above average.
32. Pupils in Key Stage 2 are taught in groups for mathematics which are based on prior attainment. Pupils in Years 5 and 6 are split into three groups. The school has placed a good emphasis on developing lower attaining pupils and has used the specific funding allocated to raise many of these pupils' achievements up to the expected level. The school's own tracking of pupils' performance shows that they have been successful in raising standards for this group of pupils. The sample of work shows that pupils in the higher attaining set are achieving standards above the expected level. The middle group includes a wide range of ability and, as yet, the school has not focused much attention on ensuring that pupils achieving average standards are really challenged so that they raise their performance to a higher level by the end of Year 6.

33. Throughout the school the emphasis placed on promoting literacy skills across the curriculum is excellent. It is reflected in all subjects seen and in all classroom displays. The emphasis on numeracy across the curriculum is good. For example, in science there are good examples of pupils recording their findings in bar charts, line graphs and pie charts. However, across the school as a whole, numeracy skills are not promoted as strongly or as frequently as literacy skills.

The absence of a permanent headteacher and deputy headteacher makes it difficult to plan for the school's future development.

34. Since April, the governing body has attempted to recruit a headteacher on four occasions. However, they have been unsuccessful in attracting enough interest, even though they improved the incentives on the last attempt. The school is extremely fortunate to have a very effective acting headteacher who has ensured standards remain high and that development takes place in the absence of a permanent headteacher. However, the acting headteacher is leaving at the end of term and the governing body has made a temporary appointment for two terms. The school is unlikely to have a permanent headteacher before September 2002 at the earliest. This means the school will have been without a permanent headteacher for 4 terms.
35. Although the school has made very good improvement since the last inspection and the quality of education and standards achieved remain good, the absence of a headteacher is affecting the strategic development of the school. The acting headteacher, in consultation with staff and governors, has drawn up a draft school development plan. The governing body has a clear idea of the developments needed and the costing implication of each, but they need a permanent headteacher to see these developments through. Therefore, in the absence of a permanent headteacher some developments have been put on hold. For example, the school has identified the need to split the three mixed Year 5 and 6 classes into two Year 5 and two Year 6 groups. At the parents' meeting prior to the inspection, parents expressed concern that the absence of a headteacher would hinder long term development. The inspection team support the parents' concern.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To further improve the quality of education and standards achieved the senior management team and governors should:

- a) Improve the standards achieved in ICT for pupils in Years 3 to 6 by:
- increasing the number of computers and ensuring they are used across the whole curriculum;
 - developing the confidence and skills of teachers and teaching assistants;
 - ensuring that pupils in all classes have more opportunities to develop their knowledge, skills and understanding;
 - ensuring that assessment information includes the skills that pupils acquire from using ICT equipment at home.

(paragraphs 27 – 30)

- b) Increase the proportion of pupils obtaining higher levels in mathematics at the end of Year 6 by:
- Providing more challenge for pupils attaining average standards;
 - Placing greater emphasis on numeracy skills across the whole curriculum.

(paragraphs 31 – 33)

The governing body should:

- c) Improve the weaknesses in long term strategic planning by appointing a permanent headteacher as soon as possible.

(paragraphs 34 – 35)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	9	3	0	0	0
Percentage	0	37	47	16	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

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)	347
Number of full-time pupils known to be eligible for free school meals	17

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	102

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	0.5
National comparative data	5.6

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	35	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	33	33
	Girls	20	20	20
	Total	54	53	53
Percentage of pupils at NC level 2 or above	School	98 (96)	96 (100)	96 (92)
	National	84 (83)	85 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	33	31
	Girls	20	20	20
	Total	54	53	51
Percentage of pupils at NC level 2 or above	School	98 (96)	96 (93)	93 (92)
	National	84 (84)	88 (88)	88 (85)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	21	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	21
	Girls	17	16	18
	Total	35	33	39
Percentage of pupils at NC level 4 or above	School	88 (86)	83 (88)	98 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	19
	Girls	15	15	16
	Total	31	32	35
Percentage of pupils at NC level 4 or above	School	88 (86)	88 (90)	88 (92)
	National	70 (70)	72 (72)	79 (79)

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	5
Black – other	7
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	279
Any other minority ethnic group	6

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)	15.0
Number of pupils per qualified teacher	25.2
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	205

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.

Financial information

Financial year	2000/2001
	£
Total income	698198
Total expenditure	652837
Expenditure per pupil	1931.47
Balance brought forward from previous year	3345
Balance carried forward to next year	48706

Recruitment of teachers

Number of teachers who left the school during the last two years	8.2
Number of teachers appointed to the school during the last two years	10
Total number of vacant teaching posts (FTE)	1.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.8
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	347
Number of questionnaires returned	169

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	1	0	1
My child is making good progress in school.	54	36	4	1	3
Behaviour in the school is good.	61	35	1	0	2
My child gets the right amount of work to do at home.	40	40	14	1	2
The teaching is good.	59	35	2	0	2
I am kept well informed about how my child is getting on.	46	36	12	2	2
I would feel comfortable about approaching the school with questions or a problem.	68	30	2	0	0
The school expects my child to work hard and achieve his or her best.	65	32	0	1	2
The school works closely with parents.	51	39	7	1	1
The school is well led and managed.	56	33	6	1	2
The school is helping my child become mature and responsible.	66	30	1	0	2
The school provides an interesting range of activities outside lessons.	42	36	13	3	5