

INSPECTION REPORT

ST MARY'S CE PRIMARY SCHOOL

Selly Oak, Birmingham

LEA area: Birmingham

Unique reference number: 103410

Acting Headteacher: Mrs J Horlock

Reporting inspector: Lynne Read
21199

Dates of inspection: 17 - 18 September 2001

Inspection number: 194064

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 controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Lodge Hill Rd Selly Oak Birmingham
Postcode:	B29 6NU
Telephone number:	0121 472 1729
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Appropriate authority:	The governing body
Name of chair of governors:	Dr Anthony Waring
Date of previous inspection:	6 May 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Church of England Primary School is situated close to the busy centre of Selly Oak, five miles south of Birmingham. It was established in 1860 and moved to the present, modern building in 1967. Facilities include a library, a large teaching area for children in the reception class and a community room. The grounds, though small, are well planned, with gardens, lawns, hard surfaces and purpose-built adventure and activity areas providing very good facilities for play. There are 209 pupils on roll of which 11 per cent claim their entitlement to free school meals, in line with the national average. The school serves a very wide catchment area with some pupils travelling from nearby parishes. Socio-economic circumstances vary widely between households. The population in this part of Birmingham is diverse and the number of pupils who are learning English as an additional language is very high, at 31 per cent. Of these, 15 per cent arrive from different parts of the world with their parents who come to work or study in the nearby university, colleges and teaching hospitals. They have experience of schooling in other countries but speak little or no English when they enter St Mary's. Most stay between six months and five years and this means that mobility at the school is around 10 per cent. These unusual circumstances create a distinctive multicultural and international feel to the school, where ethnic diversity is valued and celebrated. The number of pupils on the school's register of special educational need is below average at 17 per cent and, of these, two have a formal statement. Taking all factors into consideration, attainment on entry is average but there are distinct variations between year groups.

At the end of the summer term the headteacher resigned. At the time of the inspection, the deputy headteacher had been in post as acting headteacher for just two weeks. Many judgements in the report refer to provision and standards achieved as a result of the former headteacher's leadership and management.

HOW GOOD THE SCHOOL IS

St Mary's is a very good school with some excellent features. Very good teaching results in high standards of pupil attainment in English, mathematics and science that is well above average by age eleven. The headteacher has provided excellent leadership to drive the school forward, very actively supported by the deputy headteacher, senior management and the governors. The school provides very good value for money.

What the school does well

- Attainment in English, mathematics and science is well above average for pupils aged eleven. They make very good progress throughout school owing to the rigorous assessment and target-setting processes in place.
- The quality of teaching throughout the school is of a high standard. In three out of four lessons seen, teaching was very good or excellent.
- Provision for pupils' social, moral and cultural development is excellent and results in very high standards of personal development.
- The school provides a wide and stimulating range of learning opportunities for children in the reception class that ensures a very good start to their education.
- The school maintains a high standard of care for its pupils. Provision for pupils who have special educational needs is very good and for those who are learning English as an additional language it is excellent.
- Parents hold the school in high regard and are encouraged to be actively involved in their children's learning. They are very well-informed about the curriculum and their children's progress.
- The former headteacher established an excellent quality of leadership and management, evaluating performance thoroughly and constantly driving the school forward. The acting headteacher, senior management team and the governors, working closely together, provide a very good quality of strategic management and stability of approach.

What could be improved

- The variety of opportunities for pupils to write and record work in history and geography in Years 3 to 5.
- Access to computers for pupils in Years 1 to 6 to further improve opportunities for teaching and learning.

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 May 1997, and has made very good progress since then. All requirements of the National Curriculum for art and design and technology are now met. New policies and schemes of work provide detailed guidance for teachers and ensure progression in pupils' learning. Pupils' attainment in design and technology and information and communication technology are now reported fully to parents. A vast amount of work has led to excellent improvements in assessment and record keeping strategies. This area has become a strength of the school. Focused target-setting processes are directly responsible for improved attainment in English, mathematics and science. An appropriate balance of whole-class teaching, group and independent work ensures focused provision for all pupils in the class. Targeted support by additional teachers and experienced classroom assistants provides very well for the specific requirements of pupils who have special educational needs and those who are learning English as an additional language.

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	
	1998	1999	2000	2000	
English	A	A	A*	A*	very high (in the top 5% in the country) A* well above average A above average B average C below average D well below average E
Mathematics	C	A	A	A	
Science	A	A	A*	A*	

Children make sustained progress in the reception class and some are achieving above what is expected by the time they enter Year 1, especially in personal and social education. In the National Curriculum tests for seven year-olds in 2000, pupils' attainment in reading, writing and mathematics is well above the national average and of that for similar schools. Attainment in mathematics places the school in the top 5 per cent in the country. Some pupils were absent or not required to sit the test. Those who did achieved at least the expected Level 2. The proportion of those pupils who achieved the higher Level 3 was well above average in writing and mathematics and above average for science. In reading, the number achieving this higher grade was average. Analysis of the results highlighted an issue with reading comprehension that the school has tackled this year. Trends of attainment in Years 1 and 2 at St Mary's are rising faster than the national trend in reading, writing and mathematics. Results for 2001 indicate that the high standards have been maintained. In the National Curriculum tests for eleven year-olds attainment in English, mathematics and science is well above the national average and of that for similar schools. All pupils attained the expected Level 4 in English and science with around two-thirds attaining the higher Level 5. In fact, results in these two subjects are so high that they place the school in the top 5 per cent in the country. This represents very good progress throughout school, especially for those pupils who have special educational needs or are learning English as an additional language. Trends in attainment in Years 3 to 6 at the school are rising much faster than national comparisons in English, mathematics and science. Results for 2001 indicate a similar high standard of achievement with a good number of pupils attaining the higher Level 5, in all three subjects. In both years, the school has exceeded its statutory targets for attainment in English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils thoroughly enjoy coming to school and have very good attitudes to learning. They are extremely well-motivated in their learning, maintain very good levels of concentration and work extremely hard on all their tasks.

Behaviour, in and out of classrooms	The standard of behaviour is very good, both in lessons and during playtime. Pupils show respect and consideration for others. They collaborate very well, readily sharing ideas and resources with their friends.
Personal development and relationships	Relationships are excellent and enable the school to function as a secure, well-ordered community. Personal development is excellent. Pupils have a high standard of self-discipline and confidence.
Attendance	Attendance is well above average and pupils are punctual.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

The quality of teaching is a strength of the school and underpins the very good results achieved by the pupils. In the best lessons, teachers have high expectations and carefully focus on pupils' individual targets for improvement. There is a high level of expertise in the teaching of English, mathematics and information and communication technology that has a positive impact on the rate of learning. Throughout the school, teachers pay great attention to the needs of all groups within the class. There is substantial challenge for the higher achievers and focused support for pupils who have special educational needs or who are learning English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad range of interesting learning opportunities across the curriculum, enhanced by visits to places of interest, visiting specialists, and experiences gained through business links.
Provision for pupils with special educational needs	There is very good provision for pupils on the school's register of special educational needs. They have Individual Education Programmes and targets that are shared with parents and regularly reviewed. All pupils are fully included in all aspects of school life.
Provision for pupils with English as an additional language	For those pupils who enter the reception class speaking English as an additional language, provision is very good and many attain average standards in English, mathematics and science by age eleven. The specialist provision for pupils who enter school part-way through their education and come to St Mary's speaking little or no English is excellent. They each have a 'fast track' programme that enables them to quickly gain access to lessons in their new language. They have tailored support that ensures full inclusion.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social, moral and cultural development is excellent. An established code promotes respect and consideration amongst pupils. They clearly know right from wrong and are polite and helpful. There is a great sense of belonging and pride at the school. Pupils experience a wealth of opportunities for multicultural education. Pupils of all backgrounds are valued and ethnic diversity is celebrated.
How well the school cares for its pupils	Established routines provide a very good standard of care and safety for pupils. Very effective systems for assessment of progress and target-setting ensure that pupils make very good progress. Positive strategies to promote high standards of behaviour are very successful.

Links with parents are a strength of the school. They are fully involved in the induction process as their children start in reception class. Each class holds termly consultation meetings with teacher, pupil and parent to review progress and set new learning targets. Curriculum workshops keep parents informed as to how

their children are taught and what they can do to help at home. An analysis of parents' returned questionnaires shows that the school is held in very high regard, a sentiment that was strongly endorsed at the parents' pre-inspection meeting.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The past headteacher provided excellent leadership and direction for the school. The newly-appointed acting headteacher, senior teachers and governors work very well together to provide very good management and to continue the drive towards constant improvement.
How well the governors fulfil their responsibilities	The governors discharge their responsibilities conscientiously. They have a very good overview of the school's strengths and are fully involved in school improvement planning and evaluation.
The school's evaluation of its performance	Very thorough. Curriculum co-ordinators take an active role in monitoring teaching and learning in their subjects. They are empowered to take action where appropriate to maintain the very high standards. The headteacher, senior managers and governors keep an accurate overall view of performance. They use intelligently the information gathered to direct improvement planning.
The strategic use of resources	The governors and headteacher manage all funds carefully, linking expenditure to agreed priorities within the school improvement plan. The current reserve is designated to maintain the staffing levels.

The principles of best value are consistently applied to purchases and contracts. Governors routinely evaluate spending in terms of improved provision. Leadership and management at the school constitute a major strength and governors fully recognise the impact of the outgoing headteacher's work. They are well aware of the urgent need to make a new appointment.

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 coming to school. • The teaching is good. • Their children make good progress. • The school's commitment to personal development. Pupils are encouraged to be mature and responsible. • The school is well led and managed. • Children are expected to work hard. • The school works closely with parents and provides very good information for them. • The Christian, 'family' ethos. 	<ul style="list-style-type: none"> • There were no major concerns expressed either through the returned questionnaires or at the parents' meeting. However, in returned questionnaires, just over 10 per cent of parents thought that the school did not provide an interesting range of activities outside of school hours. Although still relatively low, this was the highest rate in the 'tend to disagree' box.

The team fully endorse parents' positive views of the school. The judgement of the inspection team is that the school's provision of academic, sporting and social opportunities outside of lessons is good. The annual residential visit for older pupils further enhances the range of experiences on offer.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in English, mathematics and science is well above average for pupils aged eleven. They make very good progress throughout school owing to the rigorous assessment and target-setting processes in place.

1. Pupils' high attainment represents very good improvement in standards since the last inspection, with trends in attainment rising steeply over the four years.
2. By the end of Year 6, pupils read fluently and show very good levels of comprehension. They recall in detail what they have read, and skills of prediction, inference and deduction are very well-developed. Pupils state their preferences for favourite works and authors, justifying their views. They extend their reading experiences across a wide range of genres, both fiction and non-fiction. Their understanding and use of library classification systems is very good and they locate information efficiently for personal research. Pupils study authors' techniques and styles in order to extend their own writing skills. For example, in one lesson they investigated how the narrator in the story had influenced their viewpoint of the characters. By analysing the genre and grammar used, they began to see how these strategies could be incorporated into their work. As a consequence of experimenting with different styles and of using the work of significant authors as models, pupils' fiction writing is lively and thoughtful. They have a secure grasp of punctuation and grammar, using subordinate clauses effectively to add detail and to engage the reader. They show a good awareness of audience in their choice of vocabulary. Most pupils spell accurately, using a good knowledge of words and their origins. Handwriting is generally of a high standard, with some pupils beginning to develop an individual style. Mathematical skills develop well throughout school and by age eleven, pupils have a very good understanding of number, including decimals, fractions and percentages. Their mental skills and agility in dealing with numerical problems are very good. In Year 5, pupils solve complex word problems and calculations that involve all four rules of number. Most add and subtract by splitting numbers and use strategies such as halving or doubling. This greatly increases the speed at which they work. By age eleven, pupils know the importance of checking the accuracy of their answers by rounding off and estimating. They apply their understanding of shape and space by calculating perimeters and areas effectively, often using formulae. They measure and calculate the sizes of angles, using visual estimation and with accurate use of the protractor. Data-handling skills are very good. Pupils collect and tabulate their own data and display patterns and relationships through graphs and pictorial diagrams. They use computer programs to support this work and are confident in handling databases and spreadsheets. By the end of Year 6, many pupils are well-placed to attain advanced levels in science. They experience a wide range of practical and investigative activities, recording their findings in a variety of ways, including tables, diagrams, charts and graphs. They carry out fair tests and investigations. In one Year 5 lesson, pupils investigated the dispersal of seeds. Working at advanced levels for this age group, they made detailed observations, chose appropriate equipment, changed variables, measured accurately and reported back their findings.
3. When children enter the reception class, they have widely differing levels of prior learning and experiences. Overall, their attainment is broadly average. The teacher in the Foundation Stage shares her initial assessments of pupils' skills with parents who are then involved in setting the next goals for learning. In Years 1 to 6 the school has very good procedures and arrangements for assessing pupils' attainment in English and mathematics and uses the information effectively to plan future lessons. The rigorous target-setting process has a direct, positive effect on the high standards seen at the school and the very good progress made by all groups of pupils. Teachers use termly and end-of-year tests in English and mathematics to track individual progress throughout the school. The results are thoroughly analysed to discover exactly what each pupil knows and what needs to be taught next in order to provide challenge and ensure good rates of progress. At the termly consultation evenings the information is shared between teachers, pupils and their parents as they review progress together. They then decide on new individual targets for learning. Teachers feed assessment and target-setting information into lesson planning to ensure that all pupils are well catered for. Patterns of attainment are scrutinised by the subject co-ordinators, who look for possible areas requiring further development. They check the progress of boys, girls, pupils who have special educational needs, those learning English as an additional language, higher achievers and the younger, summer-born pupils. Any issues that arise are fed directly into subject planning and the school improvement programme. The success of the integrated approach to assessment and target-setting is seen through classroom tasks that build precisely on prior success and a shared commitment by school and home to the learning process. In turn, this leads to very good rates of progress and high levels of attainment.

The quality of teaching throughout the school is of a high standard. In three out of four lessons seen, teaching was very good or excellent.

4. The quality of teaching is a major strength of the school and this has a direct impact on pupils' learning and the high standards achieved. This was well illustrated by the large number of lessons seen in which teaching was excellent or very good. A secure, industrious atmosphere pervades the school and this encourages very good behaviour and enthusiasm for learning. In parents returned questionnaires, 100 per cent agreed that teaching is good. In 97 per cent of replies parents stated that the school expects their children to work hard. The same sentiments were strongly repeated at the parents meeting.
5. Teachers have a very good understanding of the most effective ways to teach literacy and numeracy and are very successful in supporting pupils to develop skills in these areas. Lessons are very well planned and structured; there is a very good pace to learning and high expectations.
6. Across the whole school, including the reception class, teachers make clear to pupils what is to be learned, giving a clear focus to the lesson. They often conclude lessons with a focused session to assess learning, to tackle any misconceptions and to congratulate pupils on their successes. Teachers note any difficulties encountered and tackle the problems promptly by planning specific work for individuals in the next session. These are very effective strategies in creating a purpose for pupils learning and ensuring continued motivation and success. Lesson preparation is very good. Carefully chosen resources are organised and are readily available, pupils books and other consumables are always to hand and classroom routines are firmly established. The result is that the maximum amount of time is used for learning and this makes a significant contribution to the standards achieved. Teachers deploy volunteer parent and governor helpers effectively so that pupils can benefit from their particular talents and interests. For example, one parent supported pupils as they worked on a creative weaving task. Her artistic ideas inspired some very good standards of achievement. In the Foundation Stage, adults constantly encourage children to use their skills in communication, language, literacy and mathematical understanding in all their work. In Years 1 to 6, skills in literacy and numeracy are used to extend learning in other subject areas. However, in Years 3 to 5 written work is sometimes recorded on worksheets that offer little challenge, especially for the higher achievers. The prescribed nature of the recording sometimes restricts pupils in consolidating their skills or in choosing a preferred non-fiction style of writing. Pupils' work is always conscientiously marked and often includes encouraging comments and praise where good standards are achieved or sustained effort made. Teachers often write very useful notes to point out ways to improve or to help pupils assess their progress in reaching their individual targets. They make excellent use of the reward system to praise effort and achievement.
7. In the Foundation Stage, or reception class as it is better known, the teaching is very good. The teacher and nursery nurse work closely together to plan a very interesting range of experiences. Children of differing abilities and prior experiences are very well catered for through an established assessment process that directly informs the setting of tasks. Adults pay great attention to establishing routines and to developing confidence and independence in the children. This sets a very firm foundation for later learning.
8. In Year 1 and 2 lessons observed, 14 per cent of teaching was excellent, 58 per cent was very good, 14 per cent was good and a further 14 per cent was satisfactory. Classroom organisation and management in these classes are effective and efficient. This ensures that pupils have very good access to any resources they may need. Work is planned to cater for pupils who have differing levels of prior attainment. Higher achievers are suitably challenged and pupils with special educational needs, or those for whom English is an additional language, are very well supported, either through adult intervention or through tasks that are designed especially to help them meet their learning targets. There is a suitable emphasis on teaching the basic skills, including phonics, and this underpins some good achievement in spelling. Young pupils in Year 1 make a good attempt at 'sounding out' the words. There is a practical balance between whole-class teaching and opportunities for group work where pupils put into practice what they have just learned. Teachers vary their approach to meet the aims of the lesson and to maintain a fast pace in learning. For example, in one literacy lesson the teacher made excellent use of visual materials to illustrate the sequence in a story. The whole class was then actively involved in some shared editing of a piece of writing during which the teacher explicitly taught them how to use a range of connecting words. The pupils then went on to write their own stories independently. A particularly helpful feature of this lesson was the emphasis on pupils' individual writing targets that they had on display directly in front of them. Some very good standards of work were achieved and the pupils made excellent progress towards their targets.

9. In lessons observed in Years 3 to 6, 25 per cent of teaching was excellent, 42 per cent was very good and 33 per cent was good. Directed and differentiated questioning is very well used to involve all pupils. Teachers handle oral contributions sensitively and value pupils' opinions. Very good use is made of exposition and demonstration. A commendable feature of teaching for the older pupils is the challenging pace of lessons and the development of mental agility. For example, in one numeracy lesson, pupils were working on word problems involving several numerical operations. The lesson began with an oral warm-up when the pupils practised quick mental recall followed by a game session based on multiplication. In the main part of the lesson, the teacher clearly explained the tasks so that pupils knew exactly what to do. Expectations were very high as time limits were set for the completion of work. Tasks were very carefully matched to provide a good challenge for all groups of pupils in the class. In the final session of the hour, the teacher led pupils in an assessment of the work completed and then presented the whole class with a very complex problem that they worked through together. Excellent progress was thus achieved.
10. A scrutiny of pupils books in Year 6 shows good emphasis on the extension and enhancement of writing and mathematical skills in other subjects. For example, pupils recount experiments in science or events in history. They use explanatory texts when writing about geographical phenomena. However, in Years 3 to 5 the extent of writing opportunities is more limited. In all classes, teachers set open-ended tasks that allow pupils to ask their own questions or to engage in research and this promotes independence in learning effectively. Lessons across the curriculum include opportunities for pupils to consolidate their skills in information and communication technology, where appropriate, but actual 'hands-on' time is restricted because of the fragmented siting of the hardware. This also makes it very difficult to teach class lessons.
11. All teachers make very good use of the school grounds and local environment, especially in the teaching of science, geography and history. For example, some older pupils visited the Barber Institute to find inspiration for their work on sculpture. Young children in the reception class benefited from the established programme of business links. They went on a trip to the Rover Car Plant to witness industry at work. Members of the 'Life Education Team' are among some of the many visitors to school throughout the year who bring an additional and meaningful dimension to learning. Good links with the many local nurseries and playgroups ensure a smooth entry into school for the new children in the reception class. Liaison with the local secondary school eases the transition across phases of education for the older pupils.
12. A wide-ranging programme of extra-curricular activities includes opportunities for pupils to pursue their interests and develop their talents in sporting, academic and creative fields. Homework is very well used to consolidate and apply learning. Parents are actively involved in supporting their children at home, feeling confident in their approach as a result of the curriculum workshops held in school for them.

Provision for pupils' social, moral and cultural development is excellent and results in very high standards of personal development.

13. The provision for pupils moral and social development is excellent. They are taught a clear understanding of right and wrong through a positive behaviour strategy. Rules are simple and sanctions consistently applied by all adults. A well-established reward system provides very good motivation for hard work and thoughtful actions. As a result, pupils are polite and helpful and there are excellent relationships throughout the school. At all times of the day, pupils' behaviour is very good and they show very positive attitudes to learning during lessons. Staff work very hard to maintain these high standards and have introduced some successful strategies to foster and maintain a secure awareness of social and moral issues in their pupils. The 'buddy' system ensures that young pupils or those new to the school have a mentor for help and guidance. The system also helps the older pupils to develop a sense of responsibility and is extremely successful in both respects. The school council consists of representatives from each class who represent the pupils' point of view in discussions and decision-making. Under the guidance of the deputy headteacher, a peer mediation programme is in operation for pupils in Years 4 to 6. Pupils bring their unresolved disagreements to the mediators who listen to both sides and help them towards a mutually agreeable solution. When interviewed, pupils in all the year groups concerned said it was a very good idea and that they would readily use it if they needed to. The school has an established anti-bullying policy that is well recognised and very effective. When asked why they liked their school, some pupils quickly replied 'No-one gets hurt here'. This is a strong indication of the success of the strategies in place, which were also praised by the parents. During the inspection, there was no sign of any oppressive behaviour or of bullying. The school has a well-planned personal, social and health education programme. To complement this, all pupils in Year 6 apply for jobs around school and take an active part in the routines of the day. For example, they prepare the computers, organise seating for assembly and take a great pride in their duties as librarians. Pupils

consider those less fortunate than themselves when they collect for charities. Throughout the school there is a strong emphasis on mutual respect and self-discipline. Older pupils take part in a residential visit each year and this helps to develop their sense of independence. All adults in the school act as very good role models. Their calm, caring approach is reflected in pupils' actions. In returned questionnaires, 98 per cent of parents felt that the school was helping their children to become mature and responsible. At the meeting, parents talked about the useful methods that staff use to help pupils develop self-discipline. They highlighted the success of teaching about the relationship between rights and responsibilities. Parents speak of warmth and welcome at St Mary's and praise the Christian, family ethos. It is evident that pupils are encouraged to develop a strong sense of belonging and are very proud of their school.

14. Provision for cultural development is excellent and a major strength of the school. There have been very good improvements since the last inspection. Visits to the locality, museums and places farther afield support an understanding of national culture. Through curriculum studies, pupils have opportunities to appreciate the work of famous artists and musicians. In history, they learn about past civilisations and in geography they investigate modern societies, comparing and contrasting them. A display map entitled 'Where we are from' provides interesting information about countries of origin, much of it supplied by families at the school. A very good selection of books provides information about different cultures around the world and includes traditional tales from other countries. Non-fiction books include illustrations of, and references to, the wide diversity of people from different cultures and faiths that make up our society. Pupils are encouraged to celebrate the richness that exists in the diversity of cultures through meaningful and practical experiences, many initiated by the pupils themselves. They particularly enjoy learning about ethnic crafts. For example, in preparation for the recent International Day pupils made patterns based on Islamic calligraphy. One pupil brought in a traditional Indian costume and the class made some high quality sketches and clay tablets using the paisley design. Throughout its work, the school promotes a deep respect for other peoples' beliefs and way of life. Pupils learn about different faiths in their religious education lessons. An interesting range of cultural and religious artefacts support learning and understanding. The high quality of social, moral and cultural teaching at the school promotes exceptionally high standards of personal education and harmony.

The school provides a wide and stimulating range of learning opportunities for children in the reception class that ensures a very good start to their education.

15. Children enter the Foundation Stage, often referred to as the reception class, during the autumn term following their fourth birthdays. Most gain experiences at the local play-groups or nurseries before starting school and there is a diverse range of prior learning and experiences. Taking all factors into account, attainment is average, overall, when children come into reception. Due to the very good provision for them and the high standard of teaching they receive, children make consistently good progress towards meeting the targets set for them. This represents good progress since the last inspection.
16. The quality of teaching in the reception class is very good. The teacher exploits every possible opportunity to reinforce and extend learning and works in close partnership with the nursery nurse to cater very well for pupils' needs. A commendable feature of the Foundation Stage provision is the involvement of parents in the induction process which prepares children very well for their first days in school. During the summer, the classteacher visits a large number of nurseries and playgroups to gather information and meet the new children. Afternoon workshops are very well attended; parents bring their children and engage in making games and books together. This allows the children to become familiar with the school building, their teachers and new friends. It also allows for good dialogue between parents and the two members of staff, who explain how the children are taught and what parents can do to help. Parents speak very highly of these sessions. During the autumn term parents are invited to share the results of initial assessment with the classteacher and to discuss learning targets. They are kept very well-informed of their children's progress through similar meetings each term. There are very good opportunities for day-to-day contact between staff and parents that also allow for good communication.
17. The day-to-day organisation of children's learning is very good, with planned activities that embrace all the recommended areas of learning. Children are sometimes given opportunities to select activities and work independently. Other tasks are carefully directed and supported by the teacher or nursery nurse in order to develop key skills systematically. Assessments and monitoring of children's progress are thorough and lead to the setting of challenging learning targets. The classteacher and nursery nurse know the children very well and work as an effective team to provide an exciting and stimulating learning environment.

18. Great emphasis is placed on personal and social education so that children settle quickly into daily routines, such as registration, and show very good development of social skills. During group discussions, children take turns to speak and to listen politely to others. They respond to the high expectations adults have of them and are beginning to manage buttons and zips efficiently. Children show increasing levels of self-confidence, for example, when selecting the activities that interest them. They handle construction kits, computers and books skilfully, often sharing activities with friends. Children are confident when interacting with adults, most taking part readily in conversation. During class sessions, children talk about the story they have heard, noticing detail in the pictures and expressing their pleasure. High expectations and developing routines encourage children to tidy away equipment and to learn where everything goes. They are encouraged to help one another, respect other people's space and share resources freely. They do so very well, even at this very early stage in the school year. There is a constant focus on the development of personal responsibility and initiative, with teachers encouraging children to find solutions to problems before they step in to help. This leads to very good progress and by the time children enter Year 1, their independent learning skills are good. This is a vital factor in the very positive work attitudes and excellent relationships seen throughout the school.
19. Children's speaking skills are encouraged through whole-class sessions, where good questioning ensures that all are involved, through group work where children are very well supported by adults, and in role-play. Children enjoy a range of activities that are specifically prepared to encourage discussions, for example, when sharing a book in a reading session. Both adults are mindful of the need to develop children's speaking and listening skills and to check that children have the necessary vocabulary to get the most out of their lessons. In one session, children were making observations by using magnifying glasses, sunglasses and colour filters. The nursery nurse went to great lengths to ensure that all were using the correct vocabulary and to help children explain clearly what they noticed. A comfortable reading corner has been created where pupils enjoy some quiet time to browse or to share a book with friends. They use their emerging writing skills to make marks on paper and most can construct an oral sentence to explain what they are learning. For example, when using colour filters, one child exclaimed that 'he's gone purple'. The teacher's story-telling is lively and animated, so that children develop a keen interest in books. This is reinforced at home when children take their choice of book to share with parents. Mathematical understanding is taught effectively through focused sessions, computer programs, and through other areas of learning. For example, the children know how many are allowed on each activity and they check before joining the group. In whole-class sessions, the class teacher refers to times of the day and asks children to identify days of the week. In construction activities children learn about three-dimensional shapes in a practical way and their concept of measures is developed through work in the water and sand trays
20. Provision for learning and understanding of the world is excellent and leads to some accelerated progress. Children enjoy a vast range of interesting activities in which they are encouraged to explore, investigate and experiment. Children produce some interesting work on the computer as they use a painting program. They explore the possibilities of a range of construction and mouldable materials, learning to discriminate when selecting equipment and materials for a specific purpose. For example, one child quickly recognised that the plastic cutter was not strong enough to use on thick dough. The teacher conscientiously seeks opportunities to support and extend children's knowledge through practical and meaningful experiences. Visitors to the class include a policeman and a fireman who talk about their work and answer questions. Many trips are organised during the year to provide children with first hand experiences. These range from visits to the nearby post office, a farm and into the school kitchen to see how meals are prepared. Children's knowledge and understanding of the natural world is enhanced through a visit to Lickey Hills where they collect, investigate and classify specimens. The business link programme is used very effectively. For example, children enjoy a visit to the local pizza house to give them ideas for role-play in their classroom 'Pizza Hut'. Parents and members of the community share their skills with children to provide a wealth of experiences. During a topic on celebrations, children were treated to a demonstration of cooking plantain by a volunteer parent. They try foods from around the world and watch dances from different cultures.
21. Children's physical skills are systematically developed through a range of interesting practical tasks. Manipulative skills are encouraged by using construction equipment and materials such as dough. Children begin to show attention to detail when painting faces, including fine eye lashes and detail in the hair. Their developing levels of control are evident when they glue and stick their own creations. Children consolidate and practise the skills of running, balancing and jumping as they play in the dedicated and well-resourced outside area. Co-ordination is developing successfully as they ride on the wheeled toys and steer them round obstacles. Staff encourage children to develop secure control of writing implements by presenting them with opportunities to practise with crayons, chalk, felt-tips and pencils.

22. Adults provide varied opportunities for children to develop creative skills. Children's painted and collage faces show an awareness of colour and texture as they try out a selection of medium to create the desired effect. In the role-play area they take on different characters, often experimenting with adult actions and language. A permanent feature in the classroom is a puppet theatre, where children make up tales and scenarios. In all creative activities, adults suggest ideas for children to try, but also allow sufficient freedom for them to develop their individual likes, dislikes and talents.

The school maintains a high standard of care for its pupils. Provision for pupils who have special educational needs is very good and for those who are learning English as an additional language it is excellent.

23. At all times, teachers and other adults in school are very alert and responsive to individual needs. New pupils are made aware of safety issues and rules from the outset. There is good provision for first aid, with a good number of trained personnel and clear guidance for all adults. The supervision of pupils around the school is very good. Lunch-time supervisors provide a high standard of care. They know the pupils very well and carry out their duties diligently. They place themselves in strategic positions so that they keep a watchful eye. A very good feature at lunch-times is the story sessions enjoyed by groups of pupils, either in classes or in the school grounds. Facilities for leisure time during the day are very good. The adventure play equipment provides a stimulating challenge and endless possibilities for creative interactions. Boisterous activities, such as football, are limited to one specific area and one class at a time to ensure safety. Those pupils who prefer a less hectic playtime have picnic benches and seating where they chat or engage in quieter pursuits. There are very good procedures and day-to-day routines to ensure the health, safety and well-being of pupils. The governors have detailed policies that are rigorously followed to ensure that pupils have a safe, secure environment in which to learn and play. Parents appreciate the routines at the end of the school day when children and younger pupils are 'handed over' to their respective carers. This session also allows for informal chats and the sharing of information. In her role as child protection officer, the headteacher ensures that all staff are well trained and aware of their responsibilities. The staff guidance clearly states what is expected of each adult in the organisation and operation of the school. This results in a consistent approach to enforcement of the agreed rules. The site supervisor actively checks the buildings and grounds on a daily basis to ensure that the highest standards of safety and cleanliness are secured. Any issues are tackled immediately. The systems and procedures in place firmly underpin the safe and secure atmosphere in school.
24. The provision for pupils who have special educational needs is very good and enables them to make very good gains in learning. The requirements of Individual Education Plans are built into daily activities, and designated staff provide support to meet individual and group needs, especially in English and mathematics. This ensures that all pupils are fully-integrated into the life of the school community and that they develop good levels of self-confidence. The quality of support by the classroom assistants is very good. They know the aims of each lesson and discuss with the class teacher how these can be tailored to each individual's targets. Specific equipment and materials are made or used where appropriate to enhance learning. Outside specialists or support agencies are consulted to provide practical advice on meeting individual needs. Teachers encourage parents to be fully involved in writing and reviewing learning programmes and in supporting pupils at home. In some cases, where appropriate, the pupils are invited to contribute to their own education plan. The co-ordinator for special educational needs evaluates provision regularly through meetings with the headteacher, class teachers and classroom assistants. She has a very good overview of pupils' progress and knows the individuals and their families very well. Parents express their appreciation for the quality of education and care that their children receive. The success of the school's approach is seen in the end of Year 6 results, showing that many pupils who have been on the register of special educational needs achieve the average national levels in English, mathematics and science.
25. Each September, some children enter the reception class who are learning English as an additional language. Provision and progress for these pupils are very good and the vast majority attain the average national levels in English, mathematics and science by age eleven. Teachers and non-teaching staff make sure that all pupils understand what is being said, often by re-phrasing comments and questions. In lessons, teachers often direct questions at these pupils to check learning. They take great care when new vocabulary is introduced. For example, in one history lesson, the teacher was introducing the difficult concept of social strata in Egyptian society. He emphasised and clearly explained the new words such as *noble* and *pharaoh* and had the spellings on display so that pupils could refer to them when answering questions. Attainment and progress of each individual who is learning English as an additional language are tracked carefully and swift action taken where problems are encountered. During the school year several pupils, of various ages, arrive at St Mary's from many different countries around the world and they have little or no previous experience of the English

language or culture. Provision for these pupils is excellent and ensures that they quickly gain access to the full academic and social curriculum. They are matched to a 'buddy' who has had similar experiences. This strategy is extremely successful in ensuring that the new pupil feels welcome and has someone on hand to explain systems and routines. The school's strong cultural and social provision is successful in promoting a feeling of belonging and pupils are encouraged to share aspects of their mother country's culture. For example, one newly-arrived pupil demonstrated his talent for origami. There was such an interest that he went on to hold classes in the technique. Some pupils translated and shared letters from relatives and friends at home, forging a link between the two cultures. Teaching of the English language for these pupils is focused and intensive. The school allocates funding so that an experienced teacher can provide individual and, subsequently, group sessions, to teach the necessary basics of speaking, listening, reading and writing. There is excellent use of teacher-made resources to meet specific needs. Finding translators for the pupils is very difficult because of the diverse range of first languages spoken, but teachers do all they can to support learning. A Korean-English dictionary was recently acquired and more established pupils provide help for their friends in acquisition of the new language. There are several examples of dual language work around school and pupils are often invited to speak in their mother tongue. During one assembly, two pupils led the Lord's Prayer in Korean while everyone else followed the words in English. There are many examples of great success for these pupils in the National Curriculum tests at age eleven, with some instances of attainment at the higher Level 5. Provision for pupils learning English as an additional language was judged to be good at the last inspection. The school has worked hard to improve teaching and social strategies since then and has made very good improvements.

Parents hold the school in high regard and are encouraged to be actively involved in their children's learning. They are very well-informed about the curriculum and their children's progress.

26. The effectiveness of established links with parents is very good and is a strength at St Mary's. The school conducts regular questionnaires and uses the results to make changes and build strong relationships with parents and carers. The headteacher and staff make themselves freely available to ensure that any concerns are shared between teachers and parents at the earliest opportunity. Newsletters about the curriculum keep parents informed as to what their children are studying and home-school diaries provide a good vehicle for communication.
27. There was a very positive atmosphere at the parents' meeting, when the very high regard for the school was made obvious. Parents especially value the Christian family school atmosphere in which all staff know the pupils well. They expressed great satisfaction with the emphasis on cultural, social and moral development and the resulting respect that pupils show for one another. Parents confirmed some of the views expressed through the returned questionnaires. The quality of teaching, care for pupils and the high standards achieved all received praise. In returns, 96 per cent of parents said they felt comfortable approaching the school with questions or a problem. This was confirmed by parents explaining how the headteacher and staff make themselves available out of school hours and how issues are dealt with promptly. There was great satisfaction and admiration for the dedication and commitment of staff. When asked about school developments, parents said that the school is 'forward looking' and staff are constantly asking 'What can we still do better?' There was unanimous agreement about the 'transparent' way in which the school is run, which allows the parents to have a very good understanding of routines, systems and expectations. A good illustration of this is the sending out, recently, of a draft anti-racist policy so that parents could comment and make contributions. Parents have welcomed and signed the home-school agreement.
28. The impact of parents involvement in their children's education is very good. Many attend the induction and curriculum workshops so that they can gain an insight into their children's curriculum and know how best to help them with their homework assignments. As a result, homework tasks are usually completed promptly and information between school and home is transmitted efficiently through the home-school diary. As a further aid, the school has produced a jargon-free version of the National Curriculum attainment targets that parents find very useful. Many parents of pupils in Years 1 and 2 attend the early Friday morning parent-child session to foster shared reading. The school holds a congratulations assembly each week that is highly regarded. It is extremely well attended by parents who value the spiritual, social and moral contribution it provides to their children's education. Some parents organise extra-curricular activities, such as the book and netball clubs, to extend pupils' experiences. A number help out in classes or on school trips. They have very useful guidelines to ensure consistency of approach. St Mary's Association is a valuable asset to the school and provides a range of fund-raising and social activities for pupils and their families.
29. The quality of information provided for parents is very good. In returned questionnaires, 96 per cent of parents felt that they were well-informed about their children's progress. At termly consultations

parents, child and teacher engage in a full review of each pupil's progress and together they set new learning targets. The school prospectus is well presented and informative. Together with the annual report from governors, it provides a useful overview of school life. Regular newsletters ensure that parents have a detailed diary of events and are aware of the course work their children will cover in the coming term. The annual reports to parents are clear and well received.

The former headteacher established an excellent quality of leadership and management, evaluating performance thoroughly and constantly driving the school forward. The acting headteacher, senior management team and the governors, working closely together, provide a very good quality of strategic management and stability of approach.

30. The headteacher, who left at the end of the summer term, has provided excellent, visionary leadership, setting very high expectations, continually striving for improvement and driving the school forward. The success of her approach is seen in the very good standard of attainment that put the school in the top 5 per cent in the country for English and science. She was instrumental in maintaining a supportive environment in which staff and pupils feel secure and valued. She was actively supported by the deputy headteacher and a senior member of staff, who have been fully involved in policy and decision-making. As a result, the acting headteacher and temporary senior management are able to continue with the approach, ensuring that similar high standards are maintained. They are very successful in promoting an environment in which pupils work hard, enjoy excellent relationships, and show respect for staff and their friends. All staff and governors are firmly committed to the schools aims which include an emphasis on personal as well as academic development. An analysis of returns from the parents questionnaires shows that 97 per cent are satisfied that the school is well led and managed. Leadership and management were highlighted as strengths of the school in the last inspection report. There have been further improvements since then, especially in the full involvement of all school personnel in consultation and decision-making.
31. The delegation of responsibilities to key staff is very effective and efficient. The deputy headteacher shares responsibility for the smooth day-to-day running of the school. Both she and the senior manager ensure that excellent systems of communication and support are maintained for all staff. Subject co-ordinators for the core areas of English, mathematics and science have a thorough overview of the quality of teaching and the standards attained. They are conscientious in their approach, monitoring planning regularly, observing classroom practice and scrutinising pupils' work. From a detailed analysis of assessment, they set challenging targets for pupils' performance, constantly monitoring progress and resolving any issues that may arise. They produce an annual subject development plan and report regularly on their subjects to the relevant curriculum working party of the governing body. The success of this corporate management style is evident in the improved attainment at the school. Curricular co-ordination for the other subjects, for special educational needs, pupils learning English as an additional language and for children in the Foundation Stage is equally very good, with subject mangers taking a proactive approach and producing annual action plans for consideration in the school improvement process.
32. A notable feature of the management style at the school is the full involvement of all staff, including non-teaching and ancillary personnel. They are fully consulted on issues that arise and are part of the team that works on school improvement planning. They are actively encouraged to put forward suggestions and are fully consulted on school developments. As a result of this whole-team approach to management, the entire staff at the school is committed to its aims and values and puts these into daily practice. Personnel feel valued, and this nurtures a strong sense of belonging and a conscientious approach to all aspects of the school's work. The benefits for the pupils are seen in the shared drive for excellence. Very high standards of maintenance and cleanliness are evident, routines are firmly embedded and relationships between pupils and all adults are of the highest quality. Pupils are secure in knowing that their personal and academic needs are the focus of the school's work. They show their appreciation through the respect that they reciprocate, through their hard work and very good behaviour.
33. The governing body, with its valuable range of expertise, is committed to ensuring the highest quality of education for all pupils and works closely with the headteacher to achieve this objective. Governors know and understand their role clearly and maintain a successful approach to meeting their statutory responsibilities. Some provide practical help in lessons and on school trips and all are linked to a specific class so that they have a thorough understanding of school practice and the issues affecting it. There are nominated governors for literacy and numeracy who take an active role in keeping well-informed and providing support for the co-ordinators. The proceedings of the governing body are conducted efficiently and committees are well organised. There is a very positive and productive

relationship between the governing body and the school. Governors' high level of effectiveness represents an improvement since the last report.

34. School development planning is thorough and illustrates clear educational purpose. Funding is linked to priorities, with implementation strategies, time-scales and success criteria specified. All staff, including non-teaching personnel and governors, are involved in the planning process and in the evaluation of the initiatives taken. This shared involvement ensures that the plan is a useful management tool and that all aspects of school life are fully considered.
35. The schools finances are very carefully monitored and controlled. Spending is closely linked to the stated priorities. There is a clear, delegated limit to spending and governors exercise their strategic overview of the school's financial planning very effectively. Principles of best value are very well applied to all purchases and contracts. The school provides very good value for money. Governors monitor the impact of spending decisions by checking that new materials and equipment purchased lead directly to improved provision. They sometimes evaluate the benefits in terms of pupils learning, but this is not routine. Specific grant funding is allocated appropriately and money provided for special needs pupils is used very effectively. The reserve funding carried forward is designated to maintain staffing levels.
36. The school is exceptionally well organised, with established and efficient routines making very good use of information and communications technology. All statutory requirements are met. The excellent quality of leadership by the previous headteacher is a major factor in the high level of standards achieved. Her corporate style of management has empowered staff in their leadership roles. The acting headteacher and temporary management structure, supported by the governing body, are proving successful in maintaining high expectations, established routines and very good standards. However, governors appreciate that there is an urgent need to make a permanent appointment to the position of headteacher.

WHAT COULD BE IMPROVED?

The variety of opportunities for pupils to write and record work in history and geography in Years 3 to 5.

37. Teachers' planning is thorough in history and geography and successful in achieving good standards of pupil attainment. However, in Years 3 to 5, pupils' work is sometimes recorded on worksheets. On occasions, their tasks are too narrow and do not allow them to develop independence in writing. Often, the commercially-produced worksheets are too easy, especially for the higher attainers, because they are based on cutting and sticking or require only short answers. The development of writing is a focus for the school and is included in the improvement plan. The co-ordinator for literacy has produced guidance on extending English skills across the curriculum and has highlighted opportunities for pupils to practise their writing through the different topics. There are some very good models of practice in school that could usefully be shared with all staff.

Access to computers for pupils in Years 1 to 6 to further improve opportunities for teaching and learning.

38. There is a good number of computers in school, providing a ratio of 8 pupils to each machine. However, these are dispersed throughout the classrooms and the computer resource area. In one lesson during the inspection some pupils' learning was adversely affected because their 'hands-on' time was restricted and the class was split between the classroom and computer resource area. The classteacher planned and taught an excellent lesson. She used some ingenious methods to demonstrate the task, in the absence of an electronic whiteboard, and secured the use of as many computers as possible. She had to divide her time between the two groups who were physically some way apart and this reduced opportunities for active intervention in the learning process. The result was that progress was not as good as would be expected given the extremely high quality of the teaching. There are detailed plans in this year's improvement plan to improve attainment and extend provision for information and communications technology. Many of the initiatives require focused teaching of pupils and training of staff, both of which will prove very difficult indeed owing to the fragmented siting of the hardware. Governors have a long-term plan to build a computer suite, but it may be some time in the future before this comes to fruition. Pupils' learning is currently affected and, therefore, some measures are needed promptly.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- a) Extend opportunities for pupils in Years 3 to 5 to write in a variety of non-fiction styles in history and geography and review the use of commercially produced worksheets in order to eliminate those that offer little challenge in learning.
- b) Review the siting and use of computers in order to allow for efficient teaching and learning in the subject and to facilitate implementation of the school improvement plan for information and communications technology.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

22

Number of discussions with staff, governors, other adults and pupils

26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	12	5	1	0	0	0
Percentage	18%	55%	23%	4%	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 four percentage points.

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)		209
Number of full-time pupils known to be eligible for free school meals		23

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		34

English as an additional language	No of pupils
Number of pupils with English as an additional language	53

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	4.5
National comparative data	5.2

Unauthorised absence	%
School data	0.2
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
	2000	13	18	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	15	14	15
	Total	26	25	26
Percentage of pupils at NC level 2 or above	School	84 (90)	81 (94)	84 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	15	15	15
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	84 (97)	84 (97)	84 (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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	13	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	16
	Girls	13	12	13
	Total	29	27	29
Percentage of pupils at NC level 4 or above	School	100 (76)	93 (88)	100 (96)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	13	13	13
	Total	27	28	29
Percentage of pupils at NC level 4 or above	School	93 (84)	97 (92)	100 (96)
	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	6
Black – African heritage	11
Black – other	0
Indian	15
Pakistani	2
Bangladeshi	0
Chinese	0
White	120
Any other minority ethnic group	22

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)	9.7
Number of pupils per qualified teacher	21.1
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	85

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	495,448
Total expenditure	499,099
Expenditure per pupil	2,366
Balance brought forward from previous year	40,859
Balance carried forward to next year	37,208

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	62	36	2	0	0
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	36	58	4	0	2
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	49	47	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	22	4	0	0
The school expects my child to work hard and achieve his or her best.	67	29	4	0	0
The school works closely with parents.	56	40	4	0	0
The school is well led and managed.	69	27	0	0	4
The school is helping my child become mature and responsible.	60	38	2	0	0
The school provides an interesting range of activities outside lessons.	20	60	13	0	7

Other issues raised by parents

At the pre-inspection meeting, parents praised the 'family, caring' ethos at the school. They appreciate the commitment of staff in providing a good standard of teaching and provision for pupils' personal development. The Friday celebration assemblies were highlighted as a particularly enjoyable feature of school life that is shared with parents. Many said that the curriculum workshops and termly consultation meetings kept them well-informed. The vast majority recognised the high quality of leadership and management at the school and praised the proactive style of the headteacher in striving for excellence.