

INSPECTION REPORT

CHRIST THE KING PRIMARY SCHOOL

Thornaby, Stockton-on-Tees, TS17 9JP

LEA area: Stockton-on-Tees

Unique reference number: 111696

Headteacher: Michael Eddy

Reporting inspector: David Marshall
27681

Dates of inspection: 20th – 21st June 2000

Inspection number: 194387

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Tedder Avenue Thornaby Stockton-on-Tees
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev. Father Daniel Spaight
Date of previous inspection:	10.06.96 to 14.06.96

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Teaching is of good quality across the school.

The leadership and management of the school by the head teacher and senior staff is very good.

Pupils' behaviour is very good. They are consistently polite and courteous and show high levels of enthusiasm for all aspects of school.

Pupils' personal development is very good. They co-operate very well, think of others, and make excellent relationships.

Assessment is very well used by all staff to enable pupils to make optimum progress. The provision for those pupils who have special educational needs is very good.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ the King is a larger than average Catholic Primary School with 305 pupils on roll and 20 pupils who attend in the nursery. The school is very popular and, therefore, at the moment is heavily over-subscribed. The current standard number for admissions is 43. But this will change this year when a new Roman Catholic school opens in the vicinity which will mean around 65 pupils and two teachers will leave. There are just 3 pupils who are other than from a white/UK background. One pupil is supported through Ethnic Minority Achievement Grant funds. There are 3 pupils with English as an additional language, 2 of whom are at an early stage of English language acquisition. Currently 53 pupils are eligible for free school meals, which is above the national average. There have been no exclusions in the last two years. There are 62 pupils on the school's register of pupils with special educational needs, which is similar to the national average. There is just one pupil who has a statement of educational need – but there is an additional statement pending for another pupil.

HOW GOOD THE SCHOOL IS

This is a very good school that provides a happy and stimulating learning environment for its pupils. There is a very positive ethos, and staff and pupils work hard. Pupils achieve high standards in literacy and numeracy, and good standards in all other subjects. The quality of teaching is good; pupils are challenged and make good progress whatever their previous attainment. The school provides a broad curriculum. It also provides very well for the pupils' personal and cultural development. The school is well led by the head teacher and senior teachers, with good support from all staff and the governing body. The school provides very good value for money.

What the school does well

- Standards are very high and pupils do very well in national tests by the time they leave school.
- The quality of teaching is good.
- The school is very well led and managed by the headteacher and key staff.
- Pupils' behaviour is very good. They are polite and courteous and are very enthusiastic.
- Pupils' personal development is very good. They co-operate very well, think of others, and make excellent relationships.
- Staff accurately assess the pupils' achievement and use the information effectively to make sure of the best progress. The provision for those pupils who have special educational needs is very good.
- The school's relationships with parents are very good.
- The support staff, caretaker and secretary make an important contribution to the effectiveness of the school.

What could be improved

Although there are no significant weaknesses the school should address the following points for improvement:

- Provision for information technology, and the effectiveness of the new resources when fully in use.
- Ensure that all teachers' marking is of a high quality to set clear targets for improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good improvement since the last inspection in 1996. The governors are now fully involved in the work of the school and monitor provision effectively. The strengths and weaknesses of the school are now carefully evaluated and they now make the best use of resources available to them. The school has made great strides in their awareness, and use, of self-evaluation techniques. Subject co-ordinators now take an effective role in raising standards in their subject. This includes the careful use of classroom observations to share the best practice in teaching. Daily planning has improved and now fulfils the medium and long-term plans for each subject. The greatest improvement has been in the application and use of assessment procedures. The strengths identified in the last inspection have been maintained. These include the pupils' behaviour, attitudes and relationships, the ethos of the school and the overall high level of achievement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	A	A	A
mathematics	A*	A*	A	A
science	A*	A*	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Results at the end of Key Stage 2 have been consistently well above average for the last three years in all core subjects. At the end of Key Stage 1, results are also well above average, with little variation from year to year. Compared with schools with a similar proportion of pupils eligible for free school meals, the results at the end of both key stages are consistently high. The school has made careful assessments of pupils' attainment so far and has set targets for results at the end of Key Stage 2 in 2000 and 2001 that represent a good challenge. The standard of pupils' work seen was consistently well above average, particularly in English and mathematics. The standard of work in science, in both key stages, is well above average when compared with similar schools and is in the top 5% of all schools. Pupils also achieve good standards in all other subjects of the curriculum, except for information technology. In information technology there are aspects, such as control technology, that are under-developed. However, the school's needs are being addressed in the planning of the new computer room and equipment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes. They consistently work hard and with enthusiasm and tackle new challenges with great confidence.
Behaviour, in and out of classrooms	Behaviour is very good at all times. Pupils are respectful, courteous and self-disciplined.
Personal development and relationships	Pupils' personal development is very good, and relationships are excellent. They co-operate very well at all times, take pride in their school and their work and are trustworthy and reliable.
Attendance	Good - consistently above the national average.

The excellent quality of the relationships throughout the school has a very positive impact on pupils' achievements. The school's provision for moral and social development contributes particularly well to the overall personal development of pupils. The many opportunities for older pupils to look after the younger ones promote the caring attitudes that are evident throughout the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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 continues to be good throughout most of the school. Teaching was judged to be good or better in over seven-tenths of the lessons observed, with one-seventh being very good. No lessons were judged to be unsatisfactory. The quality of the teaching in the nursery is satisfactory. Teachers plan lessons very well so they are interesting and provide activities that motivate pupils well. Extra work at a higher level challenges the brightest pupils. The teaching of English and mathematics, literacy and numeracy, is particularly good because teachers are very knowledgeable and provide challenging tasks. Teachers ask questions that help pupils to understand, challenge their thinking and draw out what they already know. Pupils' responses are valued and this raises their self-esteem. Teachers adapt their lessons well to meet the needs of all pupils. Pupils' attitudes help them to learn effectively because they concentrate well, work and research independently and listen carefully to the teacher and to each other.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The areas of learning for children under five are planned and are satisfactory. The school provides the full range of National Curriculum activities. A good range of extra-curricular activities is available for older pupils.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. Teaching is especially effective when pupils are withdrawn from lessons for extra help or in their set groups in Key Stage 2. Individual education plans are appropriate and are reviewed systematically and regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, with a particular emphasis on developing good moral and social attitudes. There is good provision for cultural development through art and music, and for spiritual development through well-planned science lessons.
How well the school cares for its pupils	There is good provision for the pupils' health and welfare. Detailed assessment procedures, systematically applied, mean that all staff know the pupils' needs well and all are very caring. Effective discipline policies are in place and are consistently applied by all staff.

The school works well in partnership with parents, many of whom come into school to help. Parents feel that teachers are always available and nothing is too much trouble. The cross-curricular links made by the teachers in their planning in subjects like maths and geography, English and history, maths and science, English and religious education ensure that pupils are using their knowledge and skills well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The head teacher provides strong and very effective leadership. The deputy head teacher and co-ordinators are an effective team and create a very good ethos for learning.
How well the governors fulfil their responsibilities	Governors know the school well, although they rely heavily on the head teacher at times. They take their responsibilities seriously and work well in the different committees.
The school's evaluation of its performance	The school takes all appropriate steps to evaluate its performance carefully. Strategies in place identify weaknesses and detail how they are to be addressed. The school development plan is a comprehensive framework for improvement with appropriate priorities.
The strategic use of resources	Good use is made of all resources. The time available and the accommodation are used very efficiently.

The current level of staffing is more than adequate to meet all the requirements of the National Curriculum. The accommodation is good and enables the staff to meet the requirements of individual pupils in full. The caretaker and cleaners do their job with great care and make sure the school is always clean and ready for the pupils. The support staff and secretary are always available and take great care over all their duties at all times. The very good partnership between the head teacher, all staff and governors enables all to give of their best and create a supportive learning environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Delighted with the work their children do and what they are achieving. • Children are given a lot of encouragement. • School has high expectations. • All abilities encouraged. • Merit system helps academic and personal achievement. • Strong community spirit. • Pupils behave very well. • Homework is relevant and of good quality. 	<ul style="list-style-type: none"> • Extra-curricular activities below Year 6. • Marking by some teachers.

Inspection evidence supports the views of the vast majority of parents who believe the pupils are very well behaved and make good progress in all subjects. The range of extra-curricular activities available for older pupils are good and the younger pupils take part in many planned activities outside the normal curriculum. Homework is generally well organised and makes a good contribution to the progress of the pupils. However, the way that individual teachers mark is different and should be made consistent so that pupils always know what to do to make progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' standards of achievement are high and so test results are consistently well above average by the time they leave the school.

1. Over the last three years, pupils' scores in English, mathematics and science have been consistently well above the national average. They have also been well above when compared to schools in similar circumstances based on the numbers of pupils eligible for free school meals. In particular, the results are in the top 5% in science. The pupils' achievements throughout the school in other subjects are also above average, except for standards in the use of information technology.
2. Many children come into the nursery with below average skills in their personal and social development and their use of language. They make good progress in these aspects and by the time they reach statutory school age the majority achieve standards that are equivalent to those expected of children of their age.
3. The language development of most pupils is average when they enter the reception class. Many children are already able to read and write a few words, and most can hold and use a pencil well. Most pupils talk with confidence about things that interest them and many can count up to ten. The children make good progress as the teacher assesses their ability carefully and builds on what they already know. Particular emphasis is placed on discussion and pupils are encouraged to talk about their work from an early age. For example, in a geography lesson in the reception class the teacher used an Ordnance Survey map whilst telling the story of making a journey. Pupils eagerly examined the map and identified the sea, the land, a river and other features. This carefully planned opportunity for discussion helped them to extend their vocabulary as well as to reflect on what they already knew.
4. Pupils quickly learn to read, and by the age of seven, most have good strategies for tackling unfamiliar words and show a real awareness of how to read aloud, with expression, in order to help others to understand the meaning of a book or story. Older pupils read very confidently from a range of different sources including stories, poems and factual information. In interview, pupils talked about how much they enjoy reading and commented knowledgeably about the fiction they have read, and how they use the library to discover the information they need in their history and religious education lessons. Throughout the school pupils take the opportunities for researching information and using reference books with great enthusiasm and growing skill.
5. Writing skills are developed well through the school and are well above average by the end of Key Stage 2, in English and in other areas of the curriculum. Pupils learn to organise their work into coherent paragraphs, and in Year 6 almost all spell and punctuate accurately. All pupils quickly learn to appreciate the purpose of narrative and non-narrative forms of writing and experiment with different grammatical structures. In a Year R/1 lesson, pupils were able to focus on new words when considering where water melons grow, and considering "heavy" and "light", during a story time. The pupils were then encouraged to write and draw suitable pictures in response to the story. Pupils are encouraged to develop this interest in words by using wordbooks and dictionaries throughout the school. All Year 5 and 6 pupils write neatly in ink, with well formed, joined letters. Pupils take enormous care with the presentation of their work throughout the school.
6. The school has implemented the National Numeracy Strategy well. Pupils throughout the school now relish the challenge of mental arithmetic "quick fire" questions to start lessons, and have made very good progress in learning how to solve difficult calculations. In a Year 3 lesson of the lower attaining set, the pupils gained a good understanding of right angles by

relating their knowledge to how to make houses safe. In a Year 5/6 middle ability set, pupils were able to use their mental calculations using percentages to calculate which purchases at ASDA would save them the most. This is a good example of how pupils are now adept at using knowledge from different areas of mathematics in order to solve realistic problems. In a Year 6 lesson for the higher achieving pupils they showed a very good grasp of mathematical terminology when estimating the number of handshakes people would complete when celebrating England's football win. Their practical work to see the emerging pattern is typical of the active whole school approach to mathematics.

7. Standards in science are very high. Many lessons are based on pupil investigations, set initially by the teacher and then their own research. A superb example was observed in a Year 5 lesson on gases. Pupils in their different groups conducted their investigations with great care having waited patiently to begin. They filled in their predictions very carefully and knew exactly what to expect. They all had a good understanding of what makes a fair test, knowing what elements in the investigation to change and when. The way they then enjoyed the experiments and shared them so well with each other meant they made the most of what they had done. The conclusions they wrote showed they had achieved the high expectations of the teacher in every respect.

Teaching is of good quality across the school.

8. The quality of teaching observed was good overall. In all the lessons observed the teaching was at least sound – and in over seven-tenths it was good or better. The teachers' planning, their careful monitoring and self-evaluation, and the resulting opportunities they provide for pupils to improve their learning skills, are the major contributory factor to the high standards the school is constantly striving for and achieving.
9. Teachers create a very positive atmosphere by giving plenty of praise, valuing pupils' responses and helping them to overcome difficulties with tact and care. They have very good skills in managing classroom activities and pupils' behaviour. This very encouraging approach gives pupils confidence and involves them in their own learning. For instance, in a Year 2 mathematics lesson the teacher's calm manner and quiet voice instilled great confidence in every pupil. By consistently praising the pupils' responses she made sure that they all took part and made good progress. The way she was able to offer appropriate challenges to all pupils, regardless of their ability, was exemplary.
10. Lessons observed during the inspection proceeded at a brisk pace with a variety of activities that engaged and challenged pupils throughout. For example in a Year 6 mathematics lesson, the head teacher's ebullience as he challenged pupils to make estimates enthused the whole class. The questions were carefully planned so that all pupils took part in the opening session and were challenged well. This meant that they attended closely throughout and could hardly wait to give their answers. Teachers also understand that pupils need time to consider their answers carefully. In a Year 4 history lesson based on a video story of The Vikings, the teacher asked the pupils to think of five differences between then and now after a good discussion. Their motivation was so high that they all insisted on making a list of eight. In a Year 4/5 lesson in geography the teacher promoted such a good level of thinking that pupils were able to make reasoned responses about traffic calming measures that took many different features into consideration. For one boy to be able to show that speed cameras would be unnecessary if "build-outs" were used, because no one would be able to exceed the speed limit even if they tried, was an insight enjoyed by all.
11. Teachers make sure that all lessons are based on links with the pupils' real lives. There were examples in geography in a Year 4 lesson where pupils were designing traffic calming measures for outside the school. There were many examples in mathematics lessons. For instance, in a Year 1 / 2 lesson real coins were used in lesson on counting up to a pound; in a

Year 6 lesson England's success in football was the basis of the lesson; in a Year 5/6 lesson the percentages were calculated on what could be saved at the local ASDA supermarket.

12. Teachers have high expectations of pupils' learning and effort. They also have good subject expertise. This means that no opportunity is missed to enhance the learning of the children. The extension exercises in every lesson show how carefully teachers cater for all levels of ability. For instance, in a Year 2 mathematics lesson the teacher had two lots of extension worksheets available for the higher achievers once she was sure they had completed the basic task successfully. They were, therefore, well challenged until the end of the lesson and enjoyed their success.

The leadership and management of the school by the head teacher and senior staff are very good.

13. The overall leadership and management of the school are very good. The head teacher provides a strong direction for the school. Since the last inspection he has created a strong senior management team by delegating responsibilities appropriately to the deputy head and curriculum co-ordinators. In interview, these teachers stated that they now feel empowered to take a leading role in where they feel the school needs to go, and are clear about their own priorities through the appraisal opportunities they have been afforded.
14. Over the last three years the curriculum co-ordinators have monitored planning, teaching and standards in their subjects. The monitoring of all teaching, especially in Literacy and Numeracy, is well recorded and has led to greater consistency in planning and delivery of lessons. Co-ordinators have also been given appropriate non-contact time to up-date their policies and schemes of work. This again contributes to continuity and progression in pupils' learning in all subjects. The many good cross-curricular links that are a feature of the lessons are well documented
15. The head teacher has rewritten the school development plan through careful consultation with staff that guarantees their co-operation. This now identifies relevant priorities and shows progress in all areas including the curriculum, organisation, management and premises with expenditure identified. Very full monitoring and evaluation opportunities are built into the plan. This means the school takes all appropriate steps to analyse and evaluate how it is performing across all aspects. Effective strategies are now being put into place to address any weaknesses that are identified. These include non-teaching time being made available for classroom support and presentations to other staff and governors by core subject co-ordinators, on a regular basis.
16. The school's governing body is well informed about the school and governors take their responsibilities seriously. Although they continue to take their lead very much from the head teacher they work well in committees and monitor the provision across the school. It is evident from the minutes of their meetings that they are now endeavouring to operate as a critical friend to the school. The governing body faced the difficulties over the arrangements caused by the building of a new Roman Catholic school in the area, with great sensitivity and commitment of the highest order. They are united in wanting to achieve what is best for the school.

Pupils' behaviour is very good. They are consistently polite and courteous and show high levels of enthusiasm for all aspects of school.

17. Throughout the inspection, pupils' behaviour in both lessons and in the playground was very good. Even the youngest pupils look after each other, hold doors open and stand back when appropriate, and have learned to wish visitors well as they go round the school. Older pupils, when given responsibility for their own learning and research, respond in a mature and sensible way and work hard to finish all tasks on time. This is evident in the way that pupils

settled very quickly when beginning their first lesson with a cricket coach from Durham C.C.C. They waited patiently for instructions and were pleased for those chosen to “captain” the teams. They then listened very well without fuss; responded well to the instructor who was new to them and competed without silliness or aggression at the end of the lesson.

18. Throughout the school pupils take a great deal of pride in their work and presentation. They show concern and care for each other’s feelings, supporting each other in lessons without competitiveness. A good example of this was in the Year 5 science lesson where all pupils enjoyed each other’s investigations and really joined in the excitement with enthusiasm without becoming noisy or silly. They were then able to settle down immediately to write their conclusions quietly after a period of focused discussion in their groups.

Pupils’ personal development is very good. They co-operate very well, think of others, and make excellent relationships.

19. From the earliest years, pupils show good levels of responsibility. They carry out given tasks sensibly and respond well to opportunities to act independently from an early age. In a Year 6 mathematics lesson for the lower achievers every pupil enjoyed the successes of each other and said so. In other lessons there were several examples of pupils’ spontaneous applause at the success of others. This was particularly true of the Year 6 physical education lesson where pupils had to work together at first and then in competition with each other at the end – and applauded the successes of each other in both cases. Teachers create possibilities for pupils to be both independent and co-operative, and as a result, pupils’ personal development is very good.
20. Older pupils are keen to help the younger children and take great care when sharing the playground and dining hall with them. Pupils know the school and classroom rules and do their best to follow them. Pupils form excellent and constructive relationships with adults and with each other. They are capable of, and enjoy, discussions and conversations with adults on a whole range of topics, which the adults encourage whenever possible. These excellent relationships permeate the life of the school and promote the pupils’ awareness of the school community as a whole.

Assessment is very well used by all staff to enable pupils to make optimum progress. The provision for those pupils who have special educational needs is very good.

21. The baseline assessment used after the pupils have completed their nursery year is very carefully administered and analysed. This means that lessons in the reception class are appropriately challenging and effective. The lesson plans contain ways in which all pupils can be enabled to make good progress. During the year a number of assessed activities are carried out and pupils’ progress is mapped. This process is carried out every year. The results of the assessed work have been used to create a portfolio of work that teachers agree represent the various levels of achievement. This moderated work is checked each term by the appropriate curriculum co-ordinator and shared with all other teachers at a staff meeting. This work enables all teachers to plan suitably for all pupils and know that their lessons are an appropriate challenge.
22. The pupils are arranged in to higher, middle and lower sets for mathematics and English from the beginning of Year 3. This arrangement is based on a very careful analysis of the end of Key Stage 1 National Assessment Tests. At the end of each year the school uses the optional QCA (Qualification and Curriculum Authority) tests. These are then analysed and the sets for mathematics and English are modified for the following year as appropriate. This painstaking work ensures that each pupil is working at an appropriate level and making optimum progress.
23. The careful assessments are used to provide appropriate lessons regardless of the pupil’s age and ability and this means the provision for pupils with special educational needs is very

good. The deputy-head teacher manages this aspect of the school's provision very well. She knows the individual pupils' needs well, which ensures they receive the support they require. There is a comprehensive policy, covering all the statutory requirements.

24. The individual education plans are appropriate and reviewed regularly. The targets are appropriate to the pupil concerned and represent sensible, small steps forward that are understood by all concerned. The parents are well involved with the individual plans and are enabled to make a good contribution to their children's progress.

The school's relationships with parents are very good.

25. The parents work in partnership with the school. Parents feel welcome in the school at all times and regard themselves as part of the school community. The number of parents who take part in the many school activities is amazing. An example of this is very evident in the annual Christmas "boxes" that are put together with contributions from all parents and distributed in the locality. Every child in the school is involved, as is every family, and the reasons for the appeal are well known to all.

26. The school's newsletters are varied and very informative. Parents are very appreciative of the fact that they really know and understand what their children are doing in the school, and why. The end of year reports are very detailed and enable parents to know that their children are succeeding and how best they can help them to progress in the future. The teaching staff make themselves available to parents at all times and the consultation evenings are appreciated by all and make a real contribution to the progress the children make.

The support staff, caretaker and secretary make an important contribution to the effectiveness of the school.

27. The school serves an area that has suffered from a considerable degree of neglect in recent years and there are many buildings that have been vandalised or covered in graffiti. That this school does not suffer in this way is testament to the effectiveness of the caretaker and the pride he takes in patrolling and looking after the school. The school is also very well cared for internally and always clean. This efficiency is an object lesson to the pupils and helps to reinforce the messages that the head teacher and staff are making in their lessons and day-to-day organisation.
28. The parents are very appreciative of the care and helpfulness of the support staff and school secretary. They say that nothing is ever too much trouble and all problems, however trivial they may seem, are dealt with sympathetically. The three occasions during the inspection when children were ill or hurt showed how caring all adults are, and how efficient the links with parents are when needed. The secretary knows every pupil and their parents well and they feel reassured when contacted by her that she is giving them accurate and sensible information.

WHAT COULD BE IMPROVED

The level of the current provision in information technology, and the effectiveness of the new resources when fully in use.

29. During the inspection there was evidence of information technology in a number of different lessons and the scrutiny of pupils' books but at the moment they do not use computers often enough to ensure progress over all aspects. Use of computers observed included graphs in mathematics and science whenever appropriate, although these were usually block graphs and showed little advancement over the years. There was also some good use of word-processing in English and history. However, these were again at a basic level of achievement. The way that the small portable machine, Roamer, was being used for estimation and as an introduction to control technology in the school hall was also good. However, at other times computers were switched on during lessons and although there were appropriate opportunities for their use, these were not taken.
30. The school has very detailed plans for the upgrading of their provision in information technology through their National Grid for Learning grant. The plans show how the room already available is to be laid out, the software on each computer and which additional hardware the school will have. The co-ordinator has a very good level of expertise and has begun to involve all teachers in how information technology can be used in all lessons. The level of in-service training necessary for the teachers has also been itemised with full cost implications. The school was one of the last in the area to receive their grant and are now in a position to effect these well-planned changes.

Ensure that all teachers' marking is of a similar high quality to ensure that pupils understand what their next targets are for improvement.

31. The school has a good marking policy that most teachers use at all times. However, there are times when pupils' books are merely ticked or a word of praise is written. Teachers do not always record what pupils have learned or whether the lesson has taught what they intended. However, the marking does not always enable pupils to understand where they have succeeded and why, or what skill they need to master next.
32. Pupils' work in the past shows that one or two teachers have paid insufficient regard to the amount of time and effort some pupils have put into completing their homework because their work is merely ticked. If this aspect of the pupils' work is to achieve all that is intended then it must be marked thoroughly and with care.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- a) The progress in the use of information technology, although very well planned, is not guaranteed unless it is very carefully and rigorously monitored. This is the area that has made least progress since the last inspection. Although there are examples of information technology currently being used in different subjects, particularly for word-processing and data handling, this is at the fairly basic level of pupils simply entering their text or data and printing it out. However, the implementation of the school's plans will enable their progress and lead to a high level of use across the school. The school must monitor the introduction of their new resources, guarantee this is included in the planning and review the pupils' progress on a regular basis.

- b) Marking is inconsistent in its impact and effectiveness. This should be monitored regularly to make sure it is always of the highest standard as demonstrated by the deputy head in Year 6, who marks so that pupils are assessed and then enabled to make further progress, as well as being rewarded for work well done. This is not the case across the school and all marking should be this effective.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	9.5	57	28.5	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	305
Number of full-time pupils eligible for free school meals		53

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		62

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	95.7
National comparative data	94.1

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	23	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	25	25
	Girls	21	22	23
	Total	46	47	48
Percentage of pupils at NC level 2 or above	School	96 (88)	98 (90)	100 (100)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	25
	Girls	21	21	23
	Total	46	46	48
Percentage of pupils at NC level 2 or above	School	96 (88)	96 (100)	100 (98)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	16	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	20
	Girls	14	14	15
	Total	32	33	35
Percentage of pupils at NC level 4 or above	School	89 (81)	92 (95)	97 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	19
	Girls	14	13	14
	Total	26	28	33
Percentage of pupils at NC level 4 or above	School	72 (80)	78 (80)	92 (83)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	322
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	29.9
Average class size	30.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	90

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	20
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	472384
Total expenditure	473435
Expenditure per pupil	1414
Balance brought forward from previous year	12583
Balance carried forward to next year	11532

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	320
Number of questionnaires returned	230

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	2	1	0
My child is making good progress in school.	72	26	2	0	0
Behaviour in the school is good.	80	19	1	0	0
My child gets the right amount of work to do at home.	53	42	3	1	0
The teaching is good.	80	19	0	0	1
I am kept well informed about how my child is getting on.	60	36	3	1	0
I would feel comfortable about approaching the school with questions or a problem.	77	21	2	0	0
The school expects my child to work hard and achieve his or her best.	86	13	0	0	1
The school works closely with parents.	63	34	2	1	0
The school is well led and managed.	85	15	0	0	0
The school is helping my child become mature and responsible.	75	23	1	0	1
The school provides an interesting range of activities outside lessons.	36	37	15	2	10