

INSPECTION REPORT

St Augustine's Catholic Primary School

Preston, Lancashire

LEA area: Lancashire

Unique reference number: 119607

Headteacher: Mrs A. Pye

Reporting inspector: Mrs M. R. Shepherd
11328

Dates of inspection: 1-2 February 2000

Inspection number: 194394

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Saint Austin's Place Preston Lancs
Postcode:	PR1 3YJ
Telephone number:	01772 253851
Appropriate authority:	The Governing Body
Name of chair of governors:	Father Michael Murphy
Date of previous inspection:	19 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs M. R. Shepherd	Registered inspector
Mr C. Herbert	Lay inspector
Mr M. Williams	Team inspector

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
Cambs
PE4 6 QZ
01733 570573

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
- Overall pupils make very good progress in English, mathematics and science	
- Pupils' attitudes, behaviour, personal development and relationships are very good	
- Teaching is excellent in the under fives, good in Key Stage 1 and very good in Key Stage 2	
- Leadership and management of the headteacher and senior management team are very good	
- Provision for pupils with special educational needs and for pupils who speak English as an additional language is very good	
- Provision for spiritual, moral, social and cultural development is very good	
- Partnership with parents and the community is very good.	
- Value for money is very good	
WHAT COULD BE IMPROVED	14
- The attendance rate is poor and punctuality is unsatisfactory	
- The range of pupils' skills in reading and writing, particularly non-fiction, is not wide enough	
- The governors are not sufficiently involved in monitoring	
- The school does not fulfil statutory requirements to have a sex education policy	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an infant and junior school set largely in an urban regeneration zone. Many houses are being demolished and families are being rehoused. There are 176 pupils in the school. Sixty-two per cent are from minority ethnic groups with 46 per cent of Indian origin. Fifty-seven per cent of pupils speak English as an additional language. Twenty-nine per cent of pupils are on the special educational needs register. Six pupils have statements of special educational need and 13 have specific learning difficulties. Thirty-nine per cent of pupils are entitled to free school meals. Attainment on entry is well below average.

HOW GOOD THE SCHOOL IS

The school is very effective. Overall pupils make very good progress as they move through the school. They enter the school with attainment well below average and a high proportion leave with the expected standards in English, mathematics and science. Compared with similar schools attainment is well above average in these subjects. Teaching is very good overall. The headteacher and senior management team work very effectively together. They provide very good leadership and management which ensure high quality provision and opportunities for all pupils. Every individual pupil's particular needs are considered. The school provides very good value for money.

What the school does well

- Overall pupils make very good progress in English, mathematics and science.
- Pupils' attitudes, behaviour, personal development and relationships are very good.
- Teaching is excellent in the under fives, good in Key Stage 1 and very good in Key Stage 2.
- Leadership and management by the headteacher and the senior management team are very good.
- Provision for pupils with special educational needs and pupils who speak English as an additional language is very good.
- Provision for spiritual, moral, social and cultural development is very good.
- Partnership with parents and the community is very good.
- Value for money is very good.

What could be improved

- The attendance rate is poor and punctuality is unsatisfactory.
- The range of pupils' skills in reading and writing, particularly non-fiction, is not wide enough.
- The governors are not sufficiently involved in monitoring.
- The school does not fulfil statutory requirements to have a sex education policy.

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 November 1996. It has achieved very good improvement since then. Almost all of the key issues from the previous report have been successfully achieved. Standards at the end of Key Stage 2 in science, information technology and art have improved. Pupils' attitudes, behaviour, personal development and relationships are now very good. The overall quality of teaching has improved considerably from satisfactory to very good. The leadership of the headteacher and the quality of the senior management team are now very well established and set a very clear direction for the school. Opportunities for personal reflection have been increased.

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	E	A	C	A
mathematics	C	C	C	A
science	C	B	C	A

Key

well above average A
 above average B
 average C
 below average D
 well below average E

In the 1999 national tests a higher proportion of pupils than the national average attained Level 4 and above in English and mathematics. In science, the proportion was close to the national average with a higher than average proportion of pupils attaining Level 5. The proportion of pupils attaining Level 5 in English and mathematics was close to the national average. Compared with similar schools, attainment was well above average at Level 4 and above in English, mathematics and science and well above average at Level 5 in science. This is one of the strengths of the school. Standards in imaginative writing and handwriting throughout the school are above expectations. Standards in art are above national expectations by the end of Key Stage 2. Standards in literacy and numeracy are above average.

The trend over the past four years is broadly in line with the national trend. The school has appropriate targets, although they exceeded them in the 1999 tests.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	All pupils have very positive attitudes towards their work.
Behaviour, in and out of classrooms	Behaviour is very good during lessons, around the school, during lunchtimes and playtimes. There has been one exclusion this year.
Personal development and relationships	Personal development and relationships are very good.
Attendance	Attendance rates are well below average and punctuality is unsatisfactory for a minority of pupils.

Pupils have a very high level of respect for each other's feelings, values and beliefs. There is no oppressive behaviour, bullying, sexism or racism. Pupils are very willing to take responsibility for themselves and others. They work very well together in groups, co-operating very effectively.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall: 12	Excellent	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.

One hundred per cent of teaching is satisfactory or better, 75 per cent is very good or better. There was no unsatisfactory teaching during the inspection. The teaching meets the needs of all pupils very well.

Literacy and numeracy skills are taught very effectively. Teaching of imaginative writing and speaking and listening is very good. There are very high expectations that each individual should do their best and pupils respond accordingly. Teachers, support staff and adults work and plan very effectively together. Teachers set a fast pace to learning which leads to a good rate of productivity by pupils. Teachers provide interesting activities which lead to high levels of concentration in pupils. Marking is consistently good in English and gives clear targets for development. Teachers all manage behaviour very well. The quality of learning is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum for the under fives is excellent and is good overall throughout the rest of the school.
Provision for pupils with special educational needs	The provision and support for pupils with special educational needs is very good. The co-ordinator, support staff and teachers work very effectively together.
Provision for pupils with English as an additional language	Provision is very good. It is very well organised and co-ordinated by the headteacher, specialist staff and teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision is very good. The prayer room provided a high quality area for spiritual development. There is clear guidance for morality and school rules. Pupils have a wide variety of social opportunities. The school makes very good use of its own cultural diversity.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good.

The school works very well in partnership with parents and the community. Imaginative writing, handwriting and standards of presentation are all strengths of the school. Sex education does not yet fulfil statutory requirements. A draft policy is being produced in partnership with parents and religious leaders but has not yet been ratified by the governing body.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and the two key stage leaders work very effectively as a team and set a clear educational direction. The special educational needs co-ordinator is very effective.
How well the governors fulfil their responsibilities	Governors have a very good knowledge of the context of the school. They are well involved on a day-to-day basis. Their level of training is lower than usual. They are not fully involved in monitoring formally.
The school's evaluation of its performance	This is good. Pupils' attainment is carefully tracked to monitor progress. Provision is carefully reviewed.
The strategic use of resources	These are used very well. The headteacher organises the staff very effectively across the school in a range of different well-balanced teams.

There is a strongly shared commitment to improve and a belief that the staff and pupils' have a very high capacity to succeed. The school development plan is very good and is carefully reviewed. The school's aims are carried out very effectively in practise. Monitoring by the headteacher and senior management team is good. The school makes its decisions efficiently and effectively, based on good educational and financial analysis. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

27 per cent of parents returned the questionnaires. 29 parents attended the parents' evening.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are making good progress. • The expectations for their children to work hard and achieve their best. • Their children like school. • They feel comfortable approaching the school with questions or problems. • Teaching is good. • The school works closely with parents. • They are kept well informed about how their children are getting on. 	<ul style="list-style-type: none"> • The amount of work to do at home. • The role of the classroom helpers. • The behaviour at lunchtime.

The inspectors agree with all the positive points made by parents. They disagree about the points for improvement. There is a good homework policy and the homework provided is satisfactory. The classroom helpers play a very valuable role throughout the school. The behaviour at lunchtime is very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make very good progress in English, mathematics and science

1. Children enter the school with attainment well below average. They make very good progress in reception as the teaching is excellent. Every child receives very carefully matched work to support their needs. Children quickly develop a joined up writing style as they receive regular practice. They develop a good knowledge of letter sounds and recognise key words by sight. Every child has sufficient confidence to talk during circle time.¹ In mathematics children make very good progress as they work on the same subject at different levels. For example, in a lesson based on addition to five, the higher attaining children worked on different ways to write the sum, whereas the children with special educational needs concentrated on matching objects to numbers before putting them in the sum. Attainment by five is above expectations in literacy, numeracy and personal and social development.
2. In Key Stage 1 pupils build on their very good start. They develop their speaking and listening well as teachers ensure they receive careful support. For example, in Year 1 the bilingual classroom assistant used questioning very skilfully with pupils who speak English as an additional language, during role-play in a puppet theatre. Reading fiction is developed effectively as pupils have regular opportunities to read individually, in small groups and as a whole class. For example, the English co-ordinator developed skills very effectively during Literacy Hour when the pupils wrote a story together and then read it together. Pupils continue to practice handwriting and take a pride in their presentation. In Year 2 standards are in line with expectations for seven year olds in reading, writing, speaking and listening. Pupils' spelling is at the expected level and pupils write in sentences. Higher attaining pupils use speech marks correctly. Pupils write in a lively style. For example, a pupil changed the ending of Little Red Riding Hood to "*She met a monster. He, he, he!*" Pupils use computers confidently to produce stories including simple dialogue with correct speech marks.
3. In mathematics in Year 2, the pupils are reaching average levels of attainment. Most pupils use appropriate vocabulary. They work with addition and subtraction to 20 with confidence. Higher attainers work correctly with numbers to 1,000 and subtract two-digit numbers quickly. Pupils make good progress in science as they cover the whole curriculum thoroughly. In Year 2 attainment is above average. Pupils interpret data correctly and produce bar charts by hand and on computers to show their findings. Many understand the nature of a fair test. They know about the sources of light and the way that sound travels. They know the components necessary to make electrical circuits. They develop their writing and reading skills well through science as the teacher identifies key vocabulary effectively and uses a range of different formats to record and present their findings.
4. In Key Stage 2 each class has very good opportunities to develop imaginative writing. For example, in the youngest class pupils write a story over several weeks, producing a chapter each week. By the time pupils have reached the top class they are all producing extended stories of a good quality with the majority using correct grammar and spelling. Standards are above expectations for 11 year olds as more pupils are on line to attain Level 4 than usual. Pupils work confidently on computers to write first drafts of stories. They all write stories that are well constructed as they have regular opportunities to write different parts of stories. All teachers use marking very effectively to set targets for pupils to develop their style and content. Handwriting continues to be of a good standard with the Year 6 pupils sustaining their presentation through long pieces of work. Reading standards are at the expected level in fiction but below in non-fiction.

¹ Circle time provides opportunities for pupils to take turns in speaking to the whole class.

5. In mathematics all pupils make good progress and lower attaining pupils make very good progress. Standards in Year 6 are at the expected level for 11 year olds. The work covers the full mathematical curriculum. In Year 6 pupils gather data independently and present them appropriately. Pupils handle decimals and probability with confidence. For example, they ordered sets of numbers to three decimal places. The higher attaining pupils handle large numbers with confidence. Pupils apply their mathematics effectively. For example, in the middle class all pupils measure accurately when following recipes for making bread in design and technology. Standards in literacy and numeracy are above average.
6. In science pupils continue to make good progress. In Year 6 standards are above the expected level for 11 year olds. Pupils have a very good knowledge of their bodies. They know about energy transfer through food chains and animal adaptation to their environments. They know that forces are measured in Newtons. English is developed well through science writing as pupils are required to produce independent accounts of their learning. For example, a pupil described a bladder as *“just like a big muscular sticky bag”*. In the middle class pupils develop understanding of experimental methods, predicting and hypothesising skills as they are expected to record this regularly.
7. Throughout the school pupils with special educational needs and pupils who speak English as an additional language make very good progress and achieve average standards.

Pupils’ attitudes, behaviour, personal development and relationships are very good

8. Pupils have very positive attitudes to their work as it is carefully matched to their needs and offers interesting activities. For example, in the Years 4 and 5 class the pupils worked in groups to produce different types of bread. Behaviour is very good during lessons, which allows pupils to concentrate well throughout lessons. Pupils move around the school sensibly and enter the building in an orderly way from the playground because there is a good level of supervision for each class. Behaviour is very good during the midday lunch. Pupils co-operate well with each other and speak politely to each other. For example, they ask each other to pass food rather than reaching across the table themselves. Personal development is very good because teachers combine this provision with tasks in lessons. For example, in the top class pupils were required to co-operate with each other over identifying the variables of an imaginary fair test devised by a mad professor. Relationships are very good, both between pupils and between pupils and adults. Pupils have a high level of respect for each other’s feelings, values and beliefs. There is no oppressive behaviour, sexism or racism.

Teaching is excellent in the under fives, good in Key Stage 1 and very good in Key Stage 2

9. Teaching in the under fives is excellent. Organisation is exemplary and children acquire knowledge and skills at a very good rate. The quality and range of the curriculum is excellent. The teacher works very effectively with the support team and uses their expertise very effectively in group work. She prepares resources very carefully to make the activities interesting for children. For example, in mathematics children threw toy frogs onto lily pads, followed a story of five ants, counted birds in trees or fished for animals in a pond. All tasks were based on addition to five and each task was carefully matched to extend the groups’ learning. The teacher uses questioning very skilfully which extends learning and children apply a high level of intellectual effort to their work. For example, in circle time each child was given encouragement and they all contributed well. All staff have high expectations of the children and they respond accordingly. This results in very good progress.

10. Teaching in Key Stage 1 is good. Teachers use effective strategies to support numeracy and literacy skills. For example, in Year 2 the teacher has established the effective use of word books for pupils to retrieve the correct spellings. Teachers have good control and organise pupils well in groups for their independent activities. They include information technology regularly to reinforce learning in different subjects. Teachers use additional adults well to support pupils on computers. However, opportunities are missed to develop and assess the level of information technology skills. Here, learning is not as good as elsewhere.
11. Teaching in Key Stage 2 is very good. This judgement is based on the teaching seen during the inspection when one teacher was not in school. Teachers work at a fast pace and expect a good rate of productivity from every pupil. Discipline is firm with a touch of humour to maintain the very good relationships. Lessons contain careful sequences of tasks to support pupils' understanding. For example, in literacy in the top class pupils read a text about a creepy house, analysed the use of adverbs in the text and then produced their own versions.
12. Teachers throughout the school use marking well in imaginative writing. They set clear targets for pupils to improve different parts of the story or to extend the content. Teachers all work very effectively with support staff. Planning is shared and teachers are fully informed of the progress made during lessons. They set a fast pace to learning which leads to a good rate of productivity by pupils. Teachers provide interesting activities and pupils have high levels of concentration.

Leadership and management by the headteacher and the senior management team are very good

13. The headteacher, key stage co-ordinators and special needs co-ordinator work very effectively together. They complement each other's strengths well. They give clear leadership within their own areas and the level of communication between these staff is high. They set a clear educational direction which produces a shared commitment across the school to raise standards. The headteacher sets high standards both in her own teaching and in her assemblies. The school development plan is well structured and carefully reviewed. Monitoring is good and identifies development needs. However, there are no formal written systems to record the monitoring of teaching. The school makes its decisions efficiently and effectively based on good educational and financial analysis and management. There is a clear mission statement that is translated into well focussed aims and is carried out effectively in practice. The strategic use of staffing and learning resources is good.

Provision for pupils with special educational needs and for pupils who speak English as an additional language is very good

14. The school provides a careful balance of provision for these pupils. The support staff are well organised by the headteacher, special educational needs co-ordinator and the specialist teacher, to make the best use of the funds available. Support staff are deployed in a variety of ways to ensure the best use of their time.
15. The special educational needs co-ordinator has developed a well organised base in a specialist room. This is used very effectively as an area for pupils to work quietly in small groups. This facility extends the concentration span of these pupils. Staff work very effectively within this room. For example, during one session three different groups worked with pupils from varying classes without any disruption across the contrasting activities. Individual education plans are of a high quality with very well defined targets across different aspects of the curriculum. Reviews are held regularly and new targets identified. These have clear categories indicating the teachers', parents' and pupils' responsibilities. Pupils often contribute to their new targets.

16. The specialist teacher for the pupils who speak English as an additional language works very effectively with pupils. For example, in Year 6 she developed speaking and listening very skilfully by using pupils' art work as a basis for their language. She works in close partnership with teachers and has a clear understanding of the context of the teaching for the whole class. The bilingual classroom assistant plays a valuable role in supporting pupils in their own language to communicate meaning which then allows the pupils to take part in whole class discussion. For example, she explained the term "grounded" to three pupils who then suggested a sentence to contribute to the whole class story. Both specialist staff work very effectively in whole class sessions of the Literacy Hour as they supplement the teacher's questions with their own without disturbing the flow of the lesson.

Provision for spiritual, moral, social and cultural development is very good.

17. Teachers provide regular opportunities for spirituality. Pupils have time to reflect across a range of lessons. For example, in the top class, pupils listened to Holst's The Planets and then identified images that it engendered. Teachers use prayer regularly with a sensitivity towards pupils from other faiths. Assemblies are very good and offer a clear framework for spirituality. For example, very good use was made of a candle in Key Stage 2 to prepare pupils for thinking about the religious reading. The school has provided the very good facility of a prayer room to promote spirituality. Pupils' greatly value this room and understand that it is the place for responding to feelings. They use words such as warmth, peace, quiet and calm to describe it. Pupils receive clear guidance for moral development. School rules are clearly displayed and teachers make good use of daily situations to extend pupils' understanding of right and wrong and other moral issues. Social development is very good. Lessons are organised to offer opportunities for a range of different group work. Pupils are expected to work together to produce a shared outcome. For example, in Year 2, in literacy, pupils shared a big book and identified the speech together. They then allocated tasks to each other in writing the speech in bubbles. Pupils are given opportunities to be responsible for each other. For example, monitors look after younger pupils during lunch and encourage them to eat nicely. The school makes very good use of its cultural diversity to extend pupils' understanding and experiences because pupils share their experiences. Teachers value the contributions from across different faiths.

Partnership with parents and the community is very good

18. The school works hard and promotes a strong partnership with parents. Most parents feel comfortable about approaching the school with questions or problems. The school produces good quality reports on a termly basis. This ensures that parents understand the progress their child is making. Parents appreciate this level of communication. Parents are closely involved in the reviewing process for pupils with special educational needs. They all receive copies of their children's individual education plans where responsibilities are clearly identified. They share in the setting of new targets. The school works closely with the local community, particularly the Catholic and Muslim congregations. For example, members of the Catholic congregation support the school in hearing readers.

Value for money is very good

19. Pupils enter the school with attainment well below the national average. By the time they leave, a higher proportion of pupils attain Level 4 than is expected nationally. Attitudes, behaviour, personal development and relationships are all very good. Teaching is very good. Leadership and management are very good. The cost for each pupil is below the national average. The school is very effective. Taking all this into account, the school gives very good value for money.

WHAT COULD BE IMPROVED

The attendance rate is poor and punctuality is unsatisfactory

20. Attendance levels are well below the national average. The school has worked hard to improve this rate. For example, they have been involved in a long-term project to increase levels of attendance. The majority of pupils arrive at school promptly. However, punctuality is unsatisfactory for a significant minority of pupils. Teachers handle the lateness effectively and sensitively and the learning of other pupils is not disrupted. However, attainment is adversely affected for the pupils who are late or with poor attendance rates as they are unable to take full advantage of the very good school provision.

The range of pupils' skills in reading and writing, particularly non-fiction, is not wide enough

21. In Key Stage 1 pupils are not confident about the differences between fiction and non-fiction. They are unsure of the format of these books and cannot identify which book they would choose for information. They know where to find these books in their classrooms but are unsure about using the school library.

22. In Key Stage 2 pupils develop research skills as they are provided with texts to analyse. However, they do not understand the need to locate non-fiction books for themselves. Opportunities are missed to extend the range of texts at the beginning of the Literacy Hour, particularly in the middle class. Pupils do not write across the full range of styles in English. For example, when writing for a newspaper they produce very interesting headlines like "Stolen Granny on the Loose!" but do not write across journalistic styles.

23. The library is based in Key Stage 2 and is not organised sufficiently well to support young pupils' access to books. However, the school has already employed an additional adult to develop the library and to support pupils in using this resource. She has a clear idea of her role, particularly in working with pupils. There is currently no computer in the library to provide access to the internet but future funds have been earmarked for this purpose. There are insufficient sets of non-fiction books in both key stages to extend learning in guided reading.

The governors are not sufficiently involved in monitoring

24. Governors have a good knowledge of the school's context as most governors are from the immediate community. Responsibilities are allocated appropriately with governors paired with co-ordinators. Relationships are good between governors and staff and many governors visit the school regularly. Governors are involved annually in producing and monitoring the school development plan. However, governors have not had sufficient training to allow them to develop skills of monitoring within their own responsibilities. There are no formal plans for governors to monitor the school's work or the performance of different aspects of the school's development.

The school does not fulfil statutory requirements to have a sex education policy

25. The school has worked hard to produce a sex education policy that fulfils the needs of all pupils. They have worked with parents and local religious leaders to share requirements. However, at present the policy is only in draft form and has not yet been ratified by the governing body.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further the governors, headteacher and staff should:-

- (1) improve attendance and punctuality rates by:-
 - continuing to devise and implement ways of achieving this;

Paragraph 20

- (2) extend the range of pupils' reading and writing, particularly non-fiction, by:-
 - increasing the number of non-fiction books;
 - improving the organisation of the library for both key stages;
 - increase the use of non-fiction texts in the Literacy Hour;
 - increase the amount of non-fiction writing in the Literacy Hour;
 - develop pupils' referencing skills to a higher level;
 - develop the use of information technology for research;

Paragraph 21-23

- (3) improve governors involvement in monitoring by:-
 - attendance at appropriate courses to extend governors' training and development;
 - playing a more active part in evaluating the school's work and performance;

Paragraph 24

- (4) fulfil the statutory requirements to have a sex education policy.

Paragraph 25

The school has already implemented plans to improve the library provision and support in Key Stage 2.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	53

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	7	1	2	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	176
Number of full-time pupils eligible for free school meals	68
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	51
English as an additional language	No of pupils
Number of pupils with English as an additional language	100
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	7.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
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	13	9	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	9	10	10
	Girls	7	8	7
	Total	16	18	17
Percentage of pupils at NC Level 2 or above	School	73 (72)	82 (75)	77 (69)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	9	10	12
	Girls	8	7	9
	Total	17	17	21
Percentage of pupils at NC Level 2 or above	School	77 (80)	77 (83)	95 (69)
	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	12	11	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	8	9	9
	Girls	10	10	10
	Total	18	19	19
Percentage of pupils at NC Level 4 or above	School	78 (87)	83 (87)	83 (83)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC Level 4 or above	School	n/a	n/a	n/a
	National	68 (65)	69 (65)	75 (72)

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	0
Black – other	0
Indian	69
Pakistani	8
Bangladeshi	7
Chinese	0
White	61
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	1	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	19.8
Average class size	25.2

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	115

Financial information

Financial year	1999
	£
Total income	281,092
Total expenditure	256,284
Expenditure per pupil	1,473
Balance brought forward from previous year	21,872
Balance carried forward to next year	46,680

Results of the survey of parents and carers

Questionnaire return rate 26.7%

Number of questionnaires sent out	176
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	2	0	2
My child is making good progress in school.	46	52	2	0	0
Behaviour in the school is good.	43	51	0	0	6
My child gets the right amount of work to do at home.	43	32	19	2	4
The teaching is good.	52	36	2	4	6
I am kept well informed about how my child is getting on.	47	34	9	4	6
I would feel comfortable about approaching the school with questions or a problem.	56	36	4	2	2
The school expects my child to work hard and achieve his or her best.	62	30	2	0	6
The school works closely with parents.	51	33	7	0	9
The school is well led and managed.	45	43	2	4	6
The school is helping my child become mature and responsible.	38	47	2	2	11
The school provides an interesting range of activities outside lessons.	37	39	2	2	20