

# INSPECTION REPORT

**ST. EDMUND CAMPION CATHOLIC PRIMARY  
SCHOOL**

West Bridgford, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122817

Headteacher: Mrs D Longley

Reporting inspector: Joan McKenna  
2485

Dates of inspection: 22<sup>nd</sup>-23<sup>rd</sup> May 2000

Inspection number: 194420

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	Tewkesbury Close Burleigh Road West Bridgford Nottingham
Postcode:	NG2 5ND
Telephone number:	0115 9147889
Fax number:	0115 9147899
Appropriate authority:	The Governing Body
Name of chair of governors:	Canon J Monaghan
Date of previous inspection:	7 <sup>th</sup> October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Ms J McKenna	Registered inspector
Mrs G Marsland	Lay inspector
Mrs J Platt	Team inspector

The inspection contractor was:

Nord Anglia School Inspection Services  
Strathblane House  
Ashfield Road  
Cheadle  
Stockport  
SK8 1BB

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Alexandra House  
33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

St. Edmund Campion is a mixed, Catholic primary school. It has 300 pupils on roll aged from 5 to 11, which is bigger than average. One cent of pupils is from minority ethnic groups. The proportion of pupils with special educational needs is below the proportion found nationally. The school serves a population which is more advantaged than that found nationally and there are no pupils having free school meals. Pupils enter the school having had a wide range of pre-school experiences. Although there is a fully comprehensive intake, most enter already having acquired basic literacy and numeracy skills and attainment overall at entry is above average.

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

St. Edmund Campion School is a very effective school. It provides a high quality of education for its pupils. Teaching is good, enabling pupils to make good progress and they attain very high standards by the time they leave the school. The school also successfully promotes high levels of confidence, maturity and positive self-esteem amongst pupils. Leadership and management are good and there is a strong commitment to maintaining the successful practice and improving it further. The school provides good value for money.

#### **What the school does well**

- Pupils make good progress and attain very high standards by the time they leave the school, especially in English, mathematics, science and information and communication technology.
- Teachers manage their pupils well, and in the best lessons there are very high expectations of pupils' behaviour and academic standards.
- There is a clear educational direction and action is being taken to improve the already high quality of education provided for pupils.
- Pupils have very positive and mature attitudes, are caring and considerate towards others and their behaviour is very good.
- Provision for pupils' personal, spiritual, moral, social and cultural development is very good.
- The school makes good efforts to involve parents, and parents have a very positive impact on their children's learning.

#### **What could be improved**

- Although standards in mathematics at Key Stage 1 are well above the national average and above those from similar schools, they could be higher.
- Although standards in writing at Key Stage 1 are well above the national average and above those from similar schools, pupils' creative writing skills could be better developed.
- Although good attention is given to meeting the needs of pupils in different year groups, in some lessons the needs of pupils within year groups, particularly in relation to their prior attainment, are not catered for well enough.

*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 October 1996. Since then there has been good improvement. The strengths have been maintained. Standards in both academic and pastoral areas continue to be high and teaching is good. There was just one main weakness identified, that of long term financial planning. Recent developments in this area have resulted in satisfactory progress. Minor weaknesses identified last time have been tackled well, such as writing schemes of work and improved playground supervision. The use of information and communication technology has developed well and is now very strong. The new headteacher has initiated action to further improve the work of the school. This includes the analysis and use of assessment information, the introduction of homework diaries to record homework and to act as a vehicle for communication between the school and parents, and strengthening planning for future developments.

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

Results in the national tests at the end of Key Stage 2 are very high. In 1999 the results in all three subjects were in the highest 5 per cent of all schools nationally. When compared to similar schools, the results in mathematics were also in the highest 5 per cent, and in English and science were well above average. These very high standards have been maintained for several years and the school has set appropriately challenging targets for the future.

At the end of Key Stage 1 in 1999, results in reading, writing and mathematics were also well above the national average. When compared to similar schools, results were well above average in reading, and above average in writing and mathematics. Standards in reading have been similarly high for several years, but the results in writing and mathematics have improved from those in 1998, when they were only in line with the national average. This is because the relative weaknesses in these two areas had been identified, and action taken to tackle them.

The standards seen during the inspection are similar to those reflected by these results. By the end of Key Stage 1, whilst standards are well above the national average, especially in reading, there is scope for further improvement in mathematics, particularly in the skills of mental calculations and the understanding and application of mathematical concepts, and in the skills of creative writing. The standards of work seen at the end of Key stage 2 are very high. Pupils make good progress during their time in school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school very much and they approach all of their activities with enthusiasm and determination to do well. They are confident and able to exercise initiative.
Behaviour, in and out of classrooms	Behaviour throughout the school is very good. Pupils are mature, self-disciplined and very responsible.
Personal development and relationships	Relationships are very good. Pupils are caring and considerate towards each other.
Attendance	Very good. Well above the national average.

## TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 is good and there are no unsatisfactory lessons. It is very good in 22 per cent of lessons, good in 39 per cent and satisfactory in the remaining 39 per cent of lessons. Teaching is stronger at Key Stage 2 where it is good or better in seven out of ten lessons. At Key Stage 1 teaching is good or better in half of lessons.

Teachers plan their lessons carefully. They are clear about what pupils are to learn and effectively adopt a variety of teaching strategies. A good balance of activities is provided for pupils. Very good discipline is maintained and relationships between pupils and teachers are very good. In the best lessons there are very high expectations of pupils and a fast pace to the learning. English and mathematics are well taught across the school, and very well to the older pupils in Key Stage 2. Numeracy and literacy skills are effectively promoted in most lessons and are reinforced in work across the curriculum, but occasionally there are shortcomings in some lessons in Key Stage 1. Information and communication skills are also well taught and there is very effective use of them across the curriculum. Teachers know their pupils well and are careful to plan for the needs of different year groups within mixed age groups. The needs of most pupils are well catered for most of the time. Pupils with special educational needs receive good support. In a minority of lessons teachers do not plan enough to meet the differing needs of pupils within year groups and this sometimes results in a lack of appropriate challenge or support. Pupils' learning is closely related to the quality of teaching and is good overall. Pupils concentrate very well and are very keen to succeed. Great pride is taken in their work and the value attached to it is reflected in the very high quality of work on display throughout the school. Homework is used well to reinforce pupils' learning in class and both pupils and teachers take it very seriously.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad and balanced curriculum is provided for pupils. Very detailed plans, effectively produced by teachers working in teams, are in place.
Provision for pupils with special educational needs	Pupils with special educational needs are well provided for and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very strong. The school promotes a climate within which pupils are encouraged to understand right from wrong and to take responsibility for their own actions. Opportunities for pupils to develop good social skills are in place and pupils are encouraged to understand the viewpoints and experiences of others.
How well the school cares for its pupils	A very caring school where pupils' well being is central and reflected in all of its work.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good. The headteacher gives a clear and effective lead on school improvement and the team leaders carry out their responsibilities well. There is a shared commitment to ensuring high standards and a strong collegiate approach by staff. The aims of the school are reflected well in all of its work.
How well the governors fulfil their responsibilities	Governors are very supportive and actively involved in the school. There is an effective committee structure. Statutory requirements are fulfilled.
The school's evaluation of its performance	The school analyses assessment data well and uses the findings to identify areas for improvement, taking appropriate action as a result. The monitoring of teaching is not yet comprehensive, although this has been recognised and action to improve it is taking place.
The strategic use of resources	The school provides good value for money and applies the principles of best value in its decisions about spending.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children are expected to work hard.</li> <li>• Children are making good progress.</li> <li>• Teaching is good.</li> <li>• The school helps children to become mature.</li> <li>• Children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities provided outside of the classroom.</li> <li>• The arrangements for providing information to parents about children's progress.</li> <li>• The amount of homework provided.</li> </ul>

The large majority of responses made by parents who returned a questionnaire or attended the meeting prior to the inspection are very positive about the school. The findings of the inspection support these positive views. The school does expect pupils to work hard. Teaching is good and pupils make good progress in their learning. Children are very positive about school and they are mature, caring and considerate. The school has introduced some very positive initiatives to ensure that there are good channels of communication with parents, such as the homework diaries which are valued by parents and the Governors' Home School Curriculum Working Party, which has parent representation on it.

The view of the inspection team is that a satisfactory range of extra-curricular activities is provided. A minority of parents felt that there is not adequate provision for confidential discussions about their children, as the child is always invited to the discussions with the teacher. The invitation to pupils to attend the discussions is a positive move by the school to encourage an active partnership between children, their parents and the school. The school arranges additional meetings if parents request them. Some parents expressed the view that the school expects pupils to do too much homework. Inspection findings are that the school regards homework as a positive way of reinforcing and extending pupils' learning and that the amount set is appropriate.

## WHAT THE SCHOOL DOES WELL

### **Pupils make good progress and attain very high standards by the time they leave the school, especially in English, mathematics, science and information and communication technology.**

1. Results in the national tests at the end of Key Stage 2 are very high. In 1999 the results in English, mathematics and science were in the highest 5 per cent of all schools nationally. In English and mathematics the proportions gaining level 5, which is above that expected for pupils aged 11, is very high, and in science it is well above average. When compared to similar schools, the results in mathematics were also in the highest 5 per cent, and in English and science were well above average. These very high standards have been maintained for several years. Similarly high standards were evident in work seen during the inspection at the end of Key Stage 2 and pupils make good progress during their time in school. Appropriately challenging targets have been set for the future.
2. Pupils' speaking and listening skills are strong. They are very confident and articulate and can converse with confidence and enjoyment in formal and informal situations. They respond well to questions from their teachers and other adults and are very able to initiate conversations with adults with ease. They listen carefully and respect the opinions of others.
3. Pupils' reading skills are very strong. Enthusiasm for reading is evident in pupils of all ages. They read a good range of popular and more sophisticated fiction and can talk about their favourite authors and why they like or dislike particular books. One pupil was able to give a clear account of why she preferred the books of Dick King-Smith to Charles Dickens. Older pupils' understanding of more advanced texts is good. In a lesson with Year 6 pupils, studying the poem 'The Lady of Shalott', all pupils understood the main points of the poem by the end of the lesson, despite some struggling with some of the more difficult vocabulary. Higher attaining pupils could identify the influences on the poem and predict the ending well. In another lesson pupils could compare and understand the different styles of the poets Tennyson and Lear.
4. Pupils are able to write well for a wide range of purposes and audiences with good levels of accuracy in spelling and punctuation. The presentation of pupils' writing is excellent. Good examples were seen of persuasive writing when, for example, pupils were writing against the banning of sweets and making out very well argued cases. Dialogue is used very well to develop characterisation when writing stories. Pupils' creativity and imaginative use of language improves when that is the specific focus of the activity.
5. By the end of Year 6 pupils are confident and competent at handling numbers and they perform accurately and quickly in the mental maths sessions in lessons. Their skill in applying their knowledge in mathematical problems and investigations is of a high standard. In one lesson they clearly enjoyed the challenge of doing a complex mental calculation similar to the type done on a popular television show, with impressive results. Their understanding of percentages and fractions is good and higher attaining pupils can calculate these with accuracy. They have a good understanding of the different ways of presenting data and are conversant with different types of graphs. In one lesson Year 6 pupils were able to give a clear account of the advantages and disadvantages of each type of graph and were seen constructing line graphs and bar charts to represent given data appropriately. In another lesson pupils were constructing pie-charts to a good standard, using protractors to measure the angles accurately.
6. Pupils have good scientific knowledge and understanding across all areas of the science curriculum. Their investigative skills are developed well and they learn to apply their knowledge and understanding of scientific facts and concepts to new situations.

7. Standards in information and communication technology received some criticism at the previous inspection. These criticisms have been fully tackled and standards are now high. Pupils are able to word process independently. By the end of Year 2 many pupils are able to enter text, save to a floppy disc and print work. They are able to use the computer for recording data such as the growth of bean seedlings. Pupils steadily acquire higher skills until by the end of Year 6 they are fluent and confident in essential operations across all areas of the information and communication technology curriculum, including measurement and control. For example, they are using information and communication technology to record aspects of the weather in different ways, such as rainfall and windspeed. Pupils regularly use the Internet for research purposes.
8. High standards of literacy, numeracy and information and communication technology skills contribute towards the high quality of pupils' learning across the curriculum. All of these skills are developed well through widespread application, such as extended writing in history and tasks involving measuring in science. Pupils' use and application of information and communication technology skills as a tool to aid learning across the whole curriculum is very impressive.

**Teachers manage their pupils well and in the best lessons there are very high expectations of pupils' behaviour and academic standards.**

9. Teaching within the school is good and there are no unsatisfactory lessons. The quality of teaching is very good in 22 per cent of lessons, good in 39 per cent and satisfactory in the remaining 39 per cent of lessons. Teaching is stronger at Key Stage 2 where it is good or better in seven out of ten lessons. At Key Stage 1 teaching is good or better in half of lessons.
10. Teachers plan their lessons very carefully. They are clear about what pupils are to learn and in most lessons this is communicated well, enabling pupils to focus on the important elements. Lessons usually start with direct teaching of the particular concepts being studied which provides a good base of knowledge for pupils. Their understanding is then developed through participation in a range of interesting and well-designed activities, which help to ensure pupils' active involvement and promote effective learning. There is imaginative use of resources and well-written worksheets. Teachers outline the time available for different activities and they move pupils swiftly through the different parts of the lesson. This fast pace maximises the time available for learning. In the best lessons seen, particularly at the end of Key Stage 2, teachers have very high expectations of pupils. They are given challenging work which makes genuine intellectual demands on them, requiring them to think deeply about the questions posed. Lessons usually end with the teacher finding out what the pupils have learnt through well-targeted questions. Again, in the best lessons, these sessions are used very well to check that objectives have been met, knowledge and understanding is consolidated and pupils' thinking extended.
11. Teachers know their pupils very well. They plan carefully for the needs of pupils in the different year groups within mixed age classes, and the needs of most are well catered for most of the time. There is good attention given to pupils with special educational needs, and they receive appropriate work and effective support both from class teachers and from the learning support assistants. However, in some lessons teachers do not always plan to meet the differing needs of pupils within year groups in sufficient detail, particularly in relation to their prior attainment. This sometimes results in work being presented to pupils that is too challenging and which affects their confidence. At Key Stage 1 in a minority of lessons it results in work being given to pupils that does not challenge higher attaining pupils enough.

12. There is a good emphasis on teaching the basic skills of literacy, numeracy and information and communication technology across the curriculum. In English lessons the literacy strategy has been successfully adopted and this was seen to work very well in lessons. Teachers have a good knowledge of the texts selected for use and they generate an interest in them through imaginative approaches, such as the use of mime when teaching about 'The Secret Garden' in a lesson with Year 2 and 3 pupils. Although some good attention was seen being given by teachers to promoting pupils' imaginative writing, more opportunities need to be provided at Key Stage 1. The school is adopting the numeracy strategy and this was seen to work very well in many lessons. Very sharply focussed introductions are often followed by worthwhile tasks which develop pupils' ability to apply their knowledge, and endings which consolidate pupils' understanding. In a minority of lessons at Key Stage 1, however, the three elements of the numeracy strategy were not followed effectively enough. Pupils were sometimes moved to tasks too quickly without a full enough introduction as to the purpose of the activity and without their learning being reinforced sufficiently at the end of the lesson. Teachers ensure that pupils use information and communication technology as an integral part of their learning. Pupils are taught basic skills very well, and they use them to improve their skills and understanding in other subjects of the curriculum, such as for word processing and presentation of work, handling and presenting data, producing art work and extensively for research purposes. In almost all lessons observed pupils were using the computer and were obviously used to using it as a matter of routine.
13. Pupils' learning is closely related to the quality of teaching and is good overall. Pupils concentrate very well and are very keen and determined to succeed. Great pride is taken in their work and the value attached to it is reflected in the very high quality of work on display throughout the school. Homework is used well to reinforce pupils' learning in class and teachers and pupils take it very seriously.

**There is a clear educational direction and action is being taken to improve the already high quality of education provided for pupils.**

14. The recently appointed headteacher provides a clear and effective lead on school improvement. She has initiated a range of actions designed to develop practice and these are already having a positive impact. She is supported well by staff within the school who are committed to providing the very best education for the pupils, and all concerned work very hard to bring this about. The school currently has no deputy headteacher and there are no subject co-ordinators. Instead there are two key stage team leaders who carry considerable responsibilities for the co-ordination of both academic and pastoral matters including taking the lead for the development for literacy and numeracy. They carry out these responsibilities well. Staff work very closely together with a strong sense of team spirit and collegiality, and this is a strength of the management structure in place, enabling it to operate effectively.
15. A major priority has been strengthening the monitoring of pupils' progress from when they enter the school until they leave, and systematic analysis of assessment data. Swift and effective action has followed the identification of strengths and weaknesses. For example, when it was realised that standards in writing and mathematics at Key Stage 1 were not as high as they could be, despite being well above the national average, local education authority advisory staff were brought in to conduct training and staff reviewed their planning. The success of this action is indicated by the improvement in results in 1999 in these two areas. Other action underway includes strengthening the school development planning process and, along with governors, improving long term financial planning.

16. A broad range of ways of monitoring the work of the school takes place besides the monitoring of assessment data. Governors visit the school each term to look at specific aspects; a Governors' Home School Curriculum Working Party has been established which provides feedback from parents, and governors report that within the close community of the parish, parents make their views of the school known. The newly introduced homework diaries also provide the opportunity for parents to make daily comments. The local authority link adviser also makes regular reports. The monitoring of teaching has been identified as a priority for development. As yet, although some takes place, it is not carried out comprehensively enough. Action is already being taken to improve this, however, it is clearly built into the school's development plan, with all staff having monitoring and support time identified. The school is aware of the areas for improvement identified in this report, and is taking already taking steps to tackle them.

**Pupils have very positive and mature attitudes, are caring and considerate towards others and their behaviour is very good.**

17. Pupils like coming to school and are very positive about the education and opportunities provided for them. They are sensible and mature. Relationships are very good indeed and at all times pupils are caring and considerate towards others. This is seen in the easy way in which older pupils interact with younger pupils and look after them and the way in which pupils with special needs are integrated into the life of the school both within lessons and in the playground. Pupils work well together in class and play well together in the playground. The only negative view expressed was that boys dominate the playground playing football. Pupils are able to accept responsibility and the prefect system works very well, with pupils carrying out a variety of different tasks with enthusiasm and efficiency. A wide range of adults such as learning support assistants, parents and outside visitors work within the school, and the mutual respect evident sets a good example to pupils. The school emphasises the need for pupils to take responsibility for their own learning. They set well-focussed targets for themselves and show a good capacity to persevere in the face of challenging work. The strong sense of pride they have in their work is reflected in their records of achievement.
18. Pupils' behaviour is very good, with self-discipline being very evident. Teachers rarely have to reprimand pupils or even remind them to behave sensibly. Prefects and others with responsibilities carry them out with confidence and reliability. Pupils are given a lot of responsibility and freedom and they respond extremely well to teachers' trust and high expectations of behaviour. Pupils know right from wrong and are able to understand the implications of their actions for others. The school is a very orderly and pleasant environment.

**Provision for pupils' personal, spiritual, moral social and cultural development is very good.**

19. The school makes very good provision for pupils' personal development and its aims are evident in all that it does. There is a strong spiritual dimension to the corporate life of the school. There is a very caring ethos and adults set a good example to pupils. Many opportunities are provided for pupils to take responsibility and to develop socially mature and responsible attitudes, such as through the prefect system, and the support for various charities. Pupils are treated with respect and they are encouraged to take responsibility for their own actions. They set personal targets for themselves as well as academic ones. Teachers create a supportive climate within which pupils' confidence and self-esteem is promoted. Particularly good opportunities are provided for pupils to reflect on moral and social issues. Pupils have created their own school rules and code of conduct. They are encouraged to understand the viewpoints and experiences of others. This includes some work on cultures other than their own, such as Native Americans and the Caribbean. They also learn about their own and other cultures through art, music and the good use of artefacts to support topics being studied. This area needs to continue to be developed.

**The school makes good efforts to involve parents, and parents have a very positive impact on their children's learning.**

20. The school's relationship with parents was described as a great strength at the time of the previous inspection. Since then it has adopted some innovative approaches to strengthen the partnership even further. The governors have set up a Home School Curriculum Working Party, which has parents as members as an extra forum for discussion of issues with parents, and for providing an additional formal channel of communication. The school has recently introduced homework diaries and parents are invited to make comments in it. Parents have responded very well to this and find the process very valuable due the prompt response to their comments by teachers.
21. Parents are very involved in their children's education. The positive impact of their involvement, through such things as supporting homework, is very evident and is recognised and valued by the school. The large majority of parents is very supportive of the school and is pleased with the education it is providing for their children. A few report that they would like more opportunities for informal contact with teachers and different arrangements for formal contact. The school has a clear and acceptable rationale for the arrangements it has put in place but the headteacher states that further meetings can be arranged by appointment.

**WHAT COULD BE IMPROVED**

**Although standards in mathematics at Key Stage 1 are well above the national average and above those in similar schools, they could be higher.**

22. The proportions of pupils gaining levels 2 and 3 in the national tests in mathematics at the end of Key Stage 1 in 1999 are well above the national average, and above those from similar schools. However, level 2 is subdivided into different categories, and the gaining of a level 2B is regarded as an indicator of whether a pupil might be expected to gain a level 4 at the end of Key Stage 2. The proportion gaining level 2B or above is only in line with the national average and is below that of similar schools. Although standards in mathematics are high, therefore, they could be higher.
23. The results in 1999 are higher than the results were in 1998, when they were only in line with the national average overall. The reasons for this were examined within the school and some weaknesses were identified. Some of the planning for mathematics was felt to be insufficiently challenging, especially in the light of the numeracy strategy, and there was felt to be a particular weakness in the planning for the teaching of mental maths strategies. The school invited Local Education Authority staff in to give guidance and advice to staff, and schemes of work are now being revised to reflect increased expectations of pupils. This has already met with some success as the improvement in results from 1998 to 1999 indicates. However there is scope for further improvement. In some lessons mathematics is well taught, with teachers having high expectations of pupils and providing suitably challenging work, such as in a lesson observed when Year 2 pupils were learning and using multiplication facts from the two, five and ten times tables. In these lessons the numeracy strategy is being adopted effectively. In other lessons however, work is not matched to the needs of pupils closely enough and not all pupils are suitably challenged. In a lesson on estimation, the concept was not introduced clearly enough and pupils were not questioned as to why they were 'guessing' that one line was longer or shorter than another. Although pupils could follow instructions and carry out the tasks set with accuracy, gaining some benefit from them, their understanding was not reinforced as well as it could have been both during the activities and in the too brief a summing up at the end of the lesson. In another lesson when capacity was being taught, the work did not challenge the higher attaining pupils in either year group sufficiently. In these lessons the elements of the numeracy strategy were not being adopted effectively enough.

**Although standards in writing at Key Stage 1 are well above the national average and above those from similar schools, pupils' creative writing skills could be better developed.**

24. Results in the national tests in writing at the end of Key Stage 1 in 1999 are well above the national average overall and above those from similar schools. The proportion gaining level 2B, however, is above the national average rather than well above, and is just in line with similar schools. Although standards in writing are high, therefore, they are not as high as standards in reading and they could be higher.
25. As in mathematics, the 1999 results are an improvement on the 1998 ones, when they were only in line with the national average. Again, the school looked for the causes and a weakness in creative writing was identified. The school is taking action, with the literacy consultant from the Local Education Authority having provided training for staff. The improvement in results indicates that the action taken has clearly been effective. There is scope for further improvement, however. In some lessons at Key Stage 1 there is good attention to developing pupils' creativity and imaginative use of language, such as when pupils in Year 2 were discussing 'The Secret Garden', and when younger pupils were describing fruit. In other lessons more could have been done. For example, in a lesson which was focussing on promoting imaginative and descriptive writing, the teacher could have stimulated the pupils' imagination more and widened their vocabulary in the introduction. Suitable writing tasks were set and pupils made a good attempt at these. During the plenary some pupils were invited to read out their writing, and whilst they received positive feedback, there was little input to consolidate the learning of the class. More opportunities should be provided for pupils to develop their creative writing.

**Although good attention is given to meeting the needs of pupils in different year groups, in some lessons the needs of pupils within year groups, particularly in relation to their prior attainment, are not catered for well enough.**

26. Teachers know their pupils well and generally plan suitably for their differing needs. In mixed age classes teachers almost always provide different work for the different year groups, most of which is effective and appropriate. Pupils with special educational needs receive good support, both in the work set by the class teacher and in the support they receive from learning support assistants. In some lessons teachers plan in greater detail and provide work more directly geared to the range of abilities in the class. However, in other lessons teachers do not always plan enough to meet the differing needs of pupils within year groups, particularly in relation to their prior attainment. This results in a lack of challenge or support. Where this occurs at Key Stage 1 it generally results in a lack of challenge for higher attaining pupils. At Key Stage 2 it more commonly means that very challenging work is given to all pupils. Whilst this reflects high expectations and many pupils eventually manage to complete the task, the fact that the work is not matched to pupils' prior attainment more appropriately affects confidence and rate of understanding.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27 In order to ensure that standards are equally high in all areas the governors, headteacher and staff should: -

- (1) Improve the standard of mathematics at Key Stage 1 by:-
  - Ensuring that the mathematical concepts and skills being learnt by pupils are taught clearly enough to them at the beginning of lessons;
  - ensuring that the way pupils are expected to carry out activities reinforces their understanding;
  - ensuring that the ending of lessons builds on the understanding gained by pupils and extends it further.
  
- (2) Improve the standard of creative writing at Key Stage 1 by:-
  - Providing more opportunities for pupils to develop their creative and imaginative writing;
  - ensuring that teaching develops these skills effectively within lessons.
  
- (3) Ensure that work is more closely matched to the needs of individuals and groups of different prior attainment within year groups.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	8

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	22	39	39	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	300
Number of full-time pupils eligible for free school meals	0
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	43
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	3
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	96.5	School data	0
National comparative data	94.1	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	18	29	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	17	18
	Girls	29	28	28
	Total	47	45	46
Percentage of pupils at NC level 2 or above	School	100 (94)	96 (84)	98 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	29	29	29
	Total	46	47	47
Percentage of pupils at NC level 2 or above	School	98 (93)	100 (96)	100 (94)
	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	14	28	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	28	28	28
	Total	40	42	42
Percentage of pupils at NC level 4 or above	School	95 (95)	100 (95)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	14
	Girls	28	28	28
	Total	40	40	42
Percentage of pupils at NC level 4 or above	School	95 (97)	95 (97)	100 (97)
	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	0
Black – African heritage	3
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	296
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	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.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	10.8
Number of pupils per qualified teacher	27.7:1
Average class size	33

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	82

### ***Financial information***

Financial year	1999/2000
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	£
Total income	494,988
Total expenditure	501,274
Expenditure per pupil	1723
Balance brought forward from previous year	22,319
Balance carried forward to next year	16,033

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

### **Questionnaire return rate**

Number of questionnaires sent out	293
Number of questionnaires returned	120

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	2	1	0
My child is making good progress in school.	68	31	1	0	1
Behaviour in the school is good.	73	25	2	0	0
My child gets the right amount of work to do at home.	45	43	9	3	0
The teaching is good.	74	24	1	0	1
I am kept well informed about how my child is getting on.	53	35	10	3	[ ]
I would feel comfortable about approaching the school with questions or a problem.	62	28	10	1	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	57	32	7	4	1
The school is well led and managed.	68	28	5	0	0
The school is helping my child become mature and responsible.	73	26	1	0	0
The school provides an interesting range of activities outside lessons.	42	38	14	4	3