

INSPECTION REPORT

**ST ROBERT BELLARMINE CATHOLIC
PRIMARY SCHOOL**

Bootle

LEA area: Sefton

Unique reference number: 104906

Headteacher: Miss A Titherington

Reporting inspector: Mrs L Brackstone
21872

Dates of inspection: 19th – 20th November 2001

Inspection number: 194581

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Harris Drive Bootle Merseyside L20 6ED
Telephone number:	(0151) 922 1216
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Appropriate authority:	Governing body
Name of chair of governors:	Reverend Father P Harnett
Date of previous inspection:	21 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Robert Bellarmine is a Voluntary Aided Catholic Primary School in the Bootle district of Sefton, situated a few miles north of Liverpool and close to Liverpool Freeport. Bootle is one of the most deprived areas in the country. It has been included in the South Sefton Regeneration Budget, a community-led project run by 'Neighbourhood Action Groups', which started in September 2001. The local area has a very high percentage of unemployment, single-parent families and crowded housing. It has low numbers of households of high social class and adults with higher educational qualifications. A significant number of adults have never been employed. The majority of adults who are employed are involved in manual work. A large number of children come from homes where there is only one parent. The school is about the same size as other primary schools, with 196 pupils on roll. The proportion of pupils known to be eligible for free school meals is 30 per cent, which is above the national average. Many more families are in receipt of family credits. There are no pupils who speak English as an additional language. The proportion of pupils with special educational needs, including statements, is 23 per cent, which is in line with the national average. The proportion of pupils with statements is 0.5 per cent and this is below national average. There is one class per year group, with children starting in the academic year in which they will be five. The school is housed in a single-storey building which opened in 1934. A recent refurbishment has just been completed and this includes the installation of a new information and communication technology suite. There are nine teachers, including the headteacher, who are supported by two nursery nurses and five teaching assistants. The majority of children have had pre-school experience at a number of different nursery schools. Children start school with skills in all areas of learning that are well below nationally agreed levels, particularly in speaking and listening, and this is confirmed by assessment on entry. During the week of the inspection, there were 29 children in the Foundation Stage. The school currently enjoys Beacon status.

HOW GOOD THE SCHOOL IS

This is a very effective school where all pupils, including those with special educational needs, are fully included in all aspects of school life. The school is exceptionally well led and all pupils make very good progress. This is because the quality of teaching and learning is very good. The school provides very good value for money.

What the school does well

- All pupils achieve very well in relation to their prior attainment. A high proportion of pupils in the current Year 6 are attaining higher than the expected level in English, mathematics and science.
- Pupils achieve very high standards in history, which is used very effectively to support their learning in other subjects.
- The quality of teaching and learning throughout the school is very good.
- The attitudes, behaviour and personal development of the pupils are excellent. There is respect and mutual support between all pupils and adults who work in the school.
- The school is excellently led and managed. The monitoring and evaluation of teaching and learning are exceptional, and excellent use is made of all available resources.
- The quality and range of learning opportunities are very good. Provision for spiritual, moral, social and cultural development is excellent.
- All pupils, including those with special educational needs, are fully included in the life of the school. Provision for pupils with behavioural, learning and physical disabilities is very good.
- Parents' views of the school are exceptionally positive.
- The school cares for its pupils very well and pastoral support is of very high quality.

What could be improved

- The school has no weaknesses.

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 April 1997 and has made very considerable improvement since then. Provision for the children in the reception class was highlighted as an area requiring improvement. This has been successfully achieved through the introduction of the new Foundation Stage curriculum, which has been thoroughly planned. The school has also adopted a nationally recognised assessment procedure for children entering the school, which is used very well to plan for their specific needs. Teachers' knowledge and expertise in information and communication technology were considered weak but have been improved through extensive training and the installation of a computer suite. In the last inspection, weaknesses in the consistency of teaching in Years 3 and 4 were identified. However, the areas for development have been addressed and the overall quality of teaching throughout the school is now very good. The school has a very good capacity to maintain high achievement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	C	A
Mathematics	B	C	C	B
Science	C	C	C	B

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

Children start school with skills that are well below expectations in all areas of learning. All pupils, including those with special educational needs, achieve very well in relation to their prior attainment. Although the Year 6 cohort of 2001 had a significant number of pupils with special educational needs, standards were in line with national averages in English, mathematics and science in the tests. Compared to those in similar schools, standards were well above average in English and above average in mathematics and science. Standards in all subjects in the current Year 6 are very good, with a significant number of pupils achieving levels higher than expected for this age group.

In the Year 2 cohort of 2001, there were a significant number of pupils who had special educational needs. Results were in line with national averages in reading and writing but below average in mathematics. In comparison to those in similar schools, standards were above average in reading and writing but average in mathematics. Current standards in Year 2 are good in all subjects, with a significant number of pupils achieving levels higher than those expected for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are really enthusiastic about all aspects of school. They are keen and eager to partake in all activities.
Behaviour, in and out of classrooms	Excellent. Behaviour both in class and around school is of the highest quality.
Personal development and relationships	Excellent. Pupils show exceptional sensitivity to each other's needs. Relationships between pupils and adults are excellent.
Attendance	Satisfactory. Pupils are generally punctual, but there are a small number of families who take time off for holidays during the term.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is very good. During the inspection, 15 lessons or part lessons were observed; two were of excellent quality, nine were very good, three were good and one was satisfactory. Teachers have very good subject knowledge and teach the basic skills of literacy and numeracy effectively. They have very high expectations of standards of work and behaviour, and all pupils are fully included in every aspect of school life. This has a very positive impact on the quality of learning for all pupils, including those with special educational needs. Class management is a real strength and mutual respect between teachers and pupils is very evident. Day-to-day assessments are of very high quality and exceptional use is made of marking pupils' books to both praise their efforts and provide direction for future work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The Foundation Stage curriculum has been very well planned to provide a stimulating environment. Pupils in Years 1 to 6 enjoy a very well balanced curriculum, which meets the needs of all the pupils.
Provision for pupils with special educational needs	Very good. All pupils are fully included in the life of the school. Individual education plans are clear and consistent, and targets set are achievable.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Excellent. Opportunities for reflection are of the highest quality. Pupils quickly learn to understand the difference between right and wrong and are provided with many opportunities to work together with their peers. The school promotes the cultural traditions of its own area and pupils gain a very good awareness of the richness and diversity of other cultures.

How well the school cares for its pupils	Very good. The school takes very good care of its pupils. Pastoral support is particularly effective.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher leads in a calm and purposeful manner and is very well supported by her deputy. Curriculum co-ordinators effectively monitor and evaluate their subject areas. Provision for special educational needs is very well co-ordinated.
How well the governors fulfil their responsibilities	Good. The governors are very supportive of the school and have a good understanding of its strengths and weaknesses.
The school's evaluation of its performance	Very good. This is a self-evaluating school that makes an effective analysis of all available data. School performance is evaluated through successful target setting and directed initiatives. Teaching and learning are carefully monitored through the sampling of pupils' work and lesson observations.
The strategic use of resources	Excellent. The school makes exceptional use of all its resources. It has been totally committed to improving accommodation and successfully uses specific grants to fund new building work. The school provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • They are comfortable approaching the school with problems or questions and teachers work closely with them. • The school has high expectations for their children and good progress is made. • Their children like going to school. • Behaviour is good in school and their children are encouraged to become mature and responsible. • They feel well informed about their children's progress. • The school is well led and managed. 	<ul style="list-style-type: none"> • The right amount of homework. • The range of extra-curricular activities.

The inspection team endorse all the positive views of the parents but are unable to agree with the negative views. Pupils are given an appropriate amount of homework for their stage in education and the school provides a good range of extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

All pupils achieve very well in relation to their prior attainment. A high proportion of pupils in the current Year 6 cohort are attaining higher than the expected level in English, mathematics and science.

1. All children start school with skills that are well below expectations in all areas of learning. Very good progress is made in the reception class and, by the time that they are ready to start Year 1 of the National Curriculum, children are achieving appropriate levels for their age group. Pupils continue to make good progress from Years 1 to 6 and achievement is very good in relation to their prior attainment.
2. In the national test results of 2001 standards at the end of Year 6 were in line with national averages in English, mathematics and science. Compared to those in similar schools standards were well above average in English and above average in mathematics and science. This was despite a significant number of pupils in the cohort who had special educational needs. Standards in the current Year 6 are very good, with a large number of pupils achieving levels higher than expected for this age group.
3. Pupils in Year 6 speak and listen very well. They have a good knowledge of different authors and use their literacy skills well to investigate information on a wide number of subjects. The pupils are able to write in a wide variety of styles that are neatly presented. They make very good use of language and show a developing knowledge of interesting verbs and adjectives, which make their writing interesting. For example, they describe 'a ripple of excitement' and 'a nervous gulp'. They discuss individuals in great detail, such as the person whose 'chest was thrust out and a smirk plastered his arrogant face'. Pupils also write good poetry, referring to their embarrassment as 'red as a ripe tomato'. Very good use is made of information and communication technology programs to present work in a professional and well-organised manner.
4. In mathematics, most pupils in the current Year 6 class are able to confidently write work using negative numbers and clearly understand the difference between fractions and decimals. They work with different kinds of fractions and gain secure understanding of probability by testing out predictions. In science, the pupils have a very good understanding of technical terms. For example, they know the difference between 'soluble' and 'insoluble', and clearly understand the process by which dissolved substances can be recovered. The pupils write very detailed accounts of their experiments and draw diagrams of good quality. Good use is made of information and communication technology to record results.
5. In the Year 2 cohort of 2001 there were a significant number of pupils who had special educational needs. Results were in line with national averages in reading and writing but below average in mathematics. In comparison to those in similar schools, standards were above average in reading and writing and average in mathematics. Current standards in Year 2 are good, with a significant number of the pupils achieving levels higher than those expected for their age.
6. In the current Year 2 class, the vast majority of pupils speak with confidence and listen carefully to each other. They are developing their reading skills well and understand the difference between stories and non-fiction books. They write in full sentences and carefully use capital letters and full stops. Their writing is neat and legible and they confidently write about special days out, such as trips to France. They are also developing well their story-writing skills, which they use effectively in subjects such as history.
7. In mathematics, they confidently add and subtract using up to three numbers at a time and use their numeracy skills to solve simple money problems. They work in hundreds, tens and units and are competently able to sequence number patterns. Their scientific skills are also developing well. Pupils recognise the similarities between plants and animals and confidently label the

important parts of a flower. They also know that electrical circuits require batteries with both positive and negative features and are able to carefully explain how torches work.

Pupils achieve very high standards in history, which is used very effectively to support their learning in other subjects.

8. Pupils attain very good levels of historical knowledge and have a clear understanding of life in the past. Teachers have exceptional skills at bringing experiences from the past into present-day life. For example, after Year 6 had studied a wide variety of aspects of World War Two, senior citizens were invited into school to share their experiences of evacuation with the pupils. The teacher had prepared the pupils very well for the session and points for discussion were clearly identified. The pupils then very maturely interacted with the senior citizens and enthusiastically asked about day-to-day life during the war years. It was very evident that the pupils were reflecting very deeply on the details that were being shared and had clear respect for these adults. The questions posed to the senior citizens showed very high levels of understanding. Provision for spiritual and cultural development was also excellent when a group of youngsters heard about 'dried milk and eggs' for the first time in their lives. This session, coupled with the creation of an Anderson air-raid shelter complete with a warden, warning siren and music from the war era, created a contemporary feel to a school corridor. It also effectively stimulated the interest and enthusiasm of all the pupils in the school.
9. Excellent use is made of history to develop many other skills across the curriculum. This makes learning meaningful and purposeful. It also motivates and maintains the concentration of the pupils. This was evident in a Year 2 lesson where highly interested pupils were very knowledgeable about the life and times of Samuel Pepys. Most pupils knew the date on which he was born and those who did not knew that they could use a timeline to find out about his life. This had a positive impact on their numeracy skills. Very good use was also made of literacy skills when pupils were required to write in the style of famous people from the past. For instance, pupils in Year 2 have recorded diary entries similar to those written by Samuel Pepys. Neat handwriting skills have also been practised through the use of a quill pen. Pupils make good use of their information and communication technology skills to research topics. For example, they are able to access information about working conditions in Victorian Britain. Very good links are also forged with geography; pupils in Year 6 gain an awareness of the countries involved in World War Two and pupils in Year 4 learn to locate Greece on a world map when they learn about Ancient Greeks. History supports very well the development of art skills and this is evident in the work of Year 4, where pupils have sketched Greek gods and painted vases in the style of that particular period.

The quality of teaching and learning throughout the school is very good.

10. The overall quality of teaching and learning is very good overall. During the inspection, 15 lessons or part lessons were observed; two were of excellent quality, nine were very good, three were good and one was satisfactory. Teachers have a very secure knowledge and understanding of the subjects they teach and this is demonstrated in the range and the quality of the work that is produced by pupils. For example, this is particularly evident in the Foundation Stage, where a high priority is given to the children's development. All adults involved with this age group have a good understanding of the ways in which young children learn and are sensitive to their individual needs. Foundation Stage staff work hard to provide an appropriate and stimulating range of learning activities. The response from the children is very positive; they are interested, motivated in their work and concentrate well. Lessons are conducted in a calm, orderly manner and the children are managed well.
11. Throughout the school the basic skills of literacy and numeracy are taught effectively. All teachers have a very thorough knowledge of the requirements of the National Literacy and Numeracy Strategies and this ensures that skills are taught well. They prepare their work thoroughly and identify precise learning targets that are conveyed to the pupils. This results in the pupils knowing what is expected of them. The teachers are skilled in asking questions that

require pupils to think carefully before they answer and pupils' self-confidence improves when they are praised and encouraged. For example, in a very good literacy lesson in Year 1, the teacher very effectively used praise to support the pupils' learning. During this lesson, the pupils were encouraged to suggest 'at' words and their efforts were used to illustrate the teaching points. Higher-achieving pupils are encouraged to work at their own level and achieve good levels of understanding. Overall, pupils work at a very good pace during literacy and numeracy sessions and their concentration is maintained throughout the lesson.

12. Teachers generally have very high expectations of behaviour and pupils respond appropriately when working in groups and pairs. Work is carefully planned and activities match the needs of all pupils. This has a very positive impact on the quality of learning for all pupils, including those with special educational needs. Class management is a real strength and mutual respect between teachers and pupils is very evident. Teachers and classroom assistants support the different groups and resources are used very well. For example, very skilled use is made of white boards to ensure that all pupils are fully involved in the lesson. Day-to-day assessments are of very high quality and use is made of marking pupils' books to both praise their efforts and provide direction for future work. Homework is set throughout the school and is used to extend what is learned in school.
13. A particular strength of the teaching is the good use of cross-curricular links to promote different topics. For example, pupils in Year 3 used their information and communication technology skills to create a poster about keeping safe. This had been discussed earlier in a lesson on personal, social and health education, and required both literacy and design skills to successfully achieve the end result.
14. Pupils with special educational needs make good progress in relation to their prior attainment as a result of effective teaching that takes into account all their needs. Teachers provide good support for learning through well-matched tasks and the good use of the high-quality support assistants.

The attitudes, behaviour and personal development of the pupils are excellent. There is respect and mutual support between all pupils and adults who work in school.

15. There is a very strong climate of co-operation and friendliness amongst pupils. An excellent rapport exists between pupils and staff; pupils respond particularly well to their teachers because the teachers have high expectations of their capabilities. All pupils, including those with special educational needs, form friendly and supportive relationships with each other. Individually they are keen to talk and learn from the adults they meet during the day; for example, when the pupils in Year 6 met the group of senior citizens to discuss life as an evacuee. Throughout the school, pupils are very well motivated and any hesitant learners are encouraged through the strong and positive relationships. This was evident in a Year 3 numeracy lesson when pupils worked very well together solving 'alien' multiplication problems and then confidently shared their answers with the rest of the class.
16. Pupils behave very well in lessons, during assemblies and at playtimes. Only very occasionally is learning affected by individuals who behave in an unacceptable manner. There is no evidence of anti-social behaviour around school. The high levels of discipline have a beneficial effect on teaching and learning. There have been no exclusions for some time.
17. With very little intervention from their lunchtime supervisors, pupils behave maturely in the dining hall and demonstrate very good social skills. The high standard of pupils' behaviour in lessons results in the school having high expectations of their maturity and responsibility in the playground. Parents are also satisfied with the very good standard of pupils' behaviour in school.
18. Pupils show a very good level of personal responsibility and use their initiative well. Their capacity for independence and personal study is very well developed through school clubs and educational

visits. Pupils are very good at exercising the right amount of self-discipline when given the responsibility of representing their school in public or participating in assemblies. Parents also play their part, supporting and encouraging their children's personal study at home. In school, the carefully planned lessons enable pupils to contribute their own thoughts, ideas and methods of working.

19. Pupils talk with delight about their personal experiences of learning journeys and visits. They participate enthusiastically in the good range of extra-curricular activities, which help them acquire and develop new skills. Pupils respond positively to the opportunities they have to assist in the smooth running of the school. They carry out their tasks diligently with minimal reliance on adults. For instance, amongst their other duties the pupils proudly show their school to visitors. Pupils show that they can organise their free time to complete the homework activities they are set.
20. There are frequent examples of pupils operating and thinking independently in lessons, particularly when they are required to act and respond quickly, as in, for example, their daily sessions of mental mathematics. Pupils very confidently raise points or ask questions to help them extend their knowledge and understanding of a topic. Their perceptive thoughts and comments often enliven lessons. For example, in Year 2 pupils have creatively produced memoirs of Florence Nightingale during the Crimean War, which have been based on historical fact. They were able to do this because of their good historical knowledge and independent story-writing skills.

The school is excellently led and managed. The monitoring and evaluation of teaching and learning are exceptional, and excellent use is made of all available resources.

21. The headteacher leads and manages the school in a calm and purposeful manner. She is very well supported by the deputy headteacher and all curriculum co-ordinators, who very effectively monitor and evaluate their subject areas. The provision for special educational needs is also managed very well. This excellent leadership and management are a crucial factor in the high standards of work, the very good quality of teaching, the excellent relationships within the school and the very good attitudes and behaviour of the pupils. Both the headteacher and deputy have a high profile within the school and a very good overview of the life and work of the school. The headteacher monitors teaching and learning closely and knows exactly where the relative strengths and weaknesses are in the school's work. All decisions made are carefully and thoughtfully considered.
22. The headteacher and deputy, together with senior members of staff, very carefully evaluate the school's work on a regular basis. They are all fully involved in the process of monitoring standards, which is successfully achieved through the sampling of pupils' work, the observation of lessons, analysis of performance data and the evaluation of target-setting systems.
23. Governors are very well informed by the headteacher and they are supportive of the school. Newer members of the governing body are learning to take a full and active role in setting targets for improvement and are developing a good understanding of its importance.
24. The school ensures that excellent use is made of all available resources. Evaluations are rigorously carried out on any money spent and judgements are made in relation to results and spending. The governing body has had a long-term financial commitment to improving the accommodation of the school. This has involved money being carried forward and plans have carefully ensured that the necessary projects are to be completed. This has successfully resulted in two new classrooms being built, which have greatly improved the learning environment of the school.

The quality and range of learning opportunities are very good and provision for spiritual, moral, social and cultural development is excellent.

25. In Reception the Foundation Stage curriculum has been very well planned and provides a stimulating start to school life. The activities planned carefully match the needs of these young children and appropriately cover all the areas of learning in a secure and exciting environment.
26. The curriculum in Years 1 to 6 is broad and balanced and has been very well planned to match the interests of the pupils. Excellent links across the curriculum are made, which ensure that all subjects of the National Curriculum are covered. Planning is of a very high quality and a consistent approach ensures that the progression of skills can be carefully monitored. A wide range of extra-curricular activities and high-quality visits also enrich the pupils' experiences and stimulate their enthusiasm and interest.
27. Overall provision for the spiritual, moral, social and cultural development of pupils is excellent. The school holds an act of collective worship each day and time for reflection is appropriately provided. The spiritual content is very clear and pupils are actively encouraged to share their feelings and beliefs.
28. The school makes excellent provision for pupils' moral development. They have a clear understanding about right and wrong and the school operates as a well-ordered community where pupils know what is expected of them. Issues are discussed in class and there is a clear code of conduct. A good range of opportunities for pupils to take part in sporting activities supports their understanding of the need for rules and fair play.
29. Provision for social development has many excellent features. Adults set good examples in their relationships with each other and with the pupils. This is reflected in the pupils' attitudes towards the staff and towards each other. Adults value each child and work effectively towards developing high self-esteem. There are also very good opportunities for pupils throughout the school to work together in subjects such as history, or in groups within literacy and information and communication technology lessons. Pupils are encouraged to take responsibility for their behaviour and belongings from an early age. All classes make effective provision to ensure that pupils can undertake additional responsibilities within the classroom. There are opportunities for pupils to use their initiative and they undertake additional responsibilities such as acting as 'buddies' to younger pupils or helping within their own class. There is an exceptional awareness of the needs of others. For example, the sensitivity shown to pupils with physical disabilities is of the highest quality. Pupils are also involved in several charitable initiatives, both locally and in developing countries throughout the world. The pupils value the opportunities that the school provides for them to participate in a worthwhile range of educational activities which extend opportunities for them to experience a range of social activities. For instance, pupils in Years 6 look forward to their residential visit to the Lake District and younger pupils talk enthusiastically about class outings to the local coastline and the centre of Bootle.
30. The school makes excellent provision for the pupils to learn about their local culture through visits to places of interest such as Wigan Pier, Roman Chester and various art galleries and museums. The school also makes good use of its international links to enrich the curriculum and broaden the pupils' horizons. Pupils also have the opportunity to study world faiths in religious education and well-planned assemblies provide opportunities to develop an understanding of the traditions and cultures represented in this country.

All pupils, including those with special educational needs, are fully included in the life of the school. Provision for pupils with behavioural, learning and physical disabilities is very good.

31. Provision for pupils with special educational needs is very good. The school has recognised the need for a full-time co-ordinator for special educational needs, who works with pupils both within the classroom and in small specialist withdrawal groups. She is very well supported by specialist teaching assistants, which enables small-group teaching to take place. A particular focus is the literacy support given to pupils in Years 3, 4 and 5 and the additional teaching which takes place

in Year 1. The co-ordinator and headteacher work very closely with the specialist team from the local education authority. Individual education plans are clear and consistent, and provide manageable goals to achieve.

32. All pupils, whatever their disability, are fully included in school life. For example, pupils in Years 3 to 6 have an opportunity to learn how to use 'sign' language. Through very good use of specialist input, the pupils use the sign language to perform in a choir. This ensures that those who have hearing or speech difficulties within the school are fully included in performances to the whole school. For instance, pupils in the 'signing choir' were observed performing to their peers and parents during a collective worship. Popular songs had been skilfully chosen to motivate and stimulate both the performers and their audience. The manner in which all pupils responded to the inclusion of a pupil with severe physical difficulties was outstanding and gave clear evidence of a school that firmly believes in providing a fair deal for all.

Parents' views of the school are exceptional.

33. Parents have the highest regard for the school. They are kept well informed through regular newsletters and good annual reports record the progress made by their children. Volunteers provide regular and valued help, such as supporting teaching staff in the classrooms on a regular basis, assisting on school visits and welcoming parents to take part in assemblies and open evenings. The Parent/Teacher Association is thriving and effectively fund-raises for the benefit of the school. This strong partnership between home and school has also been enhanced greatly by the development of training courses specifically designed for the parents. These include both training opportunities to support parents in their role as educators of their own children and help the adults' own individual educational needs. As a result of these training opportunities, the parents have high levels of enthusiasm for their pupils' learning and are able to support them very well in their learning. In addition, an increasing number of parents are becoming involved in improving their own learning and are achieving great personal satisfaction from this.

The school cares for its pupils very well and pastoral support is of very high quality.

34. The level of care that the school extends to its pupils is very good. Their safety, welfare and security are priorities and the school strives to create conditions in which all children are able to achieve their potential. All policies and procedures are clear and well known by everyone working in school and all staff employed have the necessary skills to deal with emergencies and ensure the safety of all pupils.
35. Staff collect and record detailed information on all aspects of the pupils' personal, social and academic development. This information gathered together in the 'Record of Achievement' folders are used to ensure that everything is being done to help the individual child to do as well as he or she can. Targets are set and recorded for each child and progress towards them is monitored. Parents are kept fully informed about every aspect of their children's development to ensure that everyone is working towards the same objectives.

WHAT COULD BE IMPROVED

36. This school has no weaknesses.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

37. The school has no weaknesses.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	9	3	1	0	0	0
Percentage	13	60	20	7	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	196
Number of full-time pupils known to be eligible for free school meals	58

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	50

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

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	3

Attendance

Authorised absence

	%
School data	6.3

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	10	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	15	17
	Girls	9	10	10
	Total	22	25	27
Percentage of pupils at NC level 2 or above	School	79 (88)	89 (88)	96 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	18
	Girls	10	10	10
	Total	26	27	28
Percentage of pupils at NC level 2 or above	School	93 (84)	96 (84)	100 (92)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	16	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	12	12	13
	Total	23	23	25
Percentage of pupils at NC level 4 or above	School	79 (76)	79 (82)	86 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	12	12	12
	Total	23	23	23
Percentage of pupils at NC level 4 or above	School	79 (73)	79 (76)	79 (79)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	165
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	26.8
Average class size	28.0

Education support staff: YR – Y6

Total number of education support staff	7.0
Total aggregate hours worked per week	154

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2001
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	£
Total income	492,180
Total expenditure	462,823
Expenditure per pupil	2,163
Balance brought forward from previous year	46,303
Balance carried forward to next year	75,660

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	0	0	0
My child is making good progress in school.	58	35	5	0	0
Behaviour in the school is good.	63	35	2	0	0
My child gets the right amount of work to do at home.	35	49	16	0	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	58	37	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	74	23	0	0	0
The school works closely with parents.	67	30	2	0	0
The school is well led and managed.	63	28	9	0	0
The school is helping my child become mature and responsible	65	28	2	0	0
The school provides an interesting range of activities outside lessons.	35	28	26	0	7