

# INSPECTION REPORT

**ST ALOYSIUS RC VOLUNTARY AIDED  
INFANT AND NURSERY SCHOOL**

Hebburn

LEA area: South Tyneside

Unique reference number: 108720

Headteacher: Mrs E Waugh

Reporting inspector: Mr George Brown  
21060

Dates of inspection: 3<sup>rd</sup> - 4th December 2001

Inspection number: 194975

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 nursery

School category: Voluntary aided

Age range of pupils: 3-7 years

Gender of pupils: Mixed

School address: Argyle Street  
Hebburn  
Tyne and Wear

Postcode: NE31 1RE

Telephone number: 0191 4832845

Fax number: 0191 4834033

Appropriate authority: The governing body

Name of chair of governors: Mr E R Watson

Date of previous inspection: 19 May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21060]	Mr George Brown	Registered inspector
8943	Mrs Margaret Manning	Lay inspector
2893	Mr John Manning	Team inspector

The inspection contractor was:

The Cambridgeshire Partnership  
Business Centre  
Suite 2  
St Johns Court  
East Street  
St Ives  
Cambridge  
PE27 5PD

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33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>15</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Aloysius is a Roman Catholic Voluntary Aided Infant school with a nursery that serves an area of mixed housing near the centre of Hebburn. The school has 178 pupils on roll plus an additional 62 children who attend an integral nursery on a part-time basis. Children enter both nursery and the reception class with a wide range of attainment, but significant numbers are below average in relation to their personal and social development and speaking and listening skills. Approximately 15 per cent of full-time pupils are entitled to free school meals, a broadly average proportion. There are no infant pupils with English as an additional language. The school has currently 28 pupils on its register of special educational needs (a broadly average proportion) and no pupil has a statement of special educational needs. The ethos of the school is reflected in its mission statement, which embodies the development of the whole child within a strong Christian ethos.

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

This is a very good school that serves the needs of its pupils particularly well. The excellent leadership and management, combined with the very good levels of teaching and learning, ensure that pupils reach well above average standards in most of their work. The school meets its aims effectively and gives very good value for money.

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

- Pupils attain high standards, particularly in English, mathematics, science and music.
- The quality of teaching and learning is very good. This helps pupils to achieve well and make rapid progress across the school.
- The leadership and management of the school are excellent. This helps to create a climate of teamwork where staff are very committed and where pupils want to work hard and achieve their potential.
- Relationships throughout the school are excellent and this helps to foster very positive attitudes among the pupils. Their behaviour is also excellent.
- The curriculum provides a rich and varied range of opportunities for pupils to learn. The provision for the personal development of the pupils is also very good.

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

- There are no significant areas of weakness for the school to currently address.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was inspected last in May 1997 when aspects of the curriculum and the role of classroom monitoring were found to be in need of some improvement. Since that time, the school has made very good progress in relation to the areas it had to develop, whilst improving still further pupils' standards and the overall quality of education it provides. For example, pupils' standards in both art and design and design and technology have improved considerably, and the quality of teaching and learning across the school is now very good. There is a rigorous programme of classroom observations in place during which pupils' standards are checked regularly, alongside a close analysis of their response to work. The national programmes for the teaching of literacy and numeracy have been implemented effectively. The very good arrangements for teachers' continuing professional development contribute well to the quality of teaching.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
Reading	B	B	A	A
Writing	B	B	B	B
Mathematics	B	B	B	B

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

The results of statutory and other tests, combined with inspection findings, confirm the above average standards achieved by Year 2 pupils in recent years. In 2001, the results in reading were well above average, whilst standards in writing and mathematics were above the national average. Standards also compare favourably to those of other schools in similar settings. This is largely due to the very good quality of teaching, as well as the excellent attitudes of the pupils in relation to their own learning. The introduction of formal programmes for teaching literacy and numeracy has also helped to consolidate and extend standards and progress still further. Pupils show particular strengths in mathematics, reading and speaking and listening skills. The inspection also confirmed that pupils' standards in science and music are well above average for their age. Pupils achieve consistently well in relation to their previous learning, including the more able pupils and those with special educational needs. Children in the new Foundation Stage make a very good start to their school lives. Most are on course to meet and even exceed the early learning goals expected for their age in all areas of learning, by the end of the reception year. The school's targets for individual and year group improvement reflect the high expectations anticipated from all pupils. Boys and girls attain broadly similar standards across the various subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are enthusiastic about their learning and try hard to do their very best work. They respond very well to the high expectations of their teachers.
Behaviour, in and out of classrooms	Excellent. Pupils are very trustworthy and self-disciplined for their age. They are also very welcoming and take pride in showing their work to visitors. They are polite and mature.
Personal development and relationships	Relationships in school are excellent and play a significant part in the very good learning that occurs. The personal development of the pupils is a strength of the school, the result of careful planning. Pupils have good self-esteem and most use their own initiative in learning. They also take responsibility for their own actions.
Attendance	Satisfactory. The school day starts promptly and punctuality is not a problem for most pupils.

## TEACHING AND LEARNING

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

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

The quality of teaching and of learning is very good throughout the school. Teaching in nine out of every ten lessons visited was good or very good. No unsatisfactory teaching was seen. Children in both nursery and reception make a very good start to their schooling, mainly because of the teachers' knowledge and understanding of the children's many needs and their concentration on the teaching and learning of essential skills. The teachers and support staff plan and work particularly well together and this is reflected in interesting lessons that engage the children thoroughly and encourages them to learn in a practical way. Children in both the nursery and reception classes are given opportunities to plan part of their own activities and this raises their interest, self-esteem and awareness of their own learning. In Years 1 and 2, teachers have very high expectations as to what their classes can achieve and this usually results in a sustained and positive effort from the pupils. The management of the pupils' learning is a strength of all the teaching. This ensures that pupils of all abilities, including more able pupils and those with special educational needs, have work that is planned to the right level to ensure their rapid progress. Teachers also use the results of their assessments well in order to plan the next stage of teaching and learning. Lessons usually have a brisk pace and good use is made of a wide range of resources and outside visits to interest the pupils still further. The teaching of English and mathematics is very effective, particularly in Year 2. The school has also begun to use more specialist teaching in areas such as design and technology, music and information and communication technology, and this is working well as an additional aid to pupils' progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the nursery and reception classes and very good in Years 1 and 2. The full statutory curriculum is broad and balanced and enriched by outdoor visits and the opportunities for pupils to act, sing and dance, sometimes in front of an audience.
Provision for pupils with special educational needs	Good. Pupils with learning or other difficulties are identified at an early stage. Their needs are well met through good support and clear targets that can be attained in small, meaningful steps.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The strong provision made for the personal development of the pupils is an essential part of the school and is well provided for through a curriculum and school ethos that brings pupils and staff together in a caring and supportive way. The provision for social and moral development is excellent, whilst that for the pupils' spiritual and cultural development is very good.
How well the school cares for its pupils	Good attention is paid to welfare and safety, including matters of child protection. Accurate records are kept on all pupils and there are very good procedures in place for the assessment of pupils' knowledge, skills and understanding across most subjects. There are particularly good procedures in place for ensuring that pupils know the value of behaving well and what to do if they feel isolated or threatened.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management given by the headteacher and other key staff is excellent. The school offers very good educational direction and a clear sense of committed teamwork in which all adults work to a common purpose. This is reflected in the school's mission statement, aims and teaching philosophy which, together, help bring about the pupils' high standards.
How well the governors fulfil their responsibilities	Good. Governors meet their statutory duties and reflect their essential role of a 'critical friend.' Governors also have an increasing knowledge of the strengths and weaknesses of the school and are now more involved in forward planning.
The school's evaluation of its performance	This is excellent and a prime reason why the school continues to grow in effectiveness and reputation. All staff are involved in evaluating initiatives and are part of the careful monitoring of standards, enabling past and present performance to be improved on still further.
The strategic use of resources	The school makes very good use of its annual budget and other grants in order to meet its declared priorities. Particularly good use is made of support assistants and non-class based teachers. The accommodation is also used imaginatively to help deliver the curriculum in an efficient and attractive way. Good use is made of available space for displays of pupils' work. The school knows how to obtain best value from its available resources and applies this knowledge well.

## 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>The school is well led and managed and staff are committed and very approachable</li> <li>Children enjoy coming to school and, because of its values and approach, they become mature and responsible for their age</li> <li>The school works closely with parents and carers and keeps them well informed about what is going on as well as how individual children are progressing</li> <li>The school has high expectations about what children will achieve. Parents enjoy all the opportunities to see their children in action.</li> </ul>	<ul style="list-style-type: none"> <li>A few parents would like to see more extra-curricular activities for their children</li> <li>Some children feel uneasy at the stage of transfer to the junior school and parents would like to see a more positive induction process between the schools concerned.</li> </ul>

The inspectors agree with all the favourable points made here by parents. Many of these are strengths of the school and are reported on positively elsewhere in this report. The school has no extra-curricular clubs, which is not unusual for this age range, but pupils are given opportunities to take part in concerts and several outings that undoubtedly enrich their learning. The school is trying to increase the range of contacts with the neighbouring junior school in an attempt to minimise any pupil anxiety at the time of

transfer.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils attain high standards, particularly in English, mathematics, science and music.**

1. The results of statutory tests and inspection evidence confirm that pupils reach above average standards by the end of Year 2. This is due mainly to the very good quality of teaching and learning that begins when children enter the nursery and lasts throughout the pupils' time in school. Significant numbers of children enter school with below average standards in speaking and listening and in aspects of their personal and social development, but these areas are actual strengths by the time they transfer to junior school at the end of Year 2. In the nursery, they gain confidence very quickly and learn to speak in turn whilst listening carefully to the teacher and others. In one lesson, for example, they helped the teacher to make a 'messy cake' and were able to follow the ingredients from a storybook. As part of the same lesson, they showed growing awareness of numbers by counting accurately each spoonful of ingredient going into the cake.
2. In the reception classes, children are on course to reach the targets expected for their age in all areas of learning. Most can read a wide range of key words and in one lesson demonstrated their ability to sound out letters and words in order to increase the range and accuracy of their reading. Their growing confidence in speaking and listening was well illustrated in their nativity play, which they performed beautifully in front of visitors from the junior school. In mathematics, children are quick to spot patterns in number work and already know the function of addition, subtraction and division and the impact of these operations on numbers up to 20. During the afternoon sessions, all reception children take turns to plan what they intend to do in aspects of their creative work, language, sand and water play, imaginative play or on the computer. This works well and develops the children's independence as well as increasing their awareness of their own learning.
3. By the end of Year 2, pupils show well above average standards in a range of subjects including reading, mathematics and science. They read books with confidence and can explain the basic differences between fiction and non-fiction texts, as well as explaining something of their own preference in books. Reading standards are very good for their age and most pupils show good levels of recall and comprehension about the texts they read. Most pupils practise their spelling lists given for homework and this is reflected in their general writing, the content of which is usually accurate and neatly presented. Pupils' handwriting is well developed. By the end of Year 2, pupils write stories at length and several can divide their writing into chapters, while showing good awareness of the use of colourful vocabulary and basic punctuation. Teachers are careful to encourage pupils to write in different ways to help support their learning in other areas of the curriculum. For example, pupils wrote instructions for others and showed good flair in their writing about Guy Fawkes.
4. Year 1 and Year 2 pupils are very competent in their basic number work. In a Year 1 lesson for example, pupils were adept at recalling addition and subtraction bonds from memory. They also knew the largest even and odd numbers between 0 and 20. Basic addition and subtraction sums are completed accurately and with good understanding. The teachers' marking is very helpful and pupils are soon extended into thinking about solving number problems using their previous experiences with number. In Year 2, the subject is taught particularly imaginatively, whilst still using as a basis, the outline suggested in the national guidance for the teaching and learning of mathematics. Pupils solve mathematical equations and use data well that they have collected themselves to help compile tally charts and simple graphs. Their understanding of the properties of basic shapes is above average and most pupils work to a very good level on spheres and pyramids. In one lesson for example, Year 2 pupils showed very good awareness of the need for standard measurements of length and were accurate in their knowledge and use of centimetres.

5. In science, pupils reach high standards in demonstrating their knowledge and understanding of their various projects. Their actual experiences of practical, investigative science do not always contain predictions or how to use a fair test by controlling the variables introduced into an experiment. However, by the end of Year 2, pupils know a great deal about their bodily health, growing between infancy and adulthood and the nature and use made of a wide range of materials. In Year 1, some particularly good practical work occurs on the five senses, including how light sources reach us and are both retained and used. Pupils' good work in science is further extended by their earliest attempts to write up their observations for themselves and not always rely on commercial worksheets to make their recordings. Pupils' standards in other subjects, such as information and communication technology, music and dance are frequently high. In dance, Year 1 pupils sequence their movements into a complete performance, responding very well to recorded music. In their work on computers, small groups of pupils show good levels of skill and understanding when sending emails to relatives in the junior school or using software very well in producing pictures and writing of their own. Standards in singing are very good. Pupils across the school show very good diction and expression for their age and are particularly adept when singing in unison or during a performance for an audience. Standards in design and technology have improved considerably, as could be seen when pupils showed good practical knowledge of how to make a sturdy hinge or join components in different ways to help complete a project.

**The quality of teaching and learning is very good. This helps pupils to achieve well and make rapid progress across the school.**

6. Teaching in nine out of every ten lessons observed during the inspection was judged to be good or better. One in three lessons were very good and led to particularly rapid learning. Some very good teaching occurs in all age groups and in many different subjects. The teaching of basic skills in English and mathematics is particularly effective and leads to rapid progress for most pupils. The work given to pupils is very clear and well planned, enabling pupils of different abilities and aptitudes to achieve well in their everyday learning. This includes higher attaining pupils as well as those with special educational needs. Pupils with learning difficulties are identified and supported from an early age and the targets set for them are usually very appropriate to their immediate and long-term needs. Pupils of all ages and abilities are set targets that help to ensure they make consistent and regular progress across the curriculum. Whilst pupils are well aware of such targets, teachers do not always express these in child friendly language so as to involve the pupils even more in the quality of the work that is produced.
7. Teachers across the school have very high expectations as to the work and attitudes anticipated from pupils. This is a key to the standards that pupils go on to achieve. Pupils learn a great deal from watching carefully or from oral sessions in which they are trained and encouraged to speak freely, without any fear or loss of self-esteem. High expectations are extended to routine tasks as was noted in a lesson with reception children where the teacher asked children to explain individually to her their repeating patterns on the Christmas wrapping paper they had designed themselves. Teachers also insist on the use of good oral language and direct questions at individual pupils if some require more practice or need to participate a little more. In a Year 2 geography lesson, for example, one pupil told others she expected a holiday passport to contain details of the 'next of kin.'
8. Teachers' planning is excellent. The learning anticipated from pupils of all abilities is well planned for and very good use is made of the results of assessments to ensure the teaching is at the sharp edge of pupils' learning. The methods used are very varied according to pupils' needs in any one lesson and teachers use a variety of approaches, with practical work and learning from experience, high on their teaching agendas. The general management and control of the pupils are excellent across the school and this enables pupils to stay on task and for teachers to use time and resources in the most efficient ways. This was seen in a very simple but effective session on spelling in Year 2 where the teacher used the results of pupils' homework well and set challenging time targets for pupils to complete their next piece

of work. The teacher then used a short time at the end to assess the accuracy of pupils' work. The use made of lesson endings is particularly good. In several such lessons, the teacher reminds the pupils of the aims of a lesson and asks pupils to assess themselves about what they have learned since the lesson began.

9. All staff teach basic skills of English and mathematics well, but particularly those in the nursery and reception classes, where such skills are absolutely fundamental to effective early learning. Considerable emphasis is placed on the teaching of these skills using children's growing abilities to listen well and participate orally to a good level. In other classes, there is also very good emphasis on the need for pupils to discuss their work both with staff and each other.
10. Teachers' knowledge and understanding of the curriculum are very strong and within this framework, some teachers become quite specialised in certain areas. This trend is used to good effect in pupils' learning. For example, a support assistant has developed an expertise with information and communication technology and is very effective in taking groups of pupils into a small computer suite in order to give them very good teaching and support. The use of support staff in general is very effective, including those deployed to support pupils with special educational needs. Similarly, a non-class based teacher carries out some very good group work in design technology. A newly qualified teacher has expertise in music and taught reception children very well about musical duration, using the violin.

**The leadership and management of the school are excellent. This helps to create a climate of teamwork where staff are very committed and where pupils want to work hard and achieve their potential.**

11. This is a notable strength of the school that has grown in its effectiveness since the previous inspection. Lines of management are clearly established and all staff have job descriptions which outline their role in detail. Matters of staff development are of great importance to the school and this helps to build a pattern of teamwork and understanding that is far-reaching in its effect on pupils' learning and progress.
12. The headteacher is very experienced and shows great commitment to the staff, pupils and school in general. She makes a point of being very familiar with all aspects of school life and provides the ideal form of educational steer and direction. Parents rightly respect all that she does for their children. She is very ably supported by all staff who ensure that the centrality of the school's mission statement is carefully acted upon. The senior management team is drawn from a very experienced base and, together with the headteacher, is very influential in ensuring policies come to fruition and standards are constantly checked and evaluated.
13. The role of the governing body has been extended and improved. Governors are now familiar and more secure with both their statutory duties and their responsibilities for forward planning. They also are growing into their evaluative role, being increasingly well informed about the performance of the school in general and of the standards of the pupils in particular. In these respects, governors now have a very positive role in helping to shape the direction of the school.
14. The monitoring of the school's successes and shortcomings and taking effective action are significant strengths of management. The observation of teaching and learning and of the standards achieved by the pupils, has long been an established part of management practice. The effectiveness of teachers at work in their classrooms is subject to regular observation and has become an important part of the school's arrangement for performance management. The school development plan is a very full statement about the many initiatives undertaken by the school following an expressed need for improvements in given areas. The school sets targets for improvements to occur within realistic time scales and makes it clear who has overall responsibility for co-ordinating the work. The subject leaders are thus very involved in the

monitoring and development of their subjects. They look at planning in their subjects across the school and check pupils' standards as reflected in their everyday work, which is then collected and scrutinised on an organised basis. These critical forms of self-review make the school even more effective. The action taken to meet the school's targets is excellent.

15. The school makes efficient use of its everyday resources, as well as managing and using well the budget and other grants it receives on an annual basis. Any areas of shortage that could affect the learning of the pupils are usually promptly seen to. The school is well aware of the need to gain 'best value' from its available finance, and governors and staff are successful in this respect. The school premises are old and cause the inevitable problems. However, staff go to considerable trouble to use the available space imaginatively. The displays of pupils' work help create an ethos where pupils' achievements really matter and are a cause of celebration for the rest of the school to see.

**Relationships throughout the school are excellent and this helps to foster very positive attitudes among the pupils. Their behaviour is also excellent.**

16. Such qualities of school life do not develop overnight and all adults and pupils on site work hard to ensure the values depicted on the mission statement are translated into a position of harmony, understanding and well-being. Excellent relationships are seen to be a prerequisite of school life and new teachers and pupils are quick to take this on board. There is, for example, much respect shown and expressed for the feelings and needs of others. Several times during the inspection, even very young children were seen to be relating particularly well to the needs of others, some of whom had special educational needs. Pupils look out for and support each other. Year 2 pupils were seen helping very young children in the playground, while others happily gave up part of their lunchtime in order to help friends with their reading on a regular basis.
17. The response of pupils to their learning and to school life in general is excellent. Parents indicate that their children really enjoy being at school and it is some time since the inspectors have noted pupils cheering at the end of playtime because it was time to come in and get on with their work. Particularly in the mornings, pupils show considerable enthusiasm for life in the classroom and were seen to come in without fuss and switch immediately to the tasks in hand. Most show a healthy interest in all that goes on, and want to be involved at the centre of activities.
18. The behaviour of almost all pupils is excellent and they are reliable and trustworthy in this respect. They understand the benefits of positive behaviour and respond well to their teachers' high expectations. Teachers continue to praise their pupils for such behaviour, but eventually it is simply regarded as the right thing to do. The behaviour of pupils outside of the classroom is also excellent, particularly in the dining room and during acts of worship. Although some bullying is said to occur, parents say this is extremely rare and is dealt with swiftly and fairly by the school. No oppressive or unacceptable behaviour were observed by the inspection team at any time during its short visit. Parents are aware of the standards sought by the school and give it their full backing in this respect.

**The curriculum provides a rich and varied range of opportunities for pupils to learn. The provision for the personal development of the pupils is also very good.**

19. The curriculum for the new Foundation Stage (nursery and reception) is good overall. Staff have worked hard to develop a wide range of learning opportunities for very young children and are currently reviewing their practice and planning to ensure all the necessary areas for development are well covered and addressed. There are particularly good opportunities for children to develop their personal and social, speaking and listening skills, aspects of which are below average on entry. The reception teachers are also aware that their existing classroom space provides insufficient flexibility to provide children with the many experiences

they require. In response to this, staff have begun to utilise some adjacent areas and have introduced more adult help to enrich the provision further.

20. The curriculum for pupils in Years 1 and 2 is very good. It meets statutory requirements and gives pupils very good opportunities for learning across a wide range of subjects and topics. The school is rightly looking closely at its curriculum in order to ensure that learning does not become too subject specific. Staff are looking to take every opportunity to link subjects and topics together where this makes better use of the time available and makes more sense to the pupils. The National programmes for teaching Literacy and Numeracy are an integral part of the school's curriculum and pupils' learning. The pupils' work indicates that standards in English and mathematics have risen further as a result. Considerable emphasis is placed on children performing in music, dance and drama and the school in general is the better for this. The school is also involved in some competitions and has won prizes that take pupils to several locations. Shortly after the inspection, older pupils were due to travel to London and perform their nativity on live television. The curriculum is also enhanced by visits to the immediate environment and to more distant areas, and by visiting groups who carry out singing, puppetry or dance workshops with the pupils.
21. The personal development of the pupils is seen by the school as a vital part of their all-round growth and experience. The provision for social and moral development is excellent. This is manifest again in the school's mission statement and is also reflected in the school's ethos and relationships. The influence of the Roman Catholic Church is also important as this sets much of the tone and ethos for the school to follow. Pupils have a very keen sense of right and wrong for their age and know very clearly the importance of choosing the right course of action. Most are very fair-minded, and even the very youngest, know how to take turns and to share in the pleasures and success of others. A vital factor in both the moral and social development of the pupils is the success of the school's family grouping system by which some pupils from every class come together at least weekly under the care of a teacher. Each teacher keeps the same family group members for their whole school life and this adds a new dimension to their welfare and response to others. Pupils develop their social skills in a rich variety of ways. They relate well to each other during play and teachers frequently ask them to work in pairs, for example on the computer, or on shared tasks in the classroom. Year 1 pupils worked extremely well in dance groups in order to produce a finished piece and perform it in front of others. The school is very much a single unit, with staff keen to develop a family feel to much that occurs. Pupils are expected to show tolerance and understanding of each other, and this works well. Pupils become confident in their dealings and relationships with each other, and social development follows naturally. Pupils are extremely friendly and outgoing and teachers actively encourage this among people they know and trust.
22. The provision for the spiritual and cultural development of the pupils is very good. Pupils are frequently asked to reflect on what they have done or seen during the day. During worship in particular, there is a high sense of reverence in which the whole school community asks for God's blessing on their actions and they pause frequently to think of the needy and disadvantaged in the world. The displays of mounted work are often thought provoking, leading pupils to consider their own values and the presence of God in the wider life of the school. The pupils' own cultural development is often lived out in music, art and dance. The school is committed to the distinctive nature of a Catholic school and pupils are taught to respect and be sensitive to the cultures, beliefs and life styles of others. Multicultural education permeates many curriculum subjects. For example, the pupils study art forms of different cultures and also enjoy music from around the world. In geography, they learn about the way of life followed by overseas communities, comparing, for example, their own area to Patmos in Greece. In a school where there is little opportunity for pupils to work alongside children from minority ethnic groups, pupils are given a broad base of knowledge and experiences to help prepare them for the multicultural nature of society.

## **WHAT COULD BE IMPROVED**

There are no significant areas for improvement.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The school has very effective systems in place to help support the already high levels of pupils' attainment and progress. While it is vital that these standards are maintained, there are no significant areas for the school to currently address.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	29
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		10	16	3	0	0	0
Percentage		34.5	55.2	10.3	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 three percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	Y R – Y 2
Number of pupils on the school's roll (FTE for part-time pupils)	31 FTE	178
Number of full-time pupils known to be eligible for free school meals <sup>10</sup>	0	29

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	10	28

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	3
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	6.0

#### Unauthorised absence

	%
School data	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	33	27	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	30	31
	Girls	26	26	26
	Total	57	56	57
Percentage of pupils at NC level 2 or above	School	95 (88)	93 (97)	95 (95)
	National	84 (84)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	31	32
	Girls	26	24	26
	Total	57	55	58
Percentage of pupils at NC level 2 or above	School	95 (88)	92 (95)	97 (98)
	National	85 (84)	89 (88)	90 (88)

*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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	178
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: Y R – Y 2**

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	21.2
Average class size	30

#### **Education support staff: Y R – Y 2**

Total number of education support staff	2.9
Total aggregate hours worked per week	65

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of children per qualified teacher	31 FTE
Total number of education support staff	1.5
Total aggregate hours worked per week	48.5
Number of children per FTE adult	12.4 FTE

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.4
Number of teachers appointed to the school during the last two years	2.4
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

### **Exclusions in the last school year**

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

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

### **Financial information**

Financial year	2000/2001
	£
Total income	444377
Total expenditure	442590
Expenditure per pupil	2088
Balance brought forward from previous year	26900
Balance carried forward to next year	28687

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	239
Number of questionnaires returned	132

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	1	2	0
My child is making good progress in school.	61	33	1	0	6
Behaviour in the school is good.	62	33	1	1	4
My child gets the right amount of work to do at home.	43	33	6	1	17
The teaching is good.	75	24	0	0	1
I am kept well informed about how my child is getting on.	48	41	8	0	3
I would feel comfortable about approaching the school with questions or a problem.	68	30	1	1	0
The school expects my child to work hard and achieve his or her best.	71	27	0	0	2
The school works closely with parents.	61	34	2	1	2
The school is well led and managed.	74	23	0	0	2
The school is helping my child become mature and responsible.	64	32	0	0	4
The school provides an interesting range of activities outside lessons.	30	25	13	6	26