

INSPECTION REPORT

**SPALDING ST NORBERT'S CATHOLIC
PRIMARY SCHOOL**

Spalding

LEA area: Lincolnshire

Unique reference number: 120616

Headteacher: Mrs J Twigg

Reporting inspector: Fran Gillam
21498

Dates of inspection: 24th –25th September 2001

Inspection number: 195014

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: 4-11 years

Gender of pupils: Mixed

School address: Tollgate
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Appropriate authority: The governing body

Name of chair of governors: Mr R C P Cowan

Date of previous inspection: May 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Norbert's is a Catholic School near to the centre of the market town of Spalding. The school is smaller than most other primaries. There are 130 pupils on roll; 77 are girls and 53 boys. Nineteen children are of Foundation Stage¹ age and they are taught in the reception class. There are five classes; all but one have a mixture of ages spanning two year groups. Almost all pupils are of a white United Kingdom background. A small number are of Eastern European origin. The percentage of pupils (five per cent) who do not have English as the first language spoken at home is higher than in most schools. One of these pupils is in the early stages of speaking and understanding English. The percentage of pupils entitled to free school meals is seven per cent and this is below average. The percentage of pupils with special educational needs is 22 per cent and this is broadly average. One pupil has a Statement of Special Educational Need, which is 0.76 per cent and this is below average. When children start school most of them are of average attainment. Since the last inspection, the school has an extra classroom, a new information communication and technology (ICT) suite and library. There have also been changes to staffing since the time of the last inspection with the appointment of four new teaching staff and a new headteacher. After a period of instability, due to recruitment problems, the school has now appointed longer-term temporary teaching cover for the youngest class of children.

HOW GOOD THE SCHOOL IS

St Norbert's is extremely effective because the pupils achieve very well in their time in the school. From the start children quickly take on new learning; pupils achieve very well, particularly in the older year groups so that by Year 6 standards are very high in English, mathematics and science. Teaching is good throughout the school and has some excellent features in the oldest class. The pupils make the most rapid gains in their last two years in the school because the skills taught previously are now used very effectively to develop knowledge and understanding in all the subjects studied. Pupils put a great deal of effort into their work because much of the teaching is interesting; this challenges the pupils to think and develop their ideas. The headteacher, supported by the staff and governors, has a clear view of what needs to be done to continue to be successful. This comes about through the careful analysis of the workings of the school, which guides developments extremely well. Importantly, the action taken is effective and in the best interests of the pupils. The school gives excellent value for money.

What the school does well

- Pupils quickly make progress so that by Year 6 their English and mathematics work is of a very high standard.
- The headteacher, senior staff and governors take effective action to maintain the successes of the school and to help staff and pupils build on this success and develop further.
- Pupils enjoy school very much and they work and play together exceptionally well.
- Teaching is extremely good in Year 6 and effective throughout the school because the work inspires and challenges pupils.
- There are very effective links with parents.

What could be improved

- There are no points for improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been very good improvements made since the last inspection in May 1997. Whilst maintaining standards that are far above the expected levels for pupils in Year 6, the school has kept pace with improvements in the national trend. Almost all the areas for improvement identified at the time of the last inspection have been addressed successfully. The improvements in the way pupils' achievements are assessed, coupled with the rigorous analysis of how well pupils do in the tests in Year 2 and Year 6, now ensure that teaching focuses upon the things that need attention. This makes best use of the time for teaching pupils and contributes extremely well towards pupils' achievement and the standards they attain.

¹ Foundation Stage – the stage of learning for children aged from three years up until they join Year 1 and begin the National Curriculum

The evaluation of the school's work, including the quality of teaching, gives a clear steer for improvement. The reorganisation of time for teaching the subjects of the National Curriculum, and the effective use of guidance setting out what should be taught and when, means that pupils now enjoy a wide range of activities that are relevant to their ages and interests. Following a period of instability for children in the reception age group, the school has now reorganised the teaching and introduced the curriculum guidance for the Foundation Stage. It is now well placed to make further improvements for children in this age group.

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				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A*	A*	A*	A	well above average A above average B average C below average D well below average E
Mathematics	B	A	A*	A	
Science	C	B	A*	A	

The school's results in English, mathematics and science by Year 6 were in the top five per cent of schools nationally in 2000. Importantly, when compared to schools of a similar background, St Norbert's did very well in the tests. The results of the tests in 2001 show a shift towards more pupils achieving the higher level 5 and some doing exceptionally well and achieving level 6. During their time in the school pupils achieve very well. Their achievement is more rapid in the older year groups because by this time pupils are able to use the skills, knowledge and understanding they acquire in earlier year groups much more effectively. This is particularly so in reading, writing and numeracy. Pupils use writing well to develop their ideas in other subjects and to express their feelings. They use language well to bring their writing alive and to build a picture in the reader's mind. They read a wide range of literature, some of which covers social issues such as homelessness, and they are adept at pulling out the key points from a piece of text to write their own accounts in history and geography. In mathematics, pupils are willing to try out different methods to help them solve problems. Higher attaining pupils are very good at checking their answers and explaining how they solved mathematical problems. In literacy and numeracy, lower attaining pupils and those with special educational needs achieve well. Almost all attain standards which are expected for pupils in Year 6. Those pupils who do not have English as the first language spoken in the home make rapid progress, particularly towards the end of their time in the school. By the time they move on to the next stage of schooling, they are doing as well as other children of their age. The school has kept pace with the improvements in standards nationally, leading to the exceptionally high standards. The targets set by the school are realistic and based upon the careful analysis of how well pupils are doing and what they need to do to improve further.

By Year 2 pupils achieve well from the average standards when they first start school. Standards are above average by Year 2 in reading, writing and mathematics. The test results in 2001 show an improving picture in standards, with more pupils doing better than expected in reading and writing, and in mathematics more pupils are moving towards the higher levels. Children in the Foundation Stage have settled very quickly into school and after only a few weeks are doing as well as can be expected in the areas of learning.²

² Areas of learning – there are six areas of learning in the Foundation Stage: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good - pupils are very interested in their work. They enjoy school and work very hard in lessons.
Behaviour, in and out of classrooms	Very good - pupils of all ages are friendly, polite and behave very well.
Personal development and relationships	Excellent - pupils work and play together exceptionally well. Older pupils show a high level of care for those younger than themselves and take on responsibilities willingly and with enthusiasm.
Attendance	Satisfactory - the attendance rate is in line with the national average.

Older pupils have exceptional attitudes towards their work. This shows in their mature outlook and the way that they tackle work. Even when met with challenging tasks they will try different ways of solving a problem and do not give up at the first hurdle.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	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.

Throughout the school, pupils show a keen interest in their work. They know what they are doing and this leads to a quick work rate. This is largely due to the way teaching shares information with pupils and gives them activities that build well on what they have learned before. Teachers makes very good use of the information about pupils' achievements to devise activities that focus more closely upon areas where more practice is needed or to extend learning further. This aids planning in the mixed age classes and ensures that pupils, including those who need extra help with their work, succeed and make rapid progress. This is particularly noticeable in the teaching of reading and writing and in numeracy. There are good opportunities for younger pupils to practise and refine their literacy and numeracy skills. This pays off in the older year groups where pupils use these skills extremely well. An excellent aspect of teaching in the oldest class is the range of varied and exciting opportunities for pupils to use these skills. Here teaching skilfully helps pupils to develop their ideas using written accounts, pictures and videos. This helps pupils when writing, for example, play scripts, because they can see that sometimes action does speak louder than words. The pupils use visual and sound effect cues very well in their play scripts to build up tension and suggest despair, for example, when they write about Oliver Twist at the workhouse. Most pupils can work effectively with each other or on their own. They know what is expected of them and children in the younger class have quickly become familiar with the classroom routines because, as in the other year groups, the teacher manages them well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good - activities are exciting and relevant to the ages and interests of the pupils. The strategies for teaching literacy and numeracy are very effective.
Provision for pupils with special educational needs	Good - effective support is given to those pupils who need extra help with their work. Activities provide repetition and practice, which allow success and so build confidence.
Provision for pupils with English as an additional language	Good - well-focused support gives these pupils a good start in school and helps them to use and understand English quickly and successfully.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good - this is rooted in the positive examples the adults provide and the Christian ethos of the school. There are high expectations of behaviour and of the need to care for others, and the pupils respond to these very well.
How well the school cares for its pupils	Excellent - the staff know the pupils extremely well because of the careful monitoring of pupils' achievements in their work, behaviour and outlook on life.

The thorough and ongoing assessment of pupils' achievements gives teaching very clear indicators of what needs to be done to help all pupils improve. This knowledge of the pupils means that staff know which strengths to build upon and where more encouragement is needed. They do this skilfully and pupils respond extremely well to the very high level of care that is shown them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good - the headteacher has developed a very positive working atmosphere where staff feel valued. This has drawn the staff together to work as a most effective team.
How well the governors fulfil their responsibilities	Very good - the governors are fully involved in the life of the school and have a clear view of why things are like they are.
The school's evaluation of its performance	Excellent - this is first rate and provides the staff and governors with accurate and reliable information on which to base decisions to help the school improve even further.
The strategic use of resources	Excellent - additional accommodation has improved the opportunities for pupils to develop their skills, for example in ICT. Resources are well chosen and support teaching and learning very well.

The school is wisely saving some of this year's budget to cover the long-term sickness cover for the reception class, to maintain classes below 30 in the reception year and Years 1 and 2, and to fund major repairs to the roof. The governors base their decisions on spending upon accurate information. They ensure that money is used wisely to maintain standards and, importantly, in the best interests of the pupils.

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 way problems are dealt with promptly.• The progress their children make.• The way the school helps their children to become mature and responsible.• The good behaviour and the high level of care the children are encouraged to show for each other.• Their children enjoy coming to school and how the children are encouraged to work hard.	<ul style="list-style-type: none">• Parents did not raise any significant concerns.

The inspection team supports the positive views of parents. Fourteen parents attended the meeting held before the inspection. Some expressed a wish to have a little more detail about what their children will be learning each term and further detail about when homework should be handed in. By the time of the inspection, parents had been given the information they asked for. This is a good example of how the school responds quickly and positively to parents' requests.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils quickly make progress so that by Year 6 their English and mathematics work is of a very high standard.

1. From when children first start school in the reception year they quickly build on their experiences from pre-school and home and firmly grasp an understanding of what school is all about. This shows in the way they listen carefully and in the way they answer the adults who work with them. There are plenty of chances for them to practise skills and to develop greater knowledge and understanding, for example, when learning to count in different settings such as singing rhymes, and counting how many children have come to school that day. This reinforces for children the sequence of numbers and shows them how counting can be used for different reasons. The positive start, and their willingness to take part and to work hard, provide an effective springboard into the next stage of learning.
2. Throughout their time in Years 1 and 2, pupils continue to build effectively on what they have learned before. Already, early in the school year, pupils in the present Year 2 are doing well. Higher attaining pupils are quick to work out the answers to the doubles of numbers and to problems related to the multiplication tables of two, five and ten. Pupils of average attainment explain their work carefully and also use short cuts to help them find answers more quickly, such as holding the highest number in their head and counting on the lower number to find totals up to at least 30. Those pupils who need extra help with their work receive good support. Careful questioning and patient help allow them to practise and consolidate their learning. Similarly, in literacy, pupils show enthusiasm and quickly take on new learning. They understand the gist of what is read to them and that writing is used for reasons other than recounting events, for example, telling imaginative stories and giving instructions. Their writing shows some good attempts at spelling unfamiliar words and a clear understanding of full stops and capital letters. The higher attaining pupils tend to be more accurate in using punctuation but all pupils will have a go and try hard. As in numeracy, pupils have time to practise and consolidate their skills of reading and writing. This gives a very firm foundation and contributes positively to how well pupils do in the next stage of their learning.
3. Looking at pupils' past work, it is evident that the good achievements in Years 1 and 2 are continued in Years 3 and 4 but progress becomes even more rapid in the older year groups. This very much links to how the older pupils use their literacy and numeracy skills and the skilful way that teaching develops pupils' knowledge and understanding. Activities are challenging because they are set at standards that encourage pupils to achieve and surpass what is expected for their age. For pupils who need extra help with their work the challenge is effective because they often attain as well as can be expected for pupils in Year 6. Importantly, throughout school the encouragement these pupils receive builds confidence and the willingness to have a go. This is no more strongly evident than in a Year 6 numeracy lesson when pupils were investigating fractions. Rather than give up when they met with a problem they tried out different ways to find the answer. Some pupils looked for differences in the totals between the two sets of numbers, others looked for multiplication patterns or referred back to drawings. Timely support then helped these pupils to confirm their findings or guided them in the right direction, enabling effective learning to take place and for pupils with special educational needs to achieve.
4. Already, average attaining pupils are achieving standards in literacy and numeracy that are expected by the end of Year 6 rather than the beginning, and those of higher attainment are exceeding the expected standards. In mathematics, this shows in the complex calculations they solve both mentally and practically. Higher attaining pupils competently solve problems with numbers exceeding 1000, using their knowledge of multiplication facts and their skills of

adding, subtracting and dividing numbers. This includes the correct use of decimal points and methods to check their answers. Average attaining pupils also use these skills well and have a firm grasp of how to solve problems but they do not complete as many complex examples as the higher attaining pupils do. In literacy, writing is lively and pupils cover an extensive range of work over the course of the year. This includes poetry, script writing, storytelling and writing about events. Pupils use the writing skills they learn and refine in the daily literacy lessons very well and this shows in the correctly punctuated and structured writing in other subjects. Higher and average attaining pupils tend to be more consistent in the use of paragraphs and commas to denote speech and are more accurate in spelling than those of lower attainment. However, all pupils include lively words in their writing that adds appeal for the reader. Story openings capture the interest and the reader wants to know what happens next, for example, "The night was warm and still. There was no movement apart from..." and "Strange, magical music filled the attic..." Coupled with the use of exclamation marks, bold type and capital letters, a sense of surprise, danger and suspense is built up. The pupils are on course to achieve extremely well by the end of the year and the school is well placed to maintain the exceptionally high standards that have been attained in previous years.

The headteacher, senior staff and governors take effective action to maintain the successes of the school and to help staff and pupils build on this success and develop further.

5. The school is extremely successful in building on the pupils' achievements; this is a huge improvement since the time of the last inspection. Excellent systems are now in place to check how well pupils are doing in their work and identifying the areas that need further improvement. The regular evaluations that are carried out are accurate and, more importantly, the headteacher, senior managers and governors make extremely effective use of the information to direct support for individuals and groups of pupils. Coupled with the major improvements in analysing test results at the end of Year 2 and Year 6, they give clear pointers to what it is in English, mathematics and science that needs improving.
6. A clear example of how the school actively seeks to improve followed on from the analysis of the results by the end of Year 2 in the 2000 tests. The results were disappointing in mathematics in comparison to reading and writing. In that year only ten pupils took the test, of which a third needed extra help with their learning, and so the statistical information needed treating with caution. Despite this caveat, staff did not dismiss the results as unimportant. They quickly set about analysing what it was that the pupils found difficult. This led to a review of how, in this instance, problem solving is taught and how pupils become familiar with mathematical language. Leading on from this, extra teaching support was and is still given to all pupils in Years 1 and 2. This is not only in numeracy but also in literacy lessons. This has proved effective with more pupils in the tests in 2001 attaining as well as could be expected and better.
7. The information about how well pupils are doing helps focus teaching upon the things that need attention. Time is not wasted re-assessing what it is that pupils can or cannot do when they move into a new class. In all classes, teaching identifies clear targets for what the pupils should learn over the course of a week, term and year. During the inspection, older pupils commented upon how helpful they find the points for improvement that teachers make verbally and in written comments on their work. They suggested that this allows them to know what they need to do to improve further and helps them to try hard.
8. The headteacher very usefully draws together the information about pupils' achievements and the standards that the school attains. This is clearly explained to the governing body so that they know exactly what areas should be concentrated upon to raise standards further. This in turn steers the developments set out in the much improved school development plan; this now documents how funds will be used and how the school will measure its success. Funds are spent wisely; resources to help pupils' learn are now very well matched to their needs. This

supports teaching and learning extremely well but importantly gives help in subjects or year groups that appear weaker in comparison to the exceptionally high standards of Year 6.

Pupils enjoy school very much and they work and play together exceptionally well.

9. There is a calm and friendly atmosphere throughout the school because pupils know what is expected of them. From the start children are taught how to take turns, listen to others and respect those who might seem different to themselves. The school carries the belief, *“That each human being has a divine origin, and was given, by God, “free-will”, that is the ability to choose which patterns of behaviour he/she is to follow. It follows that each child in our school can choose, in simple, terms, to behave well or to behave badly.”* The school successfully encourages pupils to have self-discipline. The five simple rules are appreciated and seen as fair by the pupils. Older pupils enjoy the opportunity to care for those younger than themselves. The pupils are also inspired by the action of the staff in the school. In discussions, the pupils say how “the teachers really care for us”, and they know that this is a good model to follow. The pupils are happy in their work and play and this is a prime factor in the way they tackle their work and try hard.
10. Pupils really like coming to school and parents confirm this. Younger pupils enjoy making friends and find the school a warm and welcoming place to be. They also enjoy their work and this shows in a number of ways. Pupils have an eagerness to get involved in activities and they listen well to the adults who work with them. This means they are quick to settle to their work and try hard. Children who have only been in school a few weeks already know what is expected at the start of the day and sit quietly waiting for their turn to answer the register. They join in willingly and answer questions politely and, because they pay close attention, quickly learn, for example, words to describe different shapes. Throughout the school, the effective support pupils get from staff avoids few if any problems arising, but pupils are not afraid to ask for help if they need to. Frequently, they will try to solve problems first themselves. This was apparent in a Years 1 and 2 numeracy lesson when higher attaining pupils found different ways of adding two numbers such as $34+35$. Some doubled 34 and added one whilst others added the 4 and 5 and then doubled 30. Those who had not quite grasped the idea of doubling to find the answer used methods that had worked before such as setting the calculations out as tens and units. Importantly, the pupils did not give up but stuck at it until they got the right answer.
11. Older pupils show that they can work equally well on their own or as part of a group. In discussions, they say how much they enjoy their lessons and the opportunities given to them to take responsibility. They have a strong sense of pride in their school and the achievements of others. The parents stressed how the school fosters a work ethic in their children and this is borne out by the pupils’ own views. Older pupils are pleased that the teachers point out where they can improve their work and they like to know how well they are doing. This gives them confidence and whilst they find the work demanding they enjoy the challenge, for example, of solving mathematical problems within a time limit. This was emphasised in the manner in which they waited for the numeracy lesson to start. There was a sense of anticipation and extremely good response in the quick fire mental mathematics session. Pupils say they enjoy homework and this is preparing them well for when they go to the high school. It is apparent that all pupils enjoy school; this is because the staff have developed a climate for learning built upon a high level of care for the pupils. Staff know the pupils well and build on their achievements very successfully. Pupils feel valued and in return work very hard. The manner in which pupils are treated helps them to know how to behave and develop constructive relationships with both their schoolmates and the adults who care for them.

Teaching is extremely good in Year 6 and effective throughout the school because the work inspires and challenges pupils.

12. Throughout the school, teaching focuses well upon making sure that pupils know what is expected of them. This comes about because the staff give clear and straightforward explanations and instructions. Pupils listen very well and, because teaching captures their interest, they concentrate very well and are eager to get started on their work. This leads to pupils working at a good pace and showing a thirst for knowledge. In each class, teaching provides well for those pupils who need extra time to consolidate their learning. Teaching makes very good use of the information about how well pupils are doing. Consequently, all pupils having the chance to build on what they have learned before and do well. So in Year 6, the teacher spent time at the beginning of the lesson giving a brief recap of what pupils had learned about fractions when in Year 5. Skilful questioning soon identified those pupils who could quickly recall information and those who would need some revision. The work prepared was suitable for most of the pupils and they quickly got started; those needing extra help had some further discussion to bring them up to speed and by the end of the lesson all the pupils had succeeded and learned something new.
13. Pupils learn new skills and gain greater knowledge and understanding, particularly in literacy and numeracy, because guidance for teaching these areas is used very well. The method of talking with the whole class to establish what will be learned in the lesson, and the whole class guidance session when, for example, the meaning of new words is discussed in literacy or number facts practised in numeracy, make a positive start to lessons. Already, early in the new school year, teachers have developed good relationships with pupils and pupils are confident that their efforts will be valued. Because of this they offer their answers and ideas willingly.
14. The effective grouping of pupils, following the whole class work, ensures that they have work that is set at the right level of demand to help them learn and make progress. This is no more strongly evident than in Year 6, where pupils who are capable of attaining higher standards in their work tackle problems in different ways to their classmates. There is a greater demand made upon them to read and understand what is required of them and an expectation that they will follow instructions carefully and sensibly. This does not mean they are left to their own devices but that they attempt to organise their work, make decisions as a group and listen and act upon the views of others. This was very apparent when pupils were asked to consider how they would set up a film storyboard outlining the action in an excerpt from *Oliver Twist*. Teaching effectively drew upon what the pupils had covered so far, reminding them of the texts they had read and the studies they had made of the characters in the stories. This concentrated pupils' thoughts and stimulated discussions about how, in this instance, Oliver felt when he arrived at the workhouse. In addition, showing a short piece from the musical '*Oliver*' allowed the pupils to recognise how a long or close-up camera shot or the use of sound effects can build up suspense or indicate despair. Pupils made very good use of these features and by the end of the lesson made a short presentation, which included all the elements they were asked to consider. Interestingly, they did not focus the 'camera' on Oliver but wanted it to appear as if the audience was looking through the eyes of Oliver so it sees and hears the things he does. They felt this would help the audience to really understand how unhappy Oliver was!
15. Teaching of the oldest pupils is also effective in getting pupils to think more deeply about what they have read or heard. In the character studies the pupils have undertaken, there are some perceptive and moving observations. For example, one pupil writes, "When I read the extract I feel compassion for the boys because they are not fed enough food, and pity for Mr Bumble and the authority because they feel the need to treat the children as they do." This shows a mature depth of feeling but it also reflects the school's climate of care.
16. The positive aspects of teaching throughout the school and the particularly effective teaching for the older pupils, coupled with the pupils' attitudes, are significant factors in the school's success.

There are very effective links with parents.

17. The school has developed a very good partnership with parents, that is built upon the knowledge that children will be well cared for and receive a high quality education. Parents are proud of the standards the school attains not only in helping their children to learn but also in preparing them for later life. They are confident that their children are getting an effective start to their schooling and this fosters very good working relationships between home and school. Parents regularly hear their children read and ensure that homework is completed. They do so because they recognise that the work the school asks their children to do at home is helping them to build upon what has been learned in school and so improve and do better.
18. Parents find the staff very approachable; they know they can ask about how well their child is doing and raise any concerns, safe in the knowledge that they will receive accurate information and prompt action. A clear example of this led on from the meeting for parents before the inspection. A small number of parents asked if more information could be given about what the children would be learning each term so that they could give more support from home. By the time of the inspection, parents had this information along with clearer guidance about when homework should be completed by. This strengthens the parental partnership because they know they are being listened to and that the school recognises the importance of parents' involvement in their children's learning.
19. Parents recognise that the school wants the best for their children. They support the effective systems in place to encourage good behaviour and the way in which older pupils care for those younger than themselves. They are proud of how the children behave both in school and whilst on visits, such as to the British Museum. The values that parents hold important are supported extremely well by the school's approach to learning how to care for others. Parents appreciate the way pupils learn to work and play together, and how this fosters a sense of care and consideration for others that stays with children as they move through the school and on to the next stage of schooling.

WHAT COULD BE IMPROVED

There have been no points identified for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There have been no points identified for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	0	5	2	0	0	0
Percentage	22	0	56	22	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. When the total number is substantially less than 100 care should be taken when interpreting these percentages as each lesson represents more than ten 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)	130
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.1	School data	0.5
National comparative data	5.2	National comparative data	0.5

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

The data relating to the results in the National Curriculum Test/Tasks at the end of Key Stage 1 have been omitted because less than ten pupils took the tests in 2000.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	12	8	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	18	18	18
Percentage of pupils at NC level 4 or above	School	90 (95)	90 (89)	90 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	17	18
Percentage of pupils at NC level 4 or above	School	80 (89)	85 (84)	90 (95)
	National	70 (68)	72 (69)	79 (75)

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

*Because less than ten girls took the National Tests/Tasks in 2000 the numbers attaining at level 4 and above have been omitted. However, the data for both boys and girls is included because more than ten pupils in total took the tests. This reporting is in line with guidance to governors from the Department for Education and Skills.

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	104
Any other minority ethnic group	7

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)	6
Number of pupils per qualified teacher	25.5
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	48

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	287582
Total expenditure	269255
Expenditure per pupil	2025
Balance brought forward from previous year	27030
Balance carried forward to next year	45357

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	130
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	0	3	0
My child is making good progress in school.	72	19	0	0	9
Behaviour in the school is good.	59	31	0	0	9
My child gets the right amount of work to do at home.	31	56	0	0	12
The teaching is good.	72	19	0	0	9
I am kept well informed about how my child is getting on.	38	50	3	0	9
I would feel comfortable about approaching the school with questions or a problem.	75	25	0	0	0
The school expects my child to work hard and achieve his or her best.	78	19	0	0	3
The school works closely with parents.	41	50	3	0	6
The school is well led and managed.	72	25	3	0	0
The school is helping my child become mature and responsible.	72	22	3	0	3
The school provides an interesting range of activities outside lessons.	38	28	6	3	25