

INSPECTION REPORT

ST ANNE'S CATHOLIC PRIMARY SCHOOL

Stafford

LEA area: Staffordshire

Unique reference number: 124371

Headteacher: Mr P J L Kennedy

Reporting inspector: Mrs L Brackstone
21872

Dates of inspection: 11th – 12th June 2001

Inspection number: 195037

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 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Geoff Owen
Date of previous inspection:	17 th March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Anne's Roman Catholic School lies on the eastern side of Stafford in an area known as Weeping Cross. The socio-economic circumstances of the area are above average with many professional parents both in employment. The area does not have any council housing. The vast majority of pupils are of white UK heritage; the remainder are of Black African or Chinese origins. It serves catholic families within the parish of St Anne's, although non-catholic families are also welcomed. Children start in the nursery at four and then transfer to secondary school at 11. There are currently 183 on roll and this is smaller than the average sized primary school. The numbers of boys and girls are equal, although it is variable from class to class. The percentage of pupils known to be eligible for free school meals is 1.1 per cent and this is well below national average. The percentage of pupils speaking English as an additional language is 0.7 per cent and this is low. The percentage of pupils with SEN, including statements is well below the national average. The percentage of pupils with statements of special educational needs is 1.1 per cent and is broadly in line with the national average. The headteacher has just completed his fifth term in post. Attainment on entry is above average, but there is a significant minority of children who start school with some form of special educational needs. There are two intakes per year into the nursery, January and Easter, with a small number of children joining the reception class each September from other schools.

HOW GOOD THE SCHOOL IS

This is a very effective school; the quality of teaching and learning is very good, overall, and the headteacher provides leadership and management that is of the very highest standard. Pupils start school with above average attainment and make good progress. By the age of 11, standards in the core subjects of English, mathematics and science are well above national averages. The behaviour and attitudes of the pupils are very good and have a significant impact on the quality of learning and standards that are achieved. The school provides very good value for money.

What the school does well

- By the age of 11, pupils have made good progress in English, mathematics and science and have achieved standards that are well above national averages.
- The overall quality of teaching and learning is very good.
- The leadership and management of the headteacher are excellent. He leads by example in a highly professional manner and has a very clear educational direction.
- The attitudes and behaviour of the pupils are consistently very good; they enjoy coming to school and the rates of attendance are very high.
- Relationships within the school and personal development are of the highest standard.
- Provision for spiritual, moral, social and cultural development is very good.
- There is very good provision for extra-curricular activities and these include sporting, musical and after-school care facilities.

What could be improved

- The organisation of the paper work for special educational needs, the individual education plans for pupils and the early record keeping with pupils who have disruptive or challenging behaviour.
- The monitoring and evaluation of teaching and learning by subject co-ordinators.
- The use of the outdoor area as part of curricular provision for the Foundation Stage.
- End of year reports which are not sufficiently detailed and do not include targets for pupils.

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 March 1997 and has made very good improvement since then. The recent appointment of a new headteacher who has excellent interpersonal skills has resulted in an environment where there is open, professional dialogue and constant evaluation. The quality of teaching and learning has improved tremendously and is now very good, overall. The introduction of

nationally recommended schemes of work for the majority of subjects and the reviewing of school policies have ensured that pupils are taught skills consistently throughout the school. At the last inspection at the age of seven, attainment in information and communication technology, design and technology, history and physical education was below national expectations. However, standards have improved; standards are above national expectations in history, geography and music and in line with expectations in art, design and technology, information and communication technology and physical education. Pupils are also made more aware of the rich diversity of cultures within modern day society. Procedures for assessment are used well, support for pupils with special educational needs has improved and this has been particularly successful through booster classes. The role of the co-ordinator has been reviewed and staff are successfully developing action plans and informally reviewing both standards and classroom practice.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	A	A*	A	B
Mathematics	A	A*	A	A
Science	A	A*	A*	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Children start school with standards of attainment that are above national expectations. They make satisfactory progress in the Foundation Stage and, when they start Year 1 of the National Curriculum, standards are still above average in all areas of learning. Inspection findings confirm the results highlighted in the table above. By the time that pupils leave school at the age of 11, they are attaining standards that are well above the national average in the core subjects of English, mathematics and science. Standards in the Year 2000 tests in science were in the top five per cent of results nationally. Standards in all other subjects are above national expectations. Standards in the previous national standardised tests were in the top five per cent of results. Good progress is made throughout Key Stage 2. Children enter school with standards that are above expected levels and make satisfactory progress in both the Foundation Stage and throughout Key Stage 1. By the age of seven, standards are above the national average in the core subjects of English, mathematics and science. Standards are above national expectations in history, geography and music and in line with expectations in art, design and technology, information and communication technology and physical education. Trends over time are broadly in line with the national trend. The school is well placed to make further improvements in its standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils really enjoy coming to school and are very well motivated.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons, during assemblies and at playtimes. There is no evidence of anti-social behaviour around school. Some behaviour around school is excellent.
Personal development and relationships	Excellent. Pupils' show excellent levels of personal responsibility and use their initiative very well. There is a very strong climate of co-operation and friendliness amongst pupils. Their efforts are rewarded by excellent relationships in school.
Attendance	Very good. Pupils arrive on time and the vast majority of parents understand the importance of regular attendance by their children.

TEACHING AND LEARNING

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

The overall quality of teaching and learning is very good. During the inspection, 24 lessons or part lessons were observed and eight per cent were of excellent quality, 46 per cent were very good, 33 per cent were good and 13 per cent were satisfactory. The quality of teaching and learning in English and mathematics is very good and strategies for literacy and numeracy have been implemented successfully. Teachers have very good subject knowledge and lessons are taught with a sense of urgency. High quality planning ensures that the objectives are clearly set and the methods used by all teachers enable all the pupils to learn effectively. Teachers make very good use of questioning to help the pupils understand what they have learnt and this has a very positive impact on the standards achieved. Relationships are of the highest standard and pupils are suitably challenged and inspired by their teachers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, overall. It is satisfactory in the Foundation Stage. The curriculum is very well enriched by extra-curricular activities, which include sporting, musical activities and an after-school care club. Visits to places of interest have a very significant impact on enriching pupils' learning experiences.
Provision for pupils with special educational needs	Satisfactory. Pupils are appropriately supported, but individual education plans are not sufficiently detailed and no records are kept of pupils with behaviour problems.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for spiritual, moral and social education is of the highest standard and is implicit within the day-to-day work of the school. Cultural development is good with clearly planned provision, which promotes an awareness of cultural diversity of society today.
How well the school cares for its pupils	Satisfactory. The school knows its pupils very well, but has yet to receive up-to-date training in child protection issues.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good, overall. The recently appointed headteacher provides excellent leadership and management. He is extremely talented in people management and is providing clear educational direction for the school. He is very well supported by his deputy headteacher. The role of co-ordinators is developing appropriately and informal procedures of monitoring and evaluation take place.
How well the governors fulfil their responsibilities	Good. Governors fulfil their responsibilities well. They have a well-informed overview of the school and are committed to achieving the highest standards for all the pupils.
The school's evaluation of its performance	Good. There is good evaluation of National Curriculum tests and other testing provides the school with appropriate information to set targets. The headteacher rigorously monitors the quality of teaching and this ensures sustained improvement.
The strategic use of resources	Good. Compared to national figures, the school receives a very low income. However, the school makes very good use of its limited funds to maintain high standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They are comfortable about approaching the school with a problem or concern. • Parents feel that the school has high expectations for their children. • They feel that behaviour in school is good. • Parents consider that the school is well led and managed. • They feel that the school helps their children to become mature and responsible. • Parents consider the teaching to be good. • Their children like coming to school. • Parents feel that their children make good progress in school. 	<ul style="list-style-type: none"> • The right amount of homework. • The range of activities outside of lessons. • Better information on their pupils' progress. • Closer relationships between home and school.

The inspection team agrees with all the positive comments. It is unable to corroborate the negative opinions on the extra-curricular activities, the amount of homework given and the relationships between home and school. However, inspectors agree that more detailed information could be given to parents on the progress of their children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of 11, pupils have achieved standards in English, mathematics and science that are well above national averages.

1. Children enter school with standards that are above expected levels and make satisfactory progress in both the Foundation Stage and throughout Key Stage 1. By the time that they are ready to start Year 1 of the National Curriculum, they have achieved levels that are above average in all areas of learning. By the age of seven, standards are above the national average in the core subjects of English, mathematics and science. The pupils speak confidently and carefully listen to each other. They read fiction and non-fiction well and higher achievers know that good use of expression makes their reading interesting. Most of their creative writing shows that they have a good understanding of the structure of a story and are developing their use of interesting words such as 'suddenly', 'ragged', or 'unselfish'. The pupils in Year 2 successfully write both fiction and non-fiction books. For example, the class wrote a book about their school to help the inspection team and both a contents page and index were included. By the age of seven the higher achievers in mathematics have a good understanding of multiplying and dividing numbers up to 20. They understand place value up to 1000 and are able to add and subtract in 10's with numbers up to 1000. They also have a good understanding of measurement, both two and three-dimensional shapes and correctly solve simple money problems. In science, they understand the importance of a healthy diet and accurately describe different types of food that are needed to provide energy. They clearly understand the differences between 'living' and 'non-living' and carefully classify materials found around school.
2. By the age of seven, standards are above national expectations in history, geography and music. This is an improvement since the last inspection. Standards are in line with expectations in art, design and technology, information and communication technology and physical education and this is also an improvement since the last inspection when they were considered to be below national expectations.
3. By the age of 11, the pupils are attaining standards that are well above the national average in the core subjects of English, mathematics and science. Pupils in Year 6 talk very confidently on a variety of different issues and listen with great care to the views of their classmates. For example, in a literacy lesson, they maturely discussed two reports on the same football match, which were from two different newspapers. They very sensibly discussed the format of each report and then considered which one really gave a true description of the match. In their writing, they use imaginative language to create suspense and make very good use of dialogue to portray the feelings of characters or the passing of time. Both spelling and punctuation are consistently accurate. They read a wide variety of different authors and find out information from books confidently. In mathematics, they understand both long multiplication and division. Many use negative numbers, they understand fractions as a percentage and accurately recognise different types of triangles. They also successfully use standard units to measure and solve problems. Standards in the National Curriculum tests of Year 2000 in science were in the top five per cent of results. They know how to record their results, using both graphs and tables and have a very good understanding of the growth of plants, the importance of nutrients and minerals and confidently discuss sources of light.
4. By the age of 11, standards are above average in all other subjects. This is an improvement since the last inspection when information and communication technology, design and technology, history, geography and art were only in line with national expectations.

The overall quality of teaching is very good.

5. The overall quality of teaching and learning is very good. It is predominantly good or better throughout the school. In 33 per cent of the lessons observed the teaching was good or better. It was very good in 46 per cent of lessons and 8 per cent were of excellent quality. No

unsatisfactory lessons were observed. Overall, the quality of teaching has significantly improved since the last inspection when, although it was judged to be good, overall, 23 per cent were sound and 12 per cent unsatisfactory. In all lessons, pupils learn effectively; they acquire new skills and consolidate previous learning.

6. The teaching of children in the Foundation Stage is good, overall. Teachers and learning support assistants' work well as a team and give a high priority to the children's development. They have a good understanding of the knowledge and understanding of the ways in which young children learn and are sensitive to their individual needs. The staff work hard to provide an appropriate and stimulating range of learning activities. The response by 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.
7. All the teachers in the school 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 high quality lesson in Year 5, the teacher used pupils' work to illustrate teaching points and through this their efforts were valued. 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. Teachers, generally, have very high expectations of behaviour and pupils respond appropriately when working in both groups and pairs. Work is carefully planned and activities match the needs of all pupils, including those who are gifted and talented. Teachers and classroom assistants support the different groups well 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.
8. The 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. A particular strength of the teaching is the good use of cross-curricular links to promote different topics. For example, pupils in Year 6 study the human body in science, but link it appropriately with their physical education lessons where they learn the best ways to keep fit and analyse the effect of exercise on their heart and lungs.
9. 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.
10. Homework is set throughout the school, with the emphasis initially being on enjoying reading. It is used well to extend what is learned in school, especially in Key Stage 2.

The leadership and management of the headteacher are excellent. He leads by example in a highly professional manner and has a very clear educational direction.

11. The leadership and management of the headteacher are excellent; he provides very clear direction for the work of the school and strives to maintain high standards. He works very hard to involve all staff and is an excellent manager of people. The headteacher very skilfully uses the talents of his staff and shares his vision of improvement and development with the very supportive governors. The professional development of the staff is clearly linked to school development and the upward trend in the standards achieved by its pupils is just one way in which the school successfully meets its aims.

The attitudes and behaviour of the pupils are consistently very good; they enjoy coming to school and the rates of attendance are very high. Both relationships within the school and personal development are of the highest standard.

12. There is a very strong climate of co-operation and friendliness amongst pupils. Their efforts are rewarded by excellent relationships in school. All pupils, whatever their level of achievement or age, form friendly and supportive relationships with each other. There is an excellent rapport between pupils and staff; pupils respond particularly well to their teachers, because the teachers generally have high expectations of their capabilities. Individually they are keen to talk and learn from the adults they meet during the day. The pupils are very well motivated and any hesitant learners are encouraged through the strong and positive relationships. For example, in a Year 6 physical education lesson, pupils worked together exceptionally well. They encouraged each other to demonstrate their movements and showed very high levels of maturity when they evaluated each other's work.
13. Pupils behave very well in lessons, during assemblies and at playtimes. No pupil impinges on the learning of any other pupil by behaving in an unacceptable way. There is no evidence of anti-social behaviour around school. The high levels of discipline have a beneficial effect on teaching and learning. No pupil has ever been excluded from this school.
14. 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.
15. 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 revision and personal study at home. In school, the carefully planned lessons enable pupils to contribute their own thoughts, ideas and methods of working.
16. 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 in both sport and music. Pupils respond positively to the opportunities they have to assist 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.
17. 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 a Year 4 literacy lesson, pupils developed creatively a story based on historical fact and then shared their tale with their classmates. They were able to do this because of their good historical knowledge and secure story-writing skills.

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

18. Overall provision for the spiritual, moral, social and cultural development of pupils is very good. The school makes very good provision for pupils' moral development and social development. The provision for spiritual development is excellent. The school holds an act of collective worship each day and, during these sessions, values are shared and time is given for reflection. The spiritual content is very clear and excellent opportunities are provided to share sacred texts and feelings.
19. The school makes very good provision for pupils' moral development. Pupils 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 circle time 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.

20. Provision for social development has many very good 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 music, or in groups within literacy and design 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 pupils undertake additional responsibilities such as acting as helpers in acts of collective worship, by managing the audio-visual equipment. There is an awareness of the needs of others and pupils are involved in several charitable initiatives. There is a school council, which has representatives from the pupils and this is active and successful in providing an interface between pupils and staff. The pupils value the opportunities that the school provides for them to participate in a worthwhile range of educational activities which extend opportunities for pupils to experience a range of social activities.
21. The school makes good provision for the pupils to learn about their local culture through visits to places of interest such as Alton Castle and a wide variety of museums. The school also makes good use of the differing cultures in the local community and visitors to the school serve 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.

There is very good provision for extra-curricular activities and these include sporting, musical and after-school care facilities.

22. There is a very good range of extra-curricular activities that enhance the quality of education for those who participate. These include a range of sporting activities such as netball, football, athletics, cross-country and rounders as well as musical groups for guitar lessons and choir. Arrangements for individual music tuition include opportunities for pupils to learn to play both stringed instruments and brass. The school has performed well in inter-schools competitive sports and regularly undertakes musical performances for parents. The prescribed curriculum is enhanced by regular trips to a range of localities that support pupils' learning, such as to local museums, castles and residential trips. There is a breakfast club and after school care facility, which is used very well by parents. However, at times, over-use of this facility has a negative impact on pupils' learning, because the pupils are tired in school and less interested in activities. This was evident during the inspection when a small number of pupils stayed until seven o'clock at night having been dropped off for breakfast at eight o'clock in the morning.

WHAT COULD BE IMPROVED

The organisation of the paper work for special educational needs, the individual education plans for pupils and the early record keeping with pupils who have disruptive or challenging behaviour.

23. The headteacher has recently taken over the role as special needs co-ordinator and has made an appropriate start to organising the paperwork. As yet, there are no formal procedures in place to track the progress of these pupils over time. Individual education plans are not always specific enough, because they do not have small measurable tasks from which progress can be judged. In addition, one particular year group has a significant number of pupils who have behaviour problems. However, their difficulties have not been tracked over time and their improvements in behaviour with their current teacher are not measurable.

The monitoring and evaluation of teaching and learning by subject co-ordinators.

24. The role of subject co-ordinators is at an informal stage of development. They are shortly to receive a delegated budget, which is linked to the school development plan. The monitoring and evaluation of teaching and learning are not formally recorded. As yet, no training has taken place to ensure that curriculum co-ordinators are competent in this role.

The use of the outdoor area as part of curricular provision for the Foundation Stage.

25. The use of the safe and secure outdoor area is limited to a number of short sessions during the school day. This restricts its use as an integral part of the Foundation Stage curriculum. This results in limited opportunities for the development of personal and social issues, confidence in speech and the consistent progression of physical skills of these young children.

End of year reports which are not sufficiently detailed and do not include targets for pupils.

26. Reports are not specific enough and do not provide parents with a sufficient amount of information about their children. Although individual targets are set for pupils in class, these are not shared with parents in the reports and there are no opportunities for parents to make comments on the progress of their children.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The governors, headteacher and staff should:

- (a) Improve the provision of pupils with special educational needs by:

- identifying pupils with learning difficulties as early as possible;
- registering concerns about pupils with behaviour problems and monitoring their progress;
- ensuring that all targets on individual educational plans are specific and reviewed regularly.

(Paragraph 23)

- b) Further develop the role of the subject co-ordinators with responsibilities for monitoring and evaluating the quality of teaching and learning in their subjects.

(Paragraph 24)

- c) Include the use of the safe and secure outdoor area in the Foundation Stage planning to ensure that the needs of all children are being catered for.

(Paragraph 25)

- d) Improve the quality of written information to parents by:

- ensuring pupils' annual reports contain detailed information and include targets that have been set for their children.

(Paragraph 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
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
8	46	33	13	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	180
Number of full-time pupils known to be eligible for free school meals	5

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	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	13	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	11	11
	Girls	16	16	17
	Total	24	27	27
Percentage of pupils at NC level 2 or above	School	80 (94)	90 (100)	93 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	16	17	17
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	90 (100)	93 (94)	93 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	11	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	14	14	14
	Total	22	23	24
Percentage of pupils at NC level 4 or above	School	88 (100)	92 (100)	96 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	14	14	14
	Total	23	23	24
Percentage of pupils at NC level 4 or above	School	92 (68)	92 (82)	96 (82)
	National	70 (68)	72 (69)	79 (75)

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	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	177
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22.5
Average class size	25.7

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	80

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	301,359
Total expenditure	294,261
Expenditure per pupil	1,681
Balance brought forward from previous year	18,130
Balance carried forward to next year	25,227

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	180
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	25	6	0	0
My child is making good progress in school.	46	46	6	1	0
Behaviour in the school is good.	52	44	1	0	3
My child gets the right amount of work to do at home.	33	39	18	8	0
The teaching is good.	48	46	5	0	1
I am kept well informed about how my child is getting on.	39	41	19	1	0
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.	61	37	3	0	0
The school works closely with parents.	41	46	13	1	0
The school is well led and managed.	58	38	3	0	0
The school is helping my child become mature and responsible.	56	39	4	0	0
The school provides an interesting range of activities outside lessons.	30	42	16	9	0