

# INSPECTION REPORT

## **ST THOMAS MORE CATHOLIC PRIMARY SCHOOL**

Styvechale, Coventry

LEA area: Coventry

Unique reference number: 103723

Headteacher: Mr I R McNiff

Reporting inspector: Mrs P C Cox  
19178

Dates of inspection: 15<sup>th</sup> – 16<sup>th</sup> October 2001

Inspection number: 195048

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 -11
Gender of pupils:	Mixed
School address:	Watercall Avenue Styvechale Coventry
Postcode:	CV3 5AZ
Telephone number:	02476 412619
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rt. Rev. Monsignor T Gavin
Date of previous inspection:	9 <sup>th</sup> – 13 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

St Thomas More Catholic Primary School is situated in a southern suburb of Coventry in an area of mainly private housing. There are 387 pupils on roll and 52 children attend the nursery part-time. The school is larger than average and there are approximately 25 per cent more boys than girls. Of the few pupils who are not of white ethnic heritage, the majority are from families of Indian heritage. Almost four per cent of pupils have English as an additional language, a proportion that is higher than the national average. However, all pupils speak English fluently. Just over four per cent of pupils are entitled to free school meals, which is lower than average. Eight per cent of pupils have been identified as having special educational needs, which is well below average. Four of these pupils have a Statement of special educational needs. The attainment of children on entry to the reception classes is, on average, higher than is generally seen. St Thomas More's has been designated as a Beacon School, working with the local education authority and Warwick University on a variety of projects. Provision for religious education and collective worship will be inspected separately by a diocesan team.

### HOW GOOD THE SCHOOL IS

St Thomas More's is a very good school with some outstanding features. Standards are high and all pupils, throughout the school, do well. Teaching is very good, particularly for the pupils in Year 2 and Year 6. Pupils have very positive attitudes to school and their behaviour is extremely good. Excellent leadership and management have cultivated effective teamwork and an outstanding ethos of commitment to achievement. Taking all these factors into account, and despite the level of funding being higher than average, the school gives very good value for money.

#### What the school does well

- Attainment is well above average in English, mathematics and science in Key Stages 1 and 2<sup>1</sup> and pupils achieve well.
- The quality of teaching and learning is very good throughout the school.
- Leadership and management are excellent at all levels.
- Pupils have very positive attitudes to school and behave very well.
- The school provides a very effective curriculum and its procedures for assessment are exemplary.
- Provision for pupils' personal development is exceptional.

#### What could be improved

- There are no major issues for the school to address.

*The school will send parents and carers a copy of the school development plan, or summary of it, to show how the areas the school has identified for development will be addressed.*

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

The school has made very good progress since the last inspection in June 1997, maintaining and improving on the many good qualities seen at that time. The three issues identified for development have all been addressed. There are now many opportunities for pupils to show initiative and take responsibility, homework is set consistently, provision for pupils' cultural development is much improved, and the library in Key Stage 2 is well-stocked with interesting and stimulating books. However, the libraries are not particularly comfortable places for pupils to browse. Development planning is undertaken very well. Procedures for all areas of health and safety are most effective. Standards and pupils' attitudes have been maintained at a high level. The quality of teaching and the curriculum are better than they were in 1997, as are leadership and management.

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<sup>1</sup> Key Stage 1 caters for pupils aged 5 to 7 and refers to pupils who are in Years 1 and 2.  
Key Stage 2 caters for pupils aged 7 to 11 and refers to pupils who are in Years 3 to 6.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools <sup>2</sup>
	1999	2000	2001	2001
English	A	A	A	A
Mathematics	A	A*	B	C
Science	B	A	A	B

  

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

The results of National Curriculum tests taken by pupils at the end of Year 6, in 2001, indicated that standards were well above average in English and science and above average in mathematics when compared with schools nationally. Compared with similar schools, results in English were well above average, in science they were above average and in mathematics they were average. There was a higher than usual proportion of pupils with special educational needs in that year group and the school concentrated on raising their attainment in English. Test results since 1996 have generally been well above the national average and higher than the results of similar schools. The standards achieved by pupils currently in Year 6 are well above the average in all three subjects.

The results of the National Curriculum tests taken by pupils at the end of Year 2 have been consistently in the top five per cent nationally in reading, writing and mathematics, since 1996, and well above average when compared with those of similar schools. The results of the National Curriculum tests in 2001 showed pupils' attainment to be very high, that is in the top five per cent nationally, in reading and writing, and well above average in mathematics. Compared to similar schools, standards were very high in writing and well above average in reading and mathematics. Teachers' assessments have indicated that pupils' attainment in science has also been well above average since 1996. The pupils currently in Year 2 are working at a level that is well above the national average. Few pupils in Years 2 and 6 are working below the expected level and a higher proportion than is usual is attaining the higher levels.

Standards in the nursery and reception classes are above average. Children acquire early reading, writing and mathematical skills rapidly.

Pupils make at least good progress through the school and achieve well. The more able, gifted and talented pupils, those whose first language is not English, and pupils with special educational needs, do as well as their classmates because the school ensures that their individual needs are met. Although the girls generally do better than the boys, the gap between them is smaller than is usually seen in other schools. However, the high proportion of boys does have an impact on the levels attained through the school. In both Year 2 and Year 6, there were more boys than girls taking the tests in 2001. The school has consistently set itself demanding targets for Key Stages 1 and 2 and achieved them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and have great enthusiasm for their work. They are keen to participate in lessons and concentrate exceptionally well on the tasks they are set. Many pupils willingly undertake additional research about the topics they are studying. Pupils try their best and are proud of their school.
Behaviour, in and out of classrooms	Very good. Pupils are cheerfully obedient and behave thoughtfully with respect for others. From an early age pupils demonstrate self-control and the school is a very orderly community.
Personal development and relationships	Very good. Pupils are mature and reliable. They show exceptional initiative and ability to take responsibility. Relationships between pupils and with adults are very good and this makes a major contribution to the caring and supportive ethos of the school.
Attendance	Satisfactory. The attendance rate is around the national average and pupils come to school on time.

<sup>2</sup> 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

## TEACHING AND LEARNING

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

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

Teaching was at least satisfactory in all lessons observed. It was good or better in eight out of ten lessons and in half of lessons teaching was very good, and sometimes excellent. The high quality of teaching was apparent throughout the school, but particularly in the Key Stage 1 classes, where it was very good or better in three-quarters of the lessons. In Key Stage 2, teaching was especially strong in Year 6. Teaching is very good in English, and, even better in mathematics, where it is sometimes excellent. The skills of literacy and numeracy are taught very well throughout the curriculum. One of the major strengths of the teaching in the school is the high quality of teachers' planning, which ensures that work is matched very carefully to all the levels of attainment in the class and that all pupils learn well. The more able pupils, those who are gifted and talented, and pupils with special educational needs, are all catered for very effectively so that they achieve their best. The tasks are interesting and stimulating and build carefully on what pupils already know. Teachers have exceptionally high expectations of what pupils can achieve and pupils respond well to the challenge. They use questioning techniques of the highest quality to develop pupils' learning, to promote thinking and to assess their progress. The teachers manage their classes particularly well, so that lessons move at a very rapid pace, and the pupils are often swept along by the teacher's enthusiasm and energy.

Support staff make a very positive contribution to the work of the school through their support of groups and individual pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a very rich and varied curriculum at all stages. The full range of subjects is maintained in imaginative ways and the provision includes Italian lessons for pupils in Key Stage 2. There is an excellent programme of extra-curricular activities, with sports and clubs, such as a science club for older pupils and French for those in Key Stage 1.
Provision for pupils with special educational needs	Very good. Pupils are supported very well in lessons and the tasks they are given are matched thoughtfully to their needs. The procedures for identifying them, and ensuring that they receive the appropriate level of support, work most effectively.
Provision for pupils with English as an additional language	Very good. Pupils receive a suitable programme of work, and the careful planning of language development ensures that pupils achieve their best.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school's Catholic faith pervades every area of its life and work. There are many valuable opportunities for pupils to develop their spiritual awareness and their understanding and respect for their own culture, and those of the wider world. All adults promote care and respect for others consistently and set very high standards in their own behaviour. Bullying and harassment are not tolerated.
How well the school cares for its pupils	Very well. There are very effective procedures for child protection and the methods for ensuring the health and safety of pupils work very efficiently. There are exemplary systems for assessing pupils' attainment and progress, and these are used assiduously for planning further lessons.
The effectiveness of the school's links with parents.	The very close links established between school, home and the community have a very positive impact on pupils' attainment.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides exceptionally clear and energetic leadership, ensuring that the school has a continuous focus on improvement. All staff undertake their responsibilities with enthusiasm and work very closely as a team. Senior staff fulfil their roles with understanding and commitment.
How well the governors fulfil their responsibilities	Good. Governors understand their role and carry out their responsibilities diligently. They have a clear view of the strengths of the school and the areas requiring development.
The school's evaluation of its performance	Excellent. The systems for identifying the priorities for improvement are most effective and planning for improvement is carried out exceptionally well.
The strategic use of resources	Very good. The school has a very clear view of what needs to be done to improve and uses its resources extremely well to support these priorities.

The school has exemplary procedures to compare its performance with that of others and to check the effectiveness of its initiatives.

## 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 has high expectations and their children make good progress.</li> <li>Behaviour is good and their children are helped to become mature and responsible.</li> <li>The school is well managed and led and welcomes parents' questions.</li> <li>The school works closely with parents and keeps them well informed about their children's progress.</li> <li>There is a good range of activities outside of lessons.</li> <li>Teaching is good.</li> <li>Their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>A few parents felt that the amount of homework was inconsistent.</li> <li>There was some concern that the time for art and physical education was insufficient.</li> </ul>

Twenty-four parents attended a pre-inspection meeting with inspectors and 52 questionnaires were returned. Parents hold the school in exceptionally high regard. The inspection supports their positive views. The amount of homework set is similar to that in other schools and increases in quantity as pupils move through the school. The time provided for art is similar to that of many subjects, and for physical education the time is greater than this. Displays of art around the school demonstrate that standards are similar to those in other schools.

## **PART B: COMMENTARY**

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

**Attainment is well above average in English, mathematics and science in Key Stages 1 and 2 and pupils achieve well.**

1. The quality of teaching and organisation of classes ensures that boys and girls of all abilities do their best. In many lessons teachers group pupils by attainment so that there are groups at different levels working at tasks well-suited to their attainment. There are sufficient classroom assistants to support these groups during English and mathematics lessons, and these staff make a strong impact on pupils' progress. In many lessons, very often in science, teachers set tasks that pupils can tackle at their own level of understanding, encouraging the more able to work independently and supporting those who need further help to develop their ideas. Because teachers have very high expectations and work is interesting pupils are constantly stretched and challenged to think.
2. Pupils throughout the school are articulate and use language well, encouraged by all adults to express themselves and talk about what they have learned. In Year 6, pupils use sophisticated language, such as 'simultaneously', easily and confidently. Because all are supported and encouraged to speak and develop their vocabulary, pupils whose first language is not English, and those with special educational needs, are confident in expressing their views and, consequently, their contributions develop well.
3. Pupils throughout the school are very fluent readers. The teaching is structured well to ensure that, by the end of their year in reception, almost all children read at least a simple text and half are competent readers with good knowledge of letter sounds and understanding of what they have read. By the end of Year 2, pupils have acquired the appropriate strategies for reading new words and they are beginning to understand the deeper meaning of the text. By Year 6, pupils read confidently and expressively, displaying a good understanding of what they have read. The support given to pupils with special educational needs ensures that they develop their reading skills well, and make use of these for research in other subjects, including using the Internet.
4. The content of pupils' writing is of a very good quality and pupils have many opportunities to develop their skills across the curriculum, for example in writing up their science experiments or rewriting the stories they have heard in religious education in different styles. By the time they enter Year 1, most pupils write independently and at some length, and by Year 2, all write in sentences with correct spelling and punctuation. The more able pupils are fluent writers, using speech marks accurately and developing their ideas at length with interesting vocabulary. In Years 3 and 4 pupils are encouraged and supported to use language in interesting and unusual ways, and they take the opportunity well. By Year 6, pupils use words with precision and write in a variety of styles for a range of audiences.
5. At the beginning of their time in the reception classes, almost all children count to ten and the most able are able to identify how many more objects they will need to make five if they already have four. By the end of Year 2 almost all pupils are reaching at least the expected level in mathematics and many are doing better. They are competent in adding and subtracting tens and units and in simple multiplication and division. They work well with shapes, identifying their properties, for example, 'a circle is curved and has no corners at all'. Pupils measure length accurately, and the most able are working confidently with negative numbers.
6. Pupils in Year 6 demonstrate a secure understanding of the four rules of number, both on paper and mentally. Those with special educational needs do well because they receive work that challenges them but is suited to the level at which they are working. The more able are attaining at well above the expected level; they understand the use of brackets to order their calculations. All pupils work well with ratio, proportion and probability. Pupils extend their mathematical understanding well through investigations and the use of their knowledge in problem-solving. Throughout the school they learn rapidly because the lessons are well focused and matched carefully to the range of attainment.

7. Throughout the school, almost all pupils are attaining the expected level in science and in many aspects they do better. Pupils in Year 2 classify animals according to their characteristics and have an advanced knowledge of space. 'You float in space because there's no gravity.' They reason well about the experiments they undertake; 'If the flower we put in coloured water turns blue that means that they can drink.' By Year 6, pupils have a secure understanding of the process of photosynthesis and the function of chlorophyll.
8. Pupils do well in scientific enquiry because teachers promote thinking well, for example by asking pupils in Year 4 very challenging questions, such as 'How would you separate the sand from the salt when they are mixed together?' The most able were catered for very well by this challenge and, after discussion and thought, reasoned that 'I think we can dissolve the salt in water.' By Year 6, pupils talk naturally of factors they need to change in experiments and those that must be kept the same. During the inspection these pupils undertook an experiment to see what conditions were necessary for plant growth. They reasoned well about the other factors that needed to be considered on their test. Pupils take these ideas and use them well to adjust their ideas of how they will set up their own tests, for example by using more than one seed because 'one might not be a good one'.

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

9. Teaching throughout the school is very good. It was at least satisfactory in all lessons observed, and was good, or better, in eight out of ten. In half of the lessons teaching was very good, and sometimes excellent. It was particularly strong at Key Stage 1 and in Year 6, and especially good in many mathematics lessons. The quality of teaching has improved since the previous inspection, when it was good.
10. Teachers' lesson planning is a considerable strength. They have a very clear idea of what they want their pupils to learn and set tasks that are well designed to achieve their objectives. In a very stimulating information and communication technology lesson with a reception class, the teacher gave very clear instructions and an instructive demonstration of the skills she wanted the children to develop. These were then very carefully practised and extended with the appropriate technical language so that the children built on their skills very rapidly.
11. Teachers organise their pupils exceptionally well and manage behaviour in a positive and relaxed way, using humour very well. Their high expectations are demonstrated by the challenging and interesting work they set for their pupils and the brisk pace at which lessons proceed. A very interesting science experiment with Year 5 pupils demonstrated well the effect of smoking on the lungs. Teaching is lively and enthusiastic, transmitting very successfully an enjoyment in learning to pupils. In an outstanding mathematics lesson with pupils in Year 6, the teacher constantly challenged and probed, expecting pupils to work as quickly as possible and inspiring them to strive to do their best. She used excellent strategies to promote thinking skills and to support the less able pupils through using their own suggestions to move forward. Pupils were expected to explain their thinking throughout and to build on their knowledge of their own learning.
12. A strong characteristic of teachers' work is the way in which they use their ongoing assessment to moderate the pace of lessons and modify planning for future lessons. In English and mathematics, and often in other subjects, teachers set different levels of work for pupils of different ages and levels of attainment. Throughout the school the progress of pupils who have special educational needs is promoted well and the teaching of these pupils is very good. The more able are given work that challenges and stretches them to higher levels. The talented and gifted are identified and often set separate tasks. For example, in an excellent mathematics lesson with pupils in Year 2, the teacher ensured that two pupils were working easily on an activity set for the higher attainers, and then moved them to another which developed their number skills very effectively.
13. Teachers use questions in a sophisticated and probing way, in order to promote pupils' thinking, to develop their understanding and to assess pupils' learning. This was a particular feature of a

very successful English lesson with a Year 5 class. The teacher asked many stimulating questions that required pupils to think and give answers of some length. She amplified their answers and often asked pupils to do so themselves, in order to develop their understanding. On many occasions, teachers direct specific questions to different groups of pupils so that they are all enabled to take part in the discussion at their own level of understanding.

14. Literacy and numeracy are promoted very well throughout the school. The literacy and numeracy hours are used very effectively and teachers have developed well the range of strategies they employ to implement these programmes. Teachers establish a very good learning atmosphere in their classrooms and pupils are encouraged from an early age to adopt a very positive attitude to learning. They are careful to ensure that all pupils have equal access to all aspects of school life, through their careful planning for all ability groups. The use of 'talking partners' to discuss the work pupils are doing and their understanding of their learning makes a strong contribution to developing their self-confidence in expressing their views.
15. Teachers know their pupils well and use this knowledge most effectively to plan work that builds on what they already know and understand. This skill was very evident in a very good information and communication technology lesson with pupils in Year 1. The teacher's very high expectations of work were reflected in the quality, interest and challenge of the activities set. The teacher employed a range of teaching methods that were matched well to the needs of pupils. The question and answer session was used very well to probe and develop pupils' learning. The teacher's clear explanations, well-chosen resources, and use of humour, made the lesson come alive for pupils, who responded with enthusiasm. By the end of the lesson, all pupils showed an impressive ability to manipulate shapes on the screen and label them with their own sentences.
16. The teachers use their marking well to support pupils' learning and to assess their learning. Comments are linked closely to the purpose of the lesson and the pupils' own targets, and help pupils to understand what they need to do next. Marking is often detailed, and always supportive, and pupils sometimes respond to comments, so that a dialogue is set up. Classrooms are stimulating and attractive environments, with a good mix of well-displayed pupils' work to celebrate achievement, commercially-produced materials and interesting resources to motivate pupils.
17. Teaching assistants make a valuable contribution to the groups and individuals they support and are very well prepared for their work: teachers ensure that they are fully aware of the purpose of the lesson and the skills and knowledge that are to be developed. However, while some teachers use their support well during whole-class teaching to take part in the explanation or to assess pupils' responses, this good practice is not consistent.

#### **Leadership and management are excellent at all levels.**

18. The school is led in an exemplary way. The headteacher, staff and governors have worked hard to ensure that there are appropriate aims, values and policies in place and that these are shared by parents. They are fully reflected in the life and work of the school. The headteacher, deputy headteacher, and staff, work very closely together and have created a corporate approach to decision making that operates most effectively. There is a very caring atmosphere, based on faith and care for the whole individual, in which pupils feel valued and develop their confidence and self-respect. The headteacher has built a strong team of committed teachers to take the school forward, within a highly effective learning environment, where relationships are very good. There is a particularly strong ethos, reflected especially in the close teamwork of all staff and governors.
19. The headteacher's impressive leadership has been most effective in providing a very clear educational direction for the school. There are challenging but realistic targets for raising attainment, firmly based on a good knowledge of the pupils and their capabilities. Development planning is exceptional; staff and governors have a close involvement and the appropriate priorities for school improvement are identified accurately. Strategies for appraisal and performance management are securely in place and make a very effective contribution to planning for improvement.

20. The systems for monitoring and evaluating the work of the school are outstanding and give the management of the school a clear view of where development is required. Members of the senior management team have an excellent understanding of their role in monitoring and take the initiative, individually and collectively, for setting targets and planning to achieve them. Subject co-ordinators take their responsibilities seriously and are fully involved in monitoring standards and planning to improve them. Systems are co-ordinated very well to ensure that plans are manageable and communication is efficient.
21. The governing body is very supportive of the school and conscientious in carrying out its legal responsibilities. Governors keep themselves well informed about the work of the school and have a good understanding of its strengths and the areas to be developed. Financial planning and management are very good and all the issues identified during the previous inspection have been addressed. Budget planning is matched carefully to the priorities for development and progress on plans and expenditure is tracked closely by the senior management and governors through the year. There is an excellent policy for applying the principles of best value and the school uses this efficiently to compare its performance with others, consult widely on proposed initiatives and to measure the effectiveness of its spending decisions.

**Pupils have very positive attitudes to school and behave very well.**

22. The attitudes, behaviour and personal development of pupils are very good and parents support this view. Pupils' attitudes to learning and to their school are very positive. They enjoy their lessons, taking part with enthusiasm and showing an eagerness to contribute. They persevere very well with their work, even when they find it difficult, and applaud each other's efforts and achievements. Pupils respond very positively to opportunities for working independently, and do so maturely and sensibly.
23. Pupils are very supportive of others when working in pairs and groups, for example when pupils in a Year 6 class debated the relationships between prey and predator, or when pairs discuss their work. Pupils put forward their ideas, listening to others and taking account of their views when responding. The oldest pupils worked very well together when discussing food webs in science, negotiating to take in all views and reaching an agreement on how they would proceed. When a pupil occasionally becomes a little over-enthusiastic in discussion, others will ensure that the situation does not become too heated. The school's ethos reflects a real sense of respect and care for others that permeates its life and work.
24. Pupils' behaviour in class, at lunchtimes, in assemblies, and around school, is very good. They move around the building cheerfully and very sensibly. The pupils are courteous and friendly and the school is a harmonious community. They report that bullying, racism and harassment are not tolerated and therefore they feel confident and secure. Relationships between staff and pupils, and between pupils themselves, are excellent and there is a harmonious atmosphere throughout the school. Pupils consider the feelings of others, routinely holding doors open for those following them, queuing in an orderly way at lunch and taking turns during playtime activities. There is a marked sense of fair play in all aspects of school life.
25. Pupils take increasing responsibility as they move through the school. All pupils volunteer willingly to undertake extra duties and they use their initiative very well. From an early age pupils are able to research their own projects and take some responsibility for their own learning. A group of children in a reception class responded in a very mature way to the opportunity to 'make soup' in the role play area, and at the end of the lesson they talked very well to the rest of the class about how they had done this.

**The school provides a very effective curriculum, and its procedures for assessment are exemplary.**

26. The school provides a rich curriculum of very good quality throughout the school. Since the last inspection the school has continued to maintain and improve the quality and range of its curriculum and the extra-curricular activities it provides for its pupils. There is a wide range of learning opportunities to support pupils' academic and personal development. Appropriate time

is allocated to each subject to ensure that all of the required elements of the National Curriculum are covered. Teachers have achieved this by developing clear and effective links across the various subjects, for example, by developing writing through religious education and history. Specific days are devoted to particular subjects through the school, for example, the 'science day', when almost all pupils dressed as scientists and took part in a variety of scientific activities. In addition, the school provides Italian lessons for the juniors.

27. Curriculum provision for children in the nursery and reception classes is matched very well to the six areas of learning for this age group. Children are provided with very effective opportunities to develop through selecting activities independently, exploring and investigating. The curriculum is designed particularly well to promote the children's language and mathematical skills, and their social and personal development. Elements of the National Literacy and Numeracy Strategies are introduced in an appropriate way and at a suitable level for the children.
28. Staff, both teaching and non-teaching, work hard to ensure that pupils have equal access to the curriculum. Apparent differences in the performance of boys and girls, and any sign of underachievement in different ethnic groups are analysed carefully, and action taken where necessary. Consequently, the pupils of Indian ethnic origin do well and the gap in attainment of boys and girls is smaller than is usual. Resources are chosen carefully to appeal to both boys and girls, and boys and girls take part in all aspects of extra-curricular activities. There are also many visits to other places, and visitors to the school, which support different aspects of the curriculum effectively.
29. Parents and pupils are very appreciative of the excellent range of extra-curricular provision that adds to the breadth of experience offered by the school. The wide range of physical education activities includes various team sports. Other extra activities arranged for pupils include the orchestra, the science; philosophy; information and communication technology and the mathematics challenge clubs. Among the activities for infants, there is a French club. The school uses the community very well to extend pupils' learning. A range of visits in the local area helps with pupils' studies of religious education, and also of local history and geography. There are good opportunities for residential visits.
30. Procedures for assessing pupils' attainment and progress are excellent, and very good use is made of the information gained. Assessment in the nursery and reception classes is detailed and linked clearly to teachers' lesson planning. All pupils are assessed in Year 1 and interviews are held with their parents to build up a complete view of the pupils from which to measure progress and to target support. The systems for identifying pupils with special educational needs, and those who are more able, work very effectively. Record keeping for pupils with special educational needs is exceedingly thorough.
31. Analysis of the results in both statutory and optional tests is used to improve teaching in English and mathematics. Pupils' progress is tracked carefully in these subjects and achievable long, medium and short-term targets are set for groups, which they have in their exercise books. Targets are negotiated with pupils, who understand them clearly, and they are shared with parents.

### **Provision for pupils' personal development is exceptional.**

32. Provision for all aspects of pupils' personal development grows from the firm commitment to faith that exists through all aspects of school life. Spirituality pervades all aspects of the work of the school. There is a strong emphasis on prayer and pupils are given many opportunities for calm reflection. Assemblies are thought-provoking and deeply spiritual occasions, using interesting resources and humour well. Teachers often focus on the wonders of world, for example in a science lesson for Year 2, where pupils gasped with amazement at the speed at which their beans were sprouting. Many displays around school contribute in a stimulating way to the development of pupils' spirituality.
33. The school's aims are constantly re-affirmed and applied consistently to create a happy, secure and pleasant learning environment. The pupils are aware of the school's mission statement and the rules that govern it. They know why they must be careful in the playground, for instance, and

why they are expected to be quiet and respectful in school assemblies. All the teachers and support staff in the school apply the rules consistently, so the pupils know what is expected of them and what constitutes acceptable behaviour. They are encouraged to make decisions based on firm, moral principles. However, the school is not over-burdened by the sense of rules, and discipline is applied in a positive and relaxed way. There are excellent opportunities for pupils to exercise their growing self-discipline, and build up their self-esteem. The school is a naturally orderly, calm and friendly place, where all are valued for their contribution.

34. Provision for the development of social behaviour is exemplary and pupils relate extremely well to their peers and adults. The adults are very good role models and pupils respond, most positively, to the responsibilities they are given. All aspects of school life emphasise the school's philosophy that each individual is equally important. Teamwork is encouraged and supported and pupils are strongly supported to work in groups to develop their social skills. The use of 'talking partners' to discuss the work pupils are doing, and to test out their ideas, makes a very good contribution to their social development. The school council is a valuable part of school life; members consider matters that the other pupils feel to be important, and bring their suggestions to the senior management team. This process develops a real sense of responsibility and initiative in its members. Pupils of all ages take responsibility for many aspects of school life, for example, at lunchtime, pairs of pupils in Year 2 take care of younger ones on their tables. Pupils in Year 1 report that they do this well.
35. Provision for cultural development is also excellent. The school provides regular and interesting opportunities for pupils to learn about their own and other cultures. Studies in music, art, Italian and religious education give pupils opportunities to consider the culture and values of European countries and the wider world. The visit of an Indian storyteller and the celebration of festivals from other religions, for example, extend pupils' understanding of life in a multicultural society and develops their appreciation of, and respect for, the diversity and richness of other cultural traditions.

#### **WHAT COULD BE IMPROVED**

36. There are no major issues for the school to address.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

30

Number of discussions with staff, governors, other adults and pupils

18

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	9	6	0	0	0
Percentage	7	43	30	20	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	398
Number of full-time pupils known to be eligible for free school meals	N/A	18

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	32

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	15

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	5.57
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.05
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	27	23	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	26	26
	Girls	23	23	23
	Total	49	49	49
Percentage of pupils at NC level 2 or above	School	98 (98)	98 (98)	98 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	26	26
	Girls	23	23	23
	Total	49	49	49
Percentage of pupils at NC level 2 or above	School	98 (98)	98 (93)	98 (98)
	National	85 (84)	89 (88)	90 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	34	30	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	29	33
	Girls	26	25	26
	Total	57	54	59
Percentage of pupils at NC level 4 or above	School	89(93)	84 (93)	92 (98)
	National	75 (75)	71 (72)	87 (88)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	31	34
	Girls	26	25	26
	Total	59	56	60
Percentage of pupils at NC level 4 or above	School	92 (93)	88 (93)	94 (94)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	1
Black – other	0
Indian	12
Pakistani	0
Bangladeshi	0
Chinese	0
White	320
Any other minority ethnic group	18

*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)	15.5
Number of pupils per qualified teacher	25
Average class size	28.4

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

Total number of education support staff	7.28
Total aggregate hours worked per week	220

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	16.93

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/01
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	£
Total income	863,754
Total expenditure	822,506
Expenditure per pupil	1,939
Balance brought forward from previous year	-15,806
Balance carried forward to next year	25,442

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5

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

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	424
Number of questionnaires returned	52
Percentage of questionnaires returned	12

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	2	0	0
My child is making good progress in school.	60	40	0	0	0
Behaviour in the school is good.	67	31	2	0	0
My child gets the right amount of work to do at home.	40	35	17	0	8
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	58	37	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	63	33	4	0	0
The school is well led and managed.	81	19	0	0	0
The school is helping my child become mature and responsible.	77	21	2	0	0
The school provides an interesting range of activities outside lessons.	63	25	6	0	6