

INSPECTION REPORT

**OUR LADY AND ST ANNE'S ROMAN
CATHOLIC PRIMARY SCHOOL**

Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 108510

Head teacher: Mrs A Smith

Reporting inspector: Mrs A Pullan
30839

Dates of inspection: 5th – 6th February 2001

Inspection number: 195080

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:	3 to 11
Gender of pupils:	Mixed
School address:	Summerhill Terrace Newcastle upon Tyne
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Appropriate authority:	The governing body
Name of chair of governors:	Sister M McCallum
Date of previous inspection:	March 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	9
WHAT COULD BE IMPROVED	12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
PART C: SCHOOL DATA AND INDICATORS	14

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Our Lady and St Anne's is a voluntary aided Roman Catholic Primary School situated in the West End of Newcastle upon Tyne in an area of high social deprivation. There are 23 children in the nursery and currently 194 pupils on roll (95 boys and 99 girls), which is smaller than most primary schools. The school maintains a strong catholic ethos, however only 33 per cent of the pupils are baptised into the catholic faith. Most of the pupils at the school are from the immediate locality and there are 28 per cent of pupils for whom English is not their first language. This is very high in comparison to other schools and has risen since the last inspection. There is also a high proportion of pupils from ethnic minority groups. On starting in the nursery children's attainment is below what would be expected for their ages. Half the pupils are eligible for free school meals, which is much higher than most other primary schools. There are fewer pupils identified as having special educational needs than is typical for a school this size and very few pupils have a statement that refers to their specific educational need.

HOW GOOD THE SCHOOL IS

This is a highly effective school. Children start in the nursery with attainment below what is expected for their age. As a result of the high quality teaching they receive, pupils make very good progress in English, mathematics and science and, by the age of 11, attain high results in the national tests. The leadership and management of the school are excellent. All staff work closely together as a team, ensuring the school's aims are well reflected in its work. The school provides very good value for money.

What the school does well

- The leadership and management of the school are excellent.
- The quality of teaching is very good. As a result, standards are high and pupils' attitudes and behaviour are very good.
- There is very good inclusion of pupils for whom English is an additional language.
- There is high quality provision for those pupils with special educational needs.
- The school has very good relationships with parents.

What could be improved

- Provision and attainment in information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since it was last inspected in March 1997, when three key issues for improvement were identified. These were: to improve the quality of day-to-day assessment and recording, provide more opportunities for pupils to take the initiative in investigations, and for pupils to undertake a wider range of writing assignments. The school has made significant improvements in the quality of assessment. All pupils are thoroughly assessed both by formal tests and continual teacher assessment. The results of these assessments are then used well by teachers to plan their future lessons. Care is taken to ensure that lessons are well matched to pupils' needs with activities provided for the range of abilities in the class. Within mathematics and science lessons, pupils are provided with many opportunities for them to apply the knowledge they have acquired in order to solve problems. As a result, standards in these subjects have improved. Very good improvement has been made in writing standards. The school carefully analysed what pupils needed to do in order to improve and a clear focus was given to improving the skills pupils needed to write independently. As a result, writing is now used effectively in other areas of the curriculum. Since the last inspection the standard of pupils' work in both key stages has improved and is now well above what similar schools attain. This is as a result of improvements in the quality of teaching since the last inspection.

The school has good capacity to maintain the high standards.

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	E	C	C	A
mathematics	E	B	A	A*
Science	E	B	A	A*

Key

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

A* indicates that the school is in the top 5% of schools nationally

Pupils in this school make very good progress. They enter nursery with attainment below what is expected for their age. As a result of very good teaching, by the end of Key Stage 1 attainment is in line with the national average for reading and mathematics and better than this in writing. When compared to schools with a similar number of pupils eligible for free school meals attainment is well above what would be expected. By the end of Key Stage 2 attainment is in line with national averages in English and well above what most schools attain in mathematics and science. When compared with similar schools, attainment is well above what would be expected in English and even better than this in mathematics and science. Teachers in the school use assessment very effectively to identify the school's strengths and areas that require development. Development areas have very clear plans about how the subject should improve. As a result, attainment in test results over the last three years show that the school has improved standards faster than most other schools.

The school has identified that standards in information and communication technology are not as high as they could be and attainment in science in Key Stage 1 could be higher. This has resulted in clear plans for the improvement of standards in these subjects. The school is already implementing these plans in science and will focus on information and communication technology when all the appropriate and necessary resources have been acquired and are in place.

The school tests pupils regularly and uses the results of these tests to set targets. These targets include individual targets for pupils and school targets for attainment by the end of Key Stage 2. Individual targets are helping pupils understand what they must do to improve their own standards. In the school targets, when the number of pupils who have English as an additional language or special educational needs is taken into account, the target for English is realistic. However, when judged against how well the current Year 6 performed in the end of Key Stage 1 tests in 1997, the mathematics target is too low.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are proud of their school and enjoy coming to it. They show very good attitudes by working hard and trying to do their best.
Behaviour, in and out of classrooms	Pupils treat each other with courtesy and respect. They understand and respond very well to school rules, and behaviour is very good even when adults are not present.

Personal development and relationships	Older pupils are keen to take on extra responsibility and do so in a sensible, mature way.
Attendance	Slightly below the national average but satisfactory.

Pupils in this school are polite, welcoming and friendly. They treat their teachers and each other with respect, listening carefully to what others have to say. They are proud to belong to their school and care for the school environment and the people in it. Most pupils have a very clear understanding of how to behave well and older pupils with positions of responsibility, such as corridor monitors, carry out their tasks with maturity and respect to all pupils. Relationships within classes are very good. Pupils work well together and support those who may find some aspects of their work difficult.

TEACHING AND LEARNING

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

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

The quality of teaching is very good. In the 20 lessons seen 35 per cent of the lessons were judged to be good with 45 per cent of lessons being very good and 15 per cent excellent. No unsatisfactory teaching was seen. Teachers teach the basic skills of literacy and numeracy very well, which is resulting in high standards. However, some teachers lack confidence in particular areas of the information and communication technology curriculum. Lessons are thoroughly planned and the purpose of the lesson is shared with the pupils so that they can measure their own success. Teachers know their pupils well and try to make their lessons interesting and enjoyable by using resources that stimulate the pupils. As a result, pupils enjoy their lessons, work hard and learn well. Most teachers show a great enthusiasm for teaching and interest in their pupils. Work is well matched to all levels of ability and is suitably challenging so pupils make very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good curriculum that is enriched through visits and visitors. Some areas of the information and communication technology curriculum need further development.
Provision for pupils with special educational needs	Excellent. Pupils are identified at an early age, clear and precise individual education plans are written for them and well-targeted additional support is provided where necessary.
Provision for pupils with English as an additional language	The school ensures that pupils who have English as an additional language are fully included and involved in all areas of school. Well focused, additional support is provided from an early age to provide pupils with the opportunity of acquiring the necessary English skills to participate fully in school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school places a great emphasis on developing pupils personally and socially. The wide range and use of visits means that the pupils encounter many new experiences. The school provides many opportunities for pupils to participate in musical or sports activities after school. These are well attended.
How well the school	The school cares well for its pupils and all staff are fully aware of child

cares for its pupils	protection procedures and practices.
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The school correctly places an emphasis on English and mathematics but also provides a varied curriculum to the pupils. The school successfully uses visits out of school and visitors into the school to provide pupils with a wide variety of cultural experiences. For example, links with the local theatre have resulted in pupils being involved in working with actors and professional musicians and designing sets and costumes. The school is very aware of the needs of its pupils and great care is taken to ensure that all pupils feel valued and supported. This is done through rewarding good work, attitudes or behaviour and giving opportunities in class or assemblies for pupils to share in the successes of others. For example, each class has allocated time for pupils to sit in a circle and discuss issues related to friendship and responding appropriately to other people. This is developing pupils' understanding of themselves and other people and how to react to various situations. The school works very well with parents. Many parents help in school or are very supportive of the school and this partnership is highly valued.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	All staff in the school work together as a team. This is a result of the excellent leadership and management of the head teacher giving a very clear and purposeful educational direction for the school. Subject leaders have a good understanding of their areas and carry out their management responsibilities well.
How well the governors fulfil their responsibilities	Governors are fully involved in the school and, as a result, are very knowledgeable about the pupils, staff and standards in the school. They support the school very well and make informed decisions about the school's future development.
The school's evaluation of its performance	The school analyses the results of assessments and tests thoroughly. This has resulted in the school being very clear about its strengths and areas for development. The school uses the results of this analysis to set clear priorities for raising standards.
The strategic use of resources	All funding is carefully prioritised and utilised to ensure that it is used appropriately and effectively.

The school has a committed, hard working staff. The governors and senior managers in the school understand the needs of the pupils very well. They strive to continually improve standards in all areas of the school not just the standards of pupils' work but also in developing pupils personally and socially. All staff have high expectations of pupils' achievement and behaviour and work together to promote these. The school continually improves upon previous performance because of the very good monitoring and evaluation procedures it has in place. The school development plan is a useful document that is supplemented well by English, mathematics, science and information and communication technology having more detailed action plans. The standards that the pupils achieve, both academic and personal, together with careful financial planning and focused expenditure ensures that the school provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their child likes school• Their child is making good progress• Behaviour in school is good• Their child gets the right amount of homework• The teaching is good• They are kept well informed about how their child is getting on• They feel the school is approachable• The school expects their child to do their best• The school works closely with parents• The school is well led and managed• The school is helping their child become mature and responsible	

Inspectors feel that parents are right to be very happy with the school. It is a warm, friendly, welcoming place where all children are valued and supported to be able to achieve as high a standard as possible. Very few parents expressed negative comments and these were related to individual pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the school are excellent.

1 A major strength of this school is the way that all staff and governors work together as a team with pupils at the centre of all decisions and developments. The head teacher has been instrumental in the development of this team. Her leadership is dynamic which inspires and motivates the people with whom she works. She has a very clear educational direction for the school that is the product of a very thorough analysis of pupils' needs. This vision is shared by all the people involved with the school as it has been developed through discussion and consultation.

2 Standards in the school are monitored very well. The head teacher and deputy head teacher carefully analyse all test results and make this information available to subject leaders and governors. Subject leaders regularly examine work in pupils' books to ensure that pupils are making the progress over time that they should be. Opportunities are given to them to watch their colleagues teach and they focus on the quality of teaching and how this is impacting on pupils' learning. They use this information to gain a full understanding about the standards in their subjects. The knowledge that each subject leader has is then used to discuss with the senior managers of the school which curriculum areas need developing and what the school's priorities should be. For example, analysis of tests results has shown that the pupils who do not have English as their first language do not do as well in the end of Key Stage 2 English test as other pupils. The school has clearly identified the aspects of reading and writing that these pupils need to develop and has targeted these areas. Consequently, the school has improved standards faster than most other schools nationally.

3 The head teacher has high expectations of herself, staff and pupils. This motivates them into doing their best and to continually improving standards or maintaining high standards in all aspects of school life. Staff, parents, pupils and governors are all very proud of their school and its achievements. The school aims for high quality in everything it does. For example, pupils' work is displayed well to celebrate and value their achievements; dinner supervisors are involved in rewarding pupils' good behaviour, even the standard of cleanliness of the school is very high. The needs of pupils are always at the heart of all decisions and action in the school. This is not restricted to their academic development. The school frequently takes the pupils on trips or has visitors in school to broaden their experiences and knowledge. For example, Northern Ballet were invited to visit the school and worked with the pupils on mime and dance. Local artists have worked with the pupils to create a metal screen that divides the car park from the playground.

4 The governors are involved, active and well informed about what is going on in the school. Many governors are regularly in school either helping as volunteers or monitoring the quality of teaching. As a result, they are fully involved in setting the educational direction for the school and linking this effectively to any financial decisions. For example, the school has identified that standards require improvement in information and communication technology and that they are under resourced to fulfil all areas of this curriculum. Prudent financial management has resulted in the school carrying forward small sums of money each year so that they are now able to furnish the school with an computer suite and resources to develop the subject. Parents have full confidence in the governing body and greatly appreciate that the chair of governors holds a weekly 'drop in' session for parents to discuss any school issues.

The quality of teaching is very good. As a result, standards are high and pupils' attitudes and behaviour are very good.

5 When pupils start in the nursery their attainment is below what is typical of most three year olds. However, pupils make very good progress throughout the school and results in the national tests at the end of Key Stage 1 show that pupils achieve at least the same as most pupils nationally and often better. Results by the end of Key Stage 2, continue to reflect pupils' progress with attainment in English being similar to most schools nationally but attainment in mathematics and science being well above what most schools attain. When these results are compared to other schools with a similar number of pupils eligible for free school meals the results show exactly how well this school is performing. Results by the end of Key Stage 1, show that the school attains well above other similar schools in all subjects except science. By the end of Key Stage 2, pupils attain results that are well above pupils in similar schools in English but in science and mathematics results are so good that they are in the top 5 per cent of schools nationally. One of the main reasons that the school attains such high results in the national tests is the high quality of teaching in the school.

6 Teachers in this school know their pupils very well. Thorough assessment of pupils' abilities ensures that work given to them matches their needs but is also sufficiently challenging to enable pupils to improve upon their previous work. Teachers are keen, enthusiastic and carefully plan lessons that use stimulating resources to ensure that pupils not only make improvements in their learning but also enjoy their lessons. For example, in a science lesson in Year 5, bikes and cycling equipment were brought into the classroom to demonstrate the importance of streamlining and the use of high or low friction tyres in cycle racing. Humour is often used to good effect, which allows pupils to appreciate that learning can be fun. For example, in literacy in Year 6 pupils correctly used formal language to write letters of complaint or explanation. Letters written as if from a solicitor were on behalf of The Three Bears demanding compensation for the damage that Goldilocks had done to their house.

7 Most teachers have good subject knowledge and teach the basic skills of English and mathematics very well. Their high expectations of pupils means that most lessons are conducted at a brisk pace with pupils and teachers responding well to each other. For example, in a literacy lesson in Year 2, a well-chosen text enabled pupils to develop a good understanding of the importance of descriptive vocabulary when writing about a character. Pupils were motivated by the choice of text and the animated teaching. Consequently, they worked diligently to find alternative ways of describing the wolf in the story. Good work was produced as a result of this with pupils using phrases such as 'The smelly, mean wolf had big, sharp, white teeth'.

8 Pupils' behaviour throughout the school is very good. The head teacher and other staff in the school are very good role models. Pupils are respected and, in return, they respect the staff. Pupils are given many opportunities to have positions of responsibility. For example, pupils in Year 5 give out the registers and Year 6 pupils monitor behaviour in the corridors and help dinner staff in the hall at lunch times. Pupils appreciate these opportunities and carry out their roles sensibly and maturely. All pupils are highly valued and every opportunity is taken to reward or praise their efforts. Displays in the hall give pupils good opportunities to reflect and think about their lives and how special they are. For example, one display illustrates how pupils' skills are a gift from God but encourages them to think about how they can use those gifts to benefit others. Another display celebrates pupils who have been chosen as 'Stars of the week' because of their work or attitudes.

There is very good inclusion of pupils for whom English is an additional language.

9 The school has a high proportion (28 per cent) of pupils for whom English is not their first language. Since the previous inspection the school has reviewed the provision for these pupils and their current strategy is to provide additional support at the youngest age possible. The school hopes that by doing this these pupils' English skills will be sufficiently developed, by Key Stage 2, to allow them to participate independently in all

areas of the curriculum.

10 The teachers and support staff in the foundation stage of learning have very good knowledge and understanding of how young children learn. Many children starting the school have poorly developed language and literacy skills. Every opportunity and activity in the nursery and reception class has a focus on how to develop children's vocabulary and understanding of language. For example, a child in nursery brought in a favourite book from home to share with the other children. The teacher seized the opportunity to discuss the theme of the book (opposites) with the children asking each one if they knew the opposite of the word she was saying. Several children did not initially know many of the words, but as the activity was presented as a game, by the end of it, many new words had been acquired by the children. In the reception class, whilst learning about materials, time was given for each of the children to hold and examine the objects. Each child was then asked to describe how they thought the object looked and felt. Many children needed help to describe the objects and this was given in a very supportive way. This emphasis on improving the language skills of all pupils is proving particularly beneficial to those pupils for whom English is not their first language. They are fully included in all activities and learn alongside other children.

11 The school receives additional funding to provide support for those pupils for whom English is not their first language. This support is carefully targeted to have maximum effect. Support is provided in lessons so that pupils do not miss any opportunities that other pupils have. The teacher providing the additional support is skilled and knowledgeable so pupils make good progress with their language development.

12 Throughout the school, teachers are aware of the needs of all pupils. They structure questions and information so that it is challenging enough to stretch those pupils who are capable of higher attainment and supportive enough for those pupils with special educational needs. In the same way, they are very aware of the vocabulary they use to help the understanding of those pupils for whom English is not their first language. As a result, these pupils are fully included in all lessons.

13 The emphasis that the school places on the care and value of all pupils as individuals develops in pupils an acceptance and understanding for each other. All pupils work well together, listen whilst other pupils are talking and work co-operatively with each other from an early age. For example, in the reception class two boys played together to build a train track. They continually talked together throughout the activity. One boy did not use English as his first language but was confident to converse with the other boy. Most pupils are aware that other people have different values and beliefs but that they can all work together and learn from each other. In most lessons pupils of different abilities work alongside each other and offer each other support.

There is high quality provision for those pupils with special educational needs.

14 The school places a very high priority on identifying pupils with special educational needs early and then monitoring them carefully. All staff are well aware of the school's procedures and they and parents are fully involved from the initial stages. Most parents are keen to be involved with their child's education and appreciate the opportunities that the school gives them for consultation.

15 The special educational needs co-ordinator is very knowledgeable and manages this area very well. The school has a wide range of tests that the co-ordinator uses to ascertain what a pupil's specific difficulty is. The results of these tests are shared with teachers who then write an individual education plan to meet the pupil's specific needs. These plans are well written. They have targets that are specific, achievable and measurable. All staff involved with each pupil, including dinner supervisors if necessary, are aware of the contents of these plans and so good provision is made for these pupils both in lessons and at other times. Consequently, pupils with special educational needs make very good progress and many have their special needs fully addressed at an early age so that they cease to need additional support as they get older.

16 The provision for those pupils who require more additional support is very good. Teachers plan activities that match their needs well so they are fully included in all lessons. However, they may be withdrawn for more specific support if this is necessary. When this happens the class teacher liaises with the support teachers to ensure that the work pupils do is based on work that the class is involved with. Often this involves consultation with outside agencies such as educational psychologists, speech therapy and behaviour support, and the school uses their expertise well.

The school has very good relationships with parents.

17 The school strives to create an environment that is a welcoming, caring, happy community. Parents are welcomed into school and many are keen to regularly help in classrooms or when the pupils go on trips. Teachers appreciate the help that parents give and fully involve them in working with small groups of pupils by giving them clear direction as to what the pupils need to do. As a result, parents are very supportive of the school and appreciative of the staff. This adds significantly to the quality of teaching and relationships in the school.

18 Parents are kept well informed about how well their child is doing. There are regular, well attended parental consultation evenings and parents are very appreciative of the reports they receive about their child. The school keeps parents well informed about developments in the curriculum by inviting them to attend sessions after school where new initiatives are explained.

19 Governors consult regularly with parents about major spending decisions. For example, parental opinion was sought about converting part of the hall into a new classroom. Consequently, parents are aware of the financial situation in school and try to help where they can by fund raising for items such as football shirts.

20 Parents are often invited to share in the life of the school through attendance at assemblies and concerts. As a result, parents feel very happy with approaching the school should they feel they have any concerns or worries and feel that the school will listen to them. Parents of pupils who have special educational needs are invited to attend review meetings where their child's needs are discussed. This means that they are fully involved in making decisions about the type of support their child receives and are involved in helping their child reach the targets identified in their individual education plans.

21 As a result of the very good links that the school has developed, parents have very positive views about the school.

WHAT COULD BE IMPROVED

Provision and attainment in information and communication technology.

22 The school has recognised that, by the end of Year 6, pupils' attainment in some areas of information and communication technology is below what is expected of pupils of this age. Pupils use word processors and combine different font sizes, colours and styles to create different effects in their work. Older pupils scan into the computer photographs of themselves when they were very young and add some explanatory text. They have had some experiences of measuring temperature in their scientific experiments using equipment linked to the computer. However, they are unable to do any of this without a lot of adult support and pupils in other classes in the school do not have the same variety of experiences. This has resulted in information and communication technology not being used sufficiently in other areas of the curriculum.

23 Younger pupils recognise parts of a computer such as the mouse and the keyboard. They use simple word processing techniques and some understand about data handling. Most pupils load programs,

save and print out their work. The school has a floor robot for pupils to learn about control but inadequate resources limit the amount of pupils who experience this aspect of the curriculum.

24 Since the last inspection the school has altered their provision for information and communication technology to be in line with the equipment the local education authority uses. This has resulted in the school being without the facility to access the internet for some time. Consequently, standards in this area have not improved since the last inspection. The school is very aware of the situation and has budgeted sufficient resources for a room in the school to be converted into a computer suite. Staff are aware of the areas within this curriculum where they need to develop their own expertise and are undergoing training to develop their own knowledge and skills.

25 This aspect of the curriculum has a very knowledgeable co-ordinator who is aware of all the developments the school needs. The subject has a good, detailed action plan and is already starting to make improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26 The school should now:

Raise attainment in information and communication technology by:

- improving teachers' confidence and expertise in using information and communication technology;
- purchasing the hardware and software needed to deliver the full requirements of the National Curriculum;
- using information and communication technology more effectively to promote pupils' learning in other subject areas.

(Paragraphs 22 – 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
15	45	35	5	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	194
Number of full-time pupils eligible for free school meals	0	110

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	17

English as an additional language	No of pupils
Number of pupils with English as an additional language	61

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence	%
School data	6.9
National comparative data	5.2

Unauthorised absence	%
School data	0.3
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	11	17	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	15	16	15
	Total	26	27	26
Percentage of pupils at NC level 2 or above	School	93% (90%)	96% (93%)	93% (86%)
	National	84% (82%)	85% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	15	15	13
	Total	26	26	24
Percentage of pupils at NC level 2 or above	School	93% (93%)	93% (83%)	86% (86%)
	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	12	13	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	10	11	13
	Total	21	22	25
Percentage of pupils at NC level 4 or above	School	84% (85%)	88% (89%)	100% (93%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	12
	Girls	11	11	13
	Total	23	22	25
Percentage of pupils at NC level 4 or above	School	92% (89%)	88% (93%)	100% (93%)
	National	70% (68%)	72% (69%)	80% (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	1
Black – other	0
Indian	3
Pakistani	54
Bangladeshi	0
Chinese	1
White	106
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)	9.5
Number of pupils per qualified teacher	20.4
Average class size	27.7

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	113

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23

Total number of education support staff	1
Total aggregate hours worked per week	37

Number of pupils per FTE adult	11.5
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FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
	£
Total income	387,310
Total expenditure	380,224
Expenditure per pupil	1,706
Balance brought forward from previous year	21,885
Balance carried forward to next year	28,971

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	114

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	25	2	0	0
My child is making good progress in school.	61	37	1	0	1
Behaviour in the school is good.	61	31	4	0	4
My child gets the right amount of work to do at home.	50	40	4	4	2
The teaching is good.	77	21	0	0	2
I am kept well informed about how my child is getting on.	61	34	4	1	0
I would feel comfortable about approaching the school with questions or a problem.	67	27	4	0	2
The school expects my child to work hard and achieve his or her best.	74	24	0	0	3
The school works closely with parents.	53	39	3	1	4
The school is well led and managed.	60	37	0	0	3
The school is helping my child become mature and responsible.	75	23	0	0	3
The school provides an interesting range of activities outside lessons.	42	20	6	3	29