

# INSPECTION REPORT

## **ST ANSELM'S RC PRIMARY SCHOOL**

Tooting

LEA area: Wandsworth

Unique reference number: 101052

Headteacher: Mr T Gately

Reporting inspector: Ms K Taylor  
22424

Dates of inspection: 19<sup>th</sup> - 21<sup>st</sup> March 2001

Inspection number: 195569

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:	4 to 11
Gender of pupils:	Mixed
School address:	19 Tooting Bec Road London
Postcode:	SW17 8BS
Telephone number:	(0208) 672 9227
Fax number:	(0208) 7676134
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B Kearns
Date of previous inspection:	March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Anselm's is a one-form entry Roman Catholic primary school for boys and girls aged between four and eleven. There are currently 224 pupils on role, which is an average size for a primary school. Pupils' overall attainment on entry to the school is above average. Twenty-four pupils at the school are identified as having special educational needs, three of whom have a Statement of Special Educational Need, a proportion on the register that is well below the national average. Pupils attending the school come from culturally diverse backgrounds. Twenty-six pupils speak English as an additional language, Polish, Greek and Portuguese being the main other first languages spoken. The proportion of pupils who are entitled to free school meals, just over 3 per cent of all pupils, is below the national average. The school has low pupil mobility and a very low staff turnover. However, the inspection took place at a time when three of the permanent class teachers were on maternity leave. The inspection of this school also included a detailed inspection of its provision for pupils with special educational needs.

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

St Anselm's is a good school. The school is well led and managed. Pupils make good progress and attain high standards of work and behaviour. Most of the teaching is at least satisfactory and there is some good, very good and excellent teaching. The curriculum is good and the provision for pupils' personal development is excellent. The school is very inclusive and pupils with special educational needs are very well supported. The partnership between parents and the school is very strong. Resources, including financial resources, are deployed effectively. The staff, governors, parents and community members all support each other very well and work together for the benefit of the pupils. The school provides good value for money.

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

- Pupils make good progress and achieve high standards in English, mathematics and science. Some good work was also seen in other subjects.
- The school is well led and managed.
- The provision for pupils with special educational needs is very good.
- There are strengths in the teaching.
- The provision for pupils' spiritual, moral, social and cultural development is excellent. This helps pupils to develop very good attitudes and behaviour and excellent relationships.
- Pupils are very well cared for and their attainment, progress and personal development are promoted well and carefully monitored.
- Parents have excellent views of the school and there is a very strong partnership with parents.

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

- The use of information and communication technology.
- Aspects of teaching; strategies for mental calculations and the use of time in some lessons.
- The amount of time allocated to some subjects and the length of some lessons.

*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 given good attention to the key issues and other points for development identified in the last inspection report of March 1997. The provision for children in the Reception class has been improved and now ensures that both the teaching methods and the curriculum are appropriate. Action has been taken to ensure pupils do not miss out on their work in other subjects by being withdrawn from class for music tuition. The provision of homework is improved and is now very good. More use is now made of the library and computers, although computers are still not used as often as they should be. The overall provision for pupils' spiritual, moral, social and cultural development has been improved considerably. Standards in English, mathematics and science by age seven and eleven have risen from a good starting point. The National Strategy for Literacy has been implemented well. Senior managers

have continued to consult widely with parents, governors, staff and pupils about all aspects of the school's work and what can be improved. The school's good work in many areas, for example, pupils' attitudes and behaviour, the work in special educational needs and the way the school works well with parents, have all been strengthened. The school has made good progress since its last inspection and now achieves better value for money.

## 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	A
mathematics	A*	A	A	B
science	A*	A	A	A

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

The table above shows that standards attained in the tests at age eleven are consistently high. In 2000, overall standards in English, mathematics and science were well above the national average. In comparison with schools with a similar proportion of free school meals, standards in English and science are well above average and those in mathematics are above average. Standards in reading, writing and mathematics tests at age seven in 2000 were also well above the national average. In work seen during the inspection, the high standards indicated in the tests are evident in work across the school. Pupils' speaking and listening skills are good. Some good work was seen in a number of other subjects, in art, design and technology, history and music, for example.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and have very good attitudes to learning. They work hard and sustain good levels of concentration.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in class, around the school and in the playground. They show respect for each other and for school property. Pupils are polite and friendly.
Personal development and relationships	Excellent. Pupils of different ages and abilities and from diverse social and cultural backgrounds respect and relate very well to each other, to the teachers, support staff and visitors to the school. The school works very hard to enable pupils to develop self-confidence and independence and to become mature and responsible.
Attendance	Very good. Attendance is very good in the school, with annual figures well above the national average and no unauthorised absences in the past year. The majority of pupils arrive on time.

## TEACHING AND LEARNING

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

In 95 per cent of the lessons seen the teaching was at least satisfactory and in 48 per cent it was good or better. In one lesson seen teaching was unsatisfactory because there was not enough teacher input.

Strengths of all teaching include preparation for lessons, classroom organisation and the fact that teachers know pupils well and track their progress very well. Where teaching is good, introductions are well focused and good attention is given to developing pupils' subject appropriate skills. There is some very good and occasionally excellent teaching across the school. In these lessons there is often very good subject knowledge, the pace is very brisk and expectations very high. Areas of teaching that can be improved and strengthened relate to improving the teaching of mental mathematics, giving more attention to the use of information and communication technology and, in some lessons, employing a brisker pace.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum has good breadth and balance and good links are made between some subjects. The time given to English and mathematics is above that recommended. More time needs to be given to work in information and communication technology and more attention to making use of the computers to support pupils' work in other subjects. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. Pupils' needs are identified early. Pupils on the special needs register, including those with a Statement of Special Educational Need, are supported very well by class teachers, specialist teaching staff and additional support staff. Pupils' progress is very well monitored. The school's very positive ethos supports these pupils very effectively in developing self-confidence, which helps them to build on their strengths.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Provision for pupils' spiritual development is central to the school's Christian ethos. The school has a very strong moral code based on respect and concern for oneself and for others. Pupils' social development is given a very high profile throughout the school. The school celebrates and promotes well pupils' understanding and appreciation of the rich and diverse cultural traditions found within the school and local community, in Britain and elsewhere.
How well the school cares for its pupils	Very good. This is a very caring school with a strong sense of community and shared values. Pupils' personal and academic progress is monitored and supported very well.

Parents have excellent views of the school and are very supportive. They also support their children's learning at home very effectively



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides good leadership and a clear educational direction and is highly successful in creating a very positive climate for learning. The headteacher is well supported by the deputy headteacher who plays an important role in school management. Teachers with subject and management responsibilities carry these out conscientiously. Senior managers regularly monitor and support the teaching and learning. The information that results from this could be analysed more critically to determine curriculum and staff development priorities.
How well the governors fulfil their responsibilities	Good. Governors fulfil their statutory responsibilities well. Governors are very involved in the school, bring a range of expertise to it and monitor and support its work effectively. Their role in communicating and liaising with parents is very effective.
The school's evaluation of its performance	Satisfactory. However, there are good systems to monitor pupils' attainment, progress and personal development.
The strategic use of resources	Good. Resources are used well to meet very clear educational priorities and to enhance the learning environment for staff and pupils.

There are enough teaching and support staff. The accommodation is very good. It is very attractively presented and extremely clean and well maintained. Resources are good and are of good quality.

## 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 high standards achieved by pupils and the progress, which their children make.</li> <li>• The quality of teaching and high expectations.</li> <li>• The way the school is led and managed.</li> <li>• The fact that their children enjoy school.</li> <li>• The school helps their children to become mature and responsible and behave well.</li> <li>• The way the school works closely with parents and keeps them informed about their child's progress.</li> <li>• The level of homework.</li> <li>• The range of activities outside of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Although parents are extremely happy with what the school offers, they regret that the school lacks playing fields and other sports facilities.</li> <li>• Some would like more time to be given to art and craft.</li> </ul>

The inspection team agreed with parents' positive views. Although the school does not have any playing fields, it does have a good-sized hall for physical education. Appropriate time is given to art and craft.

## **PART B: COMMENTARY**

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

#### **Pupils make good progress and achieve high standards in English, mathematics and science. Some good work was also seen in other subjects**

1. The school consistently attains high standards in the National Curriculum tests at age 11. In 2000, standards in English, mathematics and science were well above the national averages. When compared with schools with a similar proportion of free school meals, standards in English and science were well above average and in mathematics were above average. Ninety seven per cent of all pupils attained at least the expected Level 4 in English and mathematics and, in science, 100 per cent of pupils did. In English and science, a proportion of pupils that is well above the national average attained the higher Level 5 and in mathematics the proportion was above average. Overall standards at age seven in reading, writing and mathematics in 2000 were also well above the national average and a proportion of pupils that is well above the national average attained the higher Level 3. Since the last inspection, test results at both key stages have been improving from a good starting point.
2. Pupils' high standards in the tests are evident in pupils' work seen during the inspection. The school's effective implementation of the Literacy Strategy has further strengthened work in English. Throughout the school standards in reading and writing are particularly high and pupils make good progress. Their skills in this area make an excellent contribution to their learning in other subjects. By the time children join Key Stage 1, many can read simple texts and can use pictures, context clues and their knowledge of sounds to help them with unknown words. Teachers develop pupils' reading skills well as they move up through Key Stage 1, using a mixture of whole class teaching and individual support for pupils using their own reading books. In Key Stage 2, pupils read with growing independence and increased fluency and extend their knowledge of authors, the styles in which they write and the literary skills employed. They learn how to use texts effectively to research information.
3. Pupils write in a range of styles and for a wide range of purposes. Children in the Reception class make a good start. Most show good letter formation and copy the teacher's writing accurately. Higher attaining children can write sentences independently. By the time pupils are in Years 1 and 2, most write short stories and accounts independently which develop in length and quality throughout the year. In Key Stage 2, pupils continue to make good progress. The content of their writing is lively and shows increasingly the use of a wide range of vocabulary and literary techniques to interest and motivate the reader. By the time pupils are in Year 6 their work is of a very high standard, with the highest attaining pupils producing writing of an exceptionally high standard. Pupils' skills in speaking and listening are good. Pupils listen well for sustained periods in lessons, although, when they are expected to listen for too long, some pupils lose concentration. Pupils are confident to express opinions and ideas and are keen to ask as well as answer questions. Occasionally, however, pupils do not speak loudly enough to enable other pupils to hear what they are saying.
4. Throughout the school, pupils attain well in mathematics. Many of the children in the Reception class can count reliably to 20 and sometimes beyond. They can recognise coins, which they use to buy items in the "Flower Shop", and are developing an understanding of mathematical vocabulary and concepts such as shorter and longer through activities such as those using play dough. By age seven, most pupils are confident in their use of numbers. They understand, for example, that multiplication is the same as repeated addition and are beginning to understand the concept of division and its relationship to multiplication. Higher attaining pupils quickly spot the patterns in the answers in multiplication tables. They quickly perform halving and doubling and confidently create their own number stories. By age eleven, most pupils understand the relationship between decimals and fractions and can convert from one to the other. They use their knowledge of division and long multiplication to solve two-step problems.

5. Discussions with pupils in Year 3 about their science work and evidence from children's books in other year groups show pupils attain well in science. Pupils have a good knowledge of scientific facts and vocabulary and a good approach to scientific investigation. There is some good work in art and design and technology. For example, in a lesson in Year 1, pupils attained well when designing and making a playground and their African Art work is of good quality. The Teddy bear t-shirts designed and made by pupils in Year 2 and their pictures of the Fire of London display provide other examples of the good standards achieved. At Key Stage 2 there is also some good work. This was seen, for example, in the Celtic designs, the Roman shields in Year 3, the watercolour landscapes in Year 6 and the pictures produced in Year 5 using a mixture of collage and printing.
6. In history pupils attain well and develop a good understanding of the periods studied. For example, in a lesson in Year 5, discussion with pupils revealed a good understanding of the Victorian period and the differences between life at that time and that of the present day. Pupils also develop good research skills and can extract information from a variety of sources; books, visits to places of interest and by looking at and exploring artefacts.
7. Pupils demonstrate very good knowledge and understanding in music. In a lesson in Key Stage 2 for example, pupils understood crotchets, quavers and triplets and they were able to translate rhythmic patterns into a score. Pupils throughout the school sing well and in harmony. This was noted on several occasions during assemblies throughout the inspection period.

### **The school is well led and managed**

8. The headteacher is well respected by staff, pupils and parents. He provides good leadership and a clear educational direction. A particular strength lies in the headteacher's ability to create and maintain a very supportive and positive climate for learning. Staff, pupils and parents are respected and valued highly. The school also has a very strong commitment to providing equality of opportunity and this is evident in practice in all aspects of school life. A further strength is the consultation processes through which the staff's, parents', governors' and pupils' views are sought when decisions are made about the school and how improvements might be made. The headteacher is well supported by the deputy headteacher who works closely with the headteacher in managing the school and also provides a model of very good practice in her teaching. The headteacher is also regularly involved in the teaching, thereby providing effective support and guidance for teachers. This is particularly important in the current context where a number of staff are new to the school and on temporary contracts.
9. Teachers with subject and management responsibilities carry these out conscientiously. Senior managers regularly monitor the quality of teaching and learning. The information from this could be analysed more critically to determine curriculum and staff development priorities.
10. Governors fulfil their statutory responsibilities well. They are very interested and involved in the school and bring a range of expertise to their role. They support and monitor the school's work effectively. The Governors' role in communicating and liaising with parents is effective and ensures that all parents then have an additional input into influencing the decisions made. Resources made available to the school, including specific grants, are used well to meet very clear educational priorities and to enhance the learning environment for the staff and pupils.

### **The provision for pupils with special educational needs is very good.**

11. The school's very effective procedures for assessing pupils' attainments and tracking their progress means that pupils with special needs are identified early. Prompt action is then taken to provide additional support for pupils and to discuss with their parents how they too can support their children. When appropriate, the school draws upon the advice, support and specific teaching input from specialist teachers and support staff employed by the Local Education Authority. This ensures that pupils receive appropriate and effective support. Pupils' progress towards the targets set for them in their individual education plans is reviewed very frequently to ensure that pupils are making appropriate progress and helps the staff when planning for the next steps in pupils' learning.

Support staff working with pupils, and especially those assigned to pupils with a Statement of Special Educational Need, are well trained and experienced to meet pupils' needs. The right amount of help is given, ensuring that pupils are supported but allowed to develop independence in learning. The work in special educational needs is well managed by the special needs coordinator and, currently in her absence, by the deputy headteacher. The money allocated to the school specifically for pupils with special educational needs is very effectively used and is also added to using general school funds.

12. The impact of the very good special needs provision is evident in several ways. Despite the fact that some pupils on the higher stages of the Code of Practice, including those with a Statement of Special Educational Needs, have complex difficulties, they achieve well in relation to the targets set for them and often attain standards that are at least in line with nationally expected levels. Further, more pupils on the special needs register are well integrated into all aspects of school life. They are accepted and valued and develop the confidence to try and do their best, in spite of any difficulties they may encounter. The way in which pupils with special educational needs achieve and contribute within the whole school demonstrates the inclusive nature of the school.

### **There are strengths in the teaching and some good, very good and excellent teaching**

13. There are strengths in all of the teaching. Teachers work hard. Classrooms are neat and well-organised and careful attention is given to displaying pupils' work and making the classrooms attractive and pleasant to work in. Lessons are well-prepared and teachers take the time to choose appropriate activities including organising visits to places of interest. Teachers have excellent relationships with their pupils; they value and respect them. They also give very good attention to monitoring pupils' progress and to ensuring that parents are kept fully informed in this respect. The use of homework is highly effective and is appropriate to pupils' class work. The level of homework increases gradually as pupils move up the school, ensuring that, by the time they transfer to secondary school, they are well prepared for the demands of the homework they will encounter there.
14. Teaching is good in just under 20 per cent of lessons and is very good and occasionally excellent in about 30 per cent. Where teaching is good, as seen for example in a history lesson in Key Stage 2 and in design and technology and geography lessons in Key Stage 1, introduction to lessons are good. Lessons have a clear purpose and good attention is given to the development of subject appropriate skills, for example designing and making skills and research skills. In two very good lessons in the Reception class, the planning and preparation ensured that children participated in a varied and very interesting range of activities that promoted their language and mathematical development. The pace was very brisk, reflecting the teachers' very high expectations of the children. Lessons included good opportunities for the children to learn from practical experiences, including structured play. When children were working on activities there was focused adult participation and intervention to ensure that children made very good progress towards the stated learning intentions.
15. Some very good and occasionally excellent teaching was also seen in lessons throughout the rest of the school, in music, science and English lessons, for example. What made this teaching especially effective was very often the teachers' very good subject knowledge. This enabled a very confident delivery, with a brisk pace and high expectations of pupil participation. In these lessons, very good support was often given to lower attaining pupils and those with special educational needs.

### **The provision for pupils' spiritual, moral, social and cultural development is excellent. This helps pupils to develop very good attitudes and behaviour and excellent relationships.**

16. The excellent provision for pupils' spiritual, moral, social and cultural development is central to the school's ethos which celebrates pupils' individuality, promotes the development of the whole child

and pervades all aspects of school life. The provision is also very successful in promoting pupils' learning and developing their very good attitudes and behaviour.

17. A strong feature of the school's ethos is its reflective nature. Pupils are continually encouraged to reflect on their own experiences and those of others and to celebrate and enjoy the beauty of the world and human achievements. Religious education and the school's religious character make a very good contribution to pupils' spiritual development. Pupils develop a very deep understanding of their faith. There are frequent opportunities to reflect and to pray; in class, in assemblies and religious services. Prayers said in class are made very meaningful. Pupils suggest who they would like to pray for, which also offers them the opportunity to share their concerns with others. Furthermore, pupils develop a good awareness, respect and understanding of the practices and traditions of other faith groups, for example, by visiting the local mosque and synagogue. Other subjects also make a good contribution to pupils' spiritual development; art and music, for example.
18. The provision for pupils' moral development is excellent, ensuring that all pupils understand the difference between right and wrong. All adults who work at the school provide very good role models for pupils. The school's code of conduct is made very explicit to pupils and is linked to the development of their self-esteem. 'Be proud of yourself and of your school' is the motto and this is promoted very effectively in all aspects of the school's work. As a result, the pupils behave very well and become increasingly mature and self confident. By the time pupils are in Year 6, pupils display exceptional maturity and independence in the choices that they make.
19. The excellent provision for pupils' social development is clearly evident in the way that boys and girls of different ages and abilities and from diverse social and ethnic backgrounds all relate very well to each other. This is a particular strength of this school. Pupils behave responsibly, are keen to help one another and are sensitive towards others' needs. School life is embedded in the wider church community, both locally and internationally, and this contributes to their social development. The Lentern Project undertaken by pupils in Year 6 is an excellent example. Individual pupils have been responsible for planning and managing a project to raise money for charities of their choice. Pupils in all other year groups also link themselves to a particular charity that they support in different ways throughout the year. Trinity Hospice, The Friends of St Georges and a charity to support the homeless are a few examples. All pupils are encouraged and expected to take responsibility, to make choices and to participate in decisions about the school. Visitors, including representatives from the public services such as the Police, The Fire Brigade and Prison Services, also contribute very positively to helping pupils gain wider understanding of their social responsibilities.
20. The curriculum offers very good opportunities for pupils to develop an appreciation of Western cultural traditions, through work in history, music and art for example. Pupils also enjoy many opportunities to benefit from visitors to the school, such as actors, artists, and dance and theatre groups. Pupils regularly go out of the school on visits to places of interest; museums, galleries and the theatre all contribute very effectively to their cultural development. Pupils' understanding of other, non-Western cultural traditions is also promoted well and positively embraced. The school has worked very hard to improve this aspect since its last inspection. The recent Arts Week, for example, celebrated artistic traditions from around the world and from different times. Pupils learned about and worked on their own interpretations of African Art, Celtic Pattern and Chinese Willow Pattern. Visitors also make a very good contribution to broadening pupils' understanding. For example, in the recent past, pupils have worked with an African dance group and learned about the Hindu celebration of Diwali.

### **Pupils are very well cared for and their attainment, progress and personal development are promoted well and carefully monitored**

21. Pupils at the school are very well cared for and the school provides a very safe and secure context for them to work in. Children can feel confident that if they have a problem of any kind, someone will support and help them. The headteacher and all of the staff know and understand the pupils very well and their personal development, health, safety and wellbeing is given a very high priority.

This is evident in the day-to-day life of the school and in the fact that regular reviews of pupils' academic progress, including the end of year reports, make reference to pupils' personal, social and emotional development. Pupils at the school also benefit from being at the heart of the church community so that their wellbeing is also supported through the parent and parish network.

22. The school has well-established systems to assess pupils' attainment and to monitor their progress. The progress of different groups of pupils, for example, boys and girls and pupils from different ethnic groups, is monitored to ensure that the school's strong commitment to providing equality of opportunity is realised. Information from assessments is used to determine where resources need to be targeted and to ensure that the school enables all of its pupils to make good progress.
23. Assessment is also used to identify clearly what it is that pupils need to learn next and to set personal targets for pupils. Pupils' targets in English and mathematics are regularly shared with pupils and their parents. This helps everyone involved in teaching and supporting the child to know how they can help and helps the pupils to be aware of their own learning and take responsibility for it.

### **Parents have excellent views of the school and there is a very strong partnership with parents.**

24. The parents' meeting prior to the inspection was well attended and inspectors also received a good number of returned parent questionnaires. Parents' response was overwhelmingly positive and their excellent views of this school are perhaps best evidenced in the fact that the school is continually oversubscribed. The very strong partnership between the school and parents means that everyone is working towards the same goals and this impacts very positively on pupils' attainment, progress and general wellbeing. What makes the relationship between parents and the school especially effective is that both parents and the staff have very high expectations of each other.
25. Termly conferences between parents and teachers are very well attended and these provide excellent opportunities to review pupils' progress and discuss any individual targets set for the future. Parents feel welcome to approach the school at any time should they have any questions or concerns because the school has an 'open door' policy. The staff and parents also meet very regularly, informally at both school and Parents' Association events and through parish events.
26. The headteacher plays a strong role in the school's communication with parents. He knows all children and parents very well and meets with them individually, initially before children start at the school and then when pupils are in Year 3. At this second formal meeting, the headteacher reviews with parents their children's progress to date and discusses with them their aspirations for their children in the future. Parents at the meeting prior to the inspection commented on how highly they value these meetings and also the headteacher's involvement in supporting them when they have to make choices about secondary transfer.
27. The quality of the information the school provides for parents is very good and statutory requirements on this are fully met. Parents regularly receive school newsletters outlining forthcoming events and information about what their children will be learning in school. The school also organises regular training sessions for parents, both about the curriculum and on topics of the parents' choice. For example, recently, at the request of parents, the school organised workshops run by an educational psychologist. The headteacher, staff and governors consult widely with parents and regularly seek their views on all school matters, for example, about the arrangements for homework and the review of school's mission statement. Parents support well their child's learning at home. Homework provides a very regular and effective link with parents and this is particularly evident in relation to pupils with special educational needs.

### **WHAT COULD BE IMPROVED**

## **The use of information and communication technology.**

28. The last inspection report highlighted insufficient use of information and communication technology (ICT). Although the school has made some progress in this area, there is still some work to be done to ensure that all of the requirements of the National Curriculum are met. Pupils in all classes regularly use word processing packages to help record their work. There are also some good examples of teachers using ICT to support pupils' learning in other subjects. For example, in Year 2 in geography, pupils used the computer to process data and in art they learned to use new tools to create abstract art in the style of Mondrian. Similarly in lessons in Year 6, pupils learned to use the INTERNET to research information about the Tropical Rainforests and they use Powerpoint to integrate the use of text and graphics when presenting a summary on their progress to date on The Lantern Project. However, the use of computers is not a regular feature of teaching in all classes and there is no evidence of work in the control aspect of ICT. Teachers are developing increasing confidence in the subject and current training is helping in this regard. The school must continue to focus on improving the quality of provision in ICT.

## **Some aspects of the teaching; strategies for mental calculations and the use of time in some lessons.**

29. Although teaching in the vast majority of lessons seen was at least satisfactory, there are nevertheless some improvements that can be made to strengthen teaching further. In some lessons, allocation of time to different parts of lessons should be improved to provide more time for pupils to work independently or in groups. Occasionally, there is a tendency for teachers to talk too much and expect the children to listen for too long, which results in pupils losing concentration. In these instances, teachers simply need to employ a brisker pace to ensure they get through the work but in shorter space of time.
30. In mathematics the teaching in the oral and mental starter element needs to be improved and this is an area identified by the school in its most recent development plan. More emphasis needs to be placed on enabling pupils to learn and explore different methods of mental calculations. Teachers need to do more to encourage pupils to explain the methods they choose and why they chose them. Resources, such as hundred squares, digit cards, number lines and number fans could be used more effectively to support this aspect. This relative weakness in one aspect of the teaching of mathematics is one possible reason why although pupils attain high standards in mathematics, they are not quite as high as those achieved by pupils in science and English and do not compare quite as favourably with those in similar schools.

## **The amount of time allocated to some subjects and the length of some lessons**

31. Currently the amount of time given to the teaching of English and mathematics is above that recommended. Individual daily lessons exceed the recommended times and pupils also have some additional lessons in reading and writing. Furthermore, because teachers make good use of opportunities to develop and practise the basic skills of reading, writing and number through work in other subjects, pupils are provided with additional opportunities to develop their skills in this way. By reducing the length of lessons and making some minor changes to the times of playtimes and assemblies, it would be possible to fit in lessons in more subjects each day. This would add further breadth to an already good curriculum and offer the opportunity for pupils to attain even higher standards in other subjects and especially in information and communication technology.

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

- (a) Improve the provision for information and communication technology by giving more time to the teaching of the subject and making better use of the computers to support work in subjects across the curriculum.

(Paragraphs 28, 31)

- (b) Make further improvements to the teaching by developing a more critical and analytical approach to the monitoring of teaching and learning and by providing further training in the teaching of strategies to perform mental calculations.

(Paragraphs 9, 29, 30)

- (c) Explore ways of reorganising the timetables to maximise the use of the potentially available teaching time to add further breadth to an already good curriculum.

(Paragraph 31)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	24	19	47	5	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)	224
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	26

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	4

### Attendance

Authorised absence	%
School data	4.1
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	16	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	16	15	16
	Total	31	29	31
Percentage of pupils at NC level 2 or above	School	94 (97)	88 (94)	94 (97)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	15	16	16
	Total	30	30	31
Percentage of pupils at NC level 2 or above	School	91 (91)	91 (88)	94 (97)
	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	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	11
	Girls	21	22	22
	Total	32	32	33
Percentage of pupils at NC level 4 or above	School	97 (90)	97 (90)	100 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	11
	Girls	21	22	22
	Total	32	32	33
Percentage of pupils at NC level 4 or above	School	94 (83)	94 (86)	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	6
Black – African heritage	6
Black – other	3
Indian	7
Pakistani	0
Bangladeshi	0
Chinese	1
White	161
Any other minority ethnic group	7

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR– Y6**

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	21.3
Average class size	28

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

Total number of education support staff	4
Total aggregate hours worked per week	68

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

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

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

### ***Financial information***

Financial year	1999/2000
	£
Total income	511,982
Total expenditure	533,139
Expenditure per pupil	2,349
Balance brought forward from previous year	81,900
Balance carried forward to next year	60,743

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	131

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	21	2	0	0
My child is making good progress in school.	81	18	1	0	0
Behaviour in the school is good.	79	19	1	1	0
My child gets the right amount of work to do at home.	66	27	5	2	0
The teaching is good.	86	13	0	1	0
I am kept well informed about how my child is getting on.	74	25	0	1	0
I would feel comfortable about approaching the school with questions or a problem.	83	16	0	1	0
The school expects my child to work hard and achieve his or her best.	90	9	0	1	0
The school works closely with parents.	79	20	0	0	0
The school is well led and managed.	90	9	0	1	0
The school is helping my child become mature and responsible.	82	16	2	0	0
The school provides an interesting range of activities outside lessons.	59	31	7	1	2