

INSPECTION REPORT

ST AIDAN'S CATHOLIC PRIMARY SCHOOL

Coulsdon

LEA area: Croydon

Unique reference number: 101801

Headteacher: Mrs C McCaffry

Reporting inspector: Dr Vivien Johnston
8402

Dates of inspection: 7th-8th November 2001

Inspection number: 195805

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Portnalls Road
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Surrey

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Appropriate authority: The governing body

Name of chair of governors: Fr Josef Doetsch

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	10
WHAT COULD BE IMPROVED	12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Aidan's Catholic School is a voluntary aided, infant and junior school. It has 212 pupils on roll, with similar numbers of boys and girls. Most come from the parishes of Coulsdon and Old Coulsdon. The pupils' socio-economic background is advantaged. No pupils need help with learning English. A few come from minority ethnic backgrounds. The proportion identified as having special educational needs is lower than in most schools; their needs relate mainly to learning difficulties, and are generally not severe. No pupil has a statement of educational need. The attainment of children on entry to the reception year is well above average.

The school has experienced a high turnover of staff in the last two years, and one class was taught by a temporary teacher for the term during which the inspection took place.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is satisfactory. Standards are well above average, and pupils' achievement is satisfactory. The leadership and management of the school are satisfactory, as is the quality of teaching. The school's costs per pupil are above average. Overall, the school provides satisfactory value for money.

What the school does well

- Standards in English, mathematics and science are well above the national average.
- The good teaching sets pupils demanding activities that interest and motivate them.
- Pupils enjoy school, are interested in learning and behave well.
- Staff are caring of the pupils, and provide good support for their personal development.

What could be improved

- The challenge provided to pupils by some of the teaching.
- Curriculum planning and assessment of pupils' learning, together with monitoring of their impact on pupils' achievement.
- The school's relationship with parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Its improvement since then is satisfactory overall, with some good developments recently. The quality of teaching is better than reported by the last inspection. Test results are broadly the same as in 1997, and standards in English, mathematics and science remain well above average. Curriculum planning has been improved, although more remains to be done. The assessment of pupils' learning and the school's relationship with parents remain weaknesses. The headteacher has carried out some good monitoring of the effectiveness of teaching, but other staff and governors are as yet insufficiently involved in checking how well the school is doing. The senior management team has been re-structured, giving a fresh impetus to several areas of the school's work – including the provision for pupils with special educational needs. The new computer suite has significantly improved the facilities for teaching information and communication technology (ICT). The staff now share the headteacher's commitment to further change, and the school's capacity for further improvement is satisfactory.

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
	1999	2000	2001	2001
English	A	A*	A	C
mathematics	A	B	A	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*

Almost all the children attain the early learning goals well before the end of the Reception year, and start on work based on the National Curriculum. This represents attainment that is well above average. The children's achievement is satisfactory, when account is taken of the children's attainment being well above what is expected nationally at the start of the Reception year.

The results of the national tests at the end of Year 2 were well above average in 2001, in reading, writing and mathematics. In all three, the results are lower than the 1996 figures reported by the last inspection. However, the results in mathematics have risen for the last three years, faster than the national trend of improvement. Compared to similar schools, on the basis of the proportion of pupils known to be eligible for free school meals, the 2001 results were average in reading and writing, and above average in mathematics.

The school met its targets for Year 6 test results in 2001. These results were similar to those reported by the last inspection. The overall trend is in line with the national trend of improvement. However, comparing the results for 2001 with those attained nationally by schools with similar Year 2 test results for 1997, the English results were well below average, the mathematics results were below average, and the science results were average. In 2000, the results for English and science were in the top five per cent nationally.

At the end of Years 2 and 6, the evidence of pupils' work and the lessons observed showed that their attainment is also well above average in English and mathematics. In science, it is well above average at the end of Year 6. The older pupils have completed a lot of written work in all three subjects. Pupils are articulate and have wide vocabularies. They are enthusiastic readers and write confidently, although some pupils are weaker in handwriting and spelling. In mathematics, pupils are particularly good at number work and algebra, and their factual knowledge is very strong in science. Pupils are weaker in investigations because of lack of experience of this approach to mathematics and science. Overall, pupils' achievement is satisfactory in the infants and juniors, though some average- and higher-attaining pupils need more challenge to do even better.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils of all ages are interested in learning, and keen to be involved in school activities.
Behaviour, in and out of classrooms	Good. Pupils are co-operative, and follow the school rules. The introduction of playground equipment has improved behaviour at lunchtime, and pupils play well together. Bullying happens infrequently, and pupils feel that it is dealt with well. One pupil was temporarily excluded from school last year, for misbehaviour.
Personal development and relationships	Good personal development. Pupils are confident, and have a good understanding of right and wrong. The oldest pupils carry out their responsibilities very well, but younger pupils are given too few opportunities for taking responsibility. Relationships are very good –

	pupils are friendly and polite, to each other and to adults.
Attendance	Good. Attendance has improved since the last inspection. There is now no unauthorised absence.

TEACHING AND LEARNING

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

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.

All the teaching observed during the inspection was satisfactory or better. In almost three-quarters of the fourteen lessons seen, teaching was good. However, the evidence of the pupils' written work contributed to the judgement that teaching and learning are satisfactory overall, including in English and mathematics. Strengths in teaching include the high expectations of pupils' behaviour, effort and concentration, and of the quantity of work they will do. Class activities are generally managed well, and teachers have good relationships with pupils. When teaching was good, the work was challenging to all in the class, with a good variety of interesting activities that encouraged the pupils to work hard. Although the skills of literacy, numeracy and ICT are taught successfully in English, mathematics and ICT lessons, teachers miss opportunities to apply and extend these skills through the work in other subjects.

Pupils enjoy learning, and they generally work productively and confidently. Their knowledge of how well they are doing is limited by the lack of informative marking, although teachers give praise and oral feedback in lessons. Pupils respond enthusiastically to independent and investigative work when they have opportunities for it. Teachers generally are most successful in meeting the needs of the lower-attaining and special educational needs pupils. Sometimes, teachers do not expect enough of the other pupils and so the work is too easy for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Planning for the children in the Foundation Stage enables them to move on to National Curriculum work as soon as they are ready for it. In the infants and juniors, the time given to the various National Curriculum subjects is not balanced well enough, and the planning makes too little provision for the skills of literacy, numeracy and ICT to be promoted. Specialist teaching of music, and a range of visits enhance the curriculum.
Provision for pupils with special educational needs	Satisfactory. Classroom assistants and teachers work together to ensure that the pupils do as well as the others in their classes. The Reading Recovery programme is successful in enabling weaker readers to catch up.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are given clear guidance on moral principles and how to behave with consideration for others, and staff provide a good role model. The oldest pupils have good opportunities to take responsibility, for example as reading partners with children in the Reception class.
How well the school cares for its pupils	Teachers know pupils well, and the systems for ensuring that they are well looked after are good. The arrangements for assessing pupils' learning, and using the information from this to help them do better, are

	unsatisfactory.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher has a good understanding of what needs to be done. A strong senior management team has recently been created and is beginning to have a good impact on the work of the school. In several areas, subject leaders are also beginning to make changes that are having a positive impact on pupils' learning.
How well the governors fulfil their responsibilities	Governors are very supportive. They have a clear understanding of the key areas in which improvements are needed, and are committed to helping the school with this. The governing body is insufficiently involved in monitoring the quality of education the school provides. Statutory requirements are met, and overall the governing body fulfils its responsibilities satisfactorily.
The school's evaluation of its performance	Satisfactory. The school development plan identifies many of the areas to be improved, but lacks criteria against which to evaluate how well the planned changes are implemented. Some good monitoring has taken place, but is insufficiently systematic and does not involve all staff with management responsibilities.
The strategic use of resources	Satisfactory use of resources. Staff are suitably deployed, and good use is made of the accommodation. The application of the principles of best value is satisfactory – the school budget is managed carefully; parents' views have been sought on how well the school is doing; staff compare the school's performance with that of other schools locally; and appropriate targets have been set.

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 children like school. • Behaviour is good. • The school has high expectations of their children. • The teaching is good, particularly for children in the Reception year. • The school helps their children become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework that is given. • The information about how well their children are getting on. • The approachability of the school when they have questions or a problem, and the closeness with which the school works with them. • The leadership and management of the school. • The range of activities outside lessons.

The inspection team agreed with almost all the positive views expressed by parents, though the teaching of children in the Reception year was found to be satisfactory overall. The expectations of pupils are higher in relation to their attitudes and behaviour than their academic attainment. The team found that pupils are given sufficient homework, although the amount varies from class to class. The leadership and management of the school were found to be satisfactory. The team agreed with parents that reports are not informative enough, and that the approachability of the school and the closeness with which it works with parents could be improved. The available evidence suggested that the school provides a reasonable range of activities outside lessons, especially sports.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above the national average

1. The school's assessment of children's attainment at the start of the Reception year shows that most are attaining at a level well above that found nationally. For example, they know the names of colours and parts of their bodies, many count confidently to ten and beyond, and most have begun to write. Their personal and social development is good, and they are confident learners. This represents attainment that is well above average overall. By the end of the Reception year, standards are also well above average. For example, many read simple texts fluently, write confidently and legibly, and add and subtract numbers to twenty. They are helped in this by the good support from their parents, as well as curriculum planning that enables them to make steady progress onto work based on the National Curriculum. For many children, this happens at the start of the spring term.
2. Pupils in the infants and juniors have built steadily on this foundation. In English, standards at the end of Years 2 and 6 are well above average in speaking and listening, reading and writing. Pupils of all ages are confident and articulate orally. They listen well to others, and their responses are thoughtful and relevant. Pupils read widely at school and at home, which provides a good basis for the work they do in school. For example, pupils in Year 6 showed a good understanding of the story of the Shakespeare play they have been studying, in preparation for a theatre visit. They recognised significant differences between extracts from the original text, a simplified story version, and the video recording, and were keen to find out what happened next.
3. The major strength in mathematics is in number and algebra. By the end of the infants, pupils add and subtract numbers up to a hundred confidently. Pupils have a good knowledge of the vocabulary associated with addition and subtraction. They understand the value of each digit in each column up to a hundred, and use this knowledge to solve number problems correctly.
4. Pupils' understanding of number and algebra also develops well in the juniors. Year 3 pupils count forwards and backwards in twos confidently, from both even and odd numbers. Pupils know the difference between odd and even numbers, and explain their answers well. They were seen learning how to multiply and divide numbers by ten and a hundred. This activity was challenging as it is not normally covered until Year 5. Work seen in their books showed that Year 4 pupils have learned how to round numbers up and down and to estimate answers. They order numbers up to a thousand, and solve money problems correctly. Year 5 pupils are beginning to see how ratio links with fractions. By the end of Year 6, most pupils know how to explore number patterns, solve simple algebraic equations successfully and calculate correctly to two decimal places.
5. In science, pupils cover a good quantity of work, and their knowledge and understanding of the topics covered is above average by the end of Year 2. For example, pupils look carefully at what they see in the world around them and make sensible suggestions as to why certain events take place. They know what to eat for a healthy diet, and they name commonly-found materials and list their properties correctly.
6. Pupils' scientific knowledge is built on systematically in the juniors. The strength in pupils' knowledge has led to the results of the national tests at the end of Year 6 being well above average. Standards at the end of Year 6 are also well above average, although pupils have done too little investigative work. Evidence of good research skills being developed in science was seen in a topic carried out by Year 5 on 'The Earth and Planets'. Pupils produced their own files, and the work was attractively presented.

The good teaching sets pupils demanding activities that interest and motivate them.

7. The evidence of teachers' planning and records, displays in classrooms and other work completed by pupils, together with the fourteen lessons observed, showed that teaching is satisfactory overall, with some that is good. During the inspection, good teaching was observed in several classes, including Years 2 and 6 and the Reception class – as parents said.
8. The best teaching was lively and stimulating, and involved pupils in thinking for themselves. For example, in a physical education session, the Reception children were encouraged to suggest movements that they could combine as they travelled round the hall. The teacher used the opportunity to teach new vocabulary, such as 'swaying', and gave plenty of praise. This contributed to the children's high levels of motivation and effort.
9. In several lessons, teaching and learning were good because the teacher had planned clear, specific, challenging objectives for pupils' learning. These objectives were shared with the class, and the work built systematically towards attaining them. This meant that the pupils understood the purpose of the various activities, which helped them to do well. The pace of pupils' work was fast. For example, all in the class were involved when individual whiteboards were used in mental mathematics activities. Teachers' questioning tested pupils' understanding as well as their knowledge, and in several lessons the teacher adapted the work when the pupils' answers showed that they had not grasped the point. In most lessons, the key vocabulary was taught well, and sometimes displayed on the board to help pupils remember it. When the teaching was good, the pupils worked hard and concentrated well. Most were keen to answer the teacher's questions. Occasionally, pupils were stimulated to go beyond what the teacher had prepared, as when Year 6 pupils asked about names and places in 'Twelfth Night'.
10. Other strengths in teaching include the consistent expectation that pupils will try hard and behave sensibly. The learning activities are generally managed well, resources are at hand, and little time is wasted. Teachers are good role models for pupils, both in their use of language and in their interactions with them, and so relationships are very good. This contributes to the pupils' confidence and their positive attitudes towards learning.

Pupils enjoy school, are interested in learning and behave well

11. The children in the Reception class thoroughly enjoy learning. They are very good at listening and remembering what to do, and their behaviour is very good at all times of the day. They interact well with adults and older pupils, and behave responsibly.
12. In most lessons, pupils in the infants and juniors also show good interest in their work, and they concentrate well. They listen carefully in class discussions, and follow instructions willingly. In individual and group activities, they generally settle quickly to the tasks set, and work hard. They are keen to complete their work, and from the earliest years are sensible in clearing up at the end of lessons. The pupils who have extra help for learning difficulties and those who attend Reading Recovery sessions are appreciative of the help they receive, and make good gains in their confidence and independence in reading and writing activities.
13. Around the school and in the playground, pupils' behaviour is good. Boys and girls play well together, and the few who come from ethnic minority backgrounds are integrated well. Pupils of all ages are friendly, and courteous and confident in their interactions with adults. These relationships contribute to a climate in which pupils enjoy learning and want to do well, and are keen to take part in all aspects of school life. Although some parents reported that there had been incidents of bullying which had not been followed up effectively by the staff, the pupils who were interviewed said that bullying happens infrequently. They felt confident that any such occurrences would be dealt with promptly and effectively.

14. Pupils respond positively to opportunities to show initiative and responsibility, though these are mainly offered to the oldest pupils. Many belong to extra-curricular clubs such as football, netball and choir. Paired reading sessions in which each Reception child is partnered with a Year 6 pupil are looked forward to by both. Very good relationships between the partners were observed, both during the reading activities and when they met at other times of the day, particularly in the playground and when Year 6 pupils did their lunchtime duties.

Staff are caring of the pupils, and provide good support for their personal development

15. The school provides good care and support for its pupils. Teachers know the pupils in their classes well, and show a caring concern for their welfare. There are good systems for ensuring that pupils are well looked after, including the arrangements for first aid and for health and safety.
16. Staff provide sought-after rewards for good work and behaviour, including certificates and awards given at the school assembly on Fridays. The school rules are displayed prominently, and staff apply them consistently. As a result, the pupils know what is expected of them and are clear about the consequences of not following the rules. Personal, social and health education lessons provide good opportunities for the older pupils to explore issues that promote their personal development, and the younger pupils have 'circle time' in which issues that concern them can be explored. Pupils are given many opportunities to work together in lessons and extra-curricular activities, and are taken on a variety of visits including to the theatre. All these promote pupils' confidence, and their moral and social development.

WHAT COULD BE IMPROVED

The challenge provided to pupils by some of the teaching

17. The school has improved the overall quality of teaching, but some weaknesses that were identified by the previous inspection remain. In several classes, the work in English, mathematics and science is not adapted well enough to meet the needs of all in the class, and the average-attaining and high-attaining pupils find it too easy. For example, the scrutiny of pupils' work showed that several teachers have made too much use of worksheets and tasks that involve copying and completing sentences. These give pupils too few opportunities to think for themselves. In English, the younger pupils have completed many exercises but have not been given enough chances to apply the skills practised in their own writing. This slows the rate of pupils' learning.
18. Pupils are not given sufficient opportunities for investigative approaches, such as in mathematics to explore how numbers work and to explain the strategies they use when solving problems. A start has been made in Year 6 to overcome this weakness. In an example of good practice observed during the inspection, the pupils were asked to explain how they had worked out the perimeter of a shape. The teacher linked this to algebra, and the pupils gave various formulae for working out the answer, for example: $l + l + w + w$ and $(l + w) \times 2$ and $2l + 2w$. The approach led to pupils making good gains in their understanding.
19. All the work seen during the inspection was marked, and some had encouraging comments. However, marking is unsatisfactory overall. Most teachers have not identified what pupils have done well, nor commented on what they need to do to improve in future. Some work was marked with ticks that showed the teacher had looked at it, but mistakes had not been corrected. This has contributed to some pupils not achieving as well as they might. For example, the quality of ideas expressed by some pupils in the juniors is better than their spelling, partly because mistakes have not been pointed out. Many pupils learn to present their work very neatly and well, in good legible handwriting, but other pupils' untidy

presentation and uneven handwriting have not been commented on when their work has been marked.

Curriculum planning and assessment of pupils' learning, together with monitoring of their impact on pupils' achievement

20. Although the school has made some improvements to the curriculum since the last inspection, more remains to be done. A curriculum map has been devised, identifying the content or topics to be covered in each half term, some planning has been developed for the various subjects, and the national literacy and numeracy strategies have been introduced successfully. The planning still does not show clearly enough what pupils of different levels of attainment are expected to learn, and has not been linked to the assessment of their learning.
21. The time allocated to the various subjects is not as well balanced as it should be. English activities are given a very high priority, and take up a third of the teaching time – which is more than in most schools. Mathematics and science have less time than in most schools. In some classes in the juniors, numeracy lessons are timetabled for only forty-five minutes. This limits the amount of work that it is possible for the teacher to cover, and contributes to the comparative lack of focus on investigative approaches to mathematics and science.
22. The curriculum planning does not identify how literacy and numeracy are to be developed across the curriculum, nor how computers may enhance pupils' learning other than in ICT lessons. However, a few links between subjects are made. For example, in science pupils in Year 2 have read a passage on teeth and carried out a comprehension activity, and pupils in Year 4 have used their mathematical knowledge to construct bar charts to show the length of bones.
23. Teachers check pupils' written work regularly and carry out informal observations of their learning. However, in general they pay too little attention to evaluating the quality of pupils' work and recording the findings. The staff have only recently begun to keep the kind of assessment information needed to check pupils' progress, to set them targets, and to track their learning from year to year. Teachers have not checked that their judgements of how well pupils have done are consistent and accurate in relation to National Curriculum levels, nor developed guidance on what is expected in the curriculum planning, such as portfolios of pupils' work to exemplify the work expected.
24. Some monitoring of the quality of teaching and learning has been introduced, and more is planned. The headteacher has carried out some good monitoring, but most subject co-ordinators have not been sufficiently involved in this. Consequently, they have not been well-enough informed about how effectively their plans and policies are implemented across the school, and have not been able to identify which aspects of pupils' learning need improvement. However, the recent staff changes and revision of their responsibilities have provided a good basis for introducing more systematic monitoring arrangements, and the staff are now committed to this process.

The school's relationship with parents

25. Many parents are satisfied with the school and all it provides. However, the responses to the parent's questionnaire and at the pre-inspection meeting showed that a significant number have concerns about various aspects of the school. Over a third of those who completed a questionnaire indicated that they do not feel well informed about their children's progress. Almost half said that they do not feel that the school works closely enough with them. About a quarter do not feel that the school is approachable, and a similar proportion expressed concerns about how well the school is led and managed. Parents also feel that the school does not do enough to inform them about the work that

their children are covering, and a widespread view at the parents' meeting was that the tone of communication in letters is not appropriate.

26. To a large extent, the inspection findings support parents' concerns about the school's relationship with them. It was found to be unsatisfactory, for several reasons. Letters sent home to parents tend to adopt a rather authoritative tone, instructing parents rather than informing them. While some curricular information is provided, much is not in a form that is readily accessible to parents – such as pages photocopied from the national literacy and numeracy strategies. Some good, clear information is provided to parents of children in the Reception class, however. Evening meetings showing parents how a subject is taught have not been held recently. Pupils' annual reports are completed from computer-generated statements. These tend to describe what has been covered, and are not evaluative of individuals' learning. Identical statements are produced in some cases. The headteacher generally responds promptly to individual parents' concerns, and good relationships between a few of the class teachers and parents were observed. However, overall there is not a strong feeling that parents are welcome in the school.
27. Despite these weaknesses in the school's links with parents, they are keen to support their children's learning. For example, most read with their children regularly, and encourage them to do their homework. This helps them to maintain a good standard of work in English and mathematics. The School Association is very supportive, and has recently raised a large sum to provide the school with a sports wall.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. To raise standards and pupils' achievement, the governors, headteacher and staff should:
- (1) improve the challenge provided to pupils by some of the teaching [*paragraph 17*], by:
 - ensuring that the work is adapted to the range of needs of the pupils in the class [*paragraph 17*];
 - giving pupils more opportunities for thinking for themselves, writing independently and carrying out investigative work [*paragraphs 17, 18*];
 - making marking more informative and helpful to pupils [*paragraph 19*].
 - (2) improve curriculum planning, the assessment of pupils' learning and the monitoring of their impact on pupils' achievement [*paragraph 20*] by:
 - improving the amount of time allocated to the various subjects [*paragraph 21*];
 - planning for links between subjects, including for the promotion of literacy, numeracy and the use of ICT across the curriculum [*paragraph 22*];
 - assessing pupils' learning systematically, keeping records and using this information for target-setting, tracking their progress and checking that they are doing as well as they should [*paragraph 23*];
 - monitoring how well the curriculum is taught and pupils' learning is assessed, and using the information to improve both [*paragraph 24*].
 - (3) develop the school's relationship with parents [*paragraph 25*], by:
 - providing more easily-understood information on what their children are learning [*paragraph 26*];
 - making pupils' annual reports more individualised, with clearer information on what they have learned in the various subjects and the standard attained, and what to work on next [*paragraph 26*];
 - making letters to and other communications with parents more welcoming, including giving parents more opportunities to liaise with staff [*paragraph 26*].

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	10	4	0	0	0
Percentage	0	0	71	29	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 seven percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	212
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	14

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.4
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	16	16	17
	Total	30	30	32
Percentage of pupils at NC level 2 or above	School	94 (94)	93 (91)	100 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	16	17	17
	Total	30	32	32
Percentage of pupils at NC level 2 or above	School	94 (97)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	12	21	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	19	16	21
	Total	30	27	33
Percentage of pupils at NC level 4 or above	School	91 (100)	82 (90)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	12
	Girls	18	18	20
	Total	26	29	32
Percentage of pupils at NC level 4 or above	School	78 (97)	87 (93)	96 (100)
	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	0
Black – African heritage	4
Black – other	2
Indian	5
Pakistani	0
Bangladeshi	0
Chinese	0
White	178
Any other minority ethnic group	0

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
Number of pupils per qualified teacher	23
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	74

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	1	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	2000-2001
	£
Total income	508,270
Total expenditure	498,856
Expenditure per pupil	2,218
Balance brought forward from previous year	72,252
Balance carried forward to next year	81,666

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	212
Number of questionnaires returned	115

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	26	10	1	1
My child is making good progress in school.	44	35	11	2	8
Behaviour in the school is good.	36	51	3	0	10
My child gets the right amount of work to do at home.	33	43	17	5	2
The teaching is good.	43	40	8	1	8
I am kept well informed about how my child is getting on.	26	33	30	9	2
I would feel comfortable about approaching the school with questions or a problem.	41	34	10	14	1
The school expects my child to work hard and achieve his or her best.	47	48	2	0	3
The school works closely with parents.	23	26	33	14	4
The school is well led and managed.	40	30	13	12	5
The school is helping my child become mature and responsible.	42	42	5	1	10
The school provides an interesting range of activities outside lessons.	25	24	27	10	14