

# INSPECTION REPORT

## **ST JOHN'S CATHOLIC PRIMARY SCHOOL**

Gravesend

LEA area: Kent

Unique reference number: 118755

Headteacher: Sister Elizabeth O'Hara

Reporting inspector: Mrs M S Summers  
25455

Dates of inspection: 18<sup>th</sup>-20<sup>th</sup> March 2002

Inspection number: 196853

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Rochester Road Gravesend Kent
Postcode:	DA12 2SY
Telephone number:	01474 534546/361609
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Appropriate authority:	The governing body, St John's Catholic Primary School
Name of chair of governors:	Fr J Smith
Date of previous inspection:	15 July 1997

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

### **INFORMATION ABOUT THE SCHOOL**

St John's is a very large school catering for 719 pupils between three and 11 years of age including 90 who attend the Nursery part-time. Pupils are admitted to the Nursery at the age of three. There are roughly the same numbers of boys and girls overall. About twenty-eight per cent of pupils are identified with special educational needs, mainly dyslexia. This is more than in most schools, although the number of pupils having a statement of special educational needs is below average. Most pupils are of white United Kingdom origin although seven per cent come from Indian backgrounds and there are a few other pupils representing a range of different ethnic minorities. Eight per cent of pupils speak English as an additional language, although most of these are fluent. Around eleven per cent are entitled to free school meals which is below average. The school is very popular and is regularly oversubscribed. Few pupils start or leave the school other than at the normal times of admission or transfer. Although children start in the Nursery with a wide range of attainment, the overall level is below average for their age.

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

This is an excellent school. Outstanding leadership and management result in a firm and successful commitment to continuous improvement. The very high quality of teaching and learning enables pupils to reach standards which are well above average by the time they leave the school. The school provides very good value for money.

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

- The leadership provided by the headteacher, deputy, senior staff and governors is extremely effective in driving the school forward. Excellent management systems ensure that the curriculum is developed systematically and that teachers are continually encouraged to improve their own practice.
- The school's strong Catholic principles underpin all its work and result in a very close-knit community where everyone is valued and respected. Pupils develop very firm moral and social values and a strong sense of spirituality which influence their work and the relationships they form in the school.
- Very high quality teaching ensures that pupils learn effectively in lessons and make very good progress throughout the school.
- The pupils reach very high standards in the national tests taken in Years 2 and 6.

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

- There are no areas for improvement for this school.

*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 excellent improvement since its last inspection in July 1997. The school has planned systematically for improvement and has addressed some the weaknesses in teaching identified at the last inspection. The quality of teaching is now very good rather than good and has had a great impact on the standards which pupils reach in their work. The results of national tests show great improvement; they are now well above average in the basic subjects of English, mathematics and science. Standards in information and communication technology have also improved and are now above average by the time pupils leave the school. This was identified as a key area for improvement at the last inspection and the school has planned well for its development. Careful budgeting procedures have meant that funds have been available to build and equip a new computer suite as well as providing better quality computers in classrooms. Staff have been trained well in information and communication technology and this enables them to provide high quality teaching for the pupils. The school has an excellent capacity to improve still further.

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

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

In 2001, standards were well above average in mathematics and above average in science. Standards in English were in the top five per cent of schools in the country. Since 1998, the school's results have improved at the same rate as the national trend. Last year, the school exceeded the very challenging targets that it had set in English and almost met those it had set in mathematics. The targets set for Year 6 pupils to achieve this year are suitably challenging and are on course to be achieved. The great strength in the school's performance is in the way it enables pupils of all abilities to reach the highest standards of which they are capable. For example, last year, almost all the pupils reached nationally expected levels in their English work and more than half achieved higher levels. This represents very good achievement for pupils of all abilities, including more able pupils, those identified with special educational needs and those for whom English is an additional language. Boys and girls reach similarly high levels as do pupils from different ethnic minority groups. Standards in information and control technology are above average by Year 6. Singing is also of a very high standard; pupils sing tunefully and with great sensitivity during assemblies and singing lessons. The school choir is of an exceptionally high standard and has won the local music festival five years running.

Year 2 pupils also reached very high standards in the national tests last year. In reading, writing and mathematics, they were well above average. Virtually all the pupils reached nationally expected levels in mathematics. Here also, the numbers of pupils reaching high levels in the tests were well above average.

Children in the Nursery and Reception classes make rapid progress because of the excellent range of activities planned for them and the very good teaching they receive. Although many pupils begin school with limited language and communication skills and weak personal and social skills, most of them start in Year 1 at average levels in all aspects of their development. These children receive a very good start to their education in this part of the school and the standards they reach provide a solid foundation on which to build in the future.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils show real enthusiasm for their learning. They are extremely proud of their school and of their individual achievements.
Behaviour, in and out of classrooms	Excellent. This contributes greatly to the progress they make in lessons as all pupils can concentrate on their work without any distractions.
Personal development and relationships	Excellent. Pupils and staff get on very well together and this creates a very happy environment. They use their initiative well in lessons and around school.
Attendance	Above average. Pupils attend regularly and arrive punctually each morning.

Pupils respond very positively to the school's high expectations of them and this has a significant impact on their achievement.

## TEACHING AND LEARNING

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

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

The quality of teaching and learning is very good and enables pupils to make good progress and reach high standards. Literacy and numeracy are taught very well. All groups of pupils are catered for effectively, with their needs being assessed accurately and work provided at appropriate levels to help them to improve. Teachers show great commitment to their work and have extremely high expectations of the pupils who respond very well, always trying their best in lessons and working hard. They take a great pride in presenting their work well and teachers provide very perceptive comments in their marking which also help the pupils to improve. Lessons are planned carefully and move at a brisk pace so that pupils never become bored. Pupils are stimulated and challenged by the well-organised and interesting activities which teachers prepare for them. Teachers use a wide range of methods and resources to help them teach their lessons effectively and to make learning more interesting for their pupils. The good quality computers in classrooms are used well to help pupils practise the skills they have learned in information and control technology lessons and to show the relevance of technology in their wider education. There are few weaknesses in teaching, but very occasionally, teachers' lack of knowledge of the National Literacy Strategy hinders their presentation and consequently pupils' learning. Teachers have excellent relationships with their pupils and these create a very positive learning environment where the pupils thrive.

The strongest features of pupils' learning include their knowledge of their own learning, the rate at which they work and the amount of work which they produce. As a result, they make rapid progress in a very short time.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school offers a rich variety of learning experiences which capture pupils' enthusiasm. Although a high proportion of time is spent on literacy, numeracy and religious education, all the requirements of other National Curriculum subjects are covered appropriately. Recently, French has been introduced as a weekly lesson on the timetable. The curriculum for the youngest children is well organised and relevant to their needs. Personal, social and health education is planned effectively and teaches pupils how to live healthily, express their feelings and value others' opinions.
Provision for pupils with special educational needs	Very good. These pupils receive high quality support from their teachers and learning support assistants. Teachers know the needs of their pupils well and ensure they are catered for appropriately in lessons.
Provision for pupils with English as an additional language	Very good. Most pupils speak English fluently but teachers are always aware of their needs in lessons and ensure that specific vocabulary is explained carefully.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Pupils receive a wide range of well-planned spiritual experiences in lessons and acts of worship. Moral and social development is catered for extremely well and all adults provide excellent role models in their relationships with pupils and one another. Pupils learn about the cultural diversity of British society through work in subjects like art and geography.
How well the school cares for its pupils	Very good. Staff know the children extremely well and provide the necessary support to individuals. There are very clear procedures for child protection and health and safety. Assessment procedures for tracking pupils' progress are excellent and are used very carefully to guide teachers in their planning.

The curriculum provides very good opportunities for pupils to develop academically and personally. It meets all statutory requirements.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Excellent. The headteacher, deputy, senior staff and governors provide the school with very good leadership and a clear direction for its continuing development. Management systems are very effective and ensure that there are clear lines of communication between all staff. All adults know their roles and responsibilities clearly and perform these to a high standard. They work very effectively as a team.
How well the governors fulfil their responsibilities	Excellent. Governors are well-informed, hard-working and know the strengths and weaknesses of their school clearly. They take an active role in planning for development and monitor the school's work closely. They use their individual skills well and the committees work efficiently to make a valuable contribution to school management.
The school's evaluation of its performance	Excellent. Analysis of assessment data is very detailed and the information gained is used successfully to ensure that all pupils reach their full potential. There is rigorous monitoring of teaching and of the standards reached by pupils in different subjects. This is a very self-critical school where staff continually examine their own practice to ensure pupils get the best possible education.
The strategic use of resources	Excellent. Financial planning is linked clearly to priorities determined by senior staff and governors and spending is monitored regularly. Careful budgeting has enabled the school to make a number of improvements to the premises recently, including a new walkway to link different parts of the school, a library and a computer suite. The school has saved enough funds to enable major improvements to be undertaken on the exterior of the building. These are due to take place shortly. Governors review how well the funds have been spent and the impact on the provision for the pupils and on standards.

Excellent leadership and management are the key features behind this successful school. They ensure a shared commitment to improvement and an ethos of high achievement and success. The school ensures that it obtains best value for money in the way it takes the views of parents and pupils into account and in the way it compares itself with other schools when planning for the future.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The teaching is good and helps their children make effective progress.</li> <li>• The school has high expectations of their children and helps them become mature and responsible.</li> <li>• The behaviour is good.</li> <li>• The school is well led and managed.</li> <li>• The support given to pupils who have problems.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities on offer to pupils outside lessons.</li> <li>• The opportunities for pupils to spend more time on subjects other than literacy and numeracy.</li> <li>• The consistency of homework provision.</li> <li>• Levels of communication about school events.</li> </ul>

The findings of the inspection confirm the positive views of parents. The school provides appropriate amounts of homework and teachers apply the homework policy with reasonable consistency. The range and number of extracurricular activities are satisfactory. Curricular plans ensure that all National Curriculum subjects are



covered in sufficient depth and that pupils reach at least average standards. Information provided to parents is satisfactory.

## **PART B: COMMENTARY**

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

**The leadership provided by the headteacher, deputy, senior staff and governors is extremely effective in driving the school forward. Excellent management systems ensure that the curriculum is developed systematically and that teachers are continually encouraged to improve their own practice.**

1. At the last inspection, the leadership and management of the school were judged to be excellent and this continues to be the case. At the heart of the school's vision is the overriding principle of continuous personal development. Adults and children alike strive to reach the highest standards of which they are capable, both in their academic and personal skills. This vision is shared by all members of the school community. Governors and staff continually review their own practice in order to improve and the progress of the pupils in their care is tracked systematically to make sure they are learning effectively. Areas for improvement are carefully planned for, costed and monitored effectively and governors check carefully to evaluate the success of their spending.
2. The headteacher provides very clear direction for the work of the school. She co-ordinates her team effectively, taking a close personal interest in individual members of staff and pupils. In knowing everyone well, she is able to identify strengths and weaknesses effectively and provide close personal support. Staff, pupils and their parents know that she is always available to offer comfort or advice. She is held in high regard by all members of the school community. The excellent management systems in place ensure that the work of the school is organised and monitored very effectively. The deputy headteacher, senior staff and those who hold particular responsibilities carry out their duties extremely successfully. This is because they know exactly what is expected of them and that they will be supported in their work. The school has recently gained an Investors in People award which recognises its work in supporting and developing all members of staff.
3. Rigorous monitoring of teaching ensures that weaknesses are quickly identified and the necessary training and support given. The headteacher and senior staff have a regular programme of observations and teachers receive verbal and written feedback about their performance. The only weakness in the system is that they do not monitor the work of temporary staff well enough to ensure that they too provide high quality teaching. Learning support assistants also have regular observations and feedback about their work. Their views are respected and their ideas acted upon. They are effective members of the team. Recently, for example, the assistants requested that they be given some training in using information and communication technology. This was carried out by one of the senior teachers and since then, some of the assistants have gained further training and qualifications by attending night school. This shows their high levels of commitment to the school.
4. Governors make an excellent contribution towards shaping the direction of the school. Their well-organised and efficient committee structure enables them to carry out their responsibilities very well. They meet regularly, analyse national test results and receive regular reports from the headteacher and subject leaders. This means they know exactly what is happening in school and they are able to contribute effectively towards planning for future developments.
5. The school is active in its recruitment of new teachers. There are effective links with a number of universities which are involved in initial teacher training. The chair of governors plays a major role in visiting these and recruiting very good newly qualified staff to the school. The school supports and nurtures these young teachers so successfully that many go on to assume promoted positions in other schools. Whilst at St John's however, they show real commitment to the school and a drive to improve as much as possible so that they do the best that they can for their pupils.

6. Funds are used very effectively to provide the best possible education for the pupils. Governors determine how resources will be spent by linking them to the school improvement plan. Careful management of funds has enabled many improvements to be made since the last inspection. These include improvements to the building and playgrounds, as well as the provision of extra resources to support teaching and learning. Pupils appreciate the high quality books and equipment available as well as the support provided by their teachers and other adults.

**The school's strong Catholic principles underpin all its work and result in a very close-knit community where everyone is valued and respected. Pupils develop very firm moral and social values and a strong sense of spirituality which influence their work and the relationships they form in school.**

7. There is a strong community feeling within the school and links with the parish are equally firm. The chair of governors is the parish priest and he visits very regularly to keep up to date with school events. Regular acts of worship, including masses, ensure that the pupils develop a very good understanding of their own religion. By the time they are in Year 3, they have a good knowledge of the Bible and the teachings of Christ and they are encouraged to apply these to their everyday lives. The theme for assemblies during the week of the inspection was 'Forgiveness'. In one junior assembly, for example, even the youngest pupils were able to answer questions such as 'Which disciple asked Jesus how many times he should forgive someone?' The theme was put over very effectively to the pupils, who listened intently and considered what forgiveness meant to them. Assemblies later in the week developed the thought still further when volunteers, both pupils and teachers were asked to identify something which they had done which they regretted and write it down privately on a small piece of paper. They then asked God to forgive them and were encouraged to forgive themselves also. The papers were burned to show that their sins had disappeared.

8. This strong sense of spirituality is extended in pupils' work in classes and in their relationships with others in the school. Every opportunity is taken to encourage pupils to reflect on their own feelings and beliefs. In art, for example, Year 5 pupils drew and painted the new sculpture in the school's private chapel and wrote sensitively about what it meant to them. One pupil wrote, 'I think the sculpture represents the love of Jesus towards children'; another, 'I think it represents Jesus holding the world'.

9. Pupils develop very firm moral and social values. Basic school and classroom rules are displayed prominently, although pupils seldom have to be reminded about them. The school provides many opportunities for pupils to work and play together in lessons, in the playground and in their extracurricular activities. From their earliest days in the Nursery children are encouraged to help one another and consider one another's feelings. They play happily together in the outside play area, pushing one another on tricycles and taking turns to work at the computer. In Reception classes, pupils build models together and chat happily about their work, making suggestions, for example, about what to write on the birthday cards they are making for the 'Rainbow Fish'. The newly formed school council provides pupils with good opportunities to understand democracy and how to work together to achieve a common goal. The council were successful in their request to have more playground equipment to play with at lunchtimes. Team sports, such as netball and football and school events, such as concerts and choir recitals, show pupils how working together can produce successful results.

**Very high quality teaching ensures that pupils learn effectively in lessons and make very good progress throughout the school.**

10. Overall, the quality of teaching and learning is very good and this is why pupils do so well at St John's. During the inspection, 47 per cent of the lessons seen were very good and 13 per cent were

excellent. The vast majority of the rest were good. The quality of teaching has gone from strength to strength since the last inspection, when 25 per cent of the lessons seen were very good or excellent. Although teaching is strong throughout the whole school, it is of particularly high quality in Year 6 where 83 per cent of the lessons observed were very good or excellent. This helps the pupils to reach very high standards in the national tests in Year 6.

11. The key to the high quality teaching is the high expectations which teachers have of their pupils and the commitment which all teachers in the school show to their work. Teachers are extremely self-critical of their work and try their utmost to improve all the time. The school's high priority on development and training ensures that teachers have every opportunity to become skilled and confident practitioners. They expect a similar commitment from their pupils, who respond extremely keenly and, in the main, meet and often exceed expectations. Teachers make it very clear to their pupils at the beginning of lessons what they are going to learn; pupils are then able to measure their own achievement as they go along. Constant referral to the lesson objectives helps the pupils focus on the task in hand and produce their best work. This was seen in a Year 3 lesson in the computer suite, where the pupils were learning what an attachment was and how they could send one by Email. The teacher recapped very effectively on some of the basic functions which pupils had learned previously, told the pupils what they were going to do during the session and then guided pupils through the process. The pupils' great enthusiasm coupled with the teacher's humour, clear explanations and concise planning ensured a very successful lesson, with all pupils, including those with special educational needs and those more able pupils, making rapid progress. At the end, the teacher summed up what had been learned and pupils were able to see how far they had come in such a short time.

12. The school places a high emphasis on the teaching of basic literacy and numeracy skills and this is of an exceptionally high quality. The skills which the pupils learn stand them in good stead to make rapid progress in other subjects and provide an excellent basis for their future education.

13. The arrangement of pupils into ability sets for literacy and numeracy works very well and helps teachers provide work which is at appropriate levels for their pupils. In mathematics, for example, an extension Year 6 group worked on interpreting line graphs to determine which telephone company provided the best rates for different lengths of call. The teacher's close questioning and clear demonstration extended the pupils' understanding and showed them how to pick out the important points from the graphs. Similarly in an excellent Year 5 literacy lesson, the teacher's enthusiastic approach ensured that pupils became really excited about their work on complex sentences. She used a range of different methods and equipment to help the pupils understand the complex structure of a traditional story. A brisk question and answer session quickly reminded them of what they already knew, the use of whiteboards enabled pupils to explore their own ideas, then a simple game extended their use of complex vocabulary. In their independent work, they showed they had understood her explanations clearly as they wrote sentences with subordinate clauses such as, 'while the frantic moon shimmered on the crystal path'. Only when the teacher has not been specifically trained in the National Literacy Strategy does the effectiveness of the lesson suffer as the pace slows and pupils do not have enough time to complete their written work.

14. Although the school intends to focus more on developing the use of information and control technology within all subjects, it is evident that, in many lessons, this is already being used well. In a geography lesson in Year 5, for example, pupils word processed the results of their research about life in India and in a science lesson in Year 2, they recorded the results of their investigations into the distance a car travels down a ramp.

15. Teachers throughout the school use their learning support assistants well to help small groups of pupils. They have regular planning meetings with teachers so that they know exactly what is expected

of them. Many assistants have highly developed skills themselves, for example, in information and communication technology, and the support offered to groups of pupils in the computer suite is of very high quality. The assistant here is able to work in partnership with the teacher, helping specific pupils by giving further explanations and demonstrations if required.

16. Teachers mark pupils work regularly and they add very perceptive comments which provide the pupils with clear pointers so that they can improve their work.

17. Underpinning all these features are the very good relationships that exist between teachers, support staff and all pupils. These enable pupils to flourish within a happy and supportive atmosphere and truly enjoy their learning.

### **The pupils reach very high standards in the national tests taken in Years 2 and 6.**

18. Many children start in the Nursery at below average levels of attainment. By the time they begin the National Curriculum in Year 1, most are at average levels. By the end of Years 2 and 6, they reach well above average standards in the national tests. Standards in English at Year 6 were in the top five per cent of schools in the country. This represents very good achievement for the pupils at each stage of their primary education. The continuing drive to improve standards is proving successful as, at the last inspection, standards were judged to be above average.

19. The main strength in the school's results is in the high percentages of pupils who reach higher than average levels in the tests. For example, although 96 per cent of pupils reached nationally expected levels in English by Year 6, nearly 60 per cent of them reached higher levels. This compares with about a quarter of pupils nationally. The school has a great deal of success in enabling boys to achieve high standards, similar to those of the girls. This is due to the boys' own enthusiasm and commitment to their work, but is also due to the good role models which teachers provide, particularly those in the older classes.

20. Results in the national tests taken when pupils are in Year 6 show that standards are rising in line with the national trend. As pupils at St John's have always achieved better than average results, this means that they are maintaining and indeed widening the gap between school and national results. This continued improvement has come about mainly because of the very rigorous assessment systems that the school has developed to identify strengths and weaknesses in pupils' performance and take action. Pupils are tracked from their very first days in the Nursery. As soon as a child has been assessed on entry to the Nursery, the school fixes very challenging targets which it expects that child to achieve in the national tests at Year 2 and Year 6. Interim National Curriculum targets are fixed for the end of each academic year so that every teacher knows exactly what each pupil should achieve and how much progress they should make. This information assists the teacher's work and plans for individual pupils. It also helps setting arrangements in Years 3 to 6. Pupils' performance is regularly reviewed against these targets and pupils and their parents are informed about progress. Pupils have their own individual targets to achieve in their literacy and numeracy work. Even the pupils in younger classes have labels such as 'to use more interesting words in sentences' or 'to know my number bonds to 20' stuck on their desks to help them remember what they are trying to achieve. Older pupils are very aware of what is expected of them and respond with great maturity and endeavour.

21. In the work seen in pupils' books and in lessons, these very high standards are being maintained.

### **WHAT COULD BE IMPROVED**

22. There are no areas for improvement in this school.

## **OTHER SPECIFIED FEATURES**

23. The inspection evaluated specifically the contribution of teaching assistants to the teaching of literacy and numeracy and how well they are managed in the school.

24. The school has a high regard for its learning support assistants who work in real partnership with teachers to plan and prepare work which is of high quality for the pupils. Teachers and assistants meet weekly to discuss the week's priorities and how the assistants are to be used. In this way, the assistants know exactly what is expected of them and which pupils they will be supporting. This varies from week to week and lesson to lesson as sometimes the teachers will work with one group and the assistant with another group. This means that the assistants get to know all the pupils well and can identify their strengths and weaknesses.

25. Assistants support many, although not all, classes in literacy and numeracy. In the lessons seen during the inspection, the assistants were providing a very good service and showing great initiative in their work. In the initial teaching parts of the lessons, for example, they carefully encouraged less confident pupils to respond to the teachers' questions, helped others to maintain their concentration and listen to the teacher and occasionally, kept brief notes about certain pupils' responses or behaviour. This meant that even those pupils who find learning more difficult took a full part in the lesson and made good gains in their learning.

26. During the group or independent work, the assistants are usefully directed to help particular pupils, especially any who have been absent or those who require more explanation or reassurance. They are used occasionally to reinforce the objective of the lesson with a small group of pupils, for example, when an assistant took a group of lower ability Year 2 pupils to help them understand about sentence structure by rearranging jumbled up sentences to make sense. She also took every opportunity to reinforce the pupils' knowledge of simple spelling patterns. Assistants continually monitor the work and behaviour of the rest of the class and a glance or a quiet word is usually enough to ensure that pupils focus carefully on their work.

27. The work of support staff is managed extremely carefully. Whilst a new special educational needs co-ordinator is settling in at the school, the deputy headteacher has assumed responsibility for the overall management of these staff. There are excellent systems in place to ensure that individuals are deployed strategically, with consideration being given to levels of subject expertise, experience, continuity and individual preference. Support staff meet regularly with both the deputy headteacher and the special educational needs co-ordinator to bring up issues about specific pupils. These sessions are also used for specific training and recently a session on autism was presented by the special educational needs co-ordinator in response to a request from support staff. Two members of the support team attend weekly staff meetings to ensure good levels of communication.

28. The work of support staff is monitored rigorously in accordance with school procedures. They are given feedback about their performance and ideas for further development. The senior managers who have observed them pass on relevant information to senior management team meetings which informs arrangements for further training and development. This shows the school's commitment to them as individuals and as members of a highly performing team.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

30

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

7

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	14	10	1	1	0	0
Percentage	13	47	34	3	3	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y1
Number of pupils on the school's roll (FTE for part-time pupils)	49	620
Number of full-time pupils known to be eligible for free school meals	N/a	66

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y1
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	1	186

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	52

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	13

### *Attendance*

#### **Authorised absence**

	%
School data	4.6

#### **Unauthorised absence**

	%
School data	0.4



National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	41	49	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	36	41
	Girls	44	44	47
	Total	82	80	88
Percentage of pupils at NC level 2 or above	School	91 (94)	89 (89)	98 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	39	41
	Girls	45	44	48
	Total	83	83	89
Percentage of pupils at NC level 2 or above	School	92 (88)	92 (87)	99 (89)
	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)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	43	46	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	38	41
	Girls	43	37	44
	Total	85	75	85
Percentage of pupils at NC level 4 or above	School	96 (85)	84 (89)	96 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	38	40
	Girls	40	38	42
	Total	74	76	82
Percentage of pupils at NC level 4 or above	School	84 (73)	86 (77)	93 (83)
	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	7
Black – African heritage	1
Black – other	1
Indian	36
Pakistani	0
Bangladeshi	1
Chinese	1
White	479
Any other minority ethnic group	4

*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)	23.8
Number of pupils per qualified teacher	26.1
Average class size	29.5

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

Total number of education support staff	27
Total aggregate hours worked per week	416

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

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	12

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
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	£
Total income	1,211,524
Total expenditure	1,227,863
Expenditure per pupil	1,828
Balance brought forward from previous year	92,934
Balance carried forward to next year	76,595

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

Number of teachers who left the school during the last two years	18.4
Number of teachers appointed to the school during the last two years	15.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	717
Number of questionnaires returned	462

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	34	4	1	0
My child is making good progress in school.	63	35	2	1	0
Behaviour in the school is good.	62	35	2	0	0
My child gets the right amount of work to do at home.	44	42	9	1	0
The teaching is good.	73	25	1	1	0
I am kept well informed about how my child is getting on.	42	45	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	68	27	2	2	0
The school expects my child to work hard and achieve his or her best.	77	22	1	0	0
The school works closely with parents.	49	36	11	2	0
The school is well led and managed.	74	24	1	1	0
The school is helping my child become mature and responsible.	66	29	2	1	0
The school provides an interesting range of activities outside lessons.	28	35	18	6	0

### **Other issues raised by parents**

Some parents were concerned that there was not enough time spent on subjects other than literacy and numeracy. Some felt they did not receive enough information about school events.

