

INSPECTION REPORT

ST. MARY'S CATHOLIC PRIMARY SCHOOL

Ipswich

LEA area: Suffolk

Unique reference number: 124784

Headteacher: Mrs. M. Etheridge

Reporting inspector: Mr. P. Belfield
21661

Dates of inspection: 6 – 7 March 2001

Inspection number: 196894

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:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Woodbridge Road Ipswich
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Appropriate authority:	Governors
Name of chair of governors:	Mrs. J. Rutterford
Date of previous inspection:	December 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Mary's Catholic Primary is a voluntary aided primary school situated close to the city centre of Ipswich. There are 198 pupils on roll in seven classes and twenty-six pupils attending on a part time basis in the nursery. There are no pupils who are at an early stage of learning English as an additional language. Eighteen per cent of pupils are on the special educational needs register and two percent of pupils has a statement of special educational needs. These figures are broadly average. Three per cent of pupils are entitled to free school meals which is below average. Overall the standards attained by pupils on entry to the school is above that found nationally.

HOW GOOD THE SCHOOL IS

St Mary's Catholic Primary is a very effective school. The pupils enjoy school and achieve high standards. The teaching is very good and the leadership and management of the school is very good. The school gives good value for money.

What the school does well

- The headteacher provides strong leadership and, together with the very effective support from the senior management team, creates an ethos that strongly supports achievement and learning.
- By the time the pupils leave the school they achieve high standards in English, mathematics and science as a result of the very good quality of the teaching.
- The pupils have very good attitudes to their work. The lessons are well planned to capture their interest and meet their needs. A firm moral framework results in very good standards of behaviour. The pupils enjoy school and their attendance is good.
- The assessment procedures are very good. The targets for literacy and numeracy give the pupils a clear idea of what they need to do to improve and, as a result, they make very good progress.
- The partnership with parents is strong and the support they provide makes a very positive contribution to the pupils' achievements.

What could be improved

- The standards achieved by more able pupils in mathematics in Key Stage 1 are not as high as they could be.
- The pupils have too few opportunities to develop their knowledge and understanding through practical and investigative work in science and problem solving in mathematics.
- The resources for information and communication technology in Key Stage 2 are limited and this limits the quality and range of work that can be done.

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 good progress since the last inspection in December 1996 and has continued to improve in many areas. The results achieved by pupils in the national tests at age 11 have risen and there has been a significant rise in the standards achieved in reading and writing in Key Stage 1. The school's monitoring procedures are very effective and the teachers' curriculum and lesson planning is very good. Assessment procedures have developed and are used well to target the work of the pupils. The management skills of Key Stage leaders and subject co-ordinators have been developed very effectively. There are still too few opportunities however, for the pupils' to improve their problem solving and investigational skills. The standards achieved in information and

communication technology by the pupils in Key Stage 1 have improved but in Key Stage 2 they still remain below average.

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	A
Science	B	A	B	C

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

These results relate to the pupils who took the tests in 2000. They show that the pupils' performance in English was in the top 5% of schools nationally and well above those in similar schools. Mathematics was well above average when compared to all schools and to similar schools. The school exceeded its targets for both subjects. In science the pupils' results were above average and in line with those found in similar schools. There has been a significant rise in standards over the past four years.

These high standards are reflected in the inspection evidence. The improvement in the pupils' performance in English is largely due to the school's analysis of previous performance and adapting the teaching to improve standards in writing. Pupils of all abilities achieve well. This is reflected in the most recent national tests results when all of the pupils attained Level 2 or above in reading and writing. The pupils are very competent readers and enjoy reading for pleasure. They quickly gather information from books and have a very good understanding of what they read. They write with flair and accuracy, adapting the style of their writing confidently to suit different purposes. The pupils have a very good understanding of numbers and calculate mentally both quickly and accurately. They are very good at explaining how they have arrived at answers and find alternative methods but need more opportunities to solve problems. The children in the Foundation stage make very good progress and are on course to exceed the early learning goals in all of the areas of learning. There are no discernible differences in the attainment levels achieved by boys and girls as observed during the inspection. The pupils with special educational needs make good progress in relation to their prior learning.

In Key Stage 1 the pupils achieve high standards in reading and very high standards in writing. Although the pupils achieve above average standards in mathematics, there has been little improvement in the standards attained in the past four years and the pupils could do better. The pupils in both the infants and juniors have a good breadth and depth of scientific knowledge but their understanding of how to devise investigations and experiments is underdeveloped.

The standards achieved in the 2000 national tests in science at age eleven were above average but the results could be higher if the pupils were provided with more opportunities for investigative work. There is a shortage of computers available to the pupils in Key Stage 2 and the range of software is limited. This limits the progress that the pupils can make.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy their work and are very keen to improve. They concentrate well and take pride in their achievements.
Behaviour, in and out of classrooms	Very good. The pupils are polite, kind and considerate.
Personal development and relationships	Very good. The pupils grow in confidence and self-esteem. They show great respect and care for property and each other. They work and play together very well and enjoy taking responsibility.
Attendance	Good. The pupils are eager to come to school.

The pupils' attitudes to school and their behaviour are significant strengths. They willingly take on responsibility and the older pupils take care of the younger ones. They are sensible, polite, helpful and mature for their age. The pupils are interested in their lessons and concentrate well. They get on well together and relationships are very good.

TEACHING AND LEARNING

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

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

The quality of teaching is very good. Fifty-four per cent of lessons seen were very good or better. In seven per cent of lessons the teaching was excellent, in forty-seven per cent of the lessons the teaching was very good and in thirty-three per cent it was good. There was no unsatisfactory teaching. The teachers have high expectations of the pupils' work and behaviour. They plan interesting and challenging lessons with work that is almost always well matched to the needs of the pupils. There is a very good working atmosphere in the classrooms. The teachers make very good use of their assessments to provide work that builds on what the pupils already know and can do. All of the pupils achieve well but some of the more able pupils in Key Stage 1 could do better in mathematics.

In lessons the teacher and the pupils are well aware of the targets for learning and the work is challenging. The teachers use questions that promote the pupils' thinking and accelerate their rate of learning. The pupils are interested in their work and keen to do well. They make very good progress in lessons and over time. The teaching of English and mathematics, including literacy and numeracy is, overall, very effective. There are, however, too few planned opportunities for the pupils to develop their knowledge and understanding through practical investigational work in science and mathematics. There are limited resources for information and communication technology in Key Stage 2 and some teachers lack confidence in teaching the subject and this limits the quality and range of work that can be done.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum promotes high achievement and provides a full range of learning experiences that are rich and stimulating. Literacy and numeracy are given a high priority and the curriculum is enriched by interesting work in art, music, history and geography. Visits and visitors to the school enhance the curriculum provision.
Provision for pupils with special educational needs	Very good. The pupils are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school provides a strong moral framework and many opportunities are provided for the pupils to learn how to become caring, effective members of the community. The good role models of staff and very clear expectations of behaviour ensure that the pupils learn the difference between right and wrong.
How well the school cares for its pupils	There are good procedures for ensuring pupils' welfare and guidance. Pupils are shown a high level of care and there are very effective procedures for child protection.

The quality and range of the curriculum is very good. The school's extra-curricular activities make a significant contribution to the pupils' personal, social and cultural development. The assessment of the pupil's achievement is very good. The partnership with parents is very strong and the contribution the parents make to their children's learning is very significant. Parents help in school and support the pupils' learning in reading, writing, science and art and design work. They are diligent in supporting their children with their homework. The school keeps parents well informed about their children's progress and arranges curriculum evenings to explain the way in which English and mathematics is taught.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and provides a high level of support for all staff. The monitoring of teaching and learning by the headteacher and key staff has a very positive impact on standards.
How well the governors fulfil their responsibilities	The governors are well informed and give good support to the school. They work hard and fulfil all of their duties effectively.
The school's evaluation of its performance	Good. The school looks closely at its past performance and knows what it needs to do to improve.
The strategic use of resources	Good. The time, money, people and specific grants are used well and the school gives good value for money. The school applies the principles of best value appropriately.

The leadership and management is a strength of the school. The headteacher and senior management team are very skilled in ensuring that the pupils' achieve their best and they are well supported by the governors. The analysis of the performance of the school and how it compares with similar schools is very effective. It results in appropriate action being taken to raise standards and to improve the quality of education provided.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards attained by their children. • Their children enjoy school. • The standards of behaviour. • The good teaching. • The school expects children to work hard and try their best. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The level of homework for their children. • The lack of opportunities for extra curricular activities. • The school working more closely with the parents.

The inspection team agrees with the parents' positive views and judge that the pupils are given an appropriate amount of work to do at home. The range of extra-curricular activities is broadly average for a school of this size. The partnership with parents is a significant strength and the support parents give to their children is highly valued by the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides strong leadership and, together with the very effective support from the senior management team, creates an ethos that strongly supports achievement and learning.

1. The headteacher works very successfully towards common goals with the senior management team. She has a clear vision of what needs to be done to improve the school's performance. There is a very good ethos and a strong sense of team work to achieve the school's aims. With the support of the governors and staff, the headteacher creates an ethos that strongly supports achievement and learning. She has high expectations of staff and pupils and also of the parents in the way that they can support their children's education. This ensures that the pupils' achieve high standards by the time they leave the school. There is very good delegation of responsibility and all staff ensure that curriculum changes are managed effectively. The senior management team meets weekly and reviews the progress made in implementing the school improvement plan. The teachers' weekly lesson plans are also carefully evaluated by the senior management team. The monitoring of teaching and learning is very effective and is a regular feature of the school's work. It has underpinned the improvements in the quality of teaching since the last inspection and the rising standards. The monitoring process is seen by staff as supportive and developmental and identifies individual training needs. The two newly-qualified teachers who joined the school this year are very appreciative of the high level of support and help that they receive from the headteacher and other staff. An example of the success of the senior management team's work has been the drive to raise the standards achieved in English. An action plan for improving the subject was drawn up that included the weekly analysis of pupils' work; the setting of individual learning targets and lesson plans that were clear about how to teach writing. The standards in the subject have risen significantly as a result of these initiatives.
2. The curriculum leaders' role, a weakness at the time of the last inspection, has been developed significantly and they now have a clear responsibility for the quality of the teaching and learning in their subject. Their management skills have improved significantly since the last inspection. The governors are committed to improving the school. There are appropriate committees in place to monitor the school's work and a school development committee meets termly to receive the headteacher's report on the implementation of the school improvement plan. The school analyses data from national tests and other sources very effectively and the information provided is used carefully to target the pupils' learning. The classrooms reflect the rich and varied curriculum that is provided and what the pupils are learning.

The quality of teaching and learning is monitored very closely and by the time the pupils leave the school they achieve high standards in English and mathematics as a result of the very good quality of the teaching.

3. The teachers have high expectations of what the pupils can achieve. This results in high standards of work and behaviour and the standards achieved in the school at age eleven have been getting better year-on-year. In the national tests in 2000 the results in English were very high in comparison to the national average. In mathematics the pupils' performance was well above the national average and in both subjects the results were very high in relation to similar schools. Taking the three years 1998 – 2000 together, the

performance of the pupils is equivalent to an advantage of more than two term's progress in their work compared to the national picture. The school attributes these high standards to the very clear emphasis that is given to the teaching of reading, writing and mathematics within a broad and balanced curriculum. This is so. The basic skills are taught very effectively. There is a very good working atmosphere in the classrooms. The work is challenging and the teachers make very good use of their assessments when planning future work. The quality of teaching is monitored on a regular basis by the headteacher and senior staff and the school has asked the local education authority adviser to observe lessons in English and mathematics and to offer advice and guidance to teachers. This emphasis on improving the quality of teaching has had a very positive impact on the work of the school.

4. Almost all of the lessons observed during the inspection were good or very good and the teachers set clear targets for the pupils' learning. In an excellent lesson in Year 6, the teacher's detailed planning ensured that the pupils were able to produce high quality publicity leaflets about the dangers of drink and driving. They were told clearly at the start of the lesson what they were going to learn. Through skilful questioning, the teacher clarified the pupils' ideas so that they could focus their writing on the leaflet's important message. The pupils responded enthusiastically and the teacher extended the pupils' language skills as she encouraged them to think carefully about the message that they were trying to get across. In the group work the pupils modified and refined their work and the teacher's very high expectations ensured that the pupils could be proud of their work. The pupils made very rapid progress during the course of the lesson. In a very good mathematics lesson in Year 5 the teacher's demonstration of how to calculate the area of regular shapes was clear and well understood by the pupils. She then matched work carefully to the pupils' varying abilities. The pupils were keen to succeed and they paid close attention to what was being taught. A common feature of much of the teaching across the school is the very good lesson planning. It identifies clearly what the pupils are to learn and is linked to assessments of the pupils' previous learning. In all of the lessons observed the classroom assistants were very well deployed to support pupils' learning.
5. The teaching of English and mathematics usually begins with whole class teaching followed by group tasks. Almost all of the whole class teaching observed had good pace; relationships with the pupils were very good and the texts used in the Literacy Hour captured the pupils' interest. In the Reception class the shared reading of a 'Big Book' version of *Mrs. Honey's Hat* was used very effectively by the teacher to identify key words. The group work was an appropriate mix of both practical and written activities to re-inforce sight vocabulary and to encourage the children to write. In all of the infant classes the teachers make good use of word lists, dictionaries and other aids to spelling and the pupils use these independently. The teachers are adept at combining seeing and hearing with reading and writing. The pupils are well aware of their own targets and are able to talk about how successful they are in meeting them. Younger pupils have their targets displayed near their desk and targets for older pupils are set out in their work-books. Opportunities are provided to write for a range of purposes with autobiographies, poetry, play-scripts and descriptive writing all featuring in the pupils' work.

The pupils have very good attitudes to their work. The lessons are well planned to capture their interest and meet their needs. A firm moral framework results in very good standards of behaviour. The pupils enjoy school and their attendance is good.

6. The pupils' attitudes to school are very good. They look forward to school, enjoy their lessons and give of their best. They listen attentively, settle quickly to their work and sustain concentration. These factors significantly influence the progress that they make. The high quality of the teaching captures the pupils' interest, secures their attention and ensures good levels of participation. The pupils appreciate the support given by teachers. A Year 6 pupil stated, *'I get extra help when I have difficulties in maths. The teacher stays behind at playtime or dinner-time to show me what to do'*. The pupils listen carefully, follow instructions and are always ready to offer their own ideas. They are willing to accept suggestions from each other. For example, in a Year 3 lesson the pupils listen carefully to the views put forward by other pupils as they classify rocks using different characteristics. Older pupils make mature and relevant contributions in discussions about the content of information leaflets and persuasive writing. A very positive attitude by the pupils is that mistakes are accepted as a necessary part of learning. The pupils' behaviour is a strength of the school and the teachers promote the pupils' moral and social development very effectively. The school sets out to teach the principles that distinguish right from wrong and all staff work hard to foster the values of fairness, truth and justice. The quality of relationships within the school is very good and adults and children treat each other with affection, courtesy and respect. Assemblies promote a strong sense of right and wrong and current events are discussed and used to draw out moral issues. In discussion with inspectors, the pupils indicated how happy they were in the school. They enjoy their lessons and they like their teachers.

The assessment procedures are very good. The targets for literacy and numeracy give the pupils a clear idea of what they need to do to improve and, as a result, they make very good progress.

7. The school has very good assessment procedures that are applied consistently by all teachers. They are the key to the high standards of teaching and learning and the very good progress that the pupils make. An assessment of the children's personal, social and language development is made shortly after they start in the nursery. This assessment is used to identify children who may have specific learning needs and the teachers then plan to meet these needs appropriately. The analysis of test results is also used very effectively to measure the progress of different groups of children and to set individual targets for improvement. Information from these tests, together with an analysis of the end-of-key-stage test results is used to identify areas of weakness and to focus teaching on these aspects of the work. This has been particularly effective in improving the pupils' writing. From the time the pupils enter the school the teachers keep good records of the progress they make. The teachers identify personal learning targets for each pupil in literacy and numeracy and make very good use of these assessments in their planning. Together with the clear evaluative marking of the pupils' work, this ensures that the pupils make very good progress in lessons and over time. The pupils are helped to set their own targets and to assess their own levels of achievement. These targets are regularly shared with parents at consultation evenings held during the year.
8. These systems easily identify those pupils that are making very good progress and in need of more demanding work as well as those that are struggling and who need to revise aspects of

their work. All of the teachers' curriculum planning and assessment files are seen regularly by the senior management team who check to see if there is an appropriate match with the work in pupils' books. They also scrutinise the pupils' work on a weekly basis to check that the pupils are on course to achieve their personal targets. Recent in-service training has resulted in action to target more effectively the very able and gifted pupils in the school. This is at an early stage of development but already, a group of the more able older pupils is being given more challenging work in mathematics. The pupils' individual reading records are closely monitored by teachers. This is a very effective system, and combined with the very good teaching, ensures that all pupils, including those with special educational needs, read an appropriate range of books and achieve the standards of which they are capable. This is reflected in the most recent national tests results in which all of the pupils attained Level 2 or above in reading and writing in the national tests for seven year olds.

The partnership with parents is strong and the support they provide makes a very positive contribution to the pupils' achievements.

9. The school has a very good range of links with parents and carers that contribute very effectively to the pupils' learning at school and at home. There is a very strong parental satisfaction with the work of the school that is evident from their comments at the pre-inspection meeting and their views in the questionnaires. There are regular parent helpers in school who support the pupils' learning in reading, writing, science and art and design work. They accompany visits out of school and provide help at school events such as Sports Day. At home, parents are diligent in supporting their children with their homework in reading, spelling and mathematics and most parents have signed up to the home-school agreement. The pupils' learning targets are regularly shared with parents.
10. The systems for exchanging information between home and the school work very well. Written information is of very good quality. The parents are kept well-informed of developments, school events and key dates through regular newsletters. Annual reports to parents on their children's progress are clear and provide detailed information about the children's achievements. Parents and carers are made welcome in the school and consultations are held three times a year. The school arranges curriculum evenings in English and mathematics. The teachers hold meetings at the start of the school year to share with parents aspects of the pupils' work and how they will be taught. All meetings are very well attended. The Parents' Association is very active and it raises significant funds for learning resources.

WHAT COULD BE IMPROVED

The standards achieved by more able pupils in mathematics in Key Stage 1 are not as high as they could be.

11. Standards are above average in the mathematics at age seven but more able pupils could attain the higher levels in national tests. There has been little improvement in these test results over the past three years. This is in sharp contrast to the results in reading and writing which have improved year on year. Evidence from the inspection and discussions with pupils indicate that the teachers' expectations are not always high enough and the work does not always make the demands on the pupils that it could. This results in a slower rate of progress for some pupils, particularly the more able pupils. The school is aware that some pupils could do better and is to put in place an action plan to raise standards.

The pupils have too few opportunities to develop their knowledge and understanding through practical and investigative work in science and problem solving in mathematics.

12. The school is very successful in teaching the National Numeracy Strategy and standards in science by the age of eleven are above average. However, at present, the planned development of investigative skills is not consistent across the school. There are few planned opportunities for the pupils to use their knowledge to solve problems through investigations, to try different approaches to problem solving, or to follow their own lines of enquiry. The scrutiny of the pupils' work books indicates that they have too few opportunities to use and apply their knowledge and skills to solve problems using *real-life* situations. Similarly in science, opportunities for the pupils to explore their own ideas, to experiment and record their observations independently are not developed progressively and this affects the standards that the pupils achieve. For example, in a science lesson on the reversible changes of materials, the pupils' limited experience of investigative work made it difficult for many of them to understand the concept of a controlled test. The scrutiny of the teachers' planning and the analysis of pupils' work indicate that there is a lack of emphasis on pupils carrying out their own experiments and investigating for themselves. In other subjects such as history and geography the pupils have too few opportunities to carry out independent research using, for example, the facilities of the library and information and communication technology.

The resources for information and communication technology in Key Stage 2 are limited and the pupils have insufficient opportunity to develop their knowledge and improve their skills.

13. The school has improved the provision for information and communication technology since the last inspection and the pupils in the infants have access to an appropriate range of resources and computers. Standards at age seven are satisfactory. The picture in the juniors is not so good. There is a shortage of computers and the range of software is limited. The school has worked hard to overcome these problems. The computers have been brought together in the corridor outside the junior classrooms and a classroom assistant gives support to the pupils each afternoon. However, there are gaps in the pupils' knowledge and skills. The standards reached by the time they leave the school are still below average. The use of information technology to support the work in other subjects such as mathematics and science is limited. Some teachers lack confidence in teaching the subject. All of the teachers will be covering the New Opportunities Fund training over the next year. The school has an appropriate scheme of work for the subject but has yet to identify the skills that should be taught in each year group. The co-ordinator has only recently taken up her post but she has a good understanding of the strengths and the weaknesses in the subject and a clear view of what needs to be done to improve it.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Improve the standards attained in mathematics in Key Stage 1 by raising the teachers expectations of what the pupils' can achieve.

Provide more opportunities for the pupils to improve their problem solving skills through practical investigation work in mathematics and science and to develop their independent learning skills by:

ensuring that teachers plan opportunities for the pupils to use their knowledge to solve problems through investigations in mathematics and science;

enabling pupils to use their initiative and to follow their own lines of enquiry when solving problems and to use their initiative in working independently;

Increase resources for information and communication technology in Key Stage 2 and provide in-service training for teachers to raise their confidence in teaching the subject.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	47	33	7			

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	11	192
Number of full-time pupils known to be eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	3.9
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	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	16	16	15
	Total	32	32	31
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (93)	97 (100)
	National	84 (82)	85 (83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	16	15	16
	Total	32	31	32
Percentage of pupils at NC level 2 or above	School	100 (93)	97 (100)	100 (100)
	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	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	10
	Girls	17	16	17
	Total	27	25	27
Percentage of pupils at NC level 4 or above	School	96 (93)	89 (86)	96 (96)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	9
	Girls	15	16	17
	Total	23	24	26
Percentage of pupils at NC level 4 or above	School	82 (82)	86 (89)	93 (96)
	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	
Black – African heritage	
Black – other	3
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	176
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	8
Number of pupils per qualified teacher	27.4
Average class size	27.4

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	76

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	11

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

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	358,497
Total expenditure	362,860
Expenditure per pupil	3,050
Balance brought forward from previous year	23,525
Balance carried forward to next year	19,612

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	203
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	2	2	
My child is making good progress in school.	56	39	5		
Behaviour in the school is good.	70	30			
My child gets the right amount of work to do at home.	41	47	8	2	3
The teaching is good.	65	35			
I am kept well informed about how my child is getting on.	48	38	9		5
I would feel comfortable about approaching the school with questions or a problem.	56	33	11		
The school expects my child to work hard and achieve his or her best.	80	18	2		
The school works closely with parents.	44	44	9	3	
The school is well led and managed.	54	37	5		5
The school is helping my child become mature and responsible.	61	36	2		2
The school provides an interesting range of activities outside lessons.	37	43	12	2	6