

INSPECTION REPORT

ST JUDE'S C of E PRIMARY SCHOOL

Old Portsmouth

LEA area: City of Portsmouth

Unique reference number: 116344

Headteacher: Miss R Doyle

Reporting inspector: Mr M S Burghart
20865

Dates of inspection: 4th – 5th March 2002

Inspection number: 197322

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 Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	St Nicholas Street Old Portsmouth Hampshire
Postcode:	PO1 2NZ
Telephone number:	02392824061
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Appropriate authority:	The Governing Body
Name of chair of governors:	The Reverend Canon J Byrne
Date of previous inspection:	September 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Jude's Church of England Primary School is situated in Old Portsmouth in Hampshire and celebrates its 150th anniversary this year. The school is housed in 1960s buildings, extended to provide accommodation for fourteen classes. The school is larger than average, with 413 pupils on roll aged from four to eleven, with two classes for each year group. There is an average of 29.6 pupils per class. Pupils are drawn from a wide area from very different backgrounds. Children's attainment on entry to the school, aged four, varies, but overall is slightly above average.

The head has been in post for seventeen years. She is supported by fourteen full time, and four part time, teachers. There has been only one change in the teaching staff in the last two years. There are 75 pupils on the special educational needs register. This accounts for 18 per cent of the total school roll, and is below the national average of 23.7 per cent. Four pupils have formal statements under the terms of the DfES Code of Practice¹, which is below the national picture. Sixty-seven children are known to be eligible for free school meals, which at 16 per cent is slightly below average. Thirteen pupils speak English as an additional language and five of these are in the first stages of learning English. This is above average. Approximately 12 per cent of pupils on roll are from service families.

The quality of collective acts of worship was inspected following this inspection by an inspector appointed by the diocesan council. This report appears under a separate cover.

HOW GOOD THE SCHOOL IS

St Jude's C of E Primary is a very good school where pupils achieve high standards. Expectations of work and behaviour are high. Pupils and staff get on very well together and pupils respond very positively. Skilful teaching, often associated with good target setting, has very good effects on learning. The school is very effectively led by an excellent headteacher and makes successful use of slightly above average finance to give very good value for money. This is a big improvement over the last report and is entirely consistent with the school's Beacon status.

What the school does well

- The school is very well led and managed.
- Teaching is predominantly good. Expectations are high and relationships are very good. As a result pupils respond and learn well, and standards are high. Provision for pupils' personal development is good.
- Pupils with special educational needs and those identified as being 'able' are supported very effectively.
- The school takes very good care of pupils.

¹ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

What could be improved

In the context of this very good school, this inspection raises no key issues for improvement. However, the deteriorating external fabric of the building does not reflect the very good nature of the school. The school is aware of a minor issue to improve the presentation of pupils' annual reports.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in September 1997 found the school to be 'generally sound'. It raised four key issues for improvement and a variety of minor ones. The school has made outstanding progress against the comments of the last report, particularly in developing provision and raising standards to the point where the school's performance is consistent with the top five per cent of both all, and similar schools². Teaching has been systematically improved with no unsatisfactory lessons observed compared with ten per cent in the last inspection. Provision for able children has been very successfully improved, with the effect that the proportions of pupils attaining higher than average National Curriculum levels are well above national expectations. Statutory requirements are now fully met and matters of health and safety have been addressed. Since the last report the school has received an achievement award from the DfES for its success in national assessments, and has been awarded Beacon status, acting as an example to others for its work in special educational needs and supporting able pupils. Literacy and numeracy have been very successfully introduced and internal modifications to the building have enhanced the learning environment. On the basis of policies, procedures, and new initiatives, the school is judged well placed for future development.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores³ in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	B	A	A	very high A*
Mathematics	A	A	A*	A*	well above average A
Science	A	A*	A*	A*	above average B
					average C
					below average D
					well below average E

Its performance in end of Year 6 national tests puts the school in the top five per cent of all and similar schools for mathematics and science. Pupils achieve very well in English and the school is well above average in this subject, doing very well compared with similar schools. In all three subjects very good standards have been sustained over a four year period with each year bringing steady improvement. Pupils currently in Year 6 are on line to continue this

² Schools with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals.

³ Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

trend of high standards. When pupils join the school their attainment represents a wide range, but is slightly above average overall for the local education authority. Pupils make good progress from Year R to finish Year 2 above average, and in the case of reading and mathematics well above. By the end of Year 6 pupils have made very good progress. In both Year 2 and Year 6 the proportions of pupils achieving higher than average National Curriculum levels are well above average. Throughout the school pupils with special educational needs achieve well, with a significant proportion reaching (or nearly reaching) average levels.

In a short inspection it is neither possible, nor intended, to make detailed judgements regarding standards in other subjects. However, there are clear indications of strengths in some aspects of geography, music and information and communication technology (ICT).

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils are keen and interested and enjoy coming.
Behaviour, in and out of classrooms	Very good: notwithstanding those pupils who can, and occasionally do, present problems.
Personal development and relationships	Very good relationships and good personal development overall. Pupils show respect for each other, adults and equipment. They can be trusted.
Attendance	Satisfactory, being in line with the national average. Unauthorised absence is below average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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 observed throughout the school was predominantly good. Because of this pupils learn well and standards are high. Good monitoring of teaching and good links to professional development ensure that staff have good knowledge and understanding of the National Curriculum. Teachers manage pupils well, have high expectations, and ask good open ended questions which require pupils to respond with reasoned comments. Relationships are very good. Literacy and numeracy are well taught. Very good features of teaching are in special educational needs and support for 'able' pupils. Year 6 teaching is a particular strength of the school. Learning support assistants make a positive contribution to the overall good quality of teaching. Over three-quarters of lessons observed were good or better with one in seven very good. Fourteen staff recorded good lessons and five very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: the curriculum is enhanced by a good range of visits and visitors; good use of homework; and good extracurricular activities.
Provision for pupils with special educational needs	Very good provision and support. Good individual education plans complement the work of the special educational needs co-ordinator and learning support assistants. Most special needs pupils at seven and eleven years reach nationally expected levels. All pupils are fully included in all activities.
Provision for pupils with English as an additional language	Good support from both the school and outside agencies. Such pupils are fully integrated in school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision overall: very good moral and social opportunities; good spiritual and cultural provision. The school's commitment to the 'whole child' is obvious. Pupils' multicultural awareness is satisfactory.
How well the school cares for its pupils	Very good physical care for all pupils with much improved consideration of health and safety. Very good assessment and target setting in English, mathematics and special educational needs. More still to do to assess and record pupils' performance in other subjects, especially in ICT and religious education.

The school has developed communications with parents and the community as required by the last inspection and has plans to take these further. Links are now judged good. Most parents find the school approachable. St Jude's has a good reputation and attracts pupils from a wide area. The overwhelming majority of parents support the school well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership and management by the headteacher and very good management overall are supported effectively by the deputy and senior management team. Staff make a good team. Literacy and numeracy are managed very well. There is very clear educational direction. Special needs and 'able child' provision are managed very well.
How well the governors fulfil their responsibilities	Governors make a good contribution to management and support the school well. All statutory requirements now fully met.
The school's evaluation of its performance	Very good monitoring and analysis mean the school is aware of strengths and relative weaknesses. This is supported by very good use of assessment information to raise standards in English and mathematics.
The strategic use of resources	Finance managed efficiently and used effectively to support the curriculum. Good use made of staffing, accommodation and resources. Best value principles observed well. Very good value for money, much improved.

The school provides a good learning environment in a structure whose external fabric is in need of attention. The excellent caretaker makes a significant contribution to the management of the building. Very good relationships, and the staff's commitment to raising and maintaining standards, give rise to the school's very good ethos.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Leadership and management. • Support for special educational needs and able pupils. • High expectations. • Teaching is good. • Children like coming to school. • The school is approachable. 	<ul style="list-style-type: none"> • Homework. • The quality of reports.

One hundred and forty-four parents returned the Ofsted questionnaire and seventeen attended the meeting with the registered inspector. Inspectors are pleased to support parents' positive views. Provision for homework is judged as good, as is the content of reports on pupils' progress. However, inspectors agree that the presentation of end of year reports does not do them justice.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

“The school is very well led and managed.”

1. Since the last inspection the school has made outstanding progress. This is primarily the result of the excellent leadership and high level of commitment of the headteacher. She has formed the staff into a good team and supports them very well through very good monitoring and by providing professional development opportunities. The head has raised and maintained the school’s momentum since the last report had a very negative effect on morale. The school has very clear educational direction. Its very good ethos is not only due to the very good relationships and the commitment of the staff to raising standards, but to the determination of the head to provide for pupils’ personal, as well as academic, needs.

2. The quality of management is very good. The senior management team plays a significant part in ensuring that appropriate planning is in place and in monitoring the quality of provision as well as standards. Because of this the curriculum on offer is successful in helping pupils to cover all required elements and achieve high standards. The roles of subject leaders are clearly defined and each is supported with time and finance to advance their curriculum areas. This works especially well in literacy and numeracy, special educational needs, and in supporting more able pupils.

3. Staff manage pupils, resources and subject budgets efficiently with very positive effects on learning. As a Beacon school St Jude’s serves as an example of excellent practice in special needs and for more able pupils. The school has been modest about its success and could make more of its accreditation to develop its already good reputation.

4. The school’s aims and values are successfully delivered through the good school improvement plan. The headteacher skilfully draws together contributions from all staff and governors to identify priorities for the school’s development. This plan establishes criteria for success to judge progress by and shows who is responsible. It is regularly reviewed to gauge progress and evaluated in the light of comments from staff, governors and parents. The head makes good use of surveys of parents’ opinions, monitoring of teaching, and reviews of pupils’ work to highlight areas for improvement.

5. Day to day management of the school is smooth, and consistent application of good procedures and systems to manage behaviour by all staff result in standards which are very good. Given that some pupils clearly show the potential to present problems and sometimes do so, and have individual education plans designed to address behavioural targets, this represents a considerable success in management terms. Office procedures and those to control finances are efficient. The administrative staff maintain the budget well, and the deputy head oversees provision for the curriculum. The head and governors monitor spending against the priorities of the school improvement plan. Currently the school has carried forward almost five per cent of its overall budget, which is above recommended levels. However, this is suitably earmarked for spending against new building initiatives to support ICT and the library; and to improve outdoor provision for those in the Foundation Stage⁴. The few issues raised by the local education authority’s auditor have all been addressed. The school regularly reviews the success of spending to confirm that best value principles are met.

6. The very good overall management successfully supports good provision (particularly in terms of teaching) and underpins the high standards consistently achieved. Spending per child is above the national average for primary schools, but is enhanced by additional grants

⁴ The Foundation Stage refers to children from entry to the school up to and including age six when they complete the reception year.

as a result of Beacon status, and as part of an 'excellent cluster' of schools. All funds are used well for designated purposes.

7. When considered in the light of the comments of the previous report, the school's management has improved substantially. When evaluated in terms of standards, provision (notably teaching) and very good management, St Jude's now gives very good value for money compared with satisfactory in the last inspection.

“Teaching is predominantly good. Expectations are high and relationships are very good. As a result pupils respond and learn well, and standards are high. Provision for pupils' personal development is good.”

8. The quality of teaching has been systematically improved since the last inspection. Better monitoring of teachers' work has highlighted areas for professional development and good programmes of in-service work have improved staff knowledge and understanding of the National Curriculum. This is especially successful in mathematics where many of the staff have attended a five day intensive course which is normally only undertaken by subject leaders. The result is that standards are very high and that all pupils, particularly those with special educational needs and those identified as more able, are very well challenged.

9. Teaching is good throughout the school with notable strengths in Year 6. Expectations of both work and behaviour are high and pupils respond very positively. Pupils try hard, whether singing 'Ten fat sausages' in Year R; planting cress seeds in Year 1; examining fruit under hand lenses in Year 2 science; creating curling body shapes in Year 3 gymnastics; note taking from a programme about Tudor life in Year 4; making moving toys as part of Year 5 design and technology; or writing newspaper accounts inspired by a single quote in Year 6 literacy. The effects on learning are very good, with pupils achieving well, whatever their ability or backgrounds. Very good relationships mean that pupils are not afraid to make mistakes, show confidence and know that their contributions will be valued. Pupils work very well together. They observe rules, are considerate and tolerant, and can take criticism. This shows the success of the school's intentions to provide for the 'whole child' as opposed to simply academic needs.

10. During the inspection all teachers were observed. In a marked contrast to the last inspection where 10 per cent of lessons were less than satisfactory, no sessions were judged unsatisfactory. Nearly four-fifths of lessons were at least good, with one in seven very good. Fourteen teachers had at least one good lesson and five had very good sessions. This demonstrates the overall good profile and is very closely linked to pupils' success.

11. Clear strengths in teaching are in:

- Provision for pupils with special educational needs; where pupils have good individual education plans, assessment is good; and teaching from class teachers, specialist teachers and learning support staff is very good;
- Support for more able pupils, who consistently achieve levels in English, mathematics and science above, and in a significant number of cases, well above nationally expected levels. For example a group of five pupils are on line to reach the high Level 6 in mathematics, which is normally expected of pupils aged 14 in the secondary school. This continues the trend established over the past two years and is a credit to the school;
- Good use of open ended questions, which require pupils to answer in full sentences on the basis of reasoning;
- Good planning which especially in literacy and numeracy clearly identifies learning objectives which are well communicated to pupils and referred back to at the end of lessons;
- Good management of pupils, with all staff including lunchtime supervisors, consistently following the school's very good systems and procedures for managing behaviour. The

effect of this is that standards of behaviour, referred to as 'satisfactory' in the last report are now considered very good, notwithstanding those pupils who can, and sometimes do, present problems.

12. Teachers and support staff are highly committed as a good team to raising and maintaining standards. Together with very good relationships this is central to the school's very good ethos.

13. Relative weaknesses in teaching, already known to the school, are when the pace of lessons is too slow, and when activities are planned to go on too long. For example, some numeracy lessons are scheduled for 75 minutes rather than the recommended hour.

14. Evidence that standards in English and mathematics are high is not confined simply to test results. However, a four year trend shows that the school has ensured that pupils continually make good progress from good work in Year R, as part of the Foundation Stage of education, through to the time when they leave Year 6. In 2001 the school's performance for seven and eleven year olds was above average in English, mathematics and science with high proportions of pupils reaching above nationally expected levels. For example, 44 per cent of eleven year old pupils reached the higher Level 5 in English compared with 28 per cent nationally; 60 per cent in mathematics compared with 25 per cent; and 66 per cent in science compared with only 34 per cent in all other schools. Results were equally good when matched with similar schools (those with the same level of free school meals entitlement) and in mathematics and science put the school in the top five per cent of primary schools.

15. Scrutiny of the work of current Year 2 and Year 6 pupils shows high standards are being sustained. Highlights are in writing where in response to the school's push to raise the quality of work, pupils consistently outstrip expectations, with boys doing equally as well as girls. Good examples of writing are drawn together in the very good school magazine. By the end of Year 6 most pupils are writing in complex sentences, using a range of connectives and demonstrating at least good vocabulary. For example pupils write sensitively for a variety of purposes, factual and creative. One Year 6 girl wrote:-

"The cogs and wheels in my head start turning, a plan is being weaved. A plan which will save all the animals from foot and mouth..."

16. The quality of reading throughout the school is high. Most pupils make very good progress and many are above age related expectations. Most Year 6 pupils are reading independently and are able to talk about their preferences in an informed way, with many drawing examples from a variety of things they have read.

17. The presentation of pupils' work is good throughout the school with above average standards of handwriting. Pupils show that they care about what they do and are suitably commended by staff both orally and in their marking. The quality of Year 6 marking is particularly good with clear target setting and guidance for pupils to make improvements. In many lessons observed pupils' performance was improved as a result of their interaction with the teacher. For example, in a Year 5 religious education lesson pupils' understanding of what makes a good leader was considerably enhanced through discussion with adults present in the class.

18. In this very good school it is almost impossible to separate the quality of learning from the quality of teaching and pupils' subsequent response. The success of this interaction is a major strength of the school.

"Pupils with special educational needs and those identified as being 'able' are supported very effectively."

19. Support for special educational needs is very well managed. Pupils' needs are identified early in Year R through good co-operation between the special educational needs co-ordinator and reception staff. This working partnership is continued in all year groups, with targets set which are well communicated to all staff and discussed with parents. Clear learning objectives are consistently followed and pupils make good and often very good progress as a result. Their performance is well monitored, with teachers and learning support assistants keeping good records and sharing information to modify and extend work set as appropriate. It is evident that pupils feel well challenged and respond enthusiastically, both in class and in withdrawal work.

20. 'Booster work' aimed at helping pupils for intensive periods to overcome specific problems and reach the next National Curriculum level, is very well organised and implemented. Because of this, coupled with very good quality support from learning support assistants in particular, pupils achieve well in comparison with both their ability and previous experience. At the end of Year 2 and Year 6 such pupils often reach, or very nearly reach, levels expected for their ages in English, mathematics and science. For example, in 2001 every seven year old achieved the national average Level 2 in mathematics, and every eleven year old at least reached the average Level 4 in science. Considering that 18 per cent of pupils at the school are on the register of special educational needs this is a creditable performance.

21. Successful special needs support is underpinned by very good relationships. Pupils are confident that they will be listened to and are not afraid to make mistakes. They respond well to work set at the right levels. Staff maintain high expectations of work rates and behaviour, and pupils make good progress because of this. Part of the school's Beacon status is the result of the sustained high quality of special needs support.

22. The school has made very good progress since the last inspection raised a key issue to improve provision for more able pupils. The co-ordinator with responsibility for this aspect works very well with colleagues to identify pupils with special potential and plan opportunities to extend them. There is a good partnership with class teachers, and learning support assistants are well briefed about intentions. Documentation in terms of policies and school procedures is of high quality and the school has been recognised as having Beacon status for its provision. It now serves as an example of excellent practice to other schools in the local authority. To have reached such a position from one identified as giving cause for concern in 1997 is a significant achievement.

23. The success of support for able and talented pupils is clear from the very high performance of pupils in National Curriculum tests, especially for eleven year olds. For example 60 per cent of Year 6 pupils achieved above average results in mathematics and 64 per cent in science in 2001, with two per cent of pupils reaching well above average. Pupils are entered onto the school's register of able pupils for a variety of reasons. Hence a pupil with special needs in one area such as literacy, can still be considered able in another, for example in ICT, music or games. This is entirely consistent with the school aim to consider children as individuals on their own merits, and set targets accordingly.

"The school takes very good care of pupils."

24. The last report raised a variety of issues regarding pupils' welfare and health and safety. All such issues have been successfully dealt with. All required safety checks are now carried out appropriately and this inspection raises no such concerns. Governors and staff show very good levels of care and work hard to promote the school's Christian aims and values. Governors, headteacher and caretaker make regular assessments of risks and take action accordingly.

25. A very small minority of parents expressed concerns over arrangements at the start and end of the day. Inspectors find that procedures are good, having been improved as a result of the school's own evaluation of the situation. Parents themselves sometimes add to the congestion in the narrow street which constitutes the only access to the school.

26. This inspection finds that the school takes very good care of children, both in the physical sense: for example high levels of support by office staff when children are ill; and in terms of helping pupils to do their best. Target setting is proving very successful in literacy and numeracy as a result of good assessment and evaluation. This is not yet the case in all curriculum areas. ICT and religious education are subjects which, as part of the 'core curriculum' would benefit the most from such initiatives.

27. Very successful assessment procedures very effectively support work in special educational needs and for more able pupils. At the same time skilful identification of those pupils who are likely to be very close to the next National Curriculum level is leading to very effective 'booster work', and yet further improvements. Reading recovery records showing how pupils are supported in their reading if they have dropped behind and show this work to be very effective, with some pupils making as much as a year's progress in three months, or in extreme cases, even less.

28. The school makes good arrangements to introduce children to reception before they join the school and children in the Foundation Stage show good confidence as a result. Good, and developing, links with secondary schools ensure that pupils are well prepared for transfer. The good homework programme supports this process well, especially in mathematics.

29. The commitment of all staff positively affects the level of care for pupils. A very poignant example being that when pupils have done well, not only are their efforts applauded by their classmates, recorded in the headteacher's 'good' books, and commented on in assembly, but one of the rewards pupils can choose is to show the caretaker what they have done. It is a testament to the very good relationships in the school that a lot of pupils want to do so!

WHAT COULD BE IMPROVED

"In the context of this very good school this inspection raises no key issues for improvement. However, the deteriorating external fabric of the building does not reflect the very good quality of the school. The school is aware of a minor issue to improve the presentation of pupils' annual reports."

30. The school provides a good learning environment in a complicated building. Accommodation is adequate, but governors are working on developments which will create more space for the library, better facilities for ICT, and provide a designated outdoor teaching

and playing area for the Foundation Stage. The excellent, long standing caretaker (31 years in post) plays an important part in maintaining the quality of the interior of the building, which is cleaned to a high standard. However external features, which are the responsibility of the local authority rather than the school, are in a poor state of repair. For example wooden window and door frames are rotten, some have shrunk to produce large gaps which let water in, and the school is in need of re-painting. Currently the outward appearance of the school does not do it justice.

31. From its own dialogue with parents the school is aware that some people have concerns about pupils' annual reports. A minority of parents expressed their dislike for 'computer generated' comments. Summer reports do give parents a reasonable view of pupils' progress, but inspectors judge that their appearance does not do the content justice and recommend that they be improved from this point of view.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. This inspection identifies no key issues for the school to address. It strongly recommends that governors continue to work with the local education authority and the diocese to bring about improvements to the external fabric of the building.

33. A minor point for improvement, already known to the school, is developing the quality of pupils' annual reports.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	23	8	0	0	0
Percentage	0	14	64	22	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 almost three 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)	413
Number of full-time pupils known to be eligible for free school meals	67
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	75
English as an additional language	No of pupils
Number of pupils with English as an additional language	13
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	27	33	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	25	27
	Girls	32	31	32
	Total	57	56	59
Percentage of pupils at NC level 2 or above	School	95 (97)	93 (88)	98 (98)
	National	85 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	27
	Girls	32	31	32
	Total	57	56	59
Percentage of pupils at NC level 2 or above	School	95 (95)	93 (100)	98 (97)
	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	30	20	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	25	29
	Girls	19	19	20
	Total	41	44	49
Percentage of pupils at NC level 4 or above	School	85 (82)	88 (89)	98 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	20	20
	Girls	17	18	18
	Total	32	38	38

Percentage of pupils at NC level 4 or above	School	67 (77)	76 (82)	76 (84)
	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	1
Black – African heritage	4
Black – other	3
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	7
White	382
Any other minority ethnic group	13

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)	17.3
Number of pupils per qualified teacher	23.9
Average class size	29.6

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	325

FTE means full-time equivalent.

Financial information

Financial year	2000/1
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	£
Total income	861007
Total expenditure	853071
Expenditure per pupil	2060
Balance brought forward from previous year	35044
Balance carried forward to next year	42980

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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	414
Number of questionnaires returned	144

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	2	0	0
My child is making good progress in school.	65	31	3	0	0
Behaviour in the school is good.	61	35	2	0	1
My child gets the right amount of work to do at home.	40	44	15	1	1
The teaching is good.	73	26	0	0	1
I am kept well informed about how my child is getting on.	63	33	3	1	1
I would feel comfortable about approaching the school with questions or a problem.	73	25	1	1	0
The school expects my child to work hard and achieve his or her best.	75	22	3	0	0
The school works closely with parents.	59	33	6	1	2
The school is well led and managed.	87	12	1	0	1
The school is helping my child become mature and responsible.	72	24	2	0	1
The school provides an interesting range of activities outside lessons.	54	37	8	1	1

Due to rounding totals may not equal 100.