

INSPECTION REPORT

ST. JOHN BOSTE R. C. PRIMARY SCHOOL

Washington

LEA area: Sunderland

Unique reference number: 108853

Headteacher: Mr P. Foster

Reporting inspector: Mrs M. R. Shepherd
11328

Dates of inspection: 7 – 8 May 2002

Inspection number: 198834

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Castle Road Oxclose Washington Tyne and Wear
Postcode:	NE38 0HL
Telephone number:	0191 2193800
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Appropriate authority:	Governing body
Name of chair of governors:	Mr J. Holleran
Date of previous inspection:	3 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John Boste R. C. Primary School has 154 pupils. This is smaller than the average primary school. The school's roll is now increasing. Pupils live in owner-occupied and rented accommodation and come from areas adjacent to the school in the new town of Washington. Pupils are organised into single age-group classes from reception to Year 2. In the junior school, pupils work in single age-group classes in the morning, through the use of a part-time teacher, and then work in three mixed-age classes in the afternoon. Thirteen per cent of pupils are entitled to free school meals, which is average. There are two pupils of Indian origin who have English as a first language. Fifteen per cent of pupils are on the special educational needs register, which is below average. One pupil has a full Statement of Special Educational Need, which is below average. Attainment on entry to reception is broadly average. There is some movement of pupils in and out of the school; a quarter of the current Year 6 pupils has changed since they were in Year 2.

HOW GOOD THE SCHOOL IS

This is an excellent school. Pupils consistently make very good progress throughout the school. Teachers work very effectively together to support each pupil's learning. The headteacher's leadership and management are excellent, the deputy headteacher's contributions are of high quality and the governing body is closely involved in the school's work. The school provides very good value for money.

What the school does well

- Standards of pupils in Year 6 are well above average in mathematics, science and dance. Standards in English and information and communication technology are above average.
- The leadership and management of the headteacher are outstanding; he has extremely effective partnerships with the deputy headteacher and the governing body.
- Pupils are extremely enthusiastic about school; behaviour and relationships are excellent; attitudes and personal development are very good.
- Teaching is very good, with excellent features.
- The spiritual, moral and social curriculum is excellent, the cultural curriculum is very good.
- Partnership with parents is excellent.
- The whole school community works as a united team that cares deeply for every individual pupil and has a great pride in its achievements.

What could be improved

The school's work is of such high quality that there are no improvement issues.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. There has been very good improvement since then. The previous key issues have been addressed extremely thoroughly. Standards have risen in English, mathematics and science. They have risen significantly in information and communication technology and dance. Pupils' attitudes, relationships and personal development have improved. The quality of teaching has risen from good to very good throughout the school. There was no excellent teaching in the previous inspection and now a third of teaching is in this category. The curriculum for spiritual development is richer throughout the school and the partnership with parents is stronger. The quality of leadership and management has continued to build on, and extend the strengths identified in the previous inspection. The range and quality of extra-curricular activities is even better. There is very good capacity for further development.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	C	B
Mathematics	A	A*	A	A
Science	A*	A*	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Last year's English standards show the impact of additional pupils with special educational needs joining the school in Year 5 and Year 6. Inspectors judge standards in the current Year 6 to be well above average in mathematics, science, speaking and listening and dance, and above average in reading, the range and content of writing and information and communication technology. The trend in standards over the past four years is in line with national trends. The school sets itself challenging targets and is on target to meet them.

The 2001 national tests show standards of pupils in Year 2 to be in the top 5 per cent nationally in writing. Standards in reading, mathematics and science compared with all schools are well above average. Compared with similar schools attainment is very high in reading and writing and well above average in mathematics. The inspection confirms these standards.

Children make very good progress in reception. They are on track to reach standards above the expected level in communication, language and literacy, and mathematical development by the time they join Year 1. They are on track to reach standards well above the expected level in their personal, social and emotional development.

All pupils make very good progress and reach their potential.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a great pride in their school. They approach learning with real enthusiasm and expect to do their best.
Behaviour, in and out of classrooms	Standards of behaviour are extremely good. Pupils act very responsibly in their classrooms, around the school, in the dining hall, in the playground and at school clubs.
Personal development and relationships	The quality of relationships is extremely high. Pupils have great respect for each other's feelings, values and beliefs. They have high quality relationships with adults. Personal development is very good. Pupils are keen to take responsibility and use their initiative very effectively.
Attendance	After a dip in 2000 / 01 when attendance was unsatisfactory, this year's figures show the rate has returned to above the national average.

Pupils take homework very seriously. They take a pride in the presentation of their work.

TEACHING AND LEARNING

Teaching of pupils in:	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.

A third of teaching inspected was excellent. It features throughout the school. The teaching of English and mathematics is very good. Literacy and numeracy skills are taught very effectively. Teachers plan very carefully to meet the needs of every pupil and have very high expectations of each individual. Classroom assistants and teachers work in a very effective partnership with each other. Teachers use homework very effectively. They manage pupils very skilfully.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very stimulating curriculum. The range of extra-curricular activities is outstanding. Information and communication technology is used very effectively in other subjects. School visits play an important part in extending pupils' learning.
Provision for pupils with special educational needs	The curriculum for these pupils is carefully matched to their needs. They are fully included in the curriculum. Expertise from outside the school is used effectively to support individuals.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Provision for spiritual development is excellent. Whole school assemblies, dance, music and spiritual readings are all used very skilfully to extend pupils' learning. Provision for moral development is excellent. The ECO ¹ projects are used extremely well to develop pupils' understanding of whole world issues. Provision for social development is excellent. There are many diverse opportunities for pupils to develop these skills in small groups, classes and as a whole school. Provision for cultural development is very good.
How well the school cares for its pupils	The headteacher establishes a very strong sense of community, which is extended across all staff. Staff provide a high level of care for each pupil. Procedures for promoting good behaviour are excellent and reflect strong Christian principles.
Partnership with parents	Parents have a great pride in the school. The school has excellent systems for parents to regularly discuss their children's progress. Parents support the school's homework systems very effectively.

Parents work in a very effective partnership with the school, particularly in the use of homework to extend and consolidate children's learning.

¹ Pupils, teachers and parents work together on a wide range of ecological issues around the school. They are the second school in the North East region to receive the coveted Green Flag Gold award for this work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management of the headteacher are outstanding. He sets extremely high expectations across the whole life of the school, and supports staff very sensitively to reach the school's goals. The deputy headteacher is very effective and combines her roles of leadership and classroom teaching very skilfully. Co-ordinators play a valuable role in developing their subjects.
How well the governors fulfil their responsibilities	Governors have a very good understanding of the daily life of the school. The chair of governors plays a valuable role in supporting the headteacher and in working with pupils every week.
The school's evaluation of its performance	The school evaluates its performance very carefully and in detail. School improvement planning is very thorough and used very effectively to improve the school's work.
The strategic use of resources	The deployment of the whole school's resources are considered very carefully and are used very efficiently to provide high quality learning for each pupil. The secretary is very effective and ensures that the daily life of the school runs very smoothly. The quality of the accommodation is regularly improved to increase the range of pupils' experiences. The current caretaker takes a great pride in keeping the school very clean.

The school considers the principles of best value very thoroughly. Consultation is particularly good and ensures that developments are based on the needs of the whole school community.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-three parents attended the meeting with inspectors, 51% of parents returned the questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Leadership and management. • Their confidence in approaching the school with problems or questions. • The quality of teaching. • The school helps their children to become mature and responsible. • The school expects their children to do their best. • The extra-curricular activities. 	<ul style="list-style-type: none"> • A very few parents were concerned about the homework.

The inspectors agree wholeheartedly with the strengths identified by the parents. They disagree with concerns about homework. They judge that this is very good and plays a significant part in raising standards.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of pupils in Year 6 are well above average in mathematics, science and dance. Standards in English and information and communication technology are above average.

Mathematics

1. Children in the reception class make very good progress in mathematics because the teacher begins a programme of teaching basic skills as soon as children enter the school. She sets a high level of challenge in lessons, and provides activities that support less able children and those that extend the more-able. For example, in a lesson building on the nursery rhyme 'One, Two Buckle My Shoe', she worked on numbers, challenging more able children to work in hundreds, tens and units, whilst supporting less able pupils in working with numbers to ten. Lessons are carried out at a fast pace and children thoroughly enjoy the interesting tasks, such as working out the number of people on a bus by adding the number of passengers upstairs with those travelling downstairs. The teacher introduces the numeracy strategy very effectively and children develop a love of this subject, which continues throughout the school.
2. Teachers in Years 1 and 2 build very effectively on this very good foundation and, by the end of Year 2 standards are well above average. Pupils thoroughly enjoy mental mathematics sessions because they receive very clear explanations. Teachers use their excellent subject knowledge to challenge pupils' thinking, which produces very high levels of concentration. For example, in Year 2, pupils multiplied tens and units by ten and doubled numbers with great confidence. Teachers use resources very skilfully to extend mathematical thinking.
3. From Years 3 to 6, pupils work in single age group classes, which reduces the number of pupils for each teacher and ensures that each pupil is challenged. The headteacher works regularly with groups of pupils in mathematics lessons, which further reduces the number of pupils to each adult and allows a higher level of involvement of each pupil in mathematical discussion. Teachers continue to use the numeracy strategy with great expertise and lessons proceed at a brisk pace. They encourage pupils to make calculated guesses or ask questions when they do not understand, and this extends pupils' confidence extremely effectively. Pupils strive to extend their skills and have a great sense of achievement when they complete a task. Teachers use questioning very skilfully to challenge more able pupils and to support those with special educational needs. By Year 6 a high proportion of pupils are working at Level 5, which is above the expected level for pupils of this age group. Pupils use different mathematical methods confidently to solve problems such as working out whether three-fifths is larger or smaller than two-thirds. Pupils thoroughly enjoy mathematics because teachers have such an enthusiasm for this subject.

Science

4. Teachers provide a very good balance across the science curriculum each year. This ensures that pupils regularly encounter scientific methods and develop confidence in carrying out experiments. This development begins with discussion in the reception class, which builds up to simple recording by the end of Year 2. The teachers provide very well organised tasks and recording systems for pupils. For example, in Year 2 pupils followed through an investigation with key questions of 'Will it grow? What are we finding out? What will we do?' These sequences provide a clear framework for pupils to develop investigative skills across each of the different aspects of the science curriculum. Teachers provide a very good variety of tasks throughout the year, and pupils learn to use

charts and graphs to record their findings. They develop a simple understanding of what a fair test is because teachers encourage them to identify what stays the same in an experiment and what changes. By the end of Year 2 standards are well above average.

5. From Years 3 to 6, teachers continue to provide a carefully balanced scientific curriculum each year and, by the end of Year 6, standards are well above average. Pupils produce more detail in their written work and by Year 6 they use scientific language very confidently. They produce clear explanations of scientific phenomena such as 'reversible' and 'irreversible' changes, or how to separate solids from liquids. Throughout the school, teachers expect pupils to produce careful drawings and diagrams and, by Year 6, they produce them in great detail. For example, pupils drew the different parts of a flower's reproductive system, with meticulously drawn cross-sections. Pupils develop a very good understanding of physical science because they build up this understanding each year. For example, by the end of Year 6, pupils confidently identify the difference between mass and weight and use correct units of measurements for these investigations.
6. The ECO projects make a very valuable contribution to pupils' scientific understanding throughout the school. The development of contrasting habitats in the school grounds such as, wetlands, grasslands and wildlife areas give pupils a detailed understanding of living processes. The observations over time are particularly valuable in developing understanding of the inter-relationship between plants and animals. Whole school visits provide high quality opportunities for developing scientific knowledge. For example, the whole school spent a day in the Discovery Centre, where pupils' work on design and technology extended their understanding of mechanisms.

English

7. Children make very good progress in the reception class because the teacher works on an intensive programme of letter recognition in the first half of the autumn term. She works very closely with parents to develop children's confidence in this skill, and this gives children an excellent start to reading. By the end of the year, children are confidently building up words by identifying the separate sounds. The focus on recognising letters is carefully combined with appreciating stories, and children develop confidence in tackling new words. Children are encouraged to speak at length and to listen to each other's contributions. For example, when children came out to identify a word in the class poem, they were ready and keen to explain what they were doing.
8. Teachers build carefully on this early progress. By the end of Year 2, standards are well above average. Teachers continue to provide a challenging combination of work in Years 1 and 2. They develop reading skills by giving pupils many opportunities to appreciate a range of different authors and writing styles. They use a very thorough programme of letter and sound recognition to extend pupils' skills of reading unknown words. By the end of Year 2 pupils have a very good knowledge of many different authors and compare the merits of each one. For example, in discussion, a pupil tried to persuade her friend that Beatrix Potter was more exciting than Martin Waddell despite the fact that he was handsome. Teachers provide many opportunities for speaking and listening across a wide range of contexts. They give great encouragement to individuals to extend their sentences and ensure that every pupil has an opportunity to speak in whole class sessions. For example, in Year 1 a few pupils read the beginnings of their stories about giants to the whole class and then the class was organised in pairs to discuss how the story might develop. Pupils develop a great appreciation of literature through writing alternative versions of stories. For example, pupils wrote about the different characters in A. A. Milne's 'The King's Breakfast' and Roald Dahl's 'The Magic Finger.' Pupils develop very good skills of setting the scene in stories. For example, a pupil wrote, 'It all started in the noisy but scary jungle. It began in the early sunset, it was so beautiful'. Pupils from ethnic minorities make very good progress because they are given great praise and encouraged

to do their best. Pupils produce extended pieces of writing because they are given time to develop their ideas. Standards in spelling in Year 2 are well above average and pupils use grammatical structures at a higher level than expected for their age. For example, a pupil wrote 'Goldilocks was nosey because she went in somebody's house without asking'.

9. Pupils continue to make very good progress from Years 3 to 6. However, the movement of pupils in and out of the school in Years 5 and 6 has adversely affected standards in English overall over the past two years. A higher proportion of pupils reach Level 5 than expected, but some pupils are not on track to reach Level 4 in grammar and spelling. Pupils concentrate very hard when they read at the beginning of every morning and afternoon session. They develop their own preferences in both fiction and non-fiction and discuss different authors confidently comparing different writing styles. Parents believe that the school develops a 'hunger for reading' in their children and this was very evident during the inspection throughout the school. Standards in speaking and listening are well above average. Pupils are consistently given opportunities to speak across a wide range of different contexts. More able pupils speak in formal situations with very great confidence. For example, a pupil read to the whole school, to parents, the Mayor of Sunderland and many other dignitaries in the church with a confidence that was extremely sophisticated. His timing was extremely skilled and authoritative. Pupils' skills in writing across a wide range of styles are above average. They write very effective, sensitive pieces of work. For example, a pupil wrote a prayer of a little squirrel, 'Dear God, put me in a tree bursting to the brim with nuts', whilst another wrote, 'Happiness is...a usual visitor, until sadness throws him out'. Pupils have equally effective skills in other styles such as persuasive writing or recounting their own experiences. For example, a pupil wrote, 'I was so nervous! My heart was pounding and my legs felt like jelly'. However, skills of spelling and grammar overall are at the expected level. This reflects the lower level of skills of the pupils who have moved into the school midway through their schooling. They have not benefited from the full programme of work to develop spelling and grammar skills in place throughout the school.

Information and communication technology

10. All pupils make very good progress in this subject. The high quality computer suite allows each pupil to spend the maximum time in developing their skills during lessons. Teachers have good subject knowledge. They give clear explanation when introducing new skills, and make sure that pupils receive individual support when they are working on the computers. The classroom assistant supports pupils very effectively because she has a good level of expertise. By Year 6 pupils produce multi-media presentations with confidence. They access their own files speedily and work confidently across the different aspects of the curriculum. For example, they use spreadsheets, word processing and graphics packages with skill.

Dance

11. Pupils have regular opportunities to develop skills in this area of physical education. They initiate their own productions and enjoy practising in their own time. By Year 6 both boys and girls move sensitively to music, completing complex sequences of movements, identifying their own timing for these different movements and communicating their feelings extremely skilfully. They perform extremely well in front of large audiences.

The leadership and management of the headteacher are outstanding; he has extremely effective partnerships with the deputy headteacher and the governing body.

12. The headteacher is a highly effective leader and has a deep commitment to the school. He is determined to provide a very high quality of education for each pupil, both for their academic and their personal development. He has extremely high expectations for every member of the school community and combines this with a detailed knowledge of every person involved in the school. He sets an extremely clear educational direction for the work of the school and ensures that everyone understands their part in achieving these goals. He is a very effective manager. His regular daily teaching in classes ensures that he tracks individual pupils' progress thoroughly and also allows him to enter into professional dialogue with teachers to work towards further improving their classroom practice. He sets sharply focused priorities and then manages all the different aspects that are needed to achieve them. For example, when standards were identified as below average in information and communication technology, he converted a classroom into a computer suite. He ensured that there were enough computers so that pupils do not have to share a computer in lessons, organised training for teachers and employed a technician. He also ensured that the subject was taught systematically across the schemes of work, and was used regularly across other subjects of the curriculum.
13. The headteacher works in close partnership with the deputy headteacher who combines her role of leadership and management with that of a full-time class teacher very skilfully. She has an in-depth understanding of the school's developments and supports staff very effectively. Curriculum co-ordinators are very well informed about their subjects. They work enthusiastically in pairs across the infant and junior classes and keep each other up to date with developments in their different age groups. This has a significant impact on the smooth progress that pupils make throughout the school.
14. The headteacher works very effectively with the governors. He is often in daily contact with the chair and vice-chair of governors and this high level of communication allows these governors to keep abreast of the daily life of the school. The headteacher keeps the governing body very well informed about school developments. This commitment to sharing the management of the school ensures that the governing body plays an important role in extending the partnership between the school, its parents and the wider community. The headteacher and governing body consider principles of best value very carefully. For example, they have managed to improve many different aspects of the school building through imaginative extensions to different parts of the accommodation, and by selecting the builders and materials carefully.

Pupils are extremely enthusiastic about school; behaviour and relationships are excellent; attitudes and personal development are very good.

15. Pupils have a great pride in their school. They celebrate each other's achievements and expect to do their best, whether that is in an individual piece of work, whole class discussion or taking part in an extra-curricular activity. For example, in the gymnastics club for children in reception to Year 3, pupils concentrate hard, listen to instructions and then do their best to improve their work. Pupils' behaviour is exemplary because the headteacher and each member of staff have very high expectations of every individual. For example, the headteacher insisted that an artist painted some murals during the working day because he had every confidence that pupils would respect this work. He also wanted pupils to experience the process of the artist at work. Whether pupils are working in class, moving around the building, walking to church or playing in the playground, they act sensibly and considerately to each other. Pupils work and play extremely well together. They have a high level of respect for each other's feelings, values and beliefs because they are given regular opportunities to analyse their own situations. For example, pupils considered their relationship with a member of their family and a pupil

wrote about her sister, 'She is ...a prowling tiger hidden in the grass, always ready to pounce, yet she is a warm, woolly jumper'. Older pupils interact sensitively with younger pupils and the younger pupils respect and appreciate this support.

16. Pupils have high quality relationships with adults, showing a high level of trust in their interactions. This produces very good personal development because pupils feel confident to show and discuss their feelings. For example, in the dance which took place in the church, all pupils were extremely expressive in their movements and facial expressions. Teachers provide a carefully structured framework for developing personal viewpoints in lessons. This ensures that pupils steadily extend their skills of expressing their opinions. For example, in the Years 3/4 class pupils debated whether towns are the best places to live. In the next class they debated whether each class should have their own football and, in the oldest class, pupils produced detailed newspaper articles covering the debate on the merits of wearing school uniform. Pupils are keen to take responsibility and they use their initiative very effectively.

Teaching is very good, with excellent features.

17. A third of the teaching inspected during the inspection was judged to be excellent. This standard features in both the infant and the junior classes. Key features of teaching are as follows: -
 - high quality partnerships between classroom assistants and teachers;
 - very high expectations of every pupil's potential;
 - clear identification of pupils' individual targets during lessons and in teachers' marking;
 - stimulating and imaginative tasks that are relevant to pupils' own experiences;
 - different tasks in group work to challenge the more able and support the less able;
 - excellent subject knowledge in mathematics, and very good subject knowledge in science, English, information and communication technology and dance;
 - excellent behaviour management;
 - clear explanations, finely tuned questioning skills and a fast pace to lessons;
 - use of homework to extend the learning in lessons and to develop independent study skills;
 - very effective use of additional adults, such as the chair of governors to support individuals and groups.

The spiritual, moral and social curriculum is excellent, the cultural curriculum is very good.

18. Teachers plan very carefully for these aspects of the curriculum in their own classes. This planning is complemented very effectively by whole school opportunities such as presentations in the church to celebrate achievements, visits to local science centres, or further afield to places such as Ambleside in the Lake District. A further element of the curriculum is the close links with the church and its priest, which extends the work of the school into the spiritual community of the parish. Pupils develop a great respect for prayer because teachers allow time for reflection and discuss the content of each prayer before it takes place. Teachers use the regular time for prayer at the beginning of mornings and afternoons very sensitively, and this time is valued by pupils. For example, three pupils had been out of the class to collect their homework and then waited respectfully before entering the class because the prayers were in progress. Teachers use music, dance and sign language with great skill to extend pupils' spiritual development.

19. Pupils develop a clear understanding of many moral issues because this has a high profile throughout the school. The part of the school's mission statement 'Always try to treat others as you would like them to treat you' is evident across many aspects of the school's work and is regularly reinforced. Teachers include a moral dimension across a wide range of lessons. Pupils extend their skills of presenting alternate moral viewpoints through carefully presented arguments and when writing persuasive letters. For example, in Year 5 pupils played the roles of parents or officials debating the lack of activities for children in Washington. Through the work of the ECO club, pupils develop an excellent understanding of issues, such as, the effects of human pollution. Teachers organise their lessons carefully to provide a range of different opportunities for social development. Pupils develop confidence in working in a wide range of different contexts, from whole class discussions to collaborative projects in groups or pairs. Teachers have very high expectations of the levels of pupils' social development. For example, pupils followed through a complex programme of readings, dance sequences and presentations by watching each other carefully for cues of when to move. This ensured that they worked in harmony with each other to produce the final presentation. Teachers organise a very good range of opportunities for cultural development, combining experiences within the local community of Washington with visits in the North East region or further afield.

Partnership with parents is excellent.

20. The school greatly values the partnership with parents. The headteacher and teachers keep them very well informed about their children's progress and of developments in the school. This ensures that parents have great confidence in the work of the school, and feel a part of their own children's learning. Parents greatly appreciate the weekly opportunity to meet teachers after school to discuss their children's work. They also appreciate the flexibility that teachers show in arranging meetings at the convenience of the parents, and the amount of time teachers are prepared to spend in discussing details of their children's development. All teachers work very consistently in providing homework in line with the school's policy. Parents value the organisation of homework from Monday to Thursday, which leaves the family free over the weekend. Parents identify the steady progress of study skills that their children develop over time at home, which prepares them very effectively for homework in the secondary school. Parents are welcomed into school and they make valuable contributions both in classes and around the school.

The whole school community works as a united team that cares deeply for every individual pupil and has a great pride in its achievements.

21. The headteacher is determined to provide a rich and varied school life for every pupil, where they can fulfil their potential. Together with the governors and all staff, he vigilantly takes every opportunity to extend and develop the school's work. This produces a very high level of challenge for every individual within a highly supportive structure. Pupils develop a high level of confidence to learn and to try their best. Every adult is valued and they, in turn, provide very good role models for pupils. There are very effective communication and consultation systems set up throughout the school, which ensure that everyone understands their own part in the developments and changes taking place. Every member of the school has a great pride in the individual part they play in making the school successful, which reflects strong Christian principles. The school mission statement of 'encouraging each child to be happy, cheerful, well-balanced experiencing success and gaining satisfaction from her/his own achievements and from the achievements of others' is implemented very effectively through the tremendous hard work and commitment of this school's staff.

WHAT COULD BE IMPROVED

22. The school's work is of such high quality that there are no improvement issues.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The inspection judges that this section is not relevant to this school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	6	10	1	1	0	0	0
Percentage	33	57	5	5	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five 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)	154
Number of full-time pupils known to be eligible for free school meals	20
Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	23
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	7.2 ²
National comparative data	5.6

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.

² This year the rate of attendance is 4.2, which is well below the national average. This shows a return to the consistently good attendance rates before the 2000 / 2001 figures.

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	5	12	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	5	5
	Girls	12	12	12
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	94 (87)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	12	12	12
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	11	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	9	10	11
	Total	18	20	21
Percentage of pupils at NC level 4 or above	School	86 (95)	95 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	10	10	11
	Total	19	20	21
Percentage of pupils at NC level 4 or above	School	90 (86)	95 (95)	100 (91)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	152
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	20
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	104

Exclusions in the last school year

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

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

Financial information

Financial year	2000 - 2001
	£
Total income	336,847
Total expenditure	333,069
Expenditure per pupil	2,177
Balance brought forward from previous year	24,851
Balance carried forward to next year	28,629 ³

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	1.5
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.

³ The governors maintain a balance to compensate for variations on numbers of pupils each year.

Results of the survey of parents and carers

Questionnaire return rate 51%

Number of questionnaires sent out	154
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	19	1	0	1
My child is making good progress in school.	78	22	0	0	0
Behaviour in the school is good.	76	20	0	1	3
My child gets the right amount of work to do at home.	71	19	3	3	4
The teaching is good.	86	14	0	0	0
I am kept well informed about how my child is getting on.	64	32	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
The school expects my child to work hard and achieve his or her best.	85	15	0	0	0
The school works closely with parents.	77	22	1	0	0
The school is well led and managed.	90	10	0	0	0
The school is helping my child become mature and responsible.	86	13	0	0	1
The school provides an interesting range of activities outside lessons.	85	14	1	0	0

Summary of parents' and carers' responses

Many parents added very positive comments on their questionnaires to express their gratitude for the high quality work of the school.