

INSPECTION REPORT

ST MARY'S RC PRIMARY SCHOOL

Chiswick

LEA area: Hounslow

Unique reference number: 102529

Headteacher: Miss C McKeever

Reporting inspector: Mr D Gwinnett
16548

Dates of inspection: June 17 – 18 2002

Inspection number: 198499

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: 3-11 years

Gender of pupils: Mixed

School address: Duke Road
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London

Postcode: W4 2DF

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Appropriate authority: Governing Body

Name of chair of governors: Fr Michael Johnson

Date of previous inspection: 10th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Roman Catholic Primary School is situated in a residential area of the London borough of Hounslow. It draws its pupils from a wide catchment area because it is the only Catholic primary school in the vicinity. Children's attainments on entry are broadly average. There are 276 pupils on roll, 123 boys and 153 girls, including 26 part time children in the nursery. There are 36 pupils with special educational needs, which is below average, and four pupils have Statements of Special Educational Needs, also below average. 55 pupils come from minority ethnic backgrounds and 74 pupils speak English as an additional language, eight of whom are at an early stage of language acquisition; this is a high proportion. Pupils come from a wide cross section of backgrounds, although their socio-economic circumstances are average overall. An average proportion of pupils are eligible for free school meals. Since the previous inspection, the school has received two Achievement Award and has recently been asked to become a Beacon School by the Department for Education and Skills. The school experiences difficulty recruiting and retaining staff, with nine teachers having been appointed in the last two years and one newly qualified teacher appointed in January 2002.

HOW GOOD THE SCHOOL IS

The school attains very high standards in most aspects of its provision. Children start school with slightly above average attainments. They do well, reaching very high standards in English, mathematics and science by the time they leave the school. Pupils have very good attitudes to their work, attend school regularly, develop excellent relationships with each other and teachers, and learn well. Attendance, which was well below average, has considerably improved following concerted efforts and is now well above average. The quality of teaching is good overall and a high proportion is very good or excellent. The overall good teaching provides motivation for pupils that encourages them to learn well. The well-balanced curriculum includes regular valuable extra-curricular opportunities that successfully enrich pupils' learning. There is very good provision for the care and guidance of pupils, with sound arrangements for assessing their progress. The results of assessments are well used to improve the curriculum and teaching. The school keeps parents and carers very well informed about what is being taught, and successfully encourages parents' involvement in the life of the school. The quality of reports is good. The school has responded very well to the issues of the previous inspection. Overall, bearing all these factors in mind, the school is very effective in what it does and provides very good value for money.

What the school does well

- The headteacher, senior staff and governors provide very good leadership that contributes significantly to the success of the school and the continuing improvements since the last inspection.
- Teachers' very high expectations of all pupils, irrespective of their individual starting points, promotes an inclusive atmosphere that contribute to very high standards in English, mathematics and science by the time pupils leave the school.
- Pupils behave very well and have very good attitudes to work as a result of the positive role models of teachers and the very good provision for pupils' spiritual, moral and social education.
- The well-planned curriculum, that includes many extra-curricular opportunities and visits, enriches pupils' learning and contributes towards high aspirations and motivation.
- The school has coped admirably with the problems of high staff mobility caused by the difficulty in recruiting and retaining teachers.

What could be improved

- The combination of insufficient outdoor play equipment, the cramped classroom and the recent changes of staff, which have adversely affected the management of the curriculum, contribute to limited opportunities for children in the nursery and reception class.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has responded very well to the issues from the previous report and has a very good capacity to improve further. In its previous inspection of 1997, the school was found to provide an effective education. Since then, there have been further improvements. The key issues of the previous inspection report have been rectified. The balance of subjects in the curriculum has been improved and statutory requirements in design and technology are now met. Daily planning contains specific and measurable learning objectives. There are better systems in place for assessing pupils' progress, including improved procedures for identifying and tracking pupils with special educational needs. There is improved provision for supporting gifted and talented pupils and subject co-ordination has improved as a result of further training. High standards in the core subjects have been maintained and the school is on course to meet or exceed its targets. The school continues to have a very good partnership with parents.

STANDARDS

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

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

Key

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

This information shows that standards in the 2001 national tests for pupils in Year 6 were far above the national average in mathematics and science, where they were in the top five per cent nationally, and were well above the national average in English. Standards have remained consistently high over recent years. The school has set challenging targets and is on course to meet them. Inspection evidence shows that, by the end of Year 6, standards continue to be well above average in English and mathematics. Standards in other subjects were not investigated on this inspection. Standards in English and mathematics continue to be very high for two reasons; firstly, teachers plan what they do carefully to ensure that the National Literacy and Numeracy Strategies are fully covered. Secondly, tasks are well matched to the particular needs of pupils; those with special educational needs or who are higher attainers are identified and given work that suits their particular needs. Children in the nursery receive a good start to their education and their progress is maintained in the reception year where they achieve satisfactorily. Consequently, children exceed the early learning goals in most areas of learning. They are achieving satisfactorily. In the Year 2001 tests, pupils in Year 2 were in the top five per cent nationally in reading, well above average in mathematics and above average in writing. In lessons seen, standards are above average in reading, writing and mathematics. This is despite the large class size that has worried some parents. Pupils' achievement is satisfactory by the end of Year 2 and good by the end of Year 6. Pupils who do not have English as their first language make very good progress as a result of effective support by the specialist teacher and class teachers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school because they are offered interesting activities. They are eager to learn and very keen to succeed.
Behaviour, in and out of classrooms	Very good. Pupils respond very well to the very high expectations of behaviour and behave very well both in and out of classrooms and this contributes significantly to the orderly learning environment.
Personal development and relationships	Very good. When given the opportunity, pupils use their initiative, although the large size of some classes restricts opportunities for independent learning. Relationships are excellent and teachers know

	their pupils very well.
Attendance	Very good. Attendance is now well above the national average following intensive and highly successful efforts to improve the former below average attendance. Pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and reception	Years 1-2	Years 3-6
Lessons seen overall	Good	Good	Very Good

The quality of teaching is very good overall and leads to very good learning. The quality of teaching was highest in Years 3-6 where over half of the lessons seen during the inspection were very good or better, with one excellent lesson seen in the Year 5 class. English is taught well throughout the school and no lessons were judged to be less than good. Literacy is taught well because the school has successfully adapted the National Literacy Strategy to meet the needs of all pupils, including those with special educational needs or those who are higher attainers. The teaching of mathematics and numeracy are very good. This is particularly the case in Years 3-6. The effective teaching of literacy and numeracy skills in other subjects of the curriculum successfully consolidates and reinforces the work that is done in English and mathematics lessons.

Strengths in the quality of teaching include very high expectations of all pupils, irrespective of their individual starting points, good choice of materials that interest and motivate pupils and very good management of pupils' behaviour. The brisk pace of lessons ensures a positive and purposeful learning atmosphere in which pupils are fully engaged on relevant tasks. Pupils have a clear idea about their own learning because teachers explain the purpose of lessons, giving a clear idea of what pupils should know or do by the end of the lesson that they did not know at the beginning. Space is very well used, and learning assistants provide good support so that the large size of some classes does not adversely affect learning. A particularly positive aspect of the teaching is the way in which teachers welcome innovation and change. As a result, teachers are resourceful and adaptable, welcoming new approaches and methods. This keeps learning alive, ensuring that pupils make rapid progress. In lessons that were satisfactory rather than good or very good, teachers were not so assured in their manner.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The quality and range of learning opportunities, including the very good range of extra-curricular activities, provide effective practical and intellectual experiences that extend pupils' understanding.
Provision for pupils with special educational needs	Very good. Individual Education Plans identify clear targets, which are well used by staff to support learning.
Provision for pupils with English as an additional language	Very good. These pupils are well integrated the life of the school and receive very good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The very good provision for pupils' spiritual, moral, social and cultural development help pupils to acquire strong values. Pupils learn to value and respect each other, their teachers, other adults and their communities.
How well the school cares for its pupils	Very good. Teachers know their pupils very well and effectively monitor their personal development.

The school has very good links with parents and is working with increasing success to improve and extend these links.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
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Leadership and management by the headteacher and other key staff	Very good. The headteacher provides decisive and dynamic leadership and sets very high standards that contribute to the success of the school. She is very well supported by the deputy headteacher and senior staff who work very hard to ensure the continuing success of the school.
How well the governors fulfil their responsibilities	Very good. The governing body successfully contributes to the strategic management of the school. They have a very clear understanding of the school's strengths and weaknesses, providing effective support to the headteacher and staff in maintaining very high standards.
The school's evaluation of its performance	Good. The school thoroughly evaluates its performance and successfully identifies factors that will improve its performance. For instance, it targets the performance of gifted and talented pupils in order to maximise their achievement.
The strategic use of resources	Good. Teachers make effective use of learning resources. The use of the school librarian to monitor standards of reading has a positive impact on standards.

A particular strength of the school is the strong leadership shown by the headteacher. This ensures that staff and pupils feel valued and supported and this helps the school to cope very well with the problems posed by the accommodation and teacher recruitment.

The school applies the principles of best value very successfully: very good financial planning and effective procedures for the ordering and supply of goods ensure that funds are well used to improve standards. The school closely compares its performance with other schools and effectively listens to parents' views about how the school can be improved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like coming to school, behave well and make good progress. • The quality of teaching is good; pupils are expected to work hard and do their best. • Parents are kept well informed about their child's progress. • The school works closely with parents, listening well to suggestions or complaints. • The school is well led and managed. • The school helps pupils to become mature and responsible. • There is effective use of homework to support work done in school. 	<ul style="list-style-type: none"> • There are insufficient extra-curricular activities. • A sizeable minority were very concerned about the impact of large class sizes on pupils' learning. • Some parents would like more information about their child's progress.

Inspectors' judgements support parents' largely positive views. Inspectors feel that the school provides a very good range of extra-curricular opportunities. Inspectors agree that several very large classes have the potential to adversely affect standards of learning. However, very good use of space, effective deployment of ancillary staff, including classroom support assistants, and high quality management support for the teachers of these classes has minimized any negative repercussions, and so pupils' learning has not unduly suffered. The school provides very regular good quality information about pupils' progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher, senior staff and governors provide very good leadership that contributes significantly to the success of the school and the continuing improvements since the last inspection.

1. The headteacher, senior staff and governors have a very good vision for the school that promotes continual development and ensures continuing high standards. There is a shared commitment that ensures that pupils do well when they leave the school, irrespective of their individual starting points when they join the school. The headteacher, deputy headteacher and key staff analyse the school's performance, successfully identifying factors that hold back pupils' progress and implementing improvement strategies. The current school development plan, for instance, has improvements to teaching and learning as its first main priority, and under this heading the school aims to improve provision in the nursery, further improve lesson planning, provide further enrichment activities, raise standards for higher attaining pupils and those with special educational needs and improve library provision. Each of these priorities is carefully costed and time deadlined, and clearly identifies who is responsible for both delivering and monitoring the improvement. The development plan goes on to identify other aspects of school provision that it wishes to improve, including its leadership, curriculum, assessment strategies, links with parents and environmental improvements. The targets are specific and most are measurable, enabling the school to continually review and refine its improvements programme.
2. The governing body contribute significantly to the success of the school. They show a commitment to improvement that is clearly based on an appreciation of the school's major strengths and weaknesses. They know, for instance, that teacher recruitment and retention is difficult due to the high local housing costs, and that some pupils' education is interrupted by visits during term time to visit relatives in other parts of the world. The governors were deeply involved in recent discussions about the implications of the school merging with another local school and the extent to which this might have relieved pressure on space, but could have caused discontinuity to pupils' education through the merger process. The governors act well, making decisions that have significant repercussions for the whole school and are not afraid to be both bold and enterprising. They are well informed through the regular reports that are provided by the headteacher and subject co-ordinators. They are supported in their task by having governors with considerable personal financial, legal and administrative know-how. Whilst they work well at a strategic level, the governors also take an interest in the day-to-day running of the school. There are governors with named responsibilities for literacy, numeracy and special educational needs who regularly visit to find out what is happening in the classrooms. Meetings are well attended and promote detailed and frank discussion. The work of the governing body has a direct impact on pupils' standards and achievements because the headteacher and staff get the support they need to improve key areas of provision.
3. The regular monitoring of teaching ensures that weaknesses are quickly identified and corrected. A comprehensive programme of classroom observations by the headteacher, subject co-ordinators and local education authority advisory staff has a significant impact. There is a very good induction procedure for new staff; the school realises that the quickness with which new staff adjust to the school and effectively engage with the pupils is a crucial determinant, given the high rate of teacher mobility. Teachers welcome this support and do not see it as intrusive. They are able to discuss any problems openly, knowing that they will receive support rather than censure. Strategies for performance management are well embedded, providing clear and regular appraisal of teachers' levels of competence. Appraisal also extends to support staff, giving the clear message that all adults are valued and deserve support. As a result of this focus on teacher effectiveness, the staff have a critical edge to their thinking; they are open to innovation and change, welcoming opportunities to tackle new initiatives.
4. Another reason for the school's success is the commitment it showed to addressing the areas of weakness identified in the last inspection. A number of improvements to the curriculum have had

a positive impact on pupils' standards and achievement. There is now a more balanced time allocation to individual subjects. A particularly innovative development has been the introduction of Italian lessons that provide a distinct contribution to pupils' cultural development, providing a deeper appreciation of the background and values of families that originate from Italy. Clearly, a good many parents welcome this. The school quickly moved to ensure that statutory requirements were met in design and technology, which is now a very successful area of curricular provision. The planning of the curriculum has improved, with a greater clarity about what pupils are expected to learn and how work is to be assessed. Very importantly, the school now thinks carefully about how to challenge the entire ability spectrum, whereas at the time of the last inspection, there was a concern about the levels of challenge for lower and higher attaining pupils.

Teachers' very high expectations of all pupils, irrespective of their individual starting points, promotes an inclusive atmosphere that contributes to very high standards in English, mathematics and science by the time pupils leave the school.

5. The overall high quality of the teaching adds considerably to pupils' achievements. Much of the reason for this is because teachers have a clear understanding of the potential of each pupil and adjust their expectations accordingly. For instance, the school provides good support for pupils who have special educational needs (SEN) or who use English as an Additional Language (EAL). Following the last inspection, when the school was judged to be weak in supporting pupils with special educational needs or those that were gifted and talented, the school introduced strategies to correct this. A special educational needs co-ordinator (SENCO) was appointed, and procedures for identifying pupils requiring special help were introduced. This means that pupils are identified early in their school careers so that special support can be provided to help them make the most of their potential. Those who need them are given Individual Education Plans (IEPs), which clearly state how the pupil is to be supported. The IEPs are reviewed and adjusted twice each year in consultation with parents, and those who no longer need extra support are removed from the register of SEN pupils. There are regular meetings with teachers to ensure that the needs of SEN pupils are met in the classroom. Procedures are kept under review to ensure they remain relevant and effective. As a result, pupils' needs are well met and they make good progress.
6. The school has a high proportion of EAL pupils, and the eight pupils who are at the early stages of English language acquisition receive intensive support to ensure that they are not disadvantaged in their learning. A significant minority speak European languages including Polish, French, Spanish, Portuguese and Italian, although many other languages are also represented in the school community. One very successful curricular arrangement is the provision of lessons in Italian with the financial support of the Italian embassy, which benefits the academic and cultural development of pupils. As a result of the additional support, the performance of EAL pupils matches that of all other pupils.
7. The school has started to identify pupils who are gifted and talented more thoroughly and, as a result, provides additional support for these pupils to ensure they do as well as they can. The school has a co-ordinator for Gifted And Talented Education (GATE) who identifies pupils within this category and monitors provision and standards to ensure that teachers provide the additional stimulus and challenge they require. Art classes are provided for gifted and talented pupils, and the school has been invited to participate in the local education authority Summer School for Year 6 gifted and talented pupils. The proportion of pupils gaining higher levels in national tests are closely monitored and this has been of particular benefit in Year 2, where the proportion of pupils gaining Level 3 in writing has begun to improve. However, the school is understandably concerned that the proportion of pupils gaining Level 3 in writing lags behind reading and mathematics and is prioritising this area of provision to readdress this imbalance.
8. As a result of the attention the school gives to all its pupils, its results speak for themselves. By Year 6, pupils have attained well above the national average in each of the last four years. Taking the core subjects of English, mathematics and science together, the school has been in the top five per cent of schools nationally each year. When compared to similar schools, this school has also been in the top five per cent nationally. This is a remarkable record that speaks volumes

about the quality of teaching and the quality of management in the school and fully deserves to be applauded and celebrated. Not surprisingly, the school was awarded a Schools' Achievement Award in 2000 and 2001 and has been nominated as a school of excellence by the Department for Education and Skills.

Pupils behave very well and have very good attitudes to work as a result of the positive role models of teachers and the very good provision for pupils' spiritual, moral and social education.

9. Pupils of all ages behave very well and have very attitudes towards their learning. Every parent who completed the parents' questionnaire before the inspection confirmed that pupils enjoy coming to school and that behaviour in school is good. It is unusual to have such unanimity of views. The reason for this is equally apparent on the questionnaire; all parents confirmed that the school expects children to work hard and to do their best. Inspection evidence confirms these very positive views. In classrooms, around the school and in the playground, pupils are sensible and respond to the high expectations of teachers. However, teachers' expectations are not imposed in a harsh or pedantic way, rather there is praise for good behaviour and attitudes, and pupils are quietly, but firmly, reminded when they step out of line. Importantly, pupils are not made to feel embarrassed or cowed when they are reprimanded. Often it is done in an unobtrusive way so that the flow of the lesson is not interrupted.
10. One of the reasons that pupils behave so well and enjoy their work is that there is a shared sense of purpose and pride. The Catholic aims of the school are evident in its actions, providing a moral and spiritual underpinning that defines its distinct and special ethos. This shared endeavour, "to ensure that the curriculum provides a Catholic Christian setting in which children grow in understanding" is apparent in the day-to-day workings of the school that promote a sense of community effort in which pupils and staff work towards the common good. The result is a school that promotes high standards of academic and personal achievement and the development of the whole child. Spiritual development occurs at a formal level, through worship, prayers and hymns, and at an informal level, through the good example of adults and the concern showed to all pupils irrespective of their individual circumstances. Pupils play very happily together and show courtesy and respect when listening to each other's views in class.
11. Examples of excellent behaviour and caring attitudes were apparent in a Year 4 mathematics lesson; the teacher's infectious sense of fun and clear pleasure in the pupils' rapid progress promoted excellent working relationships that had a significant impact on the pupils' eagerness to learn. Inspectors noticed how well behaved pupils were in the playground and in the canteen at lunchtimes. Much of this resulted from the friendly and helpful manner of the supervisors, who avoid overbearing attitudes. Very good behaviour is expected but not dogmatically imposed. There are few formal statements or rules on display about conduct because pupils do not need them.

The well-planned curriculum, that includes many extra-curricular activities and visits, enriches pupils' learning and contributes towards high aspirations and motivation.

12. Since the last inspection, there have been a number of significant improvements to the school curriculum. The National Literacy and Numeracy Strategies have been successfully introduced. This has had a positive impact on pupils' achievements across subjects. The headteacher and staff know that high levels of skill in literacy and numeracy are crucial to pupils' academic success and they continue to refine and improve the way in which the Strategies are delivered. The planning of lessons is done carefully and is monitored closely to ensure that the content and balance of lessons fully engages pupils' attention and is inclusive for all pupils. This means that work is tailored to particular groups of pupils who work at a different pace. Whilst no pupils are allowed to slack, there is recognition that some pupils take longer than others to understand important principles of learning, whilst others need constant stimulation and ambitious targets if they are to optimise their potential. In literacy lessons, there is a regard for pupils who do not speak English as their first language and provision of specialist support where necessary.

13. The headteacher and co-ordinators for literacy and numeracy monitor what happens in lessons. In doing this, the school has been supported by the local education authority. This has helped to identify things that can be improved, for instance the level of challenge in writing for pupils in Years 1 and 2. The good lessons learnt from monitoring in literacy and numeracy are being extended to the other areas of the curriculum. Teachers closely assess pupils' work, ensuring there is good verbal and written feedback. Parents confirmed on the questionnaire and in the parents' meeting that teachers use homework well to support work done in lessons, although on occasions, the amount of work set is a little too much. Inspection evidence confirms that most teachers use homework very well and this is a strength of the teaching.
14. Parents had mixed views about whether the school provides sufficient activities outside normal class lessons. Inspection evidence shows that the school provides a very good level of extra-curricular activity. This is also confirmed by a review of school provisions undertaken recently by the local education authority. The range of lunchtime and after school sessions includes computer club, French Club, gymnastics, ballet, football, netball, art club, Kung Fu and tennis. This is a good cross section of sporting, aesthetic and academic pursuits that enrich the statutory curriculum, providing good opportunities to develop pupils' social, moral and cultural understanding. The school provides a full range of musical instrumental tuition on strings, woodwind, brass, guitar, drums and piano, there is extra curricular recorder playing and all pupils in Years 3-6 participate in the weekly choir rehearsal. Other activities include a good number of trips, for instance to Sayers Croft and Marchant Hill, and participation in local fixtures and sporting events. The school achieves success; for instance, it won the inter school swimming gala last summer. These varied and well-planned activities contribute to the happy, active and purposeful atmosphere of the school that values the development of the whole pupil.

The school has coped admirably with the problems of high staff mobility caused by the difficulty in recruiting and retaining teachers.

15. The school is in an area where housing costs are prohibitively high. Consequently, many teachers leave the area when they first want to buy a property. This results in a regular changeover of staff that has the potential to disrupt the flow of pupils' education. The school has made strenuous efforts to get around this problem.
16. The very thorough induction given to newly appointed teachers and the continued monitoring and support by the headteacher, senior staff and local education -authority inspectors ensures that teachers adjust quickly during their early weeks and continue to develop in their role. The headteacher and senior management takes the supporting and nurturing of newly qualified staff very seriously. The induction procedures and support for these teachers is outstanding.
17. A heavy portfolio of responsibilities is born by senior staff who have to induct new staff and ensure that this constant change does not create discontinuity to pupils' learning. Additionally, a small minority of parents are understandably anxious about the quality of new staff, particularly where this coincides with large classes and these anxieties sometimes result in friction between parents and the school management. Not all anxieties have been fully resolved, but inspectors feel that the school could have done little more to improve a situation that is largely beyond its immediate control.
18. Indeed, the efforts made by the school have paid dividends. Despite the anxieties of some parents, inspectors judge that the very good support for new teachers, the effective use of support staff and the effective use of available space and resources has minimized the negative repercussions of high staff mobility and large classes to the extent that no pupils are considered to have been unduly disadvantaged in their education. The school has accepted that some classes were too large and has moved to reduce their size. A particularly positive side effect of this mobility is that the school attracts younger teachers who are very adaptable and flexible in their attitudes. The staff welcome change and have an enthusiasm and buoyancy that brings vibrancy to the teaching and learning. This is a vital factor influencing the very high standards attained.

WHAT COULD BE IMPROVED

The combination of insufficient outdoor play equipment, the cramped classroom and the recent changes of staff, which have adversely affected the management of the curriculum, contribute to limited opportunities for children in the nursery and reception class.

19. Whilst the quality of teaching and learning for children in the nursery and reception class is good overall, several aspects of provision limit the quality of education provided, placing constraints on several features of learning. The lack of outdoor climbing and balancing equipment limits opportunities for physical development and there is a shortage of outdoor toys to promote social development or stimulate imaginative play. The limited space in the reception class inhibits opportunities for active and independent learning. Progress has been made in implementing curricular guidance, but there is not yet a fully coherent approach across both classes. This is emerging following the appointment of a new co-ordinator, but the process is incomplete. Consequently not all children achieve as well as they could in all six areas of learning. The areas that are particularly affected are aspects of creative and physical development and children's knowledge and understanding of the world.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. In order to continue the very good work of the school, the headteacher and governors should now address the following in their action plan:

(1) Improve provision in the nursery and reception class by:

- providing more outside equipment to support children's physical development and to stimulate imaginative and social play;
- continuing to plan for the nursery and reception classes together so that pupils receive an integrated, systematic and continuous experience;
- further consider how to limit the problems caused by lack of space in the reception class.

(See paragraph 19.)

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

12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	8	5	4	0	0	0
6%	44%	28%	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 more than five percentage points

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)	14	250
Number of full-time pupils eligible for free school meals	-	24

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	3
Number of pupils on the school's special educational needs register	3	33

English as an additional language

	No of pupils
Number of pupils with English as an additional language	74

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	3.3

Unauthorised absence

	%
School data	0.4

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	19	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	16
	Girls	19	19	19
	Total	35	34	35
Percentage of pupils at NC level 2 or above	School	100 (100)	97 (91)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	15	16
	Girls	19	19	19
	Total	35	34	35
Percentage of pupils at NC level 2 or above	School	100 (97)	97 (100)	100 (89)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	17	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	16
	Girls	16	17	17
	Total	32	33	33
Percentage of pupils at NC level 4 or above	School	97 (93)	100 (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	13	16	16
	Girls	16	17	17
	Total	29	33	33
Percentage of pupils at NC level 4 or above	School	88 (90)	100 (93)	100 (97)
	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	14
Black – African heritage	11
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	164
Any other minority ethnic group	26

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)	8
Number of pupils per qualified teacher	28
Average class size	31

Education support staff: YN – Y6

Total number of education support staff	6
Total aggregate hours worked per week	114

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13

Total number of education support staff	1
Total aggregate hours worked per week	12.5

Number of pupils per FTE adult	8.8
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7.5
Number of teachers appointed to the school during the last two years	7.6
Total number of vacant teaching posts (FTE)	4.9

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	3	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	2001/2
	£
Total income	654,854
Total expenditure	677,998
Expenditure per pupil	2,439
Balance brought forward from previous year	84,158
Balance carried forward to next year	61,014

Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4.9
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	276
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	73	20	6	1	0
Behaviour in the school is good.	83	17	0	0	0
My child gets the right amount of work to do at home.	61	31	7	1	0
The teaching is good.	69	23	5	1	2
I am kept well informed about how my child is getting on.	59	26	13	2	1
I would feel comfortable about approaching the school with questions or a problem.	70	24	4	3	0
The school expects my child to work hard and achieve his or her best.	80	19	0	0	1
The school works closely with parents.	63	26	6	4	0
The school is well led and managed.	63	32	1	2	2
The school is helping my child become mature and responsible.	76	18	2	1	3
The school provides an interesting range of activities outside lessons.	51	30	14	4	1

Other issues raised by parents

Some parents are worried about the combined impact of large classes and inexperienced teachers. Inspection evidence shows that the school has provided outstanding support to new staff and has responded very well to the difficulties imposed by large classes. The compensatory support of additional staff and effective use of space and resources has minimised any adverse impact on pupils' learning.

