

INSPECTION REPORT

ST MARY'S RC PRIMARY SCHOOL

Beckenham

LEA area: Bromley

Unique reference number: 101662

Headteacher: Mrs J McConnell

Reporting inspector: Mr C Deane-Hall
23757

Dates of inspection: 11 - 12 September 2000

Inspection number: 224150

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories

of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Roman Catholic Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Westgate Road Beckenham Kent
Postcode:	BR3 5DE
Telephone number:	020 8650 2355
Fax number:	020 6663 4845
Appropriate authority:	The Governing Body
Name of chair of governors:	Canon J Madden
Date of previous inspection:	18 October 1994

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr C Deane-Hall - 23757	Registered inspector
Mrs J Lindsay – 14347	Lay inspector
Miss W Thomas – 12764	Team inspector

The inspection contractor was:

Capital Inspections
Chaucer Building
Canterbury Road
Morden
Surrey
SM4 6PX

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Roman Catholic Primary School serves the community of Beckenham in Kent. It is a Roman Catholic Aided school which admits pupils from three parishes. The school provides education for 314 pupils, of which 169 are girls and 145 are boys. Since the last inspection, the school has completed an extensive building programme to provide improved teaching accommodation. The number of pupils at the school has increased by around 120 since the last inspection. The level of attainment of the majority of children on entry to the school, is above the level expected.

Nearly all of the pupils live in the local community and come to the school because of its Catholic Christian foundation and good reputation. Much of the accommodation in the area is privately owned housing. The number of pupils known to be eligible for free school meals is low (two per cent). Few pupils join or leave the school other than at the usual time. There are four pupils with English as an additional language and none is at the early stages of English acquisition. There is a total of 76 pupils (24.8 per cent), who are on the special educational needs register, (broadly average). Six pupils have a Statement of Special Educational Need and there are 24 pupils at Stages 3-5 of the special educational needs register, Their needs include specific learning difficulties, speech or communication difficulties, severe learning needs, and physical difficulty.

HOW GOOD THE SCHOOL IS

St Mary's is a very good school. It is a caring community which provides a good all-round education based upon a strong Catholic Christian framework. Standards at the end of Key Stage 2, in English, mathematics and science are very high. In comparison with similar schools, pupils' attainment in science is very high. In mathematics, it is well above average and in English it is average.

The quality of teaching and learning is good. Teachers plan their lessons well, use their secure subject knowledge to good effect to support pupils' learning and generally have high expectations of what pupils can do. Pupils have very good attitudes to learning and their behaviour, personal development and relationships are excellent. The school is particularly good at ensuring that pupils are provided with a well balanced curriculum. The provision for pupils' social development is very good, with spiritual and moral development opportunities being excellent. The school is well supported by parents. The leadership and management of the school is very strong. Overall, the school provides very good value for money.

What the school does well

- Standards in English, mathematics and science are high at the end of Key Stage 2 and pupils are well prepared for their next stage of education.
- The quality of teaching is good and staff consistently strive to improve even further. Numeracy is taught well and teachers have high expectations of what pupils can do.
- The school is well led and managed by a dedicated headteacher, deputy headteacher and an enthusiastic governing body. Staff work together well and make a significant contribution to the life and success of the school.
- The school is a very caring community with a strong ethos, based upon Catholic Christian values. These strengths have a beneficial effect on pupils' positive attitudes towards learning and their behaviour.

What could be improved

- The standard of pupils' writing, at the end of Key Stage 1, is not high enough.
- Although pupils' attainment in information and communication technology is broadly average, it could be better.
- The systems whereby parents are able to meet their child's teacher are not sufficiently clear.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1994 and it has improved well in the intervening years. Since that time it has maintained its strengths, such as the provision for pupils' spiritual and moral development, and the standards at the end of Key Stage 2 in English, mathematics and science. The school has made good improvements in addressing the areas for development noted at the last inspection. The quality of the school improvement plan is better and, as a result, the school's strategic and financial planning provides a clearer focus for future developments. The school has worked hard and successfully to define a structure for curriculum policies. Staff are well aware of the school's policies and implement them consistently. Teachers generally plan their lessons well to ensure that pupils are provided with activities which are carefully matched to meet their needs.

Since the last inspection, the quality of teaching has improved to the extent that 57 per cent of the lessons observed, were good or better. The school has developed good procedures for monitoring and evaluating the quality of teaching. In addition, it has a well organised programme for teachers' professional development. This is having a positive impact on pupils' learning. Procedures for assessing what pupils know, understand and can do are thorough so that the school is able to set realistic and challenging targets to help raise standards still further. Teachers are beginning to use information provided from assessment to set targets for individual pupils to help them improve their work. The school has successfully implemented both the National Literacy and National Numeracy Strategies. In numeracy, this is having a positive effect on pupils' learning. The same is true of English in Key Stage 2, however, more still needs to be done to improve standards in writing at the end of Key Stage 1. The school has recently completed an extensive building programme to improve accommodation. The library has been significantly improved and the new physical education hall has improved the provision for dance and movement lessons.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	A*	A*	A*	C	well above average A above average B Average C below average D well below average E
Mathematics	A*	A	A*	A	
Science	A	A*	A	A*	

By the end of the reception year, most pupils exceed the standards indicated in published national guidance for pupils of this age. Over the last three years, pupils have consistently attained high standards at the end of Key Stage 2. The levels attained in 1999, in comparison with national averages were in the top five per cent of the country in English, mathematics and science. In comparison with similar schools, standards in science were particularly high. Between 1996 and 1999, trends in attainment have improved in line with national trends for mathematics and science. However, although there has been a slight dip in attainment in English, standards are still high. Pupils' achievement, including those with special educational needs is good. Standards in information and communication technology, whilst broadly in line with the level expected, should be higher. The school is aware of the issue and has good plans to improve the situation. Standards at the end of Key Stage 1 are high in reading and mathematics but they are not sufficiently high in writing. Realistic and challenging targets have been set for pupils in literacy and numeracy and the school is on course to meet them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested in their work and proud of their successes.
Behaviour, in and out of classrooms	Excellent throughout the school. Pupils' behave extremely well in lessons and around the school. They are very courteous.
Personal development and relationships	Excellent. Pupils build successful relationships with others. They respect the values and beliefs of others and develop a quiet confidence.
Attendance	Pupils' attendance is well above the national average. Pupils are keen to come to school and arrive punctually.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Satisfactory	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.

Overall, the teaching in the school is good. No unsatisfactory teaching was seen during the inspection. Nearly 44 per cent of the teaching was good, 13 per cent was very good and the remainder was satisfactory. The quality of teaching in English, mathematics and science is generally strong, particularly in Key Stage 2. Teachers often provide good opportunities for pupils to consolidate and use their knowledge of what they have learnt in literacy and numeracy, in other subjects. Teachers are very aware of the needs of their pupils and provide good learning environments.

The best teaching is characterised by teachers having high expectations of what the pupils can do and by then setting challenging work which is well matched to pupils' needs. A common strength in teaching is the generally good level of subject knowledge which teachers have across most of the curriculum. They use this well to support pupils' learning. For example, in numeracy, in the upper part of Key Stage 2, teachers use their knowledge of mathematics to challenge pupils' thinking and deepen their understanding through skilful questioning. However, a few teachers lack confidence in information and communication technology and do not use it as much as they could across the curriculum. The teaching of pupils with special educational needs is good. The work of support assistants has a positive impact on pupils' rate of achievement. Teachers' planning is thorough and by holding pupils' attention well during lessons, they maintain pupils' motivation and interest. Pupils respond positively to their teachers. They work hard, want to succeed and show increasing levels of concentration and independence as they move up through the school. Where teaching is less successful, lessons are not sufficiently organised and their pace slows. This has the effect of reducing the level of pupils' achievement. In addition, there is insufficient rigour in the teaching of writing towards the end of Key Stage 1.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum includes all of the subjects of the National Curriculum. It is well balanced, broad and relevant to pupils' needs. Opportunities for learning are enriched by educational visits and a wide range of extra-curricular activities.
Provision for pupils with special educational needs	The needs of these pupils are met effectively. The additional support provided by staff, in classrooms and when pupils are withdrawn, has a positive impact on pupils' learning.
Provision for pupils with English as an additional language	These pupils are supported satisfactorily. Staff are aware of their needs and pupils are provided with appropriate activities to support their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' spiritual and moral development is excellent. The provision for their social development is very good and the school makes good provision for pupils' cultural development. The high quality of provision has a very positive impact on pupils' personal development.
How well the school cares for its pupils	Very good. The school values its pupils highly. It provides a warm, friendly environment in which their pastoral care and protection are a high priority.

Parents have positive views of the school and a good partnership exists between the school and its parents. Parents support their children's learning at home, through, for example, regular homework which is set by teachers. However, parents are not always clear about arrangements for them to meet their child's teacher to discuss how their child is getting on in school. Although the curriculum is balanced and broad, there is a weakness in the provision for information and communication technology. Computers and software are limited which slows pupils' progress, particularly in the upper part of the school. However, the school has identified the issue and has interesting plans to resolve the problem.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong and purposeful leadership. She is ably supported by the deputy headteacher and senior staff and, together with governors, provide a clear educational direction for the school.
How well the governors fulfil their responsibilities	The governors are well informed about the school. They are very supportive and are committed to school improvement and pupils' success. However, their annual report does not provide all the statutory information necessary.
The school's evaluation of its performance	The school has a very good understanding of its work. This results from careful monitoring, analysis and evaluation of its results, the quality of teaching and the curriculum.

The strategic use of resources	Very good. Staff and resources are deployed to good effect. The accommodation is used well to support pupils' learning.
--------------------------------	---

Financial planning and monitoring are very good. Specific grants are used well to enhance the quality of education provided. Best value strategies are applied very well by the school. It compares its performance with that of other similar schools and has clear development plans for improvement. The school takes into account the views of parents when making decisions and ensures that the cost of services is carefully compared before entering into contracts.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects pupils to work hard and achieve their best. • The school is well led and managed. • Behaviour in the school is good. • Children like school. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The systems whereby parents can meet with their child's teacher to find out how their child is getting on in school. • The range of activities outside lessons.

Inspectors generally agree with the views expressed by parents. However, they do not agree with parents' views about extra-curriculum activities. The school provides a good range of activities for pupils out of school lessons. These include a library club, art club, writers' club, cross country, netball, football, dance clubs, choir and orchestra. In addition, a chess club is run by two parents. The school also takes part in local sports activities such as athletics, cross country, football and netball matches, and dance festivals.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are high at the end of Key Stage 2 and pupils are well prepared for their next stage of education.

1. Pupils attain high standards in English, mathematics and science by the end of Key Stage 2. Standards in all three subjects have been consistently high over the last three years. In comparison with similar schools, the results in 1999 were well above average in mathematics, average in English and very high in science. Trends between 1997 and 1999 show continuous improvement in the standards attained in mathematics and science. However, over the same period, there has been a slight dip in the standards attained in writing.
2. The school has successfully introduced both the National Literacy and National Numeracy Strategies. Teachers use literacy and numeracy in other subjects across the curriculum to good effect. For example, in Key Stage 2, pupils develop a play script in religious education. This provides good opportunities for them to deepen their understanding of the difference between narrative and dialogue. In science, older pupils successfully use their numeracy skills to support experiments to discover the relationship between the temperature of water and the speed at which a soluble item will dissolve. Pupils record their findings in a table and by use of a line graph. The way in which pupils' literacy and numeracy is supported in different subjects plays a positive part in their rate of achievement in both subjects.
3. Pupils' speaking and listening skills are good. Most pupils speak clearly using an interesting and varied vocabulary. They use a subject specific vocabulary well. For example, in information and communication technology, pupils in both key stages can confidently use the correct terminology when explaining their work. Pupils are aware of the need to tailor their speaking to meet the needs of their audience, for instance, even the youngest pupils are happy to share their ideas and answers to questions. In both key stages, pupils confidently lead their classmates and staff in prayers. Such opportunities help to underline the importance which the school places upon academic achievement within a caring Catholic Christian environment. Pupils have good standards in reading and teachers encourage pupils to develop their critical skills in response to their reading. Teachers have high expectations of what pupils can do, for example, they provide opportunities for pupils to analyse the poems of William Blake. In writing, most pupils develop a fluent style of handwriting by the end of Key Stage 2. Spelling and grammar are mainly accurate, writing is lively, showing a fluent development of ideas and pupils write for a good range of purposes.
4. In mathematics, pupils build well on their previous levels of understanding, skill and knowledge. Teachers support the development of pupils' mental mathematical agility well. They use the first part of lessons to challenge pupils in their thinking and as they grow older, pupils are increasingly expected to use their numeracy in practical problem solving situations. However, more use could be made of the time towards the end of lessons when learning should be consolidated and information shared between pupils and the teacher. By the end of Key Stage 2, pupils are able to solve complex problems, explain how they arrived at their answer and offer a variety of different strategies to solve a problem. A particular strength is the way that the school analyses the information gained from the assessment of what pupils know, understand and can do. This analysis provides teachers with a clear idea of which aspects of mathematics the pupils need to improve.
5. The school has set realistic but challenging targets for pupils' attainment at age 11. In striving to increase the proportion of pupils attaining the higher Level 5, some teachers are beginning to set targets for individual pupils to help them to improve their work.
6. The school uses homework as a valuable way of enriching pupils' learning and helping to prepare them for their next stage of education. The recently introduced literacy and numeracy homework books provide a useful opportunity for pupils to consolidate and extend their learning.

7. In science, pupils have a good understanding of the investigative aspects of the subject. Teachers have a secure understanding of the subject and use this to help pupils to widen their understanding. For example, in a lesson in Year 6, pupils were encouraged to use their knowledge to make hypotheses about the possible outcome of their work on light. Although the school does not yet have a wide range of information and communication technology software to support science, it borrows the necessary equipment and liaises with specialist agencies to ensure that pupils are provided with the necessary learning opportunities. For example, pupils successfully carry out experiments using a light sensor. Pupils develop and use a good subject specific vocabulary, for instance in Year 4 pupils answer questions about sound using words such as 'vibrate' and 'vocal chords'.

The quality of teaching is good and staff consistently strive to improve even further. Numeracy is taught well and teachers have high expectations of what pupils can do.

8. The quality of teaching has improved since the last inspection and teachers and learning support assistants are keen to improve their skills. Teachers build good relationships with pupils. They know their pupils well, value them and as a result, lessons take place in a calm and positive learning environment.
9. Lessons are carefully planned and teachers have a clear idea of what it is that they want pupils to learn. Learning objectives are invariably shared with pupils at the beginning of lessons. This helps to focus pupils' thinking on what they will be studying and has a positive impact on their attitudes and their motivation to learn. Teachers use information gained from assessment effectively to help ensure that activities are carefully matched to pupils' needs. In the vast majority of lessons, teachers have high expectations of what the pupils can do. They expect pupils to try hard and give of their best. In response, pupils often work hard and produce good quantities of carefully thought out and well presented work. These characteristics of the teaching and learning combine to have a positive impact on pupils' achievement.
10. A common strength in teaching is teachers' secure understanding of the curriculum. This is particularly noticeable in numeracy. For example, in one lesson in Year 6, the teacher used her subject knowledge to good effect by setting challenging questions about the use of brackets when making calculations. Pupils were well supported by the teacher in the ensuing discussion and as a result, their understanding deepened. In the best lessons, teachers set targets for pupils to help improve their work. In a literacy lesson for older pupils in Year 5, each pupil had their target displayed in front of them, on their desk. This served to remind them of how they could improve their work. Nearly all lessons proceed at a brisk pace. When introducing a new idea, teachers provide an appropriate amount of time for pupils to come to terms with a new concept. They use question and answer sessions well to help pupils consolidate their learning and to check pupils' understanding.
11. Pupils with special educational needs are well supported by support staff and the special educational needs teachers. Class teachers and those supporting pupils with special educational needs work closely together. This helps to ensure that staff have a clear view of what pupils need to learn and that activities are carefully planned to help pupils achieve their targets.

The school is well led and managed by a dedicated headteacher and an enthusiastic governing body. Staff work together well and make a significant contribution to the life and work of the school.

12. The headteacher has a very clear vision for the future of the school. This she shares with the well informed governing body. Together, they have ensured that the school has improved well since the last inspection. At the time of the last inspection, the school needed to improve the way that teachers planned to support the needs of pupils with differing prior attainment. This has been achieved to the extent that teachers' planning is carefully matched to the needs of their pupils. In addition, the organisation of lessons helps to ensure that activities are carried out to make the most of available resources and time, and so support pupils' learning. The leadership and management of the school has developed a comprehensive curriculum framework and improved the consistency with which policies are carried out. The school has already implemented appropriate curriculum planning in response to the requirements of the new Foundation Stage for children under five and has a clear structure for the revised National Curriculum.

13. The governors make a substantial contribution to the effectiveness of the school. They have high levels of expertise and are committed to the future of the school. Several governors visit the school, for example, the Literacy and Numeracy Governors, who report back at the meetings of the full governing body. Careful strategic planning, including best value strategies, and financial management have helped to ensure that developments are suitably supported. A good example of the affects of this can be seen in the improved accommodation which provides a good learning environment. The school has well-laid plans to increase the facilities for the teaching of information and communication technology to improve pupils' learning and so help to raise the standards in the subject.
14. The school has good systems for monitoring and evaluating the quality of teaching and learning, and the standards attained. Lessons are observed and verbal and written feedback provided for teachers. Outcomes arising from lesson observations are linked to the school's professional development programme and provide good opportunities for staff to improve their effectiveness. The headteacher and deputy headteacher are well supported by staff in working to improve standards still further. Staff work together well as a team and share a common ethos. Revised assessment and recording procedures have recently been implemented. These, together with the thorough analysis of pupils' performance are beginning to provide valuable information about the rate of pupils' progress and how best to support individuals' learning.

The school is a very caring community with a strong ethos, based upon Catholic Christian values. These strengths have a beneficial effect on pupils' positive attitudes towards learning and their behaviour.

15. The care and community spirit in the school is strikingly good. It is firmly based upon a very strong Catholic Christian foundation of mutual respect and an effective partnership between the parish and pupils' homes. Pupils of all ages are very courteous and well mannered. Opportunities for pupils' spiritual development are excellent. They pervade all the school's activities and significantly help the personal development of pupils. For example, prayer is a natural feature of pupils' life in school and pupils regularly lead their class in prayers. In one class, a pupil prayed for another child who was absent through illness. Pupils have a sense of care and wonder at the created world. The school provides a reflective culture within the curriculum and pupils' joy in learning is evident. The support provided for pupils with special educational needs is much appreciated by many parents who attended the parents' meeting.
16. The school provides excellent opportunities for the moral development of pupils. Staff act as good role models and pupils develop a strong sense of right and wrong. The school ensures that pupils live within a clear moral code which has a very beneficial effect upon pupils' attitudes and behaviour. Pupils behave very well in lessons and around the school.
17. Provision for pupils' social development is very good. The school organises educational visits, including residential visits for older pupils, which provide good opportunities for pupils to learn to live and get along with others. Staff work successfully to build good relationships with pupils and for pupils to develop good relationships with each other. Pupils play sensibly together in the playgrounds and co-operate well in lessons. Older pupils help in the day-to-day running of the school. This has a positive impact on their personal development. The school regularly raises money for others less fortunate than themselves; for example, The Marie Curie Cancer Trust and the 'Love in a Shoe Box' charity for Romania.
18. Pupils respond very well to the hard work and dedication of the staff. Their self-confidence increases as they move up through the school. Older pupils often help younger pupils, for example, during lunchtimes, and pupils are provided with opportunities to carry out tasks for the common good in classes. Pupils' attitudes have a positive impact on their work. In nearly all cases, work is carefully presented; it is dated and books are well looked after. The school has good procedures for monitoring and supporting attendance and pupils enjoy school. This results in high levels of attendance.

WHAT COULD BE IMPROVED

The standard of pupils' writing at the end of Key Stage 1 is not high enough.

19. Although the school has correctly identified the need to improve standards in writing at the end of Key Stage 1, more still needs to be done. The level of attainment for pupils in writing at the end of Key Stage 1 is much lower than in either reading or mathematics.
20. Towards the end of Key Stage 1, insufficient attention is given to the teaching of handwriting. Too many pupils still print their words and do not develop a joined script. Letters are not always carefully formed and are inconsistent in style; for example, pupils often use capital letters in the middle of sentences. Although teachers make comments on pupils' completed work, such as 'you have tried hard with your handwriting', much of the marking is confined to correcting spelling. Marking does not provide enough advice to pupils to help them to improve their work.
21. Insufficient opportunities are provided, in Key Stage 1, for pupils to extend and consolidate their writing skills in their individual writing. Too much of the pupils' writing involves grammatical exercises or answering questions. Information gained from the assessment of pupils' writing is not used as effectively as it could be to support teachers' planning and improve the standards pupils achieve in writing.

Although pupils' attainment in information and communication technology is broadly average. It could be better.

22. By the end of Key Stage 2, the level of pupils' attainment is broadly in line with that expected for their age. However, pupils are not provided with sufficient opportunities to consolidate and increase their understanding of information and communication technology. Nor is the subject used consistently across the curriculum to help pupils' progress. This is because a few teachers are not sufficiently secure in their understanding of the subject and there is limited reference to the development of skills in information and communication technology in teachers' lesson plans. The problem is made worse because the school does not have sufficient software to ensure regular and appropriate access to information and communication technology.
23. The school is well aware of the problem and has good plans to improve the situation. A classroom has been identified for development as a computer suite and adequate funding has been allocated for the purchase of the necessary hardware and software. These plans successfully incorporate the National Grid for Learning initiative. The school has also identified the need to provide a professional development programme to improve teachers' knowledge and confidence in the subject, and to improve the place of information and communication technology within the curriculum.

The systems whereby parents are able to meet their child's teacher are not sufficiently clear.

24. At the meeting for parents and on the questionnaires returned, some parents raised concerns about the systems whereby they are provided with information about the progress their children are making. Although the school arranges a meeting in the autumn term for all parents, the lack of consistency surrounding the summer term consultations means that some parents are unsure about the opportunities to formally discuss how their child is getting on in school.
25. Parents are justified in wanting to know about how their children are progressing in school so that they can help them at home. Written reports provide useful information for parents. However, they are issued towards the end of the school year as pupils move to a new class and teacher and little information is provided earlier in the school year. The quality of information provided for parents in the governors' annual report does not meet statutory requirements, particularly in relation to special educational needs, school security and how the school has implemented the Action Plan following the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should work together to:

- 1) Raise the level of pupils' attainment in writing by the end of Key Stage 1 by:
 - a) improving the way that handwriting is taught;
 - b) ensuring that increased opportunities are provided for pupils to consolidate and extend their range of writing;
 - c) improving the use of information gained from assessments to set targets with pupils to increase their rate of progress;

(refer to paragraphs 19-21)
- 2) Raise standards in information and communication technology by:
 - a) increasing teachers' confidence in the subject so that they are aware of the possibilities of using information and communication technology in other subjects;
 - b) implementing the development plans for the subject as quickly as possible to improve the level of resources;

(refer to paragraphs 22-23)

Information and communication technology is a priority in the school development plan for 1999/2000
- 3) Improve the clarity of the arrangements for parents to know how their children are progressing by:
 - a) improving the consistency of opportunities for parents to meet with teachers to discuss their children's progress;
 - b) providing opportunities for parents to meet with teachers well before the end of the summer term;
 - c) ensuring that the governors' annual report provides all of the information required by law.

(refer to paragraphs 24-25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	44	43	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y R – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	NA	314
Number of full-time pupils eligible for free school meals	NA	6

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y 6
Number of pupils with statements of special educational needs	NA	6
Number of pupils on the school's special educational needs register	NA	76

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	16	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	17	14	17
	Total	32	29	33
Percentage of pupils at NC level 2 or above	School	97 (89)	88 (94)	100 (91)
	National	82 (80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	15	17	17
	Total	30	33	33
Percentage of pupils at NC level 2 or above	School	91 (93)	100 (97)	100 (94)
	National	82 (80)	86 (85)	87 (86)

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
		1999	17	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	17
	Girls	16	16	16
	Total	31	31	33
Percentage of pupils at NC level 4 or above	School	94 (97)	94 (91)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	14
	Girls	16	16	16
	Total	32	30	30
Percentage of pupils at NC level 4 or above	School	97 (79)	91 (88)	91 (94)
	National	68 (65)	69 (65)	75 (69)

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	4
Black – other	2
Indian	5
Pakistani	0
Bangladeshi	0
Chinese	2
White	233
Any other minority ethnic group	7

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: Y R – Y 6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	26.2
Average class size	31.4

Education support staff: Y R – Y 6

Total number of education support staff	9
Total aggregate hours worked per week	140

Financial information

Financial year	1999/2000
	£
Total income	619786
Total expenditure	613776
Expenditure per pupil	1961
Balance brought forward from previous year	21561
Balance carried forward to next year	27571

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	338
Number of questionnaires returned	180

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	1	1	0
My child is making good progress in school.	55	36	2	1	2
Behaviour in the school is good.	72	26	0	0	1
My child gets the right amount of work to do at home.	42	45	6	1	3
The teaching is good.	72	26	0	0	1
I am kept well informed about how my child is getting on.	38	44	9	4	2
I would feel comfortable about approaching the school with questions or a problem.	72	22	3	0	1
The school expects my child to work hard and achieve his or her best.	80	19	0	0	0
The school works closely with parents.	55	38	4	1	1
The school is well led and managed.	81	17	1	0	0
The school is helping my child become mature and responsible.	73	23	0	0	2
The school provides an interesting range of activities outside lessons.	41	45	6	2	5