

INSPECTION REPORT

St Elizabeth's Catholic Primary School

Richmond

LEA area: Richmond

Unique reference number: 102910

Headteacher: Ms Christine Brett

Reporting inspector: Ms Lysbeth Bradley
19994

Dates of inspection: November 27th – 28th 2000

Inspection number: 224375

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Queen's Road Richmond Surrey
Postcode:	TW10 6HN
Telephone number:	020 8940 3015
Fax number:	020 8332 0986
Appropriate authority:	The governing body
Name of chair of governors:	Rev. Philip Mathias
Date of previous inspection:	October 7 th 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Lysbeth Bradley 19994	Registered inspector
Doreen Shotton 19439	Lay inspector
Lynne Wright 22398	Team inspector

The inspection contractor was:

Evenlode Associates Limited

6, Abbey Close
Alcester
Warwickshire
B49 5QW

Tel: 01789 766099

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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	10
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Elizabeth's Catholic Primary School is situated in Richmond, an outer London borough with favourable socio-economic circumstances, and serves families from five parishes. The school is about the same size as other primary schools with 223 boys and girls on roll, including 29 children under five who presently attend part-time. The school is over-subscribed and enjoys the considerable support of parents and the local community. The vast majority of pupils start in the reception class and leave at the end of Year 6. Pupils come from diverse ethnic heritages, with a high proportion, mainly of white European heritage, speaking English as an additional language. A small number are at an early stage of speaking English. The percentage of pupils, who are known to be eligible for free schools meals, is below the national average. The percentage of pupils on the school's register for special educational needs is below the national average and the percentage with a statement of special educational need is in line. When pupils start school their attainment is broadly in line with the borough's average, and above the national average. The school was awarded Beacon Status in June 2000 with a focus on school self-review and the application of information and communication technology (ICT) in mathematics and science.

HOW GOOD THE SCHOOL IS

This is a highly effective school. Very high academic standards have been maintained over the last five years under the excellent leadership of the headteacher and senior staff, and the support of the very effective and well-informed governing body. The school community is not complacent and continually strives to improve. The staff and governors do their utmost to ensure that the children are at the heart of every decision and that each and every one is enabled to reach their potential. The quality of teaching and learning is very good across the school. Pupils are involved in all aspects of school life and have excellent attitudes to their work. Their behaviour is of the highest standard and they treat each other with generosity and kindness. They leave the school at the age of eleven mature young people, who express their views confidently and with sensitivity. The school provides very good value for money.

What the school does well

- The excellent partnership between the school and parents has created a very successful learning community with very high aspirations.
- The very good curriculum promotes pupils' academic and personal growth in equal measures.
- Very good teaching and learning leads to very high standards in literacy and numeracy, and high standards in subjects across the curriculum.
- The consistent implementation of the school's aims and core values ensures that this is an inclusive school where each pupil is enabled to have equal access and opportunity in everything that the school provides.

What could be improved

- Pupils could be more involved in assessing their own progress and in setting personal targets for the next steps in their learning.

The area 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 June 1996 and has made very good progress since that time in addressing the key issues and in further improving the quality of provision in every area. Very high standards have been maintained and targets in English and mathematics have been exceeded. This has been brought about by rigorous self-evaluation and meticulous planning that have made a significant impact on all aspects of provision. What was good is now very good and what was very good has become excellent. Particular improvements include: additions to the building resulting in the provision of extra group teaching rooms and a Junior library; improved, planned opportunities for individual research; policies and schemes of work in place for all subjects; increased involvement of the governing body in strategic planning and the provision, teaching and use of information and communication technology, an area in which the school has made impressive progress, turning a 'satisfactory' subject into a strength.

STANDARDS

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

Performance in:	compared with				
	all schools				similar schools
	1997	1998	1999	2000	2000
English	A	A	A*	A	A
mathematics	A	A*	A*	A	A*
science	A	A*	A*	A	A

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

Similar schools are those with up to 8% of pupils eligible for free school meals.

Pupils attained well above average standards in English and science when compared with schools nationally and with schools that have similar numbers of pupils eligible for free school meals. In mathematics, they achieved well above average standards when compared with schools nationally and in the top five per cent when compared with similar schools. The school has matched the trends in improvement of schools nationally over the last five years, but at a much higher level. The school's targets have become sharper and more challenging as a result of very good assessment procedures and the tracking of individual pupils. Writing has been identified as an area for improvement and standards of work observed during the inspection indicate that this is being tackled very effectively and is already beginning to promote higher standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils love learning and are often excited by it. From a young age they are eager to become involved in a wide range of activities.
Behaviour, in and out of classrooms	Behaviour is of a very high standard in lessons and around the school. Pupils show a keen awareness of how their actions affect others and do their best to make amends when they hurt each other's feelings.
Personal development and relationships	Pupils of all ages work and play very well together. They grow in maturity as they move through the school, assuming greater responsibility for their own actions and showing high degrees of personal initiative.
Attendance	Very good. Levels of attendance have improved at a faster rate than schools nationally over the last three years and are well above the national average. There is no unauthorised absence and pupils get to school on time.

TEACHING AND LEARNING

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

During the inspection, no unsatisfactory teaching was observed. Ninety-four per cent of lessons were judged to be good or better and 41 per cent were very good or excellent. The quality of teaching in English and mathematics is very good. Teaching is of a consistently high standard across the school with particular strengths in the interesting and varied learning experiences that enable pupils to make connections between past, present and future learning. Teachers establish purposeful learning environments where working relationships with pupils and between pupils are equally productive. Planning is very effective in setting the right level of challenge for pupils whatever their skills and understanding. The skills of literacy, numeracy and ICT are very well taught and enable pupils to become

increasingly independent as they move through the school. Pupils with special educational needs are taught very well, alongside their peers in class, in small groups or in a one-to-one relationship with the special needs co-ordinator. Although teachers move learning along well by setting writing targets, they could also consistently develop pupils' understanding of what they do well and where there is room for improvement when marking work in other areas.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good with excellent contributions from the community. The curriculum is rich and relevant for every pupil, reflecting the thoughtfulness of the planning. A very wide range of extra-curricular opportunities gives pupils stimulating experiences outside lessons.
Provision for pupils with special educational needs	Excellent. The highly effective partnership between the special needs co-ordinator, teachers and the special needs assistants from the local authority provides learning and support that is tailor-made for each individual. This ensures that they make very good progress in lessons.
Provision for pupils with English as an additional language	Very good. Pupils' progress is monitored carefully and those who are at an early stage of learning English are rapidly enabled to play a full part. Bilingual pupils achieve at the same high level as others.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Excellent. The school's core values transcend all aspects of school life and underpin all relationships within the wide school community. The school not only embraces the Catholic mission, but also looks intentionally outward to celebrate other faiths and beliefs.
How well the school cares for its pupils	The thoroughness and consistency with which the school implements policies and procedures is very good. The children are at the heart of all school decisions. Pupils could be more involved in assessing their own progress and in setting personal targets for the next steps in their learning.
How well the school works in partnership with parents	Very close relationships between school and home make a significant impact on pupils' personal and academic development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The clear vision and commitment of the headteacher, and the excellent working partnership with the deputy head, inspire teamwork of the highest order. There is a very strong commitment to developing the potential of every staff member; each and every one strives to do their utmost.
How well the governors fulfil their responsibilities	Very good. The governors take their responsibilities seriously and fulfil them very well. They are very well informed and are not afraid to challenge decisions in the best interests of the children.
The school's evaluation of its performance	Excellent. High quality management systems are refined through a continuous and rigorous process of self-evaluation. The monitoring of standards, teaching and learning is very thorough and impacts daily on the work of the school.
The strategic use of resources	Excellent. A thorough understanding of the school's aims by staff and governors ensures that resources are of the highest quality and are targeted closely on key priorities. The school applies the principles of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The school is well led and managed.• The school works closely with parents who feel comfortable approaching staff if they have a concern.• Teaching is good and children are expected to work hard and do their best.• Children are helped to become mature and responsible and, as a result, they behave well.	<ul style="list-style-type: none">• Almost every parent is very satisfied.

The inspection team fully supports the very positive views of parents who know their school very well. Whilst the response to the questionnaire in 1996 was also positive, the proportion of parents who strongly agreed with the statements was significantly higher this time.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The excellent partnership between the school and parents has created a very successful learning community with very high aspirations.

1. The first thing that strikes a visitor to St Elizabeth's Catholic Primary School is how eager the pupils are to learn and how keen and committed the staff are to achieving the highest possible standards. This is a family of learners where everyone associated with the school is drawn into achieving its paramount aim of each child reaching his or her potential.
2. Excellent relationships between school and home make a significant impact on pupils' personal and academic development. Each term parents receive an excellent summary of the work that their children will be engaged in. This not only includes details of the visits and visitors that will enrich the curriculum, but ideas of ways in which they can support their children at home and suggestions of places that they might visit with them. The large number of parents who attended the meeting held prior to the inspection spoke knowledgeably about the school and appreciated the hard work and commitment demonstrated by the headteacher and her staff. In reply to the questionnaire, on an issue where there is rarely consensus, parents were overwhelmingly in agreement that their children get the right amount of work to do at home. There was not one dissenting voice to the statement 'The school expects my child to work hard and achieve his or her best' with 84 per cent of parents strongly agreeing. Governors have also given thought to the best ways to work with parents and each year they present the annual report to parents at a very well attended supper, where a governor sits at every table.
3. These excellent relationships do not happen by accident. Parents are welcomed into school and many work with children in the classroom, supporting them with their reading and in practical activities. The school provides good guidance to them in this work. Parents also accompany children on visits and attend assemblies and concerts in large numbers. The school works tirelessly to understand and address any concerns that parents may have about their own child or a school policy. Teachers are readily available to discuss concerns and parents at the meeting gave examples of the thoughtful ways in which pupils and staff respond to individual circumstances. For example, on one occasion when a pupil damaged her leg and a crutch was provided by the school and a senior pupil was assigned to look after her.
4. A high level of concern for pupils and parents would not result in the very high standards the school achieves if the same concern was not shown for the staff. It is a top priority for the headteacher that her staff receive the best possible induction into the workings of the school. New teachers are welcomed into the school and provided with a wide range of support. The school recognises that young teachers need every opportunity to hit the ground running. Therefore, the governing body budgets for those teachers new to the profession to spend two weeks in school the term before they start. This enables them to spend time with the children they will be teaching, to begin planning with the teacher who will be their mentor, and to familiarise themselves with school routines.
5. The headteacher provides exemplary leadership. Her clear vision and commitment, and the excellent working partnership with the deputy head, inspire teamwork of the highest order. There is a very strong commitment to developing the potential of every staff member. This is achieved through a continuous and rigorous process of self-evaluation, whether through the appraisal of individual staff members or in relation to the monitoring of standards, teaching and learning in subjects across the curriculum. The effectiveness of the school's staff development plan shines through in the way in which staff confidently take on new roles and responsibilities, the success of staff in gaining promotion and the very low rate of absence. A parent summed it up when she said that the school continued to run smoothly when staff left and others took their place. The school looks outward in its work to training the Catholic headteachers of the future as well as to provide the best possible education for the pupils at St Elizabeth's.

Very good teaching and learning leads to very high standards in literacy and numeracy, and high standards in subjects across the curriculum.

6. The school is not a 'hot house' of learning where children are put under unnecessary pressure, but one where teachers plan interesting and varied learning experiences that enable pupils to make valuable connections between personal experiences and what they have learned in the recent and less immediate past. Pupils are expected to make active contributions in lessons and from an early age are encouraged very successfully to discuss their ideas in small groups. This was evident in an Infant 3 lesson when pupils explored times when their feelings had been in turmoil. The children had already discussed at length 'Peace at Last', a familiar story, which drew expressive vocabulary from them in describing the emotions of Father Bear - 'grouchy, exhausted, shattered, anxious', to name a few. They then worked industriously in small mixed ability groups with roles allocated and showed maturity beyond their years in completing the challenging task to a tight time scale.
7. Teachers are particularly adept at planning for all groups of pupils, whatever their abilities, so that each group is able to demonstrate their understanding and make a worthwhile contribution to the lesson as a whole. In a religious education lesson in Infant 2 on the theme of 'Visitors', the teacher's calm and supportive approach enabled even the least confident child to contribute ideas about what preparations to make. The teacher then built on pupils' growing understanding by setting them a range of activities, all purposeful and appropriately challenging: the most able had to plan a visit from start to finish, a majority of the class made a list to ensure no detail was omitted and the group who found it difficult to put their ideas down on paper had the task of laying a table for their visitor to show how welcome they were.
8. The strategies for literacy and numeracy have been implemented very effectively. Teachers have a very good understanding of the underlying principles and exploit their potential to the full. They are not constrained by the structure of the literacy and numeracy hours and draw on existing good practice to make learning both demanding and enjoyable. One striking feature of the literacy hour is the importance given to the plenary session. In a Junior 4 lesson where the class had been examining the motives of the Pied Piper and the citizens of Hamlyn, ten worthwhile minutes were spent when one pupil donned the Pied Piper's hat and was put in the hot seat to answer open ended questions that were put to her by the rest of the class:- "What are you planning to do with the children?", "Why did you take the children away?" The teacher skilfully posed supplementary questions to encourage even more developed answers and extended the plenary by calling on the Mayor to step into the firing line. This enabled pupils to stretch their ideas and to dig deep to find the best expression. This is just one example of the very effective way in which the very high standards of speaking and listening are achieved.
9. In the numeracy lessons, teachers get lessons off to a brisk start by a quick fire session of questions pitched at the right level for individual pupils that encourages them to recall number facts rapidly and to grow in confidence. Very good emphasis is placed on the active use of mathematical vocabulary when asking pupils to explain which strategy they used to solve a problem. Wherever possible pupils are presented with interesting contexts in which to apply their understanding, for example, when pupils produced conversion graphs before their visit to France. Pupils in Junior 4 who are gifted mathematically are working at level 6, for example, using data on the attributes of pyramids to develop their own formulae.
10. The school has made impressive progress in the teaching of information and communication technology (ICT) since the previous inspection. All staff are confident and competent users and communicate their enthusiasm to their pupils. The school's recently awarded Beacon Status is enabling ICT to be planned effectively into mathematics and is already paying dividends. A group of pupils in Junior 3 set about designing their dream bedroom with relish, showing a very good understanding of scale, and importing and rotating shapes to achieve their desired layout. Pupils were given every opportunity to observe and discuss the task, familiarising themselves with new concepts, skills and terminology. This was also the case with children in the reception class who were working with a programmable toy for the first time. The teacher introduced a game that motivated them and encouraged them to 'have a go'. They were expected to work logically, 'think of the order' and no opportunity was missed to develop their mathematical

vocabulary, 'count on, count back'. This was a highly effective lesson that enthused each and every one and the thorough planning and preparation enabled them to understand what they had learned.

11. In spite of the high standards achieved, the school is not complacent and has targeted writing as an area for development. The inspection found substantial evidence to indicate that this aspect is being addressed well through whole-class or group guided writing sessions. Regular opportunities are planned each week to ensure that writing is given prominence and each pupil has writing targets, which they refer to during lessons. Pupils are motivated to write because teachers provide imaginative and relevant contexts for them. For example, in Junior 3, pupils were confronted with the front pages of three broadsheet newspapers, all leading on the stalemate of the American election. They were engaged in a high level discussion on democracy and constitutional matters before writing their own account, importing a photograph from the candidates' websites and finding a pithy headline to fit.

The very good curriculum promotes pupils' academic and personal growth in equal measures.

12. Every aspect of the pupils' school life is planned with much care and thoughtfulness reflecting the school's strong belief that academic and personal growth are equally important if a child is to make a worthwhile contribution to society. Staff recognise the importance of developing basic skills, and do this very well, whilst recognising the importance of providing an education that is broad, rich and relevant to the pupils' experiences and abilities. To this end the curriculum takes account of the needs of all pupils by providing interesting and stimulating situations for learning well matched to their abilities. Support for pupils with special educational needs is excellent, providing adaptations that allow all pupils to have similar experiences and contribute fully to the learning and social structure of the class. All pupils are constantly challenged to do their best and to work hard to increase their understanding and develop their skills.
13. The school provides excellent opportunities for learning beyond that outlined in required programmes, for example through teaching French in Junior 4 and enabling pupils to practise their linguistic skills on a trip to France. The Latin club is enjoyed by a large group of the oldest pupils, and many pupils of all ages receive music tuition in a very wide range of instruments. These, and a wealth of other experiences, stimulate pupils' imagination and enjoyment of learning, whilst complementing and balancing the main emphasis on literacy and numeracy. For example, role play in the reception class provides good opportunities for the children to develop their language and social skills by 'cooking', serving and eating food together in the home area or by helping 'Mrs Mopple' to get the washing done.
14. The school broadens the curriculum further by inviting a range of visitors into school and by arranging visits, which enable the pupils to make connections increasingly between their learning and the outside world. Trips to museums, art galleries, the park and the Victorian school, for example, bring subjects alive and contribute towards high standards. Residential visits for pupils in Junior 2, 3 and 4 are planned not only to extend activities in subjects such as geography, but also to develop the pupils' independence, and social and decision-making skills. A group of Junior 4 pupils talked enthusiastically about their French visit, demonstrating a keen awareness of the forthcoming challenges. They recognised that they were trusted to make increasingly important decisions about how to organise their time, money, eating and rooming arrangements. These and many other events encourage pupils to respect and value each other's contributions, and their care for each other is evident. They have high expectations of themselves and feel it is very important not to let others down.
15. The warm, loving family atmosphere that prevails throughout the school reflects the respect and excellent relationships that exist between all members of the school community. A religious education lesson with Infant 2 pupils explored very effectively how friendship and community life brings joy and pupils know, quite clearly, that 'we are one'. An excellent range of extra-curricular activities further develops and stimulates pupils' talents, for example in music and sport, and gives them a heightened awareness of being part of the school and wider community.

16. The school takes very seriously its commitment to helping its pupils develop spiritually. Staff have an excellent understanding of spirituality and the shared, explicit, core values of home and school transcend all aspects of school life and underpin all relationships. Consideration of these values is the touchstone for all decisions. A family walk in Richmond Park gave pupils and adults time to be together to appreciate the natural world and their part in it. A visit to a farm and Pets Day enable pupils to demonstrate their care for other beings. When pupils bring their imaginations to bear they extend their learning successfully, such as a Junior 4 group exploring relationships between the properties of two-dimensional shapes, or the Infant 3 class using news reports of Remembrance Day to think about special people they remember.
17. The school not only embraces the Catholic mission wholeheartedly and sincerely, but also looks intentionally outward to celebrate other faiths and beliefs. As a result of the relevant and rich curriculum pupils are eager, and very well prepared to play their part in all aspects of school life and in the wider community.

The consistent implementation of the school's aims and core values ensures that this is an inclusive school where each pupil is enabled to have equal access and opportunity in everything that the school provides.

18. The governors and staff are committed to the right of children to have access to a broad, balanced and relevant curriculum, thus enabling them to reach their full potential and aid their development towards independence in the community. Extensive examination of the school's core values has ensured that adults and pupils alike understand what this means for them in terms of what they can expect and where their responsibilities lie.
19. The school has implemented an excellent policy for special educational needs that lays out a coherent set of principles and procedures, and with it a strong commitment to work in partnership with parents. The school's admissions policy reinforces the commitment to welcoming pupils with medical, emotional and social need. Pupils on the school's register of special educational need receive high quality support both in class and when withdrawn to be taught in small groups or on a one-to-one basis. Teachers take the needs of each individual into account when planning lessons and will always go the extra mile to ensure that everything is done to give children the best possible chance. For example, writing aids are provided for those pupils whose fine motor skills are less well-developed and the school even went as far as shortening the legs on chairs so that children could have the correct posture when writing.
20. The provision for special educational needs is a significant strength of the school. The governors ensure that their aims can be met by providing time for the co-ordinator to fulfil her management responsibilities and by allocating sufficient money for resources. The highly effective partnership between the special needs co-ordinator, teachers and the special needs assistants from the local authority provides learning and support that is tailor-made for each individual. Everyone works tirelessly to enable each pupil to play a full part in every aspect of school life. If an activity or visit is not accessible to every child, an alternative is arranged. Staff always check out venues for day and residential visits in order to make all the necessary preparations for any children with physical disability or sight or hearing impairment. Such attention to detail ensures that they make very good progress in learning and in their personal development.
21. The teaching of pupils with special educational needs is very good overall and on an individual basis it is excellent. Planning and preparation is thorough and a warm working relationship is established that enables children, who often lack confidence in a large group, to be forthcoming. In one lesson observed the teacher's clarity in explaining each learning point led to a dialogue between pupil and teacher where each was involved in setting new challenges and in taking pleasure in their achievement. An impressive aspect of teaching is the way in which pupils' self-esteem is built systematically by listening carefully to their views and enabling them to shine in safe situations.
22. The school has a significant number of pupils who speak English as an additional language. Their needs and abilities are carefully assessed and their progress is monitored carefully. Those pupils who are at an early stage of learning English are rapidly enabled to play a full part in lessons and

bilingual pupils achieve at the same high level as others. The school also recognises that these pupils bring a wealth of different linguistic and cultural experiences with them and ensures that the important contributions to lessons and school life are valued.

WHAT COULD BE IMPROVED

Pupils could be more involved in assessing their own progress and in setting personal targets for the next steps in their learning

23. The school has excellent systems for regularly gathering information on the pupils' knowledge and understanding of what they have been taught. These systems are particularly detailed for English and mathematics. They enable the school to evaluate the progress each child makes in these subjects and to set targets for attainment at the end of each academic year from Infant 3 to Junior 4. An increasingly rigorous and analytical approach has enabled the school to aim more accurately at achieving high standards in end of Key Stage 2 national tests. Very good teaching, based on clearly identified objectives for learning for all groups of pupils in all classes, is ensuring that these targets are met, or even exceeded. In all subjects the purposes of the learning are shared very clearly with the pupils at the start of each lesson and referred to at opportune times to help them understand what they are doing. Teachers make useful assessments of what pupils understand as lessons progress and adjust the pace and content accordingly. At the end of lessons teachers sum up what has been learnt by skilful questioning of the pupils so that they can check how well these purposes have been achieved.
24. Teachers make clear to pupils their very high expectations of intellectual efforts and behaviour in order that learning should be successful. However, pupils are capable of being more involved in recognising their own strengths and in setting targets for development in a systematic way in areas other than writing. Teachers' marking of written work is consistent in adhering to the school policy and comments are frequently supportive of effort and presentation. Successive comments such as 'excellent' give no indication to the pupil what features of the work make it so and do not encourage extra thought and effort by setting greater challenge. The best marking aims to extend pupils' thinking by asking questions, such as 'What do you notice about those numbers?' so that a dialogue develops. As yet this practice is inconsistent within subjects and across classes.
25. Folders of collections of each pupil's work enable staff to discuss individual pupils' progress over time and to judge standards. Although pupils contribute insights into their own learning, an opportunity is missed for all partners in learning to share these in a formal way in order to build up an effective illustrated summary of progress and achievement. The folders relate to academic work and do not celebrate other facets of a pupil's personal development, which they could be invited to select.
26. Annual reports to parents are of good quality and parents welcome the informal discussion that accompanies them and which more fully addresses their child's strengths and areas for improvement. The recent introduction of targets for English and mathematics is a positive move. There is no space on the report forms for considered parental contribution to be recorded or for pupils to review their own learning during the year or describe their own personal goals. This does not allow the excellent partnership the school enjoys with parents to be developed to the full.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school is highly effective in providing a very good education for pupils, achieving very good standards, developing well-rounded individuals and giving very good value for money. The headteacher has maintained a freshness of approach over the many years she has been at the school, constantly questioning how things could be better. The senior management team holds very accurate insights into the overall effectiveness of the school. They not only lead by example but also bring out the very best from the team.

The area identified below is one aspect of the school's work that could help the school raise its standards still higher:

Involve pupils more in setting targets for the next steps in their learning and in assessing their own progress by:

- Ensuring that marking consistently promotes a dialogue between teachers and pupils that clearly identifies what has been done well and where there is need for improvement;
- Further developing portfolios by annotating selected work and including signposts to personal growth and breadth of learning;
- Including sections in pupils' annual reports for parents and pupils to comment on strengths and areas for development.

(Para 24,25,26)

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	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
18	23	53	6	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	209
Number of full-time pupils eligible for free school meals	19

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	36

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.1
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.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	17	16	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	15	15	16
	Total	32	32	33
Percentage of pupils at NC level 2 or above	School	94 (94)	94 (94)	100 (97)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	16	16	16
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	17	5	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	17
	Girls	5	5	5
	Total	21	21	22
Percentage of pupils at NC level 4 or above	School	95 (100)	95 (100)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	5	5	5
	Total	18	19	19
Percentage of pupils at NC level 4 or above	School	82 (76)	86 (88)	86 (84)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	1
Black – other	3
Indian	3
Pakistani	
Bangladeshi	
Chinese	
White	167
Any other minority ethnic group	16

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	26:1
Average class size	29.9

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	149

Financial information

Financial year	99/00
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	£
Total income	447,831
Total expenditure	440,163
Expenditure per pupil	2020
Balance brought forward from previous year	55584
Balance carried forward to next year	63252

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	141

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	17	2	0	0
My child is making good progress in school.	74	23	1	0	2
Behaviour in the school is good.	83	17	0	0	0
My child gets the right amount of work to do at home.	66	27	6	1	0
The teaching is good.	82	17	0	0	0
I am kept well informed about how my child is getting on.	66	30	3	1	0
I would feel comfortable about approaching the school with questions or a problem.	82	17	1	1	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	72	26	2	0	0
The school is well led and managed.	94	5	0	0	1
The school is helping my child become mature and responsible.	82	16	0	0	2
The school provides an interesting range of activities outside lessons.	48	42	8	1	1