

# INSPECTION REPORT

## **ST NICHOLAS CE PRIMARY SCHOOL**

Blundellsands

LEA area: Sefton

Unique reference number: 104922

Headteacher: Grahame Walker

Reporting inspector: David Marshall  
27681

Dates of inspection: 13<sup>th</sup> and 14<sup>th</sup> September 2000

Inspection number: 224426

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Nicholas Road Blundellsands Liverpool
Postcode:	L23 6TS
Telephone number:	0151 924 1204
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Appropriate authority:	The governing body
Name of chair of governors:	Rev. R D Baker
Date of previous inspection:	09/07/1996 to 12/07/1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The current standard number for admissions is 30 and there are currently 223 pupils on roll. The school is popular and, therefore, at the moment is over-subscribed. There are over 33 pupils in all the Key Stage 2 classes. The school does not have a nursery. The intake to the school shows an imbalance towards boys. The overall ability of pupils when they enter the school is above average. There are just two pupils on the school roll who are not from a white/UK background and no pupils are supported through the Ethnic Minority Achievement Grant funds. There is one pupil with English as an additional language. Currently seven per cent of pupils are eligible for free school meals, which is below the national average. Although exclusions are rare at St Nicholas, there have been four boys given short periods of exclusion this year. There is also little incidence of pupil mobility. There are 38 pupils on the school's special educational needs register, which is about the national average. There are five children with Statements of Special Educational Needs. Four of these have individually assigned Learning Support Assistants. One other child has a one hour session of support from the local education authority team.

### **HOW GOOD THE SCHOOL IS**

St Nicholas is a very good school that provides a happy and stimulating learning environment for its pupils. There is a very positive ethos, and staff and pupils work hard. Pupils achieve high standards in literacy and numeracy, and very good standards in all other subjects. The quality of teaching is very good; pupils are challenged and make good progress. The school provides an exceptionally broad curriculum and an exciting range of other activities. It also provides very well for the pupils' personal development. The school is well led by the headteacher and senior teachers, with good support from all staff, parents and the governing body. The school provides very good value for money.

#### **What the school does well**

- Standards are high in all subjects and pupils do very well in national tests by the time they leave school.
- The quality of teaching and learning is good – with over 42 per cent of lessons observed being very good or excellent.
- Pupils' behaviour and personal development are very good. They are polite and courteous and are very enthusiastic. They co-operate very well, think of others, and make excellent relationships.
- The staff promote a very good school ethos for learning through the very broad curriculum and the very good range of additional activities.
- The leadership and management of the school are very good.
- The school's relationships with parents are very good.
- The support staff, caretaker and secretary make important contributions to the effectiveness of the school.

#### **What could be improved**

- The overall level of resources so that adequate support is provided for all subjects.
- Support for some pupils with special educational needs.
- The provision for the pupils' cultural development so that they appreciate their place in a cultural and ethnic society and the contribution made to learning from outside Europe.
- The consistency of the pupils' annual reports for parents.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in most aspects since the last inspection. There are now adequate plans for all subjects that ensure the continuity and progression of pupils' knowledge, skills and understanding. Subject co-ordinators monitor and evaluate teaching in their subjects and use assessment data to make their planning effective. The headteacher and governors have developed good systems for long-term financial planning. The provision of additional classrooms – particularly the innovative upstairs 'blue' room – has removed all possible concerns over accommodation impeding teaching and learning. These activities involved, and strengthened, the participation of parents and local community from whom all financial support was received. The multicultural aspects of the pupils' overall cultural development is still underdeveloped and lesson plans do not give these aspects sufficient emphasis.

## 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	1999
English	B	D	B	B
mathematics	A	A	B	A
science	A	C	C	C

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

The overall standards in English and mathematics throughout the school are above average by the time the pupils leave school when compared with the national test results. In common with schools nationally the girls outscore the boys in all tests at the end of Key Stage 2. The school has spent a great deal of time addressing this issue as their test scores are influenced due to their gender imbalance i.e. there are many more boys than girls on the school roll. The standard of pupils' work seen during the inspection was consistently well above average, particularly in English and mathematics. The standard of work seen in science, where pupils have a good knowledge and understanding based on investigative work in both key stages, is above average. Pupils also achieve good standards in religious education. The overall achievement of pupils in music and art is very good, and good in all other subjects. The school has achieved very high standards in all aspects of the pupils' sporting development for many years. In particular, the standard in gymnastics observed during the inspection was outstanding.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good overall. Pupils are enthusiastic, eager to learn and enjoy coming to school. They take an increasing responsibility for their own learning as they progress through the school.

Behaviour, in and out of classrooms	Pupils' behaviour is very good. There is no sign of bullying or oppressive behaviour and pupils appreciate the effect of their actions on others.
Personal development and relationships	Very good. Pupils form excellent relationships with their teachers, other adults and with each other. This makes a significant contribution to the school's very positive ethos.
Attendance	Good. Overall attendance is above the national average.

The excellent quality of the relationships throughout the school has a very positive impact on pupils' attitudes, behaviour, attendance and attainment. They particularly enjoy the successes of others. The school's provision for moral and social development contributes particularly well to the overall personal development of pupils. The opportunities for older pupils to look after the younger ones promote the caring attitudes that are evident throughout the school.

### TEACHING AND LEARNING

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

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching was judged to be at least good in 84 per cent, and very good or excellent in over 42 per cent, of lessons seen in the inspection, none was unsatisfactory. Teaching is equally strong in all parts of the school. Teachers ask questions that help pupils to understand and challenge their thinking. They then value the responses of pupils which encourages them to answer, and raises their self esteem. Teachers plan their lessons well to make sure they are all interesting and provide activities that motivate pupils well. Their knowledge and understanding of the curriculum and the individual needs of their pupils are good throughout the school. The teaching of English and mathematics is particularly good because teachers are very knowledgeable and provide tasks within their lessons that are challenging. Teachers adapt their lessons effectively to meet the needs of all pupils, who enjoy learning and develop attitudes that help them to concentrate well, work and research independently and listen carefully to the teacher and to each other.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very broad and well balanced. There is a very good range of additional music and art lessons and extra-curricular activities.
Provision for pupils with special educational needs	When pupils with special educational needs are given additional support they make good progress. However, the provision overall is just satisfactory, because there are some pupils who do not receive the support they need. They make less progress than

	they could as a result.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for the pupils' social and moral education is very good. Provision for their spiritual education is good. There are good opportunities for the pupils to learn about their own culture, but the multicultural aspects of the school's provision are unsatisfactory.
How well the school cares for its pupils	This is a caring school in which the pupils' welfare is well catered for. The monitoring and promoting of both the pupils' education and behaviour are good.

The school makes every effort to work well with parents and their contribution to their children's education is encouraged and appreciated. The curriculum is very broad, and pupils get specialised teaching in appropriate subjects. The role of the deputy headteacher enables effective use of the subject expertise of the special educational needs co-ordinator and other teachers in art and music.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher provides very caring and purposeful leadership and enables the school's aims to be achieved through his vision and careful day-to-day management. The deputy headteacher and senior teachers are extremely effective.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They visit the school regularly and understand the needs of the school well.
The school's evaluation of its performance	Good overall. The school takes all appropriate action to evaluate its performance and address the priorities and areas for development.
The strategic use of resources	Unsatisfactory overall. Resources are insufficient and do not enable the teachers to provide adequately for all pupils in all lessons. The library is a particular area of concern.

The current level of teaching staff is more than adequate to meet all the requirements of the National Curriculum. The school accommodation is now good and enables the staff to meet the requirements of individual pupils in full. The secretary, caretaker and cleaners do their jobs with consideration and willingness. The good partnership that the headteacher has created between all staff and governors enables all to give of their best and create a supportive learning environment. The headteacher and governors take care to make the best use of all financial resources available to the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like coming to school.</li><li>• The high standards their children achieve.</li><li>• The good teaching.</li><li>• The behaviour and personal development of all children.</li><li>• The way they are involved in their children's school work.</li></ul>	<ul style="list-style-type: none"><li>• Type and consistency of homework.</li><li>• The annual school reports.</li></ul>

Inspection evidence supports the views of the vast majority of parents who believe the pupils are very well behaved and make good progress in all subjects. As the parents suggested the range of activities made available are outstanding. Homework is not a weakness and is generally well organised and makes a good contribution to the progress of the pupils. Inspection evidence supports the misgivings of some parents about the annual end-of-year reports they receive about their children. Some teachers write these reports in a way that is inconsistent. It is important that all subjects are reported on, and the reports are made individual to each child.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Standards are high in all subjects and pupils do very well in national tests by the time they leave school.**

1. The pupils consistently achieve good standards in English and mathematics in their National Curriculum tests. They also do very well in other subjects such as art, music and physical education. Full analysis of the tests in 2000 has yet to be made but the school results suggest a similar picture.
2. The school has adapted the literacy strategy to meet the needs of pupils in all classes. The teachers felt that spelling and writing were particular issues on which they should focus and so they make special provision for these in their own literacy strategy. Through careful planning the school has a programme for English that is varied and matches the needs that they have identified. It provides a very stimulating curriculum, which challenges and excites the pupils. This was obvious in a Year 6 lesson where the teacher was able to move from a reading exercise to a writing challenge and then onto role play. This latter activity made the final writing exercise more meaningful and stimulating, and an appropriate challenge regardless of the pupils' ability.
3. Pupils interviewed said they love reading. They showed good strategies for tackling unfamiliar words and a good awareness of how to read aloud, with expression, in order to help others to understand the meaning of a book or story. Older pupils read very confidently from a range of different sources including stories, poems and factual information. This enables them in a science lesson in Year 5, to distinguish between gases, solids and liquids and explain their thinking with confidence and clarity. Throughout the school, pupils enjoy the opportunities for researching information and use reference books with great enthusiasm. However, these opportunities are limited by the lack of books and other research materials.
4. Writing skills develop satisfactorily across the school and are above average by the end of Key Stage 2 in English and in other areas of the curriculum. Pupils learn to organise their work into paragraphs, and in Year 6 they spell and punctuate accurately. Pupils are encouraged to develop this interest in words by using word-books and dictionaries. All pupils write neatly in ink, with well formed, joined letters. Pupils take great care with the presentation of their work throughout the school.
5. The school has implemented the National Numeracy Strategy well. Pupils now relish the challenge of mental arithmetic 'quick fire' questions to start lessons, and have made very good progress in learning how to solve difficult calculations. In a Year 2 lesson, after a very good opening question and answer session, the pupils drew well on what they already knew about numbers and patterns to complete complex crosses of related numbers up to 100. The use of number fans in the plenary session of the lesson extended and reinforced the ideas very well. The Year 6 lesson on calculators showed just how well pupils can use technology when they are given the kind of opportunities this afforded them.
6. Standards in science are above average. The majority of lessons are based on pupil investigations, set initially by the teacher and leading on to their own research. The level of knowledge shown by the pupils in Year 5 as they explored what they had already learnt about gases, liquids and solids was impressive.

7. The range of opportunities the school affords the pupils enables them to achieve high standards in all other subjects. For example, in a Year 2 art lesson the pupils were very confident when “taking their line for a walk” after considering paintings by Van Gogh. The way that they were encouraged to discuss their work with each other and appreciate each other’s efforts was inspiring as the many gasps and eager responses showed. The after-school clubs for netball and football were evidence of both the pupils’ ability and enthusiasm. This dedication has led to the school being awarded the Activemark Gold Award by Sport England – one of very few schools nationally to receive this accolade.

**The quality of teaching and learning is good – with over 42 per cent of lessons observed being very good or excellent.**

8. Teachers have very good skills in managing classroom activities and pupils’ behaviour. They create a very positive atmosphere by giving plenty of praise, valuing pupils’ responses and helping them to overcome difficulties with tact and care. This very encouraging approach gives pupils confidence and involves them in their own learning. For instance, in a Year 6 literacy lesson based on ‘The Sheep-pig’ by Dick King-Smith, pupils listened with great attentiveness to the teacher’s reading. They then worked very well together in pairs against a time limit to produce ideas about the different characters. The extension activity of role play for these characters was explained clearly to the pupils, organised effectively and supported by good use of praise as the teacher circulated around the groups. The teacher made sure that all pupils had the opportunity to contribute in the plenary session and they all wanted to take part.
9. Most lessons observed during the inspection proceeded at a brisk pace with a variety of activities that engaged and challenged pupils throughout. For example in a Year 2 mathematics lesson, the teacher’s humour as she made the mental tasks harder enthused the whole class. The questions were carefully planned so that pupils of all abilities were part of the opening session and were challenged well. This meant that they could hardly wait to take part in the next part of the lesson in their groups and use the well-differentiated tasks to extend their understanding. Teachers also appreciate the need for time for reflection. This was particularly evident in a Year 2 literacy hour when pupils were stimulated to consider ‘how they felt’. The teacher quickly and effectively drew out pupils’ responses with challenging questions which involved all pupils. When pupils began to talk about their own feelings the teacher gave them time to compose their responses.
10. The teaching of the use of language and vocabulary is a particular strength. Teachers provide very good role models in the use of their voices and their language during lessons, such as the way in which they ask questions and sing, read poetry and prose so that pupils want to join in. The Year 1 teacher drew attention to the parts of the body that the pupils were learning by effective use of games and songs. Specialist terminology is introduced at the earliest possible stage, as in this science lesson where the teacher insisted on the correct terms for parts of the body being used by pupils of all abilities.
11. Teachers have high expectations of pupils’ learning and effort. They also have good subject expertise. For example, in a Year 6 music lesson the teacher had the insight and confidence to move onto difficult rhythms and rounds. This meant that although the pupils did not think they could perform these skills in front of the class they discovered they could. The very high level of skill shown by the three teachers in the

Year 3/4 games lesson meant that they could constantly challenge the pupils to higher levels of achievement.

**Pupils' behaviour and personal development are very good. They are polite and courteous and are very enthusiastic. They co-operate very well, think of others, and make excellent relationships.**

12. Throughout the inspection, pupils' behaviour in both lessons and in the playground was very good. The youngest pupils already have very good learning habits. For instance, thanks to the care of the teacher, pupils in the reception class already put their hands up in response to questions to allow everyone to have their turn. Older pupils, when given responsibility for their own learning and research, respond in a very mature and sensible way and work hard to finish all tasks on time. This was evident in the way that groups of Year 6 pupils sent into an adjoining classroom on their own to practise a role-play challenge, did so without any noise or lack of attention.
13. Throughout the school pupils take a great deal of pride in their work and presentation. They show concern and care for each other's feelings, supporting each other in lessons without competitiveness. A good example of this was in a Year 5 physical education lesson. The ability of some of the pupils at gymnastics was outstanding. When they were encouraged to demonstrate to the others, they did so with real confidence and enthusiasm. The other pupils were very impressed and showed this in their spontaneous applause.
14. From the earliest years, pupils show very good levels of responsibility. When they are given tasks to perform they carry them out sensibly. Pupils are given the opportunities to act independently from an early age, and respond well. As a result, pupils' personal development is very good. This was clear in the Year 3/4 games lesson where the pupils were left to organise their own teams, which they did quickly and quietly. Older pupils are keen to help the younger children and take great care when sharing the playground and dining hall with them. Pupils know the school and classroom rules and do their best to follow them. Pupils form excellent and constructive relationships with adults and with each other. These excellent relationships permeate the life of the school and promote the pupils' consciousness of the school community as a whole.
15. Pupils of all ages really enjoy school, as the Year 6 pupils confirmed when they were interviewed, and are always keen to join in lessons. They work hard at all times and showed good levels of concentration during almost all of the lessons observed during the inspection. Older pupils persevered even when they found the work very challenging.
16. All pupils showed very good levels of attention in both class discussions and group activities. The pupils' enthusiastic response to good teaching contributes a great deal to their learning. The Year 6 English lesson was a good example as the brisk and exciting beginning made pupils want to succeed – and then they did so when working on their own.

**The staff promote a very good school ethos for learning through the very broad curriculum and the very good range of additional activities.**

17. The school offers a very broad and well-balanced curriculum which provides opportunities for pupils to make very good progress in their academic work and also in their all round personal and social education. One major strength is teachers' awareness of cross-curricular possibilities in lessons. These are developed very well

within the good planning which ensures consistency across all classes. Thus, pupils' listening abilities were enhanced in a science lesson where they had to listen and use the responses of others when answering their own questions.

18. Pupils feel comfortable, confident and happy to be at school. One reason is the way that their written and creative work is so attractively displayed in classrooms and other areas of the school, which gives pupils a sense of pride in their achievements. Another reason is the quality and range of the extra-curricular activities that add to the opportunities pupils have to enhance their individual skills and interest. The sports clubs are particularly challenging and pupils achieve very high standards as a result. By having so many other clubs, teachers allow pupils to explore problem-solving tasks in a relaxed atmosphere.

**The leadership and management of the school are very good.**

19. The overall leadership and management of the school are very good. The headteacher provides a strong direction for the school. Since the last inspection he has created a good senior management team by delegating responsibilities appropriately to the deputy headteacher and curriculum co-ordinators. When being interviewed, these teachers stated that they feel empowered to take a leading role in where they feel the school needs to go, and are clear about their own priorities through the appraisal opportunities they have been given.
20. Over the last three years the curriculum co-ordinators have monitored planning, teaching and standards in their subjects. The monitoring of all teaching, especially in literacy, is well recorded and has led to greater consistency in planning and delivery of lessons. Co-ordinators are given appropriate non-contact time to up-date their policies and schemes of work. This again contributes to continuity and progression in pupils' learning in all subjects. The good cross-curricular links that are a feature of the lessons are well documented.
21. The headteacher, deputy headteacher and senior staff have rewritten the school development plan through careful consultation with all other staff. This identifies relevant priorities in all areas including the curriculum, organisation, management and premises with expenditure identified. The full monitoring and evaluation opportunities that are built into the plan mean the school takes all appropriate steps to evaluate how it is performing across all aspects. However, in the light of the areas identified by this inspection for improvement, there is now the necessity to re-address some of these issues. The relatively low level of financial support the school receives when compared with national figures makes this task difficult, but essential.
22. The school's governing body is well informed about the school and governors take their responsibilities seriously. Although they continue to take their lead very much from the headteacher they work well in committees and monitor the provision across the school. It is evident from the minutes of their meetings that they are now operating as the necessary critical friend to the school.

**The school's relationships with parents are very good.**

23. The parents work in partnership with the school. They feel welcome in the school at all times and regard themselves as part of the school community. A large number of parents take part in the many school activities. The fund-raising and other efforts of the Friends of the School Association are very important additions to the school's overall development. They have made important contributions to the refurbishment of

the outside of the school and the provision of additional accommodation since the last inspection. The way that they work in partnership with the school staff and the governors is exemplary.

24. The school's newsletters are varied and very informative. Parents are very appreciative of the fact that they really know and understand what their children are doing in the school, and why, throughout the year. The teaching staff make themselves available to parents at all times and the consultation evenings are appreciated by all and make a real contribution to the progress the children make. However, parents would welcome more informative end-of-year reports.

#### **The support staff, caretaker and secretary make important contributions to the effectiveness of the school.**

25. The parents are very appreciative of the care and helpfulness of the support staff and school secretary. Although there are only a few support staff, they work extremely hard and make an important contribution to the overall effectiveness of the school. Parents say that nothing is ever too much trouble for the school secretary and all problems are dealt with sympathetically. Both she and the support staff know every pupil and their parents well. The parents feel reassured when contacted by them that they are giving them accurate and sensible information.
26. The caretaker and cleaners take great care over every aspect of their work and are much appreciated by all. The school is very well cared for internally and always clean. This efficiency is an object lesson to the children and helps to reinforce the messages that the headteacher and staff are making in their lessons and day-to-day organisation.

#### **WHAT COULD BE IMPROVED**

##### **The overall level of resources so that adequate support is provided for all subjects.**

27. During the inspection there were times when the teachers were clearly inhibited by the lack of resources. In one literacy hour lesson, which was otherwise very effective, the pupils were told that they could acquire the book being studied for themselves if they wished. The logical position was to provide these books as part of the planning overall. The quality and number of books visible in the classrooms are unsatisfactory.
28. Pupils from Year 6 who were interviewed felt that there were times when they would have enjoyed and appreciated being able to research in greater depth the subjects they were studying. However, as one of them observed – "The library isn't very good and there probably isn't anything in there that would help me."

##### **Support for some pupils with special educational needs.**

29. Those pupils who have Statements for Special Educational Need are given individual support within their classrooms. These support assistants, and all other learning support assistants, are very effective and enable these pupils to make good progress. However, there are a number of pupils with learning needs whose requirements are not being addressed due to the lack of additional adult support. There are some Key Stage 2 classes that contain 35 pupils of very different abilities. It is not possible for one class teacher to provide the level of support necessary if all these pupils are to make optimum progress.

**The provision for the pupils' cultural development, so that they appreciate their place in a multicultural and multiethnic society and the contribution made to learning from outside Europe.**

30. Although the pupils' cultural development is satisfactory overall, and in the case of art and music it is good, there is a lack of a multicultural dimension in the teachers' lesson planning. There is evidence that pupils are given opportunities to study major figures like Nelson Mandela and areas of the world like St Lucia. However, this is not in sufficient depth nor does it relate to their place in our own multicultural society. When pupils in one class were asked where a black character in a picture came from they observed that it must be a "Hot country like Africa". It is this lack of knowledge and understanding the school should address with some urgency as this was a key issue from the last OFSTED inspection.

**The consistency of the pupils' annual reports for parents.**

31. Although some of the end of year reports are detailed, they do not always enable parents to know where their children are succeeding and how best they can help them to progress in the future. There are one or two class reports which do not contain sections about every subject and as such do not meet statutory requirements. There are, however, teachers who write full reports that contain ideas for improvement and sensible targets. These examples provide a good model for the whole school to adopt consistently.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

32. In order to raise further the overall standards of pupils' attainment and ensure equal access to all aspects of the curriculum, the governors, headteacher and staff should jointly:
- (a) Conduct an audit, and then provide an inventory of, all resources in the school. Following this the governors should reassess the priorities in the school development plan so that an adequate level of resource provision is available for all subjects.
  - (b) Re-examine the school's staffing priorities so that consideration can be given to the level of additional adult support available in all classes.
  - (c) When considering the necessary changes in the school's schemes of work for Curriculum 2000 particular emphasis should be given to aspects of the pupils' multicultural education so that they fully appreciate their place in a multicultural and multiethnic society and the contribution made to learning from outside Europe.
  - (d) Examine all end-of-year reports to make sure that they give a full and clear picture of every pupil's level of achievement and how best they can be helped to make further progress in every subject.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	26	42	16	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		223
Number of full-time pupils eligible for free school meals		15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		38

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

### Attendance

Authorised absence	%
School data	5.4
National comparative data	5.4

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	17	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	17
	Girls	16	16	16
	Total	34	34	33
Percentage of pupils at NC level 2 or above	School	97 (94)	97 (97)	94 (94)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	17	17
	Girls	16	16	16
	Total	34	33	33
Percentage of pupils at NC level 2 or above	School	97 (97)	94 (97)	94 (94)
	National	82 (81)	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	17	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	12
	Girls	14	15	15
	Total	24	28	27
Percentage of pupils at NC level 4 or above	School	71 (71)	82 (82)	79 (79)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	12
	Girls	15	15	16
	Total	25	28	28
Percentage of pupils at NC level 4 or above	School	74 (70)	82 (79)	82 (82)
	National	68 (65)	69 (65)	75 (72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	223
Any other minority ethnic group	

*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	4	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25
Average class size	32

#### **Education support staff: YR – Y6**

Total number of education support staff	6.5
Total aggregate hours worked per week	149

Number of pupils per FTE adult	14
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
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	£
Total income	353,924
Total expenditure	331,197
Expenditure per pupil	1,472
Balance brought forward from previous year	22,727
Balance carried forward to next year	28,065

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	210
Number of questionnaires returned	87

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	25	1	1	0
My child is making good progress in school.	55	40	5	0	0
Behaviour in the school is good.	51	48	0	0	1
My child gets the right amount of work to do at home.	23	52	22	2	1
The teaching is good.	56	41	0	0	2
I am kept well informed about how my child is getting on.	29	49	19	2	0
I would feel comfortable about approaching the school with questions or a problem.	61	32	7	0	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	41	42	15	1	0
The school is well led and managed.	60	37	0	1	2
The school is helping my child become mature and responsible.	56	40	2	0	1
The school provides an interesting range of activities outside lessons.	57	33	8	0	1