

INSPECTION REPORT

**ST. CLEMENT'S CATHOLIC PRIMARY
SCHOOL**

Runcorn

Halton

Unique reference number: 111320

Mrs. M.I. Morgan

Reporting inspector: Mrs. R.J. Schaffer
23698

Dates of inspection: 2–3 October 2000

Inspection number: 224507

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: Oxford Road
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Cheshire

Postcode: WA7 4NX

Telephone number: 01928 572129

Fax number: 01928 590005

Appropriate authority: Governing Body

Name of chair of governors: Mr. D. Parkinson

Date of previous inspection: 4 November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a Catholic school that is voluntarily aided by the Roman Catholic Church, for pupils aged from four to eleven. The school is of a similar size to most other primary schools with 233 boys and girls attending. Some classes are made up of mixed age groups. The majority of pupils are of white United Kingdom heritage. Approximately two per cent are from a different ethnic background but none are at an early stage of learning English. The percentage of pupils with special educational needs has increased since the time of the last inspection. Twenty three per cent of pupils have identified special needs, mainly for moderate learning difficulties. Although the majority of pupils come from the area immediate to the school a significant proportion come from other districts. The children's attainment on entry is generally similar to that expected for children of this age although in some years there are a significant proportion of children whose attainment is higher.

HOW GOOD THE SCHOOL IS

The school has achieved high standards over a number of years. Effective teaching and high expectations ensure that pupils learn at a good rate and produce work which is of a high standard and well presented, in all the subjects of the National Curriculum. The governors, headteacher and staff have been successful in their commitment to achieving the school's aims to provide good quality Catholic education. There is clear and decisive leadership. The school's income is above average and the school provides very good value for money.

What the school does well

- By the age of eleven pupils achieve a standard which is well above the national average in English, mathematics and science because of the high quality of the teaching and learning throughout the school.
- Behaviour is excellent.
- The headteacher expects the best from all staff, and together with key staff provides clear-sighted educational direction for the school through perceptive and honest evaluation of its work and pupils' achievements.
- The school provides a warm and caring environment in which pupils grow to understand the relevance of the Catholic faith in society today.
- The very good provision for pupils with special educational needs helps them to succeed especially well.

What could be improved

- Handwriting and the further development of pupils' writing skills through the provision of a greater range of opportunities for pupils aged four to seven to write independently.

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 very good improvement since the last inspection which was in November 1996. The headteacher, staff and governors have addressed the six main areas for improvement in a very thorough manner. Pupils' good progress, begun in Key Stage 1, is now maintained very well through Key Stage 2. There is a full programme of work in design technology and pupils' achievements in information technology have improved significantly. The quality of the school's monitoring of teaching and learning is excellent. All staff implement the discipline policy very well and pupils are given an

appropriate number of opportunities to exercise initiative. The school has also tackled minor areas for improvement which were identified in the body of the last report. For example, there are now good opportunities for pupils to consider the multi-ethnic and multi-cultural nature of society. Standards have improved considerably for pupils at the age of eleven and the quality of teaching is much higher.

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
	1998	1999	2000	2000
English	A	A	A	A
Mathematics	B	B	C	D
Science	A	B	A	A

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

The school's results for pupils aged eleven indicate a particular strength in English continuing over three years. The recent results in mathematics however were lower than they should have been. In the group of pupils that sat the tests this year there were several who found mathematics particularly difficult and had not made sufficient progress in the years prior to Year 6. The school identified the need to improve some of its planning and methods and has taken action to address this. Because the school has now successfully implemented the National Numeracy Strategy, pupils are making very good progress in mathematics. Currently in Year 6 pupils are achieving standards well above what would be expected at this time of the year in English, mathematics and science. The school is on track to achieve the very high targets it has set itself for the coming year. The school has maintained an upward trend in test results similar to the national trend. Pupils in the reception classes and in Years 1 and 2 make good progress so that by the time they are seven they achieve a very good standard in reading, mathematics and science. Standards in writing are good but would be higher if pupils' handwriting and spelling improved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils come to school ready to learn. They expect to work hard and are interested and involved in their lessons.
Behaviour, in and out of classrooms	Excellent. Pupils have a very clear understanding of right and wrong actions. They are polite and considerate to other children and to adults. Playtimes and lunchtimes are happy sociable occasions.
Personal development and relationships	The quality of relationships in every class is very good. When working on joint activities pupils share their ideas, or equipment and resources as a matter of course.
Attendance	Very good. Pupils like coming to school and parents contribute by not taking children out of school without authorization.

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

The quality of teaching and learning was never less than satisfactory. It was very good in 37 per cent of lessons and in 52 per cent it was good. Teachers have high expectations of pupils. Lessons are planned effectively developing pupils' previous learning. Planning takes account of pupils of all levels of attainment, including those with special educational needs and those of higher attainment, and consequently there is a good match of work to pupils' individual needs. Teachers in all classes have developed good strategies for improving pupils' mental calculations and this is helping pupils learn to calculate quickly and accurately. The teaching of English is good and in mathematics it is very good. Teachers are competent in a full range of technical knowledge, including the use of computers. Support staff and voluntary helpers make a good contribution to pupils' learning both in the classroom and when pupils are withdrawn for short periods to focus on particular difficulties. From Year 2 onwards pupils are taught exceptionally well how to draft written work and this makes a significant contribution to the quality of their writing by the time they are eleven. Teachers are skilful in marking pupils' work to help them understand how to improve. However in the reception class and in Years 1 and 2 teachers do not always provide sufficient opportunities for children to write independently and handwriting is not taught well enough at this stage.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school has made a satisfactory start to implementing the curriculum planning for the new foundation stage. Planning from the literacy and numeracy strategies is very effective and all subjects of the National Curriculum are developed well.
Provision for pupils with special educational needs	Very good. The progress of pupils with special educational needs is monitored very closely. They receive encouragement and support that not only improves their academic achievements but also helps them gain in confidence and self-esteem.
Provision for pupils with English as an additional language	All pupils speak English fluently. Care is taken to ensure that the very few pupils who speak English as an additional language feel at home in classes and in the school by including resources which reflect their home backgrounds.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The excellent provision for pupils' moral development is reflected in assemblies and in all the work of the school and is closely linked to the good provision for pupils' spiritual and social development. Cultural development is very good. The school promotes an appreciation of pupils' own culture and the culture of others through art, music, religious education and history. Exchanging ideas through e-mail to far distant places helps pupils understand the wider world community.
How well the school cares for its pupils	Procedures for ensuring pupils' welfare and safety are very good. Teachers know their pupils, and their pupils' achievements very well. Assessment and recording procedures are extremely thorough.

Parents are given very good opportunities to be involved in their child's learning and to make a contribution to the life of the school. Information regarding school events and on the progress their child is making is readily available. There is particularly good support and involvement of parents of pupils with special educational needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a quiet determination which ensures that the education and welfare of the pupils is a priority. The deputy and key members of staff work together well as a team and are effective in carrying out their individual responsibilities.
How well the governors fulfill their responsibilities	Good. The chair of governors has a good view of the strengths and weaknesses of the school. Governors have been involved in monitoring the implementation of the literacy and numeracy strategies and this has helped to improve their knowledge of the school and their role in monitoring its work.
The school's evaluation of its performance	Excellent. The school has developed very effective systems of monitoring teaching and learning and in assessing what needs to be done to put things right.
The strategic use of resources	Good. The school's good financial planning supports school developments well. The school adheres to the local education authority's practices which are based on best value principles and has set up its own systems to evaluate these and its own performance.

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 teaching is good. • The behaviour of the children is good. • The school expects their child to work hard and achieve his or her best. • The school is helping their child to become mature and responsible. • Their child makes good progress. • Their child likes school. • The school is well led and managed. 	<ul style="list-style-type: none"> • The number and range of activities provided outside lessons, particularly after-school clubs.

The inspection team fully agrees with all the parents' positive comments. The school provides a number of activities outside lessons. These are mainly sporting activities and choir time for choir members. However, every year the school presents a Christmas production which involves rehearsals after school in the autumn term. This event provides many opportunities for the pupils' social and creative development. There are numerous school visits and three residential visits, all of which broaden and enhance the curriculum. Overall the school provides a reasonable number of activities outside of lessons but the range is limited, having no provision for clubs for those not interested in sport or in participating in the choir.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of eleven, pupils achieve a standard which is well above the national average in English, mathematics and science because of the high quality of the teaching and learning throughout the school.

1. In the two years prior to the Year 2000 the school achieved results above the national average in mathematics and science and well above average in English. The attainment of pupils currently in Year 6 is well above average in English and mathematics. However, the results of the tests for this year in mathematics were lower than usual, average when compared to all schools and well below average when compared to similar schools. Mathematics results have always been lower than English. Last year the school worked very hard to improve teaching in mathematics by improving the pace and content of lessons using the methods recommended in the National Numeracy Strategy. There was however, insufficient time for these new initiatives to affect the end of year test results. The school does not have a large number of pupils taking the tests at the end of the year so individual aptitudes are reflected more significantly in the school's results than in larger schools. There were a number of pupils who found mathematics difficult in that year group and the pupils had not had the benefit of teachers using the National Numeracy Strategy methods in previous years. The school has checked the pupils' answers and identified the most common mistakes, for instance many pupils did not achieve full marks when working with fractions. Teachers have improved their planning throughout the school to ensure that pupils have sufficient opportunities to develop their knowledge and skills in these problem areas before starting in Year 6.
2. Attainment in all aspects of English is well above the national average. In lessons pupils work very productively. During an assembly pupils in Year 6 spoke clearly and with confidence to a large audience. Pupils of all levels of attainment can listen well and many express themselves far beyond the expectations for their age. This is because in lessons teachers encourage pupils of all levels of attainment to talk in pairs, groups or to the whole class and to develop their ideas and opinions through discussion. Teachers are skilful in encouraging pupils to read with understanding and to examine the text with care. Pupils of higher attainment read fluently with expression and have a wide knowledge of books. They are able to explain their preferences, and to give reasons for their choice. One pupil in Year 6 could explain the setting and theme of a series of complex stories set in Tudor times which were particular favourites. Pupils of lower attainment are given good support with reading. They approach texts confidently, and because teachers have fostered their interest well they try hard and make good progress. Pupils' writing develops well because from Year 2 onwards pupils are taught to draft written work. Teachers have developed a very good marking system which helps pupils improve their work when it is edited. When re-writing drafted work pupils improve not only their spelling, punctuation and grammar, but most importantly, they learn how to extend their ideas, or develop an effect through an interesting choice of vocabulary. Poetry is taught well so that pupils learn to write poems which are often touching, as in a poem entitled "A Day in Heaven" which described "The great place up there in the sky", "When even disabled people can fly" or delightfully amusing like the "Really Disgusting Witches' Cauldron Recipe": "Add last year's mouldy cheese", "Oh, and Grandpa Jones' sneeze". Pupils of lower attainment who find the structure of sentences difficult to master nevertheless express themselves in a good range of interesting words because they are given good support and work is well matched to their needs helping them to learn at a good rate.

3. Teaching in mathematics is very good. Brisk whole class sessions improve pupils' speed at calculating using mental strategies, which increase in difficulty as confidence grows. The challenge to pupils is accurately matched to their level of attainment so whilst a correct answer is generally achieved some problems stretch even the most able. Teachers' very good subject knowledge is evident in the questions they ask which help to push pupils' understanding or explain a misconception so that pupils of all levels of attainment learn at a good rate. Higher attaining pupils are given the opportunity to work problems out in collaboration with each other and so to learn at a faster rate than when working in isolation. For example, a group working on complex fractions discussed their methods with each other enthusiastically, when they ran into difficulties the teacher supplied just enough explanation to allow the group to see where they were going wrong for themselves. New concepts are introduced well, for example over a two-day period pupils of lower attainment in Years 5 and 6 understood how to judge probability and could use terms such as "unlikely" "less likely" and "even chance" accurately. The teacher used clear step-by-step explanations followed by activities, which were fun, all helping to firmly consolidate their learning. Teachers are competent in their use of information technology to extend pupils' learning in mathematics. At the start of the year a good number of pupils are achieving a standard just short of the expected level for the end of Year 6.
4. No science teaching was seen in Year 6 during the inspection but pupils' work and teachers' planning indicate that pupils learn at a good rate and are achieving at the same high standards as in previous years by the time they are eleven. Teachers plan work that securely builds on pupils' prior knowledge and understanding. Good opportunities are provided for pupils to investigate and look for answers, to use simple equipment, measure and observe and to present their work in diagrammatic form. Teachers' expectations of presentation are high so that pupils work carefully and with sustained concentration. By the time they are in the older classes they take a pride in producing, for example a diagram showing the process of "photosynthesis", their labelling clearly indicating that they have understood the method by which water and food from sunlight move through a plant. Whilst teachers set pupils high standards they also develop interest in science by linking science to real-life situations and linking work in science to literacy and information technology. For example, pupils in Year 6 produced amusing leaflets on the "gruesome germ" in which they showed a good understanding of how micro-organisms, too small to see without magnification do the work of breaking down waste or cause disease.

Behaviour is excellent

5. The school has a behaviour policy of good quality which is very well understood and implemented by all members of staff. This ensures that the same methods of encouraging good behaviour are used in every class. Pupils know exactly what is expected of them and the behaviour policy is very well supported by parents.
6. In the reception classes, although teachers have a gentle and very caring manner, they make clear their expectations of good behaviour. Teachers introduce class routines systematically so that children feel secure and few have difficulty in behaving well. Children are happy and confident so that a quick reminder by the teacher or learning assistant when they forget what is expected of them is enough to check giggles or inappropriate play.
7. Throughout the school, pupils come into classes in a very orderly manner. In lessons pupils listen intently during whole class sessions and start work on tasks without fuss. There are reward systems which pupils appreciate, and a system of sanctions which rarely needs to be used. The school is not afraid to use the sanctions however; there has been one temporary exclusion from the school in recent years. In general though, pupils know what is expected of them and behave

well for the sake of it rather than for reward or because of sanctions. Pupils are friendly and polite to each other and to adults. When walking about the school they show a mature understanding of the need to take care. There is no pushing at the times when pupils are going in and out or along corridors. Lunchtimes and playtimes are sociable enjoyable occasions. Pupils' excellent behaviour enables a relaxed atmosphere in classes and at the times when the whole school comes together as in the class assembly led by Year 6 and attended and enjoyed by many parents.

The headteacher expects the best from all staff and together with key staff provides clear-sighted educational direction for the school through perceptive and honest evaluation of its work and pupils' achievements.

8. Efficient and unobtrusive systems for the management of the school have been put in place over a number of years. Consequently all staff, including those who have recently arrived in the school are well supported and are in positions which make the best use of their skills. All staff understand their roles and responsibilities and can respond to the headteacher's high expectations of their performance. There is a good working atmosphere within the school with staff sharing success or offering support to colleagues when there are difficulties.
9. School improvement planning is securely based on an assessment of the pupils' achievements and the strengths and weaknesses within the school's provision. These are identified through the school's very good systems for assessing pupils' rate of progress and its monitoring and evaluation of teaching and learning. When things go wrong, as with the recent mathematics results for pupils aged eleven, the school works hard to identify the cause of the problem without creating an atmosphere in which blame is attributed. From the Year 5 assessments for mathematics the school was aware that in the Year 2000 the pupils might not achieve the usual high standard in the tests at the end of Year 6. Numerous strategies were put in place to correct this, including starting the extra classes to boost attainment in October. The school also undertook an analysis of pupils' low scores throughout the school's own tests. This thorough and careful analysis has identified areas of weakness in different age ranges and planning has now been adjusted to take account of this information.
10. There has been very good delegation of responsibilities to subject leaders. They have been given very good opportunities to develop an interest and expertise in their subject and this has a direct bearing on the good achievement of pupils. For example, the subject leader for English who teaches in the younger classes has been on courses to improve her knowledge of teaching English in the older age range. She has led the school in the development of some exceptionally good methods of teaching writing and encouraging pupils to become good readers over a number of years. The same effective deployment of subject leaders is responsible for the good development of all subjects. With staff keen to improve their own performance, and the subjects which they lead, the school is very well placed to carry out self-evaluation.

The school provides a warm and caring environment in which pupils grow to understand the relevance of the Catholic faith in society today.

11. Parents understand and appreciate that the school places great importance on providing for the welfare, care and guidance of pupils. The headteacher makes it clear that when a family is having difficulties the school will support and listen in the best interests of the child. Safe working practices and an attention to health and safety is apparent throughout the school building and in school procedures for day-to-day supervision.

12. Good relationships with parents are started in the reception classes. Parents are involved in the early assessments of their children's attainment in their first term in school. These assessments provide staff with good knowledge of children's needs and starts the school's careful process of assessment and recording of both academic achievements and pupils' personal development. Staff, throughout the school, including learning support assistants and lunchtime supervisors develop very good relationships with pupils so that pupils feel comfortable and able to approach staff with a problem. The headteacher checks the welfare of those pupils who have a medical, emotional or intellectual difficulty very regularly, sometimes on a daily basis.
13. A good programme of personal, social and health education develops pupils' awareness of moral choices and links with their knowledge and learning of morality through the Catholic faith. By good example, teachers encourage pupils to value the opinions and beliefs of others. Pupils are taught to care for others, both within the school and classroom and for those in the wider world whose lives are less fortunate than their own. Respect for the feelings of others is taught as a principle of Christianity and as a reflection of the school's Catholic mission statement.

The very good provision for pupils with special educational needs helps them to succeed especially well.

14. The school has placed a high importance on provision for pupils with special educational needs for some time. The headteacher is the special needs co-ordinator and works closely with the teacher and the learning support assistant who are employed for part of the week especially to support pupils with moderate learning difficulties. Specialist advisers visit the school to support pupils with physical disabilities and specific speech and language problems. For the past two years, as a result of good assessment and effective support no pupil is less than two years behind the standard expected of eleven-year-olds in the national tests at the end of Key Stage 2.
15. Support is provided when necessary in class with pupils working on similar activities to the whole class but adapted to suit their needs, and when necessary pupils are withdrawn for short periods of time. In these sessions the special needs teacher or learning support assistant provide good tasks very well matched to pupils' level of attainment and interest. A particular focus for two sessions was on improving pupils' spoken language, prior to independent writing. This helped pupils to gain confidence and get a good grasp of the sequence of events they might describe in their own words and to extend their vocabulary. In one session, for example, pupils asked to set the scene for a "scary story" began in a mundane way "I went up a path to a house" but after discussion some could improve on this with "There was an overgrown path leading up to the dark house. When I rang the bell it made a ghastly sound." The support teacher has devised a very effective method of helping older pupils learn spellings through a very short daily session, known as "zapping" spellings and this has given pupils confidence to write and spell.
16. When pupils have been withdrawn from class, teachers plan for their return so as to ensure that there is time to reintegrate them into the work taking place in class. Good quality education plans with realistic targets are provided for each pupil. Pupils' progress towards their targets is continuously assessed and a review of the special needs register is made bi-annually so that pupils are moved through the stages as appropriate. Parents are involved at all times and feel included in their child's learning.

WHAT COULD BE IMPROVED

Handwriting and the further development of pupils' writing skills through providing a greater range of opportunities for pupils aged four to seven to write independently.

17. By the time they are seven few pupils have achieved a joined and legible hand when they write their own pieces. Pupils in Years 3 and 4 often continue to print even though they can achieve correct joins in their handwriting books. In Year 6 handwriting lessons are still given to improve the speed, flow and shape with which pupils write using a joined hand. This would not be necessary if a joined hand had been mastered earlier.
18. Four to seven-year-olds learn to form letters correctly and many achieve a good shape and size appropriate for their age. The school teaches pupils to join letter strings using a published, widely recommended scheme. A series of worksheets from the scheme are often used which were originally intended for teachers to use with older pupils who are having difficulties with handwriting. They are also useful as diagnostic tools. Whilst these worksheets are based on a very effective method of teaching letter sounds and handwriting together, they are not particularly helpful to pupils in the early stages of learning to write. Teachers' planning for the literacy hour indicates that a much higher percentage of teaching time is spent on shared reading than shared writing and so pupils are not spending enough time seeing how teachers form letters and join them whilst at the same time saying the sounds out loud, as recommended in the handwriting scheme.
19. In the reception classes teachers plan good opportunities for pupils to write during group tasks but there are insufficient opportunities for pupils to choose to use writing tools in the structured play areas either inside or outside the classroom. Children have some opportunities to make marks or 'write' on their own, for example, when they are doing their own drawings. However, the classroom environment and outside play areas provide few opportunities for children to decide to write for themselves, for instance, writing a shopping list, labels, or a message to another child.
20. In Years 1 and 2 teachers introduce the sentence level work at appropriate times and pupils learn sentence construction and punctuation well. However, to consolidate pupils' learning teachers often use a commercially produced worksheet. Whilst these can be useful, especially to assess if pupils have understood a concept, they are not effective in giving pupils practice in writing independently. Frequently answers are recorded by putting a ring round a word or filling in a missing word. Young pupils learning to write need support, but the support from a worksheet is limited, and strategies that help pupils to write on their own during sentence level work in the literacy hour not only improve pupils' learning about grammar and punctuation but also give valuable handwriting experience.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. The governing body and senior management team of the school should seek to:-

improve the teaching of handwriting for six and seven-year-olds so that they learn to join letters more quickly, and the opportunities for children to write independently from the age of four (Paragraphs 17, 18, 19, 20).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	37	52	11	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)	N/A	233
Number of full-time pupils eligible for free school meals	N/A	21

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	55

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	3

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000` `	17	14	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	13	15
	Girls	14	14	14
	Total	30	27	29
Percentage of pupils at NC level 2 or above	School	97 (98)	87 (85)	94 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	14	14	14
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	97 (93)	97 (93)	97 (98)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	25	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	11
	Girls	23	17	24
	Total	33	26	35
Percentage of pupils at NC level 4 or above	School	92 (81)	72 (72)	97 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	21	22	24
	Total	31	33	35
Percentage of pupils at NC level 4 or above	School	86 (81)	92 (72)	97 (94)
	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	0
Black – African heritage	2
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	210
Any other minority ethnic group	0

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	1	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)	10.5
Number of pupils per qualified teacher	233
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	40

Financial information

Financial year	1999
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	£
Total income	399118
Total expenditure	392603
Expenditure per pupil	1650
Balance brought forward from previous year	17385
Balance carried forward to next year	24815

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	129

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	4	0	2
My child is making good progress in school.	48	43	4	1	5
Behaviour in the school is good.	48	47	2	1	3
My child gets the right amount of work to do at home.	39	48	8	2	4
The teaching is good.	59	38	1	0	2
I am kept well informed about how my child is getting on.	43	47	6	0	3
I would feel comfortable about approaching the school with questions or a problem.	57	35	5	2	2
The school expects my child to work hard and achieve his or her best.	73	26	0	0	2
The school works closely with parents.	43	49	5	2	2
The school is well led and managed.	64	30	3	1	2
The school is helping my child become mature and responsible.	57	36	1	1	5
The school provides an interesting range of activities outside lessons.	14	26	34	12	15