

# INSPECTION REPORT

## **ST ANNE'S CATHOLIC PRIMARY SCHOOL**

Nantwich, Cheshire

LEA area: Cheshire

Unique reference number: 111347

Headteacher: Mr P. Miller

Reporting inspector: Mrs P. J. Allison  
21420

Dates of inspection: 13<sup>th</sup> – 15<sup>th</sup> November 2000

Inspection number: 224553

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 - 11

Gender of pupils: Mixed

School address: Wellington Road  
Nantwich  
Cheshire

Postcode: CW5 7DA

Telephone number: 01270 625100

Appropriate authority: Governing Body

Name of chair of governors: Mr G. Smith

Date of previous inspection: 7<sup>th</sup> June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Paula Allison 21420	Registered inspector
Alan Sanders 19575	Lay inspector
Andrew Scott 27545	Team inspector

The inspection contractor was:

Lincolnshire Inspection Team

37 Park Drive  
Grimsby  
NE Lincs  
DN32 0EG

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

St Anne's is a smaller than average primary school with 126 boys and girls aged four to eleven on roll. There are currently fewer pupils than usual on roll, and a new classroom is being built to accommodate an anticipated rise in numbers. The school is on the southern edge of the rural town of Nantwich, but takes children from Catholic families from a wide area. Virtually all pupils are of white ethnic origin. The socio-economic circumstances of pupils are mixed, but overall are better than average. Attainment on entry to the school is above average. The number of pupils who are eligible for free school meals is below average. The percentage of pupils who have been identified as having special educational needs is well below the national average.

There have been several staffing changes since the last inspection, including the appointment of a new deputy head. During the last two years, four out of the six teachers, including the headteacher and deputy head, have had prolonged absences from school, mainly through serious illness. At the time of the inspection two classes were being taught by temporary teachers.

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

St Anne's is an effective school, providing good value for money. Standards achieved are well above those achieved in similar schools. Pupils' attitudes and behaviour are very good. The quality of teaching is consistently good, and has a major impact on pupils' progress. Provision for pupils' personal development is very good. However, an unsettled period in terms of staffing, and weaknesses in the leadership of the school and in the partnership with parents, has led to a loss of confidence on the part of a significant number of parents.

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

- Standards are high, particularly in English and mathematics; pupils achieve well throughout the school.
- Pupils have positive attitudes to school; they work hard and behave responsibly.
- The quality of teaching is good; teachers have high expectations of pupils and plan their work effectively.
- The school provides well for pupils' personal development; relationships are very good.
- There is a high level of care in the school; pupils are happy to be there and are well looked after.

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

- The leadership of the school is not sufficiently focused on improvement.
- Standards in information and communication technology are well below what they should be; provision for the subject is weak.
- Communication with parents is not always effective; the school does not sufficiently involve parents in their children's learning.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in June 1996 and was found to be a good school. Since then the school has had a difficult period of staff absence and change. During this time, high standards and good quality of teaching have been maintained, but there has been limited improvement. Teachers have developed curriculum policies and schemes of work, and a process of monitoring and evaluating the curriculum has been started effectively, with involvement from staff and governors. However, there are still weaknesses in strategic planning and the monitoring of school development itself. Provision for information and communication technology is now a weakness.

## 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	A	A	A	A
science	B	B	B	C

**Key**

very high                    A\*

well above average        A

above average              B

average                        C

below average              D

well below average        E

*(A\* means that the school's performance is in the highest 5% nationally)*

Standards overall are high, and results from tests show that they have been consistently high over the last few years. In English and mathematics, standards are well above the national average, and well above those achieved in similar schools. In both subjects, virtually all pupils achieve the expected level and many achieve above this. The school sets challenging targets and usually meets or exceeds them.

Science has been weaker, although standards are still above the national average. Changes to the teaching and the curriculum have brought about improvements; this year every pupil achieved at least the expected level. Standards are now in line with those achieved in similar schools and are set to be higher than this in the future.

Standards are generally high in other subjects. For example, pupils produce work of a very high standard in art. However, standards in information and communication technology are well below what they should be. Pupils are not given the opportunity to achieve the levels they could.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn and they work hard.
Behaviour, in and out of classrooms	Very good. Pupils behave responsibly in class and around the school. The school is an orderly environment for learning.
Personal development and relationships	Relationships are very good. Pupils take responsibilities and co-operate well.
Attendance	Good. Above the national average.

The positive attitudes and good behaviour have a strong impact on the progress pupils make.

## 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.*

The quality of teaching is consistently good and has a positive impact on the progress pupils make. All teaching seen during the inspection was good; forty per cent of it was very good.

Teachers plan their lessons well and meet the needs of all pupils in their classes. They have particular strengths in teaching the basic skills of literacy and numeracy, which results in the high standards achieved in these areas. Teachers have high expectations of their pupils and give them challenging work to do. Pupils respond well and put a lot of effort into their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall the curriculum is satisfactory. Provision for English, mathematics and science is good. There are weaknesses in the provision for information and communication technology.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. The positive Christian ethos gives a very good basis for pupils' spiritual development. The high expectations of staff and the positive relationships provide an effective framework for pupils' moral and social development.
How well the school cares for its pupils	The school cares for its pupils well. Pupils are feel secure and happy in school.

The curriculum for information and communication technology does not currently meet statutory requirements.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	During a difficult period of staff absence and changes, high academic standards have been maintained. The headteacher manages the school well on a day-to-day basis. However, he has not been sufficiently focused on improving the quality of provision and leading the school forward.
How well the governors fulfil their responsibilities	Governors take their responsibilities seriously, work well in committees and have effectively helped to manage the school. They are not sufficiently involved in helping to shape the direction of the school and its future.
The school's evaluation of its performance	Teacher and governors have started a process of monitoring and evaluating the curriculum, focusing on the role of the co-ordinator. This has been effective and there are plans to extend it further. Currently the school does not sufficiently monitor and evaluate school development generally, agree priorities and work towards them.
The strategic use of resources	Financial control and administration generally are good. The school operates efficiently. Resources are usually well used, but spending on computers is not yet having an impact on pupils' progress.

The school applies some best value principles in making spending decisions, but often does not consult widely enough before decisions are made.

## 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>• Children like school; it is a caring environment.</li> <li>• Behaviour and attitudes are good.</li> <li>• The school has high expectations of its pupils and achieves high standards.</li> <li>• Teaching is good.</li> <li>• The school promotes the right values and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a limited range of activities available to pupils outside school.</li> <li>• There are inconsistencies about how much homework is given.</li> <li>• Parents do not get enough information about the progress that their children are making.</li> <li>• The school does not work closely enough with parents.</li> <li>• There are weaknesses in the leadership of the school; there is a lack of enthusiasm and drive.</li> </ul>

Although there is a significant number of parents who have concerns about the current state of the school, overall views are positive. The inspection team agrees with the positive views of parents.

### Issues raised by parents

- \* The school has had a difficult period of staffing problems and this has resulted in a decline in the number of extra-curricular activities being offered; overall the range is satisfactory for a small school.
- \* The school does not yet have a homework policy, and there are inconsistencies in the amount of homework given out.
- \* Teachers provide a lot of information about the progress of pupils, through meetings and reports.
- \* Weaknesses in the school's partnership with parents and in the leadership, are areas that the school needs to address.

## **PART B: COMMENTARY**

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

#### **Standards are high, particularly in English and mathematics; pupils achieve well throughout the school**

- 1 Standards overall are high, and results from tests show that they have been consistently high over the last few years. In English and mathematics, standards are well above the national average, and well above those achieved in similar schools. In both subjects, virtually all pupils achieve the expected level and many achieve above this.
- 2 Standards in science have been weaker, although they are still above the national average. However, changes to the teaching and the curriculum have brought about improvements. This year every pupil in Year 6 achieved at least the expected level in science. Standards are now in line with those achieved in similar schools and are set to be higher than this in the future. Some high standards are being achieved in other subjects, such as art. Year 6 pupils explore ideas and collect visual information to help develop their work, such as when using body images to create a mood board or when using folk culture images as a basis for printing.
- 3 Pupils achieve well through the school. Attainment on entry to the school is above average. There are few pupils with special educational needs and a significant number of high attainers. Progress through the school is good. Attainment by the time pupils leave the school is well above average.
- 4 In the youngest class, reception children are well on course to achieving the expected standards by the age of five. They show a good understanding of numbers to ten and above, and confidently use terms such as 'more than' and 'less than' when talking about numbers. They recognise and name simple shapes, such as square, triangle, rectangle, and sort them according to properties, such as number of sides. They recognise and recreate simple patterns. They listen to and respond to stories and most children are developing confident speaking skills. For example, they explain clearly what happened at the beginning of a story.
- 5 Year 2 pupils have developed a very good understanding of numbers. They talk about properties and relationships, such as 'odd' and 'even', and sort numbers according to these properties. For example, they can put two digit numbers into an appropriate box according to whether it is more or less than a given number or whether it is odd or even. Higher attainers understand 'multiples' and can apply this knowledge in their sorting of numbers. Most Year 2 pupils write independently in sequences of sentences, and spell accurately the words they need.
- 6 By Year 3, pupils have a good understanding of how fiction and non-fiction differ. They have a grasp of spelling rules and can apply them in their own writing. They read fluently and use different strategies to establish meaning. Year 4 pupils double and halve numbers to a hundred. They calculate the area of simple shapes and suggest strategies for calculating the area of more complex shapes. In science, they show a good knowledge of the properties of materials and explain why some materials are particularly suitable for different purposes. For example, they suggest that material for roofs 'must be flat' and 'must withstand rain'. They understand how to carry out an investigation and can suggest what makes a fair test.

- 7 Year 6 pupils have very good literacy skills. They write fluently, with an awareness of style and purpose. They use a varied vocabulary and complex sentence structures. They read a range of texts and express their opinions, using the text to support their views.

**Pupils have positive attitudes to school; they work hard and behave responsibly.**

- 8 Pupils have positive attitudes to school. They want to learn and they work hard. They listen and respond well. In the class session of a numeracy lesson in the Year 1/2 class, every pupil was involved in the different counting activities. They tried hard and enjoyed the challenge as the tasks got more difficult. Pupils showed the same eagerness to try things in a Year 4/5 science lesson. They were keen to get on with an investigation they were set and soon got themselves involved with what was going on.
- 9 Of particular note in each class is the way in which pupils concentrate and apply themselves to the work they have been given to do. In a Year 3 literacy lesson, all pupils organised themselves and settled quickly to given tasks. They solved their own problems and worked hard with a high level of concentration, so much so that the teacher was able to focus on one particular group whilst the rest of the class got on. They take a pride in their work and want to achieve well. They confidently talk about their work and evaluate how well they have done.
- 10 Behaviour is very good. In the playground and around school, pupils behave in a responsible manner. They are courteous and respectful. They can be trusted to care for others and take responsibility for their own behaviour. The orderly way in which classes enter the hall for assembly is an indication of the calm routine of the school environment. In classrooms pupils behave sensibly. They know what is expected of them and respond well to their teachers by listening and taking part in discussions.
- 11 Pupils' personal development is very good. When given the opportunity, they take on responsibilities, in class and around the school. They co-operate with each other and take a mature approach to solving problems. For example, in the Year 3 class a group had difficulties with a question on a worksheet. They worked out the problem together, showing a good level of support for each other. By the time they reach Year 6, pupils have developed mature attitudes. In the Year 5/6 class, pupils work in an independent manner, finding their own resources and taking responsibility for completing tasks in a given time. They confidently share their work with each other and with adults, taking a pride in what they have achieved.

**The quality of teaching is good; teachers have high expectations of pupils and plan their work effectively.**

- 12 The quality of teaching in school is good, and is often very good. During the inspection all of the teaching was good, and forty per cent was very good. The quality of teaching has a positive impact on pupils' learning. Pupils gain skills, knowledge and understanding, they are motivated by the pace of lessons and make a lot of effort. It is the hard work and commitment of teachers, including those who have worked in the school on a temporary basis, that has been a major factor in ensuring high academic standards have been maintained over the last few years.

- 13 The teaching of basic skills is secure. Teachers have worked hard to implement the National Strategies in Literacy and Numeracy and these are working successfully. In the Year 1/2 class, the teacher led a class session that was effective in developing counting skills. As the pupils counted alternately loudly and softly they began to understand the rhythm of odd and even numbers. The teacher then encouraged them to think about how to describe even numbers. This resulted in some thoughtful suggestions, such as “you can share it out,” “it’s always fair”, which showed some good mathematical learning taking place. In a Year 3 literacy lesson, pupils were taught the difference between fiction and non-fiction books. With the teacher, they analysed a piece of non-fiction text to find out how it worked, and by the end of the session they showed that a good level of understanding had been gained.
- 14 Teachers are skilled at whole class teaching, ensuring that all pupils are involved and learning at their own level. In a story time in the youngest class the teacher encouraged the youngest children to be involved and supported their contributions. At the same time she helped the older pupils to develop their use of language, such as ‘title’ and ‘character’, and praised them if they had a go at using it themselves. In this way all the class were able to learn at an appropriate level.
- 15 Teachers explain things clearly so that pupils know what they have to do and what is expected of them. In the Y1/2 class pupils were interested by the teacher’s demonstration of paper sculpture. The clarity of the introduction made pupils eager to begin and work on their own. They were encouraged to think for themselves and experiment. In a Year 5/6 art lesson, the expertise and enthusiasm of the teacher motivated pupils. They were challenged by questioning that made them think about their responses to works of art and this had a positive effect on the standard of work they produced.
- 16 Teachers plan well. They have clear learning objectives, often effectively shared with pupils themselves. They plan for the different levels of attainment in their classes, particularly in English and mathematics. In a Year 3 literacy lesson, the work pupils were given to do was very carefully planned to match their needs. The right level of support and challenge enabled them all to consolidate and develop their learning. Similarly in a Year 6 literacy lesson, the tasks had been planned to offer the right level of challenge to all pupils. Teachers are very well organised. In a Year 4/5 numeracy lesson, the teacher had all the resources carefully prepared and this ensured that the lesson went smoothly and a lot was accomplished.
- 17 Teachers have high expectations of their pupils. They expect their pupils to achieve and pupils respond well to this. They keep a good pace to lessons and pupils have a lot to do, often with time limits. This results in their working hard and being very productive. In the Year 3 numeracy lesson pupils were doubling and halving amounts of money. The pace of the lesson kept all pupils involved, concentrating well and thinking hard. Questions were at different levels, so that they all had an opportunity to answer. Year 4 pupils were challenged in a science lesson when the teacher asked questions such as, “What do we need to find out?” This approach to scientific enquiry made pupils think for themselves.

**The school provides well for pupils’ personal development; relationships are very good.**

- 18 Provision for pupils’ personal development is very good. The secure Christian ethos of the school ensures that provision for pupils’ spiritual development is very good. The

tranquil atmosphere and commitment of all members of staff, encourage pupils to think about their own beliefs and feelings. Assemblies are social occasions in which the faith of those present is affirmed.

- 19 The high expectations of members of staff provide a framework for pupils' moral development. There is a clear code of conduct implicit in the school's ethos. Pupils know what is expected of them and they respond well. Their behaviour is very good and the school is an orderly learning environment. In the Year 5/6 class, the teacher makes her expectations clear and reminds pupils of this as necessary, but she also treats pupils in an adult manner, using humour appropriately to establish the positive relationships in the class.
- 20 Courtesy and gentleness are key elements of what the school is about, and they are well promoted by the headteacher and other members of staff. Pupils are encouraged to relate well with one another and with adults. Relationships are very good. There is an air of harmony in classrooms and about the school. Pupils have opportunities to co-operate and are encouraged to work together positively. In the youngest class the teacher explained to groups of children how she expected them to listen to each other when they worked together. In other classes pupils work together co-operatively, for example in the Year 1/2 class pupils were involved with mathematics games, sharing equipment and taking turns.

**There is a high level of care in the school; pupils are happy to be there and are well looked after.**

- 21 There is a strong sense of care in the school; everyone matters and is valued. It is written into the school's vision statement and is part of the ethos of the school. Parents recognise this and know that their children are happy in school.
- 22 There is a good level of support and guidance offered to pupils. In the reception class children are well cared for and they settle positively in school. The class teacher and support staff create a warm atmosphere and children feel secure and grow in confidence. This is demonstrated by the ease with which they take part in lessons and relate well to each other and to the adults around them.
- 23 Pupils are supported well in lessons. Teachers are sensitive to the needs of individuals. In a Year 5/6 art lesson, the teacher supported individuals, as they needed help to evaluate their work and continue to improve. Pupils with special educational needs are well supported. For example, in the Year 1/2 numeracy lesson the class teacher and support assistant supported one boy and enabled him to take part in the class session alongside his peers. Support staff and volunteers work well with teachers, supporting those who need most help.

**WHAT COULD BE IMPROVED**

**The leadership of the school is not sufficiently focused on improving the quality of provision.**

- 24 Since the last inspection the school has had a period of staff changes and absence. In the last two years, four out of the six teachers, including the headteacher and deputy

head, have had prolonged absences. During this time, the quality and commitment of teachers and other staff, including temporary staff, have kept academic standards high. But the problems have taken their toll in confidence in the school. Currently many parents have concerns about aspects of the school.

- 25 The headteacher manages the school well; it is organised and efficient. He also plays a major role in promoting the caring ethos of the school, which has such a strong impact on pupils' personal development. But he is not currently providing sufficiently strong leadership. Parents have sensed a lack of drive and enthusiasm in the school. It is often in individual classrooms, but not in the school itself. Important decisions have not been made, for example agreeing and implementing a homework policy. And some standards are not what they should be, for example pupils' achievement in information and communication technology.
- 26 The leadership of the school does not have a sufficiently clear vision for the future of the school. High standards in many aspects of the school have been maintained since the last inspection, but there has been limited improvement. Strategic planning is not strong enough. The school development plan is not sufficiently focused on improvement, nor does it give a clear direction for the future of the school. Agreed priorities are not sufficiently clear or linked to the vision statement of the school. The deputy head has been absent from school since September and only returned towards the end of the inspection, so her recent impact has been inevitably limited. However, she has a good idea of what needs to be done in the school and she supports the headteacher well. They have worked together effectively, for example when starting the self-evaluation project.
- 27 Governors take their responsibilities seriously and help to manage the school well. They work effectively in committees and are involved in this way with the work of the school. An effective system of monitoring the curriculum through co-ordinator reports keeps governors aware of what is going on in this area. However, the governing body is not sufficiently involved with monitoring and evaluating school development generally or with shaping the direction of the school.
- 28 A self-improvement process has been started and is working well. Its focus currently is on the role of the co-ordinator and it has enabled some teachers to find out about the teaching and learning in the subjects for which they are responsible. There are plans to extend this process, because it does not currently go far enough for staff and governors to have a clear idea of the strengths and weaknesses of the school and provide them with enough information for them to make decisions as to what development priorities should be.
- 29 The headteacher effectively monitors and analyses the end of key stage test results and there are examples of where this information has been used to improve standards, for example in science. However, there is not yet sufficient emphasis on involving all teachers in this process, sharing information and taking a joint responsibility for standards, for example by tracking the progress of pupils through the school.

**Standards in information and communication technology are well below what they should be; provision for the subject is weak.**

- 30 Standards in information and communication technology are well below expectations. Pupils do not have sufficient opportunity to gain the skills they need and are not making enough progress. There is some good work going on in individual classrooms in the

school, but the subject is currently lacks leadership and there are limited plans for improvement on a wider scale.

- 31 The oldest pupils have some word-processing skills. Most confidently edit text, and have some idea about how to alter text for different purposes, for example for display. They use information and communication technology for research, being able to interrogate the internet and gain information from a CD-ROM. However, these skills have not been developed to an appropriate level, for example sharing and exchanging information in a variety of forms, such as e-mail, posters, animations, musical compositions. Pupils have limited knowledge and understanding of other aspects of information and communication technology, for example spreadsheets, multi-media presentations, simulations, monitoring, control.
- 32 Currently pupils are not acquiring skills through the school. For example, Year 4 pupils can alter text, but have limited knowledge of control technology. Year 2 pupils have written stories and have used clip art, but not sufficiently familiar with such things as saving and retrieving their work. Pupils are not gaining sufficient skills so that they can cope with an appropriate level of work as they move into older classes.
- 33 Some good work is taking place in individual classrooms. Year 5/6 pupils research to support their learning in other subjects. In Year 4/5 pupils use different fonts and formats to display their poetry. But this kind of work is inconsistent and dependent on the confidence and interest of individual teachers. The National Curriculum Programmes of Study for information technology are not being implemented. Not all aspects of the subject are taught, so pupils do not have the opportunity to achieve. Pupils do not use computers regularly enough for them to gain the confidence they need to become independent.
- 34 The school has purchased computers and software and now has sufficient to provide for the subject through the school. However, these resources are not being used sufficiently. On the whole, teachers lack confidence and have not had sufficient training. Although there is a curriculum planned, teachers are unsure where to start with pupils who are not at an appropriate level. There are plans for development but the co-ordinator is absent and leadership is not currently secure.

**Communication with parents is not always effective; the school does not sufficiently involve parents in their children's learning.**

- 35 Overall, parents' views of the school are positive. They recognise the strengths of the school: the standards, attitudes and behaviour of pupils, provision for personal development, the care and good teaching. There have been some positive events when teachers and parents have worked together, for example on the development of the school grounds, a millennium quilt. A few parents work in school on a regular basis and some provide valuable support in aspects of the curriculum, such as in music. There is a Parent and Teacher Association, which effectively raises funds and supports the school by organising events for parents and pupils. Parents generally are supportive of the school and there is a tradition of parents and teachers working well together.
- 36 However, a significant number of parents are currently beginning to lose confidence in the school. They recognise some weaknesses, for example inconsistencies in the giving out of homework, a lack of strong leadership. Some are concerned that there is a loss of enthusiasm, evidenced by for example a decline in extra-curricular activities.

The period of unsettled staffing has given rise in part to this feeling, particularly acute when children have had not had a permanent class teacher for some time. And the absence of individual members of staff is the cause of some of the situations, for example some extra-curricular activities being cancelled.

- 37 However there are some weaknesses in the partnership with parents that the school has to address. Parents are given a lot of information, for example in such as newsletters. But the quality of some of the communication is not what it could be; for example the school prospectus does not give a clear idea of the quality of education being provided by the school. Parents find they can approach the school, but there is some dissatisfaction about how their comments are received and concerns acted on.
- 38 Parents are given information about the progress their children are making; reports are good and there are regular meetings and opportunities for parents to talk to teachers. But parents are not always given enough opportunity to be involved in their children's learning, for example sharing the targets set for their children, so they know what their children have to do to improve and how they can help. The giving of homework can be inconsistent. There is no agreed policy and guidelines, so parents do not know what to expect or how they can be involved.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to maintain the high academic standards and improve the quality of provision, the headteacher, teachers and governors should:

- (1) Create a clear vision for the future of the school, so that it can move forward with confidence by:
  - ensuring that the headteacher gives a firmer steer to the school's work (paragraph 25);
  - involving everyone in the process of monitoring, evaluating and planning for school development and improvement (paragraphs 26, 27 and 28);
  - making sure there is a shared responsibility for standards and quality in school and a shared commitment to improvement (paragraph 29).
  
- (2) Improve standards in information technology by:
  - ensuring that teachers and other members of staff receive training to make them confident in all aspects of information technology (paragraph 34);
  - delivering the full National Curriculum for the subject (paragraph 33);
  - providing pupils with sufficient opportunity to gain skills in information technology and to use them across the whole curriculum (paragraphs 31 and 32).
  
- (3) Communicate more effectively with parents and involve them more as partners in their children's learning by:
  - improving the quality of communication with parents (paragraph 37);
  - making it more clear to parents what their children need to do in order to improve and how they can help (paragraph 38);
  - agreeing and implementing a homework policy, so that parents know what to expect and how they can be involved (paragraph 38).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	10
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
0	40	60	0	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)	-	126
Number of full-time pupils eligible for free school meals	-	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	8

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	11

### Attendance

Authorised absence	%
School data	4.2
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	11	11	11
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (94)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	11	11	11
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	100 (100)	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	10	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	12	13	14
	Total	20	22	24
Percentage of pupils at NC level 4 or above	School	83 (90)	92 (86)	100 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	14	13	14
	Total	22	22	24
Percentage of pupils at NC level 4 or above	School	92 (86)	92 (86)	100 (90)
	National	70 (68)	72 (69)	80 (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	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	126
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	0	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: Y[ ] – Y[ ]**

Total number of qualified teachers (FTE)	5.8
Number of pupils per qualified teacher	21.7
Average class size	25.2

#### **Education support staff: Y[ ] – Y[ ]**

Total number of education support staff	3
Total aggregate hours worked per week	41.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999-2000
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	£
Total income	260,179
Total expenditure	263,870
Expenditure per pupil	1,885
Balance brought forward from previous year	12,821
Balance carried forward to next year	9,130

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	87
Number of questionnaires returned	60

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	48	0	0	0
My child is making good progress in school.	37	48	12	2	2
Behaviour in the school is good.	58	35	0	0	7
My child gets the right amount of work to do at home.	30	40	25	2	3
The teaching is good.	40	42	10	3	5
I am kept well informed about how my child is getting on.	18	37	33	8	3
I would feel comfortable about approaching the school with questions or a problem.	40	42	8	8	2
The school expects my child to work hard and achieve his or her best.	37	52	3	3	5
The school works closely with parents.	25	30	30	10	5
The school is well led and managed.	32	23	17	22	7
The school is helping my child become mature and responsible.	38	50	5	0	7
The school provides an interesting range of activities outside lessons.	22	27	25	20	7

### Other issues raised by parents

At the Parents' Meeting and through written comments, some parents communicated a concern about an apparent wane in enthusiasm in the leadership of the school. Some have concerns about the number of staff absences, which they feel has affected one group of children in particular, and has led to some lack of continuity in their children's progress.