

INSPECTION REPORT

NOTRE DAME CATHOLIC PRIMARY SCHOOL

Greenwich, London

LEA area: Greenwich

Unique reference number: 100179

Headteacher: Sister Damien O'Mahony

Reporting inspector: Miss Cheryl Thompson
22822

Dates of inspection: 13th - 15th November 2000

Inspection number: 224895
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: 169 Eglinton Road
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London

Postcode: SE18 3SJ

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Appropriate authority: The Governing Body

Name of chair of governors: Father Joseph Whooley

Date of previous inspection: 10th February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Notre Dame Catholic school is a popular school serving an area of mixed housing within the parish of St Joseph's, Shooters Hill. The school is within an Education Action Zone (EAZ). In September 2000 the school was awarded Beacon status in recognition that it is amongst the best performing schools in the country. There are 177 boys and girls on roll aged four to 11; this is smaller than most primary schools. Pupils come from many ethnic minorities with the main being Vietnamese, African and Caribbean. There is a high percentage of pupils for whom English is an additional language with ten at an early stage of acquiring English. Forty per cent of pupils are eligible for free school meals which is about twice the national average. Forty two pupils are on the school's register of special educational needs including one pupil with a statement of special educational needs; this is just over the national average of 20 per cent and significantly more than at the time of the last inspection. Attainment on entry is nearly always below the level expected for the children's age, particularly in the areas of personal and social development and literacy skills.

HOW GOOD THE SCHOOL IS

This is a very effective school. Consistent and very good teaching promotes and sustains the highest standards. The school provides a very good education for all its pupils which enables them to develop self-confidence, very positive attitudes to learning and achieve their best. The school's mission statement shines through all its work. The strong Catholic ethos, together with very good leadership and management ensure the school is very successful in achieving its aim '.... to recognise the individual qualities of each child and to develop them to his or her full potential'. The school provides good value for money.

What the school does well

- Very good teaching, based on the strategic use of assessment, promotes very high standards in English, mathematics and science.
- Leadership and management of the school are very good.
- Pupils' personal development is excellent. By the time they leave the school, pupils have very positive attitudes to their work and behave very well. They are caring and responsible young people.
- Provision is very good for pupils' spiritual, moral, social and cultural development.
- The school provides very good care for all its pupils.
- Partnership with parents is very good. Parents are encouraged and helped to be fully involved in their child's learning.

What could be improved

- Raise standards even further in information and communication technology (ICT) and promote a more consistent use of computers throughout the school.
- The procedures for checking on the work of the school are sound; however, there needs to be an explicit focus for monitoring teaching and pupils' work.
- Literacy skills should be taught and developed further through subjects such as history and geography.

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 February 1997. Improvement since then has been good. The strengths of the school have been maintained and standards have improved considerably. The most noticeable improvement is in mathematics in Key Stage 2, where standards were below average in 1997 and are now very high. Teaching has improved; the setting of targets for pupils' attainment, based securely on analysis of test results, is at the

heart of planning. The Headteacher has monitored punctuality and this, too, has improved; few pupils arrive late for school. Leadership and management have improved, especially in monitoring the standards achieved by pupils in National Curriculum and other standardised tests. The key issues raised by the last inspection have been resolved satisfactorily although the school acknowledges that there is a need for co-ordinators to have more time to monitor the quality of teaching in their subjects.

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	D	C	A*	A
mathematics	A	A*	A*	A*
science	A	A	A*	A*

Key

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

This is an outstanding set of results which shows the school has improved or maintained the standards it achieves. Given that children's attainment on entry to school is below the local education authority's average, these results show pupils make very good progress in their learning and achieve very well as they move through the school. The results are similar to the highest five per cent of schools in the country. When compared to schools with a similar intake, results in mathematics and science are also amongst the highest five per cent and in English, standards are well above the average. Results of this year's National Curriculum tests for the seven year olds show standards have improved over recent years. The results also compare very well with similar schools; standards in reading are very high, in writing above average and in mathematics they are average. Compared to all schools, standards in reading are above average, in writing they are average and in mathematics they are below. Inspection evidence confirms the high standards achieved in English, mathematics and science at the end of Key Stage 2 and the very good progress pupils make as they move through the school. Standards in music and art and design are also high. A particular feature is teachers' very good knowledge of their pupils' strengths and weaknesses; this knowledge is used exceptionally well to make sure that all pupils, regardless of their starting point, achieve their very best, develop good self-esteem and very positive attitudes to their tasks. Standards of presentation are high; even the youngest pupils take great care with their writing and pictures. The school sets very conservative targets for results in National Curriculum tests based on very rigorous assessment. It always exceeds these targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' attitudes improve as they move through the school, reflecting their response to the consistent and high expectations set for them to apply themselves and produce high quality work. Pupils' very good attitudes and behaviour have a significant impact on the high standards achieved in the school.
Behaviour, in and out of classrooms	Very good in and around the school. Again, pupils' behaviour improves as they move through the school. Pupils respond very well to the high expectations set for them to behave well and show kindness and consideration for others.
Personal development and relationships	Excellent. The school is a very orderly community where all are treated with respect. Older pupils respond very well to the high expectations set for independence and showing initiative.
Attendance	Satisfactory

TEACHING AND LEARNING

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

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

Overall, teaching is very good. All teaching observed was satisfactory or better. Eighty per cent was good or better of which twenty per cent was very good or excellent. Key features of all teaching are teachers' clear understanding of their pupils' strengths and weaknesses and their high expectations for pupils to learn at a good pace and achieve their best. Very good teaching for children in the Reception class provides strong foundations for future learning; high expectations are set for children to behave appropriately, persevere with their tasks and do their best. All teachers have good subject knowledge and a good understanding of the appropriate methodology for teaching literacy and numeracy skills; as a result, pupils learn enthusiastically and make very good progress. Outstanding teaching in music benefits the whole school; throughout, pupils love their music lessons and achieve high standards. The school is most successful in meeting the needs of all its pupils. Excellent use is made of outcomes of regular tests and assessments to set challenging targets for all pupils to achieve in National Curriculum tests; this system is very beneficial for higher attaining pupils and those with special educational needs. Pupils for whom English is an additional language are taught well and make very good progress. They benefit from the perceptive support of their knowledgeable teachers and the whole school community. The school employs a good number of proficient learning support assistants who have a significant impact on the high standards achieved.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and relevant curriculum. Good use is made of educational visits to extend pupils' learning. The school provides a good range of extra curricular activities.
Provision for pupils with special educational needs	Good. Pupils have appropriate individual education plans, make good progress and have good self-esteem. They are well supported by specific teaching in small groups and in their class.
Provision for pupils with English as an additional language	Very good. Pupils are sensitively supported; teachers are knowledgeable and ensure that pupils are helped to understand, and use, any new vocabulary that is introduced. The bi-lingual classroom assistant has a strong impact on the progress pupils' make as well as facilitating very good home/school relationships.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall and excellent for pupils' social development. The strong Catholic ethos supports pupils' spiritual and moral development very well. Pupils' social development is promoted by high expectations for courtesy, good manners and respect for others. By the time they leave the school, pupils have well-developed social skills.
How well the school cares for its pupils	The school provides very good care for all its pupils. Pupils feel confident and happy in school. The school's very good systems of assessment ensure all pupils are supported and encouraged to achieve their best.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is very good. The Headteacher and senior management team are committed to sustaining the high standards achieved in the school. There is a consensus and clarity of vision which is shared by all staff; they work very well together to fulfil the school's aims. Management is very good. Roles and responsibilities are clearly defined and communication between all staff is very good. The principles of best value are applied appropriately.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They benefit from the guidance of an astute and extremely well informed Chairman.
The school's evaluation of its performance	The school makes very good analyses of National Curriculum test results and other standardised testing. The outcomes of these analyses are used to set targets for classes, individuals and groups of pupils. In the main, teaching is monitored often, but informally. This is a recognised area for development.
The strategic use of resources	The school makes appropriate use of all the funding it receives. Financial management is very good. The substantial under-spend has been planned to finance much needed and sought after nursery provision. However, after waiting for over six years, no firm commitment has been obtained from the Local Education Authority.

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 high standards achieved in the school.• The school prepares pupils well for their secondary schooling.• Teaching is good.• The school expects pupils to work hard and achieve their best.• The school is well led and managed.• Parents whose children have joined the school part-way through their primary education are extremely pleased with the progress their children make.	<ul style="list-style-type: none">• A small number of parents were concerned about bullying.• Some pupils arrive late for school.

Inspectors agree with parents' positive comments. A few pupils arrive late for school and this disrupts classes. Inspectors went to great lengths to check on the concerns about bullying; many formal and informal discussions were held with pupils of various ages and playground behaviour was observed. The evidence gathered indicates that pupils do not perceive bullying as a problem and feel very confident that if they did have any problems, they would be dealt with promptly. Playground behaviour is normal for primary school pupils; there is adequate supervision.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good teaching, based on the strategic use of assessment, promotes very high standards in English, mathematics and science.

1. Underpinning the very good teaching in this school are the Headteacher's strong leadership and teachers' commitment to provide all their pupils with a high quality primary education in order to prepare them for their future.

2. When children start their education in the Reception class, aged around four, baseline assessment indicates that their levels of achievement are nearly always below the local authority average; attainment varies from year to year and is sometimes well below average. Given this low starting point, it is obvious that in response to very good teaching, all pupils make very good progress in their learning as they move through the school. At the end of their time in the school, at age 11, pupils are achieving very high standards in English, mathematics and science, similar to those achieved in the highest five per cent of schools in the country. The standards achieved in English are particular noteworthy because many of these pupils have started in the school with very little English.

3. Compared to similar school, standards are very high in mathematics and science and well above average in English.

4. Excellent use is made of the outcomes of analyses of National Curriculum test results, standardised test results and class tests. These outcomes are used to set challenging targets for pupils to ensure that they make the best possible progress in their learning. Pupils are given extra support to help them meet the targets set for them. For example, if teachers feel that a pupil is capable of reaching a particular National Curriculum level, then that pupils is helped to do so. Parents are also encouraged to be involved in helping their child reach their targets.

5. Throughout the school, teachers prepare their lessons carefully to build on what has gone before. In the main, work is matched to pupils' learning needs by the choice of task or by extra support. In nearly all lessons, planning states explicitly what teachers want their pupils to learn by the end of the lesson and, in many cases, teachers have written this for all to see. This is very helpful to pupils for whom English is an additional language.

6. Teachers hold high expectations for their pupils; the climate in lessons is one of hard work, very good relationships and regular praise and encouragement. Discipline is firm and usually unobtrusive. Pupils have a good understanding of how they are getting on and what they need to do to improve. They speak well of their teachers and know that they can ask for help and it will be given.

7. All teachers have at least good subject knowledge and use a wide variety of teaching strategies to make their lessons interesting. In mathematics, strong emphasis is placed on pupils working in their heads and quickly recalling number facts. Pupils thrive on the challenges set by their teachers; as when, Year 2 pupils were asked to halve an even number and add one more, while pupils in Year 3 were asked to count back from 315 in tens. In English, basic literacy skills are taught very well. Reception children make a very good start on learning letter sounds and using these to help them spell the words they want to use. This very good progress and confidence continues as pupils move through the school. Year 2 pupils applied themselves enthusiastically to generating rhymes to complete their 'spaghetti'

poems, showing a good understanding of how poems are written. Pupils use their good literacy skills in other subjects. For example, in a record of a science experiment a Year 2 pupil wrote 'The bean in the cupboard is 33 cm but it is white and yellow because it is getting very little light'. The spelling in this sentence was not all correct but the pupil had the confidence and the basic knowledge to make a very good attempt to record what he/she wanted to say rather than use only words he/she could spell easily. Year 6 pupils record their experiment about the effect of jogging on the heart rate showing good use of connectives and a good sense of audience. Very good marking in Year 6 pupils' books helps them improve on their 'draft' work. In a Year 6 English lesson, pupils made very good progress in learning how to write in a journalistic style. Thorough preparation and interesting resources inspired pupils to write their own accounts of the recent floods. Higher attaining pupils made very good use of a word processing program to write their 'reports', showing a very good understanding of alliteration. Pupils with special educational needs were very well supported by specific teaching to help them write well sequenced accounts.

8. Overall, teaching in science is good. Throughout, there is a strong emphasis placed on investigative and experimental activities. Teachers plan interesting lessons with good opportunities for pupils to experiment and use subject specific vocabulary. In these lessons, pupils maintain a keen interest and make good progress. For example, Year 6 pupils were given the task of discovering the relationship between force and distance. The class teacher gave clear explanations and demonstrated well; as a consequence, pupils were clear about what to do, sorted their equipment quickly and set up their experiments. Pupils' good literacy skills allowed them to record their findings well. Pupils' good mathematical understanding allowed them to calibrate the course to gauge the distance travelled

Leadership and management of the school are very good.

9. At the heart of the success of the school is the very good leadership of the Headteacher. She has a clear vision and sense of purpose for the school which encapsulate the aims of a Catholic school. There is also the recognition that pupils have only one opportunity for a primary education and the Headteacher is determined that Notre Dame will provide the best and 'enhance each child's life'.

10. The Headteacher provides very good leadership for a strong team of talented teachers and learning support assistants. Less experienced and newly qualified teachers are well supported by this whole team approach. Roles and responsibilities are clearly defined so that all know what is expected of them. The Deputy has been in post since the start of the school year but has already assumed responsibility for staff development and oversight of Key Stage 1. The Headteacher takes responsibility for the oversight of Key Stage 2. Together they have a good understanding of the strengths and weaknesses of the school.

11. The school has the essential systems in place to monitor and evaluate its work and is well placed to sustain the high standards it achieves. National Curriculum test results, school performance data supplied by the government and other standardised test results are analysed by the Headteacher. Excellent use is made of the outcomes of the analyses of these results to set targets for improvement for classes, for individuals and specific groups of pupils. The Headteacher knows every pupil, their attainment level and what they are expected to achieve by the end of the school year. She works alongside teachers to provide support for lower attaining pupils or more challenging activities for higher attaining pupils. High expectations are set for teachers to hear their pupils read several times per week, especially at Key Stage 1. This strategy, though time consuming, is very effective in raising standards and provides very good opportunities for supporting and monitoring the progress being made by pupils for whom English is an additional language.

12. Even though high standards are achieved in the school, there is no complacency. The school development plan is comprehensive with a strong focus on continued improvement. Subject co-ordinators are responsible for overseeing the development plan for their subjects.

13. The governors fulfil their responsibilities well; they are proud of their school and the standards achieved by its pupils. Good use is made of governors' expertise; for example, the finance committee is headed by a very knowledgeable governor. Finances are tightly monitored. The current large underspend has been set aside for a proposed nursery. However, the local education authority will not make a decision either way as to whether it will support this nursery provision. Appropriate committees have been formed with roles and responsibilities clearly defined. Governors are kept well informed about the work of the school by several means, such as co-ordinators report on the progress in their subject areas, the Headteacher provides a detailed report, and several governors work or help in the school. The Chairman spends time in the school at least once per week; he is astute and extremely well informed on educational matters and provides excellent guidance for the governing body. Governors analyse National Curriculum test results and compare them against national and similar school's and targets set for improvement. For some years, targets related to standards, have been set for the Headteacher to achieve.

14. The school has recently been awarded Beacon Status by the Department of Education and Employment, as recognition that it is amongst the best performing schools in the country. The school is welcoming the opportunities presented by the Beacon status to share their good practice with other schools.

Pupils' personal development is excellent. By the time they leave the school, pupils have very positive attitudes to their work and behave very well. They are caring and responsible young people.

15. In their responses to the questionnaire and in their meetings with inspectors, very nearly all parents agreed that their children love coming to school and that the school is helping them become mature and responsible. When pupils start school in the Reception class, baseline assessment shows that a high proportion are below the levels expected in the area of personal and social development. Inspection evidence confirms these results; children are lively, enthusiastic about the interesting activities provided but many have not yet developed the capacity to stay with and complete a task. However, children are making very good progress in this area in response to their teacher's consistent and high expectations to develop independence, be responsible and considerate of others. Throughout the school, teachers set consistent and very high expectations for pupils to persevere with their tasks, work at a good pace and take care with the presentation. Pupils rise to these high expectations and develop good-self esteem and pride in their work. The main reason for this is that good teaching provides pupils with the necessary knowledge and skills to complete their work to a high standard; as examples, handwriting is taught and practised systematically, pupils are provided with very appropriate materials for their tasks such as large square books for the younger pupils to present their mathematics work carefully. There is a noticeable improvement in pupils' attitudes as they move through the school, reflecting the school's consistent approach and teachers' high expectations.

16. As they progress through the school, pupils are gradually given more opportunities to take on responsibilities such as monitors or class representatives. In such situations, pupils take their responsibilities seriously. For example, class representatives are responsible for collecting their class's suggestions, sifting through them and putting proposals to the Headteacher. Monitors take their task very seriously and explain that they '... have to be realistic and can only take suggestions that have a chance of being put into action'. Discussions and interviews with Year 5 and 6 pupils show that they have very mature attitudes with clear ideas about what they want to be and that they value the importance of their education as a means of helping them achieve their ambitions to be a vet, teacher, accountant or policewoman. Pupils have well developed social skills; they are confident but not brash in their approach to visitors. Inspectors were welcomed to places at dining tables and included in friendly discussions about school and family life.

17. Pupils are also helped to appreciate the wider responsibilities of society as a whole. As a result of pupils making small personal sacrifices and through general fund raising activities in the school, money is raised to send some sick children to Lourdes. In geography lessons, pupils are encouraged to find out about the effect of deforestation in rainforest areas and through this develop an understanding of the effect of man on the environment.

Provision is very good for pupils' spiritual, moral, social and cultural development.

18. The school's provision for the spiritual, moral, social and cultural development of its pupils is very good. Each element is carefully interwoven within the curriculum and it is almost impossible to segregate each one as the theme of interdependence runs through the school's whole approach. The powerful Catholic ethos pervades the school. There is a strong and shared commitment to worship in an atmosphere where the gifts of all are recognised and valued.

19. In assemblies, collective worship and class prayers, moments of reflection are included as a matter of course. As examples, Year 1 pupils start their afternoon with a prayer and are then asked to say their own prayer or think quietly for a moment or two; at the end of a whole school assembly, pupils were encouraged to reflect on the things they liked best about the assembly and the moral they had learned. In lessons, older pupils are expected to consider moral dilemmas, as when Year 6 pupils were asked to consider their response to lies in the context of their class story in the literacy lesson. In the written work completed as a follow up, pupils gave very thoughtful responses, showing forgiveness and a very mature understanding with the ability to see both sides of an argument. Older pupils have a very well developed sense of right and wrong which has been fostered from the time they started in school. Class and school rules encourage pupils to think of the effect of their action on others.

20. Provision for pupils' social development is excellent and is promoted from the time they start in the school. They are encouraged to take responsibility for a variety of tasks around the classroom and the school. For example, Reception children are expected to tidy away carefully and look after equipment whilst older pupils act as stair monitors. Pupils are expected to work co-operatively in many subjects. An excellent example was noted in Year 6 where pupils worked very well together using a word processing program to write their journalistic accounts of the recent floods. Pupils helped and encouraged each other by suggesting different words to use or read work out loud to each other to check if the alliteration sounded right. Year 6 pupils also have the opportunity for a residential trip which is eagerly anticipated. School dinner times are social occasions. The Headteacher oversees dinner times. Pupils behave well, take turns, and use appropriate table manners. In order to develop an understanding of citizenship, pupils in Years 5 and 6 participate in the local Junior Citizen award scheme.

21. The school values the cultural diversity of its pupils and seeks to reflect this in the curriculum and the links with the community. Very good examples of pupils' high quality art work in African and Vietnamese styles are prominent in the school. Music enriches the life and work of the school. Standards are high and pupils learn to appreciate music from different cultures.

The school provides very good care for all its pupils.

22. The climate of the school is very positive. Teachers know their pupils very well and the Headteacher knows all pupils in the school. Throughout, relationships are very good; all pupils feel confident and secure in the school. Inspectors also noted that 'there is a lot of love in this school'.

23. The school's system of using the outcomes of assessment is excellent. Teachers are well aware of pupils' strengths and weaknesses and plan work and support accordingly. The results of this planning ensure that pupils of all levels of attainment, those for whom English is an additional language and those with special needs are helped to make very good progress and achieve their best.

24. Health and safety issues are taken seriously; all statutory requirements are met. The Headteacher is the named person for Child Protection and all staff are aware of the correct procedures to follow if they have cause for concern.

Partnership with parents is very good. Parents are encouraged and helped to be fully involved in their child's learning.

25. Parents hold their school in high regard; they are very supportive of the school. In their response to the questionnaire and in meetings with inspectors, parents state that they feel very welcome in the school and that teachers are always approachable. Parents of pupils who have joined the school mid-way through their primary education are delighted with the progress their children have made in a relatively short time; some have also noted an improvement in behaviour and social skills.

26. The Parent Teacher Association (PTA) is strong and holds several fund raising events during the year. A considerable amount is raised which has been used to buy Christmas presents for the whole school, Bibles for Year 6 pupils annually and plants for the school garden. Currently the funds are being used to purchase benches and planters for the playground and, in response to the pupils' suggestions, traditional playground games are being marked on the playground

27. The school keeps parents very well informed about what is going on in the school and the work their children will be covering in class. The school ensures that important letters are translated for parents whose language is not English. Teachers are easily accessible to parents at the end of each day.

28. Through their involvement in their child's homework, parents play a very important role in the standards the school achieves. This involvement is valued by the school. Parents are pleased with the amount of homework given and feel that it prepares their children well for secondary school. At Key Stage 1, pupils read regularly at home and learn set spellings. At Key Stage 2, pupils have a homework diary to record what is expected of them. Parents and teachers sign this book and make appropriate comments. Inspection evidence shows that homework is always marked and is closely related to, and therefore enhances, the class work pupils undertake.

WHAT COULD BE IMPROVED

Raise standards even further in ICT and promote a more consistent use of computers throughout the school.

29. Standards in ICT are satisfactory, overall. In the one lesson observed, teaching was good; new skills were demonstrated and explained well and pupils were keen to try these out. The main reason that standards are not higher and progress is not faster is because there are not enough opportunities for pupils to use computers. There are two computers in each classroom which means that for each pupil to have a reasonable opportunity to practise new skills, it takes some while for the whole class take their turn. Currently, there is an inconsistent use of the computers in lessons. In some classes, they are always in use, in others they are not used as much as they could be.

The procedures for checking on the work of the school are sound; however, there needs to be an explicit focus for monitoring teaching and pupils' work.

30. The Headteacher monitors teaching informally on a regular basis through working alongside teachers in their classrooms. Currently, there is not a programme of formal and regular monitoring in place although the headteacher checks on pupils' workbooks. Subject co-ordinators monitor the planning in their subject areas but there are no defined criteria for this monitoring so that outcomes are not as helpful as they might be in highlighting areas for improvement.

Literacy skills should be taught and developed further through subjects such as history and geography.

31. At the end of Key Stage 2, high standards are achieved in English and writing skills are used very good effect in written accounts in many subjects; however, opportunities are missed to develop pupils' use of different reading strategies and study skills in other subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. In order to raise standards further, the Headteacher, Governors and Staff should:

- (1) Consider ways in which the school's existing computers can be used more efficiently and effectively in order to promote more rapid progress and raise standards further
- (2) Establish a system for monitoring the quality of teaching and pupils' work regularly against agreed and rigorous criteria
- (3) In subjects such as history and geography, include in planning the reading or research skills to be developed through the use of non-fiction material.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	12	60	20	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	177
Number of full-time pupils eligible for free school meals	70

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	41

English as an additional language	No of pupils
Number of pupils with English as an additional language	41

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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	11		21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls			
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	91 (83)	91 (83)	91 (80)
	National	84 (82)	85 (83)	90 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls			
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School			
	National	84 (82)	88 (85)	88 (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
	2000			19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	18	18	19
Percentage of pupils at NC level 4 or above	School	95 (86)	95 (96)	100 (96)
	National	75 (70)	72 (69)	85 (78)

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

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

NB: Where the number of boys or girls is ten or fewer the individual results are not reported.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	18
Black – African heritage	22
Black – other	9
Indian	5
Pakistani	0
Bangladeshi	0
Chinese	5
White	85
Any other minority ethnic group	33

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: YR – Y6

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	21
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	71.5

Financial information

Financial year	1999/2000
	£
Total income	426 086
Total expenditure	398 055
Expenditure per pupil	2 248
Balance brought forward from previous year	93 702
Balance carried forward to next year	79 349

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	177
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	16	4	2	0
My child is making good progress in school.	77	21	0	2	0
Behaviour in the school is good.	73	23	0	2	2
My child gets the right amount of work to do at home.	71	23	4	2	0
The teaching is good.	86	11	0	2	2
I am kept well informed about how my child is getting on.	75	21	2	2	0
I would feel comfortable about approaching the school with questions or a problem.	80	16	2	2	0
The school expects my child to work hard and achieve his or her best.	89	11	0	0	0
The school works closely with parents.	80	16	2	2	0
The school is well led and managed.	82	14	0	2	2
The school is helping my child become mature and responsible.	79	18	0	2	2
The school provides an interesting range of activities outside lessons.	61	30	2	0	7