

# INSPECTION REPORT

## **ST COLUMBA'S RC PRIMARY SCHOOL**

Wallsend

LEA area: North Tyneside

Unique reference number: 108625

Headteacher: Mr R Meek

Reporting inspector: Mrs C E Waine  
23081

Dates of inspection: 16<sup>th</sup> – 18<sup>th</sup> October 2000

Inspection number: 224958

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary school with nursery
School category:	Roman Catholic, Voluntary Aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Station Road Wallsend Tyne and Wear
Postcode:	NE28 8EN
Telephone number:	(0191) 2007235
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Ronan
Date of previous inspection:	July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Columba's is a well established and popular Roman Catholic primary school, with a nursery class. The school is situated in a settled community, which has suffered above average levels of unemployment over many years. Almost all of its 272 pupils are members of the local Catholic church and there are close ties with the parish. There are 43 children attending the nursery on a part-time basis and 30 children in the reception class. When children enter the nursery, their attainment is average for that age. Only one child has English as an additional language and she is fluent in English. There are few pupils from advantaged or professional home backgrounds but there is little serious social deprivation. The level of free school meals is average. There are 33 pupils on the school's register of special educational needs, most of whom have general learning difficulties. This is a below average proportion, but an average number of these pupils have a formal statement of their needs.

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

This is a highly effective school that provides its pupils with an excellent start to their education. Pupils attain high standards in a caring and supportive community, with its values based firmly in the Roman Catholic faith. The school is exceptionally well led and managed and teaching is of high quality. The school gives very good value for money.

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

- In the national tests at ages 7 and 11 the pupils achieve very well and attain high standards.
- Teaching is very good throughout the school and is a factor in the high standards attained.
- Leadership and management are of high quality and the school is very efficiently organised.
- The Roman Catholic faith permeates all aspects of school life and is reflected in excellent relationships. It promotes very good attitudes and high standards of behaviour.
- The curriculum is very well planned. It is enriched by a good range of visits and visitors and by the support of parents.

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

- The scheme of work for information and communication technology is not yet fully implemented and standards are currently below average at age 11.
- The physical development curriculum for the children in the reception class is limited because there is no separate outdoor area and no resources for energetic play.

*The school has identified these points and plans are already in place to remedy them.*

*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 July 1996 and since that time has made very good improvements. In response to the Key Issues of that inspection:

- at age seven, all pupils, including those who are higher attainers are achieving better standards in reading, writing and mathematics;
- the quality of teaching is consistently very good throughout the school;
- a good child protection policy is now in place and understood by all staff;
- assessment procedures are good in all subjects and information is well used in planning.

Other areas of improvement:

- leadership and management are now stronger;
- there is a new, well-equipped information and communication technology suite and teachers are well trained for its use;
- there are good procedures in place to check the quality of teaching and learning;
- effective planning and assessment systems have been introduced to promote good progress. These

make very good use of information and communication technology.

The school has worked hard to improve its performance and the cost-effectiveness of its provision. The measures put into place mean that it is in a very good position to improve still further.

## 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	C	A	A
Mathematics	A*	A	A	A
Science	A	A*	A	A

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

At age 11, in the national tests in 2000, standards in English, mathematics and science were well above those found in other schools nationally and in schools with pupils from similar backgrounds. These results represent very good achievement for pupils. In 1999 there was a large imbalance of boys and girls. On a national basis, girls generally outperform boys significantly in English and the imbalance had an effect on standards in that year, particularly in writing. In mathematics and science, boys and girls nationally perform at similar levels and the imbalance did not have the same effect on standards. The school took effective action to improve the writing curriculum and in 2000, where there was also a better balance of genders, results in English showed a dramatic improvement.

Children in the nursery and reception classes make very good progress and, when they enter Year 1, most have attained the levels expected for their age. Many exceed these levels in their personal, social and emotional development and in early reading, writing and mathematical skills. At age seven, standards have risen consistently since the last inspection and, in 2000, were well above the average in reading, writing and mathematics. In the assessments made by teachers in science, standards were above average, with a quarter of pupils exceeding the level expected.

Since the last inspection, in 1996, standards have improved at a similar rate to nationally. Inspection evidence shows that they are currently being maintained at these high levels. The school achieves the high targets it sets itself in English and mathematics. Standards in basic literacy and numeracy skills are particularly good.

In information and communication technology, pupils are making rapid progress but older pupils are not yet achieving at the levels expected for their age in all aspects of the subject.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic about school and work hard.
Behaviour, in and out of classrooms	Very good. Pupils work and play together amicably and care for each other.
Personal development and	Excellent relationships and pupils develop a good sense of personal

relationships	responsibility.
Attendance	Attendance and punctuality are good. Above the national average.

Pupils enjoy school and actively seek to extend the work they are given. Older ones care for younger ones very well and organise their own range of responsibilities.

## 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.*

Teaching is consistently very good throughout the school. During the inspection 100 per cent of teaching was at least good or better; 71 per cent was very good or better, including 33 per cent which was excellent. No unsatisfactory teaching was seen. This contributes considerably to the very good progress made by pupils. Teaching in English and mathematics, and particularly in the basic skills of literacy and numeracy, is very good and provides pupils with the essential tools for learning. Teachers have very high expectations and provide a range of stimulating lessons that inspire their pupils to work hard. They plan work well to meet the needs of all their pupils and ensure that they know exactly what they have to do to succeed. Pupils are encouraged to become independent learners and apply their skills and knowledge to find out for themselves.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good, with a strong emphasis on literacy and numeracy. A good range of visits and visitors to the school enriches the curriculum. Some aspects of information and communication technology need further development. Opportunities for physical development for the children in the reception year are limited.
Provision for pupils with special educational needs	Very good. They and lower attaining pupils are very well taught in classrooms and in small withdrawal groups.
Provision for pupils with English as an additional language	Only one child has English as an additional language. Good support in her early years in school means that she is now fluent in English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	High quality provision, which is firmly based in the Roman Catholic ethos. Promotes high standards of behaviour and excellent relationships.
How well the school cares for its pupils	The school cares for its pupils well. There are appropriate policies in place which are applied consistently by all staff.

The new curriculum for the youngest children and the new National Curriculum for 5–11 year old pupils have been carefully introduced. There is a good provision for English and mathematics. The new curriculum for information and communication technology is well planned but is not yet fully in place. The full curriculum for physical development for the children in the reception class is not in place.



because of the lack of a secure outdoor play area and accompanying resources for energetic play. The school works well in partnership with parents, who make a good contribution to learning and resources.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. Leadership by the headteacher is outstanding. He is well supported by his enthusiastic deputy and curriculum managers. This is a very strong staff team who share a commitment to high standards.
How well the governors fulfil their responsibilities	Very good. Effective team work. Governors fulfil statutory duties well.
The school's evaluation of its performance	Governors and staff compare the school with national standards and with other local schools. They have a good knowledge of strengths and areas for development and take effective action to improve any relative weaknesses.
The strategic use of resources	High levels of efficiency. Financial resources are carefully targeted to priorities for improvement. The school is very well resourced despite relatively low levels of funding, which is a credit to the careful planning measures.

The leadership of the headteacher is a major factor in the improvements made by the school. He has a strong commitment to high standards and is a skilled organiser. He has built a very strong staff team and ensures that teachers have time to manage their areas of responsibility efficiently, providing access to appropriate training when needed. The headteacher and governing body are energetic in pursuing the best value that they can for their money and actively seek outside resources to improve the school's provision.

## 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 make good progress and attain high standards in their work and behaviour.</li> <li>Their children develop good attitudes to work and to others.</li> <li>Teaching is very good and teachers have high expectations of their pupils.</li> <li>The school is well led and managed.</li> <li>Their children are happy.</li> </ul>	<ul style="list-style-type: none"> <li>Some parents would like more information about their children's progress.</li> <li>Provision of homework.</li> <li>The range of activities out of lessons.</li> <li>A few parents expressed concern that too much time was spent on English and mathematics and too little on other subjects.</li> </ul>

The inspection team fully supports the very positive views that parents have about the school. In respect of the areas for improvement the inspection team finds that:

- i. There are two formal parents' evenings a year, plus an opportunity to come into school to discuss the annual written report. Written reports are of good quality and give parents a clear picture of what their children can do and need to do to improve. In addition, teachers are approachable and happy to talk to parents if asked. There are workshops on curriculum matters and information meetings about national tests. Overall, the quality of information given is good.
- ii. Whilst homework is left to teachers' discretion, it is very well used to reinforce learning and to

prepare for future lessons. Evidence shows that amounts are appropriate for the ages of pupils and the content is relevant to current work, rather than mechanical exercises.

- iii. There is a good range of visits and visitors to support lessons, appropriate to the different ages of pupils. The range of lunchtime and after-school activities is similar to that for pupils of the same ages in most other schools of similar size.
- iv. The curriculum is broad and balanced and time allocations for each subject are similar to those in most other primary schools.

## **PART B: COMMENTARY**

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

#### **At ages 7 and 11 the pupils achieve very well and attain high standards.**

1. In the national tests at ages seven and eleven, pupils consistently attain standards that are much higher than those in all schools nationally and in those schools with a similar background. Since the last inspection, the school has continued to improve standards year by year, at a similar rate to that nationally. The current focus on writing has significantly improved the proportion of pupils exceeding the levels expected in English, both in the test results in 2000 and in the current Year 6. In each subject, a significant proportion of pupils achieve standards that are higher than those expected for their age. Evidence seen during the inspection confirms these high standards.
2. Most children enter the nursery with attainment levels that are average for their age. This is confirmed by the teacher's assessments made in the children's first weeks in the nursery. They make good progress and achieve very well. The results of the more formal assessment system used in the reception class confirm that the children are on target to achieve the levels expected at age five. Most attain the levels expected when they enter Year 1, ready to begin work on the National Curriculum, and many exceed them in personal, social and emotional development and in early reading, writing and mathematical skills.
3. Pupils make good progress in Years 1 and 2 and, at age seven, most attain the levels expected in the national tests in reading, writing and mathematics. About half achieve at the next higher level in reading and mathematics. Standards are much higher than those of most pupils nationally and those in similar schools. During the inspection, a similar picture was seen. Most pupils are achieving well in reading, writing and mathematics and many now in Year 2 are already at, or approaching, the level expected at the end of the year. In 1999, the teacher assessments made in speaking and listening were conservative and did not fully reflect the quality of skills, which, overall, are above average. Pupils are confident speakers and speak clearly using good expression in their voices. Teachers have improved their skills in assessing this area, through training, and assessment results rose in 2000.
4. In Years 3 to 6, pupils continue to make good progress because of the way in which teachers plan work that builds on what they have already learned. They provide stimulating lessons that motivate pupils to work productively, complete their tasks and develop a good understanding of their work. All pupils work on the same topics at their own level, both in class and when withdrawn for small group work.
5. The majority of pupils currently in Year 6 are already attaining at, or close to the levels expected nationally in English, mathematics and science and many are working at the next higher level. The success of the school's planning to improve the standard of writing is evident in the quality of pupils' work. Pupils enjoy a wide range of challenging and interesting activities, producing lengthy pieces of writing. For example, when learning about how adverbs can be used to create suspense, they identify these in a stimulating text and then apply what they have learned in atmospheric stories. They organise their writing into paragraphs and standards of spelling and punctuation are good. They use a wide vocabulary and independently use thesauri and dictionaries to enrich this, by finding better words and checking meanings, pronunciations and spellings. Numeracy skills are well taught and pupils are working at above average levels. Again they have many opportunities to practise and apply their skills in real life situations and this extends their understanding well. Attainment in science is also well above the average. Pupils have good skills and a good depth of knowledge and apply these well in independent observation and investigation.
6. Throughout the school, those pupils with special educational needs are supported well and make very good progress towards their personal targets.
7. Pupils are proud of their work and this is reflected in the good standard of handwriting and

presentation. Their work is celebrated in many attractive displays.

8. Attainment in information and communication technology (ICT) is currently below national expectations because the school has not yet fully implemented the new scheme of work and older pupils have not had enough experience in all aspects of the subject. Improved resources and training for teachers is now promoting rapid progress, particularly in operational skills and word-processing. At this early stage in the school year, this has not yet raised standards to nationally expected levels in all aspects of the subject. The use of a good quality, commercial program for mathematics stimulates enthusiasm for learning. From reception year onwards, pupils are confident about logging-on and completing their timed session and this supports their personal development well. They use the equipment sensibly and independently, with some arriving early or staying late to carry on their work. This program not only supports pupils' progress in mathematics but also increases their operational skills.
9. There are many contributory factors towards the high standards, one of the most notable being the high quality of teaching. Other significant factors include the pupils' own attitudes to learning, an interesting and stimulating curriculum and the good support given by parents.

**Teaching is very good throughout the school and is a factor in the high standards attained.**

10. The quality of teaching is very good throughout the school and, during the inspection, many excellent lessons were observed, particularly in Key Stage 2. Teaching in all lessons was at least good; it was very good in 38 per cent of lessons and excellent in a further 33 per cent. Teachers have a clear focus on helping pupils to attain the nationally expected levels in English, mathematics and science, and the teaching of the basic skills of literacy and numeracy is especially good. The school benefits from having three skilled musicians on the staff and teaching observed in music was of high quality. At the time of the last inspection, there was inconsistency in the quality of teaching for the pupils aged seven to eleven but this has been rectified through training and good staff selection procedures.
11. Teaching for the children in the nursery and reception years is very good. The staff of teachers and nursery nurses work well together in planning an appropriate curriculum. They place a high priority on pupils' personal, social and emotional development and provide well for this. They have a very good understanding of the needs of young children and plan lessons that provide a wide range of practical experiences. For example, after studying a book about Mrs Wishy Washy in a literacy lesson, reception year children re-enacted the story in sand and water, listened to the story tape, used the role play area for a letter hunt and read the book for themselves, supported by the teacher. Teachers make very good use of resources to stimulate pupils. For example, in the nursery the teacher used three teddy bears to illustrate her teaching points in music. The children responded very well and learned how to handle their instruments and play them softly or loudly.
12. Teachers have very high expectations of their pupils and plan interesting and exciting lessons to help them achieve as well as they can. For example, in Year 6, an inspired lesson on converting fractions to two decimal places, using digestive biscuits, was not only enjoyable but very successful in promoting pupils' understanding. Lessons are often made real by the opportunity to learn and practise skills in a real life situation. For example, Year 3 applied their numeracy skills well when they learned about money by shopping at a well-known burger bar, with real artefacts. Teachers share their objectives for lessons with pupils and set a lively pace, making very good use of their resources. Pupils are motivated to work hard and many actively seek to extend the work they do in lessons, sometimes having to be persuaded to leave the classrooms at breaktimes. At the end of lessons, time is very well used to share and consolidate what has been learned. For example, in the Year 5 lesson on adverbs, a few volunteers read out their work and others spoke sensitively about what they liked about it and how it might be improved.
13. Relationships between teachers, other staff and pupils are of high quality and promote pupils' self-esteem effectively. Teachers assume that pupils will concentrate on learning and that behaviour will be good. Pupils respond to this positive approach very well. The very rare occasions of weaker behaviour are dealt with quietly but firmly.

14. Teachers keep detailed records of their pupils and know them well. This information is very well used to make sure work is planned to meet the needs of all pupils, including those who are higher attainers. Teachers' planning for those who have special educational needs or who are lower attainers is very good and enables them to work in small groups or alongside other pupils in the classroom on the same topics at their own level. This supports their access to the full curriculum and promotes self-esteem well.
15. The amount of homework given is of concern to some parents but evidence from observations and planning records shows that teachers tailor homework well to consolidate and extend what has been learned in lessons. For example, when Year 6 studied silent letters in class, they compiled their own lists of words, which then formed the basis of spelling homework.
16. Overall, the quality of teaching is very good and is a major factor in the school's success.

**Leadership and management are of high quality and the school is very efficiently organised.**

17. The headteacher is an exceptional leader who has a strong commitment to high standards and the development of pupils' independence in learning. The very efficient way in which he manages and organises the school and its resources is a significant factor in the school's success. For example, the way in which the computer suite is organised means that about half the pupils use the computers for their mathematics program each day, in addition to those having ICT lessons. He had only been in post for three months at the time of last inspection and, since then, has led many good improvements in the school. He has built a strong and enthusiastic staff team who share his commitment and he ensures that they have time to fulfil their roles. As a result, the deputy head and subject managers have a clear overview of their subjects and are very effective in promoting improvements.
18. The governing body are knowledgeable and effective and governors work very hard to fulfil their roles and responsibilities. They fulfil all their statutory duties and manage the school very well, sharing the commitment of the headteacher and staff to high standards in the context of a Christian community. They are closely involved with the school's developmental planning and compare their standards carefully with those of other schools, understanding its strengths and knowing what it needs to do to improve. Governors work hard to ensure that they get the best value that they can for their pupils. They plan well for the use of the school's reserves, particularly in view of their concerns about the effect of the fall in numbers because of the mandatory national class size reduction policy. They actively seek funding from outside the school to support improvements. For example, parents and governors have formed a group that has successfully gained a substantial grant for the provision of an out-of-school club and community facilities.
19. The school's success in promoting high standards has been recognised by its inclusion in a national group of outstanding primary schools selected for the training of new teachers. Overall, the headteacher, staff and governing body form an effective team that promotes high standards.

**The Roman Catholic faith permeates all aspects of school life and is reflected in excellent relationships. It promotes very good attitudes and high standards of behaviour.**

20. The school's work is firmly embedded in its Christian values and all members of the school community are valued and cared for well. Relationships within the school are excellent; pupils relate to each other in a mature way and older ones are eager to help younger ones to settle into school. Pupils co-operate well with each other; they share and take turns and play happily together in the playground. In group work they collaborate well, sharing ideas and resources and working constructively together. They listen with respect to each other and are sensitive when evaluating others' work.
21. Spiritual development is excellent and pupils develop a good understanding of their place in the school community. For example, Year 6 pupils introduce their reception year "buddy" to the school and welcome them into the school's family, which promotes their sense of belonging very well. The

importance of the school's Roman Catholic faith is apparent in the way it is celebrated in displays and in the opportunities that pupils have to pray and reflect in a meaningful way. There are close links with the parish church which support this area well.

22. A strong moral code underpins the school's behaviour policy; pupils understand the school rules and know what is expected of them. Resultant standards of behaviour are high. The positive and relaxed way in which teachers manage their pupils promotes mutual respect between adults and pupils and successfully promotes very good attitudes to school. Pupils respond with enthusiasm to the stimulating lessons that teachers plan and enjoy their work. They are keen to come to school and take a full part in all activities.
23. Pupils have many opportunities to take responsibility for their own learning and for supporting others. The school's "buddy" system is very successful in supporting children when they first enter the reception year and Year 6 pupils are proud of their success in helping them. Year 6 organise their own rota for lunchtime duties and undertake their tasks in a responsible and mature manner. A school forum allows pupils to have a say in what happens in their school. Pupils accept responsibility for others less fortunate through a good programme of charity work. For example, Year 6 organise an annual lunch to raise money for the Cafod fund, a Roman Catholic charity.
24. Overall, the high quality of relationships and pupils' positive attitudes are a strength of the school and contribute significantly to the high standards achieved.

**The curriculum is very well planned. It is enriched by a good range of visits and visitors and by the support of parents.**

25. The curriculum is broad and balanced. It is enriched by the many visits that pupils make and by an extensive range of expert visitors to the school. For example, dance workshops by the Northern Ballet formed the basis for work in literacy, art, music and history and were followed by a visit to the theatre to watch a live ballet performance. An arts grant provided funds for artists, musicians and dancers from many cultures to visit the school to hold workshops for pupils. The main areas for development are that the full range of the school's scheme of work for ICT is not yet fully implemented and that the physical development curriculum for the children in the reception year is limited by the lack of facilities. Improvements for both these aspects are already being planned.
26. Parents contribute well to the curriculum by their support for the programme of homework and by volunteering to help in lessons. Those who do help in lessons are well informed about what is expected of them so that they can focus clearly on what is important. The Parents in Partnership (PIPs) group supports the school very well by its financial support for resources, not only by fund-raising through social events, but also by obtaining specific grants.
27. The curriculum for the children in the nursery and reception class has been successfully matched to the new national guidelines for that age group. It provides for many practical and interesting activities that promote very good progress in the required areas of learning. The new National Curriculum for other pupils has also been introduced in a very well organised way. The headteacher has made very good use of ICT to adapt the school's schemes of work and to support teachers in planning. This significantly reduces their workload and allows them to concentrate on providing interesting activities to meet the teaching points identified. This they do very well and pupils are totally involved in their lessons because they enjoy them. Many opportunities are provided within the curriculum for pupils to become independent learners and they accept these with enthusiasm.
28. The results of national assessments are thoroughly analysed to highlight curriculum areas for development. The most recent point identified was the writing curriculum and this has been much improved. The success of the improvement is evident in the significant rise in standards and in current work.
29. At the meeting prior to the inspection, a few parents commented that they felt that the curriculum had been narrowed in recent years because of the national initiatives and the pressure to produce

high standards in national tests. Inspection evidence shows that the curriculum is well balanced. The amounts of time devoted to different subjects is similar to that in most schools and the quality of the lessons is very good, contributing well to learning and personal development.

## **WHAT COULD BE IMPROVED**

**The scheme of work for information and communication technology is not yet fully implemented and standards are currently below average at age 11.**

30. Attainment is below national expectations because pupils have not been taught all aspects of the subject. The school has a new information and communication technology suite that provides very good facilities for teaching and learning, although there are some shortages of programs for some aspects of the subject. For example, there are few programs where older children can solve problems or control events through computers. The combination of the new resources, a new curriculum and good teaching is enhancing pupils' skills rapidly in other aspects of the subject, such as word processing and data handling. As the inspection took place early in the school year, this has not yet been sufficient to raise attainment to the level expected in all areas.
31. The new curriculum provides for the full range of studies to be taught and teacher training is providing teachers with the necessary expertise to teach the subject well. There are already sensible plans in place for the selection and purchase of additional resources in order to provide for all aspects to be taught.

**The physical development curriculum for the children in the reception class is limited because there is no separate outdoor area and no resources for energetic play.**

32. Children in the nursery have access to a secure and well resourced outdoor play area where they can involve themselves in energetic play activities or just play quietly in the fresh air. In the reception class, these opportunities are much reduced because there is no direct access to a secure outdoor area. These children play alongside the older children at breaktimes but do not have regular access to large equipment for climbing, balancing, riding or pushing. Whilst the reception class teacher provides as well as she can by organising active sessions, such as action songs, in the spacious classroom, this does limit the opportunities for physical development. Both classes have two lessons timetabled in the hall for gymnastics and dance activities.
33. In both the nursery and reception classes there are many opportunities to develop skills in using tools and equipment, such as paintbrushes, pencils and scissors, safely and correctly and this helps children gain appropriate control skills.
34. The staff and governing body have identified the need for this area and appropriate resources and are in the process of making arrangements for its provision.

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

- a) In order to improve on the already high standards the school should:
  - implement the full curriculum for information and communication technology and provide the full range of necessary resources (paragraphs 8, 29,30);
  - improve provision for the physical curriculum for the children in the reception class (paragraphs 31, 33).

The school has already identified these points and is implementing plans to remedy them.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
33	38	29	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)	22	230
Number of full-time pupils eligible for free school meals	n/a	36

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	31

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

### Attendance

Authorised absence	%
School data	4.1
National comparative data	5.4

Unauthorised absence	%
School data	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	16	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	17	17	17
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	91 (97)	91 (97)	91 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	17	17	16
	Total	30	30	29
Percentage of pupils at NC level 2 or above	School	91 (97)	91(97)	88 (97)
	National	84 (82)	88 (86)	88 (87)

### 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	20	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	20
	Girls	17	16	17
	Total	36	35	37
Percentage of pupils at NC level 4 or above	School	97 (76)	95 (88)	100 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	20
	Girls	17	16	17
	Total	36	36	37
Percentage of pupils at NC level 4 or above	School	97 (79)	97 (82)	100 (97)
	National	70 (68)	72 (69)	79 (75)

### ***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	219
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

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

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

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25.6
Average class size	32.9

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

Total number of education support staff	3
Total aggregate hours worked per week	71

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	11
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*FTE means full-time equivalent.*

### ***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.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	400,277
Total expenditure	390,632
Expenditure per pupil	1,526
Balance brought forward from previous year	19,303
Balance carried forward to next year	28,948

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	252
Number of questionnaires returned	76

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	36	5	1	0
My child is making good progress in school.	46	47	3	1	3
Behaviour in the school is good.	57	41	1	0	1
My child gets the right amount of work to do at home.	30	47	17	3	3
The teaching is good.	59	39	0	1	1
I am kept well informed about how my child is getting on.	35	50	11	4	0
I would feel comfortable about approaching the school with questions or a problem.	57	37	7	0	0
The school expects my child to work hard and achieve his or her best.	68	31	0	0	1
The school works closely with parents.	49	37	11	3	1
The school is well led and managed.	58	37	3	0	3
The school is helping my child become mature and responsible.	55	41	0	1	3
The school provides an interesting range of activities outside lessons.	21	38	22	8	11

### Other issues raised by parents

A few parents expressed concern that too much time was spent on English and mathematics and too little on other subjects.