

INSPECTION REPORT

**ST CUTHBERT'S ROMAN CATHOLIC
(VOLUNTARY AIDED) PRIMARY SCHOOL**

New Seaham

LEA area: Durham

Unique reference number: 114235

Headteacher: Mr M McNichol

Reporting inspector: Mr J Hagan
OIN 1065

Dates of inspection: 13th – 14th November 2000

Inspection number: 224970

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Mill Road Seaham
Postcode:	SR7 0HW
Telephone number:	0191 581 3090
Fax number:	0191 581 3390
Appropriate authority:	The Governing Body
Name of chair of governors:	The Reverend Father J Clohosey
Date of previous inspection:	December 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr J Hagan OIN 1065	Registered inspector
Dr J Cross OIN 8988	Lay inspector
Mrs C McBride OIN 2810	Team inspector

The inspection contractor was:

Primary Associates Limited
West Lancs Technology Management Centre
Moss Lane View
Skelmersdale
WN8 9TN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	5
WHAT COULD BE IMPROVED	9
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	10
PART C: SCHOOL DATA AND INDICATORS	11

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Cuthbert's Catholic Primary School serves boys and girls between the ages of 4 to 11 years. It has 183 pupils on roll and is about the same size as most primary schools. The area served by the school is varied in its characteristics and pupils come from a wide range of socio-economic groups. The percentage of pupils known to be eligible for free school meals (10 per cent) is below the national average. There are no pupils from homes where English is an additional language. This is low compared to most schools. The percentage of pupils having special educational needs (9.3 per cent) is below the national average. The percentage of pupils with statements (1.1 per cent) is also below the national average. Children's attainment on entry is typical of that found nationally. The school is also part of an Education Action Zone.

HOW GOOD THE SCHOOL IS

This is a good school. It achieves well above average standards in reading, mathematics and science when compared to all schools and those of a similar type. The quality of teaching is good, and pupils have very good attitudes to their work. There is strong leadership. The headteacher, staff and governors work as an effective team to ensure the school achieves good standards. The school provides good value for money.

What the school does well

- It provides good quality teaching for all its pupils;
- The leadership and management is very successful in creating good relationships which underpin an ethos where everyone is continually seeking to improve, and staff and children are well motivated;
- It is very good at fostering very positive attitudes; pupils' personal development is very good;
- It enables its pupils to achieve well above average standards in reading, mathematics, speaking and listening and science by the time they leave the school;

What could be improved

- Standards in writing at Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

St Cuthbert's School was last inspected in December 1996. It has made a very positive response to the issues raised. Overall it has made good improvements in a number of key areas.

Standards are better than they were. For example in English, mathematics and science the previous report judged children's standards to be average but they are now well above average. Teaching is also better; no unsatisfactory lessons were seen in this most recent inspection. At the time of the previous inspection, in some lessons teachers were judged not to be getting the match of work right for some pupils. This is no longer the case. The school has significantly improved pupils' behaviour and the opportunities they have to direct their own learning and to become more independent. Such is the improvement that pupils' attitudes to learning and personal development are now judged to be a strength of the school. The quality and quantity of resources are much better. In Key Stage 2, for example, the range and quality of reading resources are helping pupils to reach above average standards in this area of their learning.

The school has also responded very well to recent national initiatives. It has drawn on the national numeracy and literacy strategies to improve aspects of teaching and to raise standards. A very good example of this is seen in the methods teachers use to improve pupils' mental arithmetic skills and understanding of number work in mathematics.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	A	C	B	well above average A above average B
mathematics	B	A	A	A	average C below average D
Science	B	A	B	A	well below average E

Pupils enter school with broadly average attainment. They make good progress throughout and they achieve particularly well in reading, speaking and listening, mathematics and science. This is reflected in their performance in the national tests at 11 years. The school's results are very good in mathematics and good in science when compared with all schools, and very good in both subjects when compared with similar schools. Particular strengths in mathematics are pupils' very good understanding of place value, their mental arithmetic skills and their competence in using and interpreting data. Their speaking and listening skills are above average because they are given many opportunities to practise these skills during lessons. In science, children have a very good understanding of correct vocabulary, and they develop important skills such as prediction and the drawing of conclusions really well. In English, results are meeting the national average and, whilst better than those in similar schools, by the school's own high standards they could be better in writing in the junior classes. English results, in the national tests for pupils aged 11, are affected by an imbalance of pupils' achievements in reading and writing. They do much better in reading. The school has set itself a target to improve writing standards. Whilst pupils can use spelling, punctuation and grammar correctly their written work lacks creativity because they do not use the more interesting language and ideas normally seen in above average writing. In all other subjects pupils achieve well. Standards of work are typical of those seen in most schools because the school ensures that all subjects are given enough attention. Pupils with special educational needs make good progress and achieve well because they are given good support. The school's results are keeping pace with the national trend and it has set itself challenging targets. In 1999 it exceeded them and in the most recent national tests they were very close to meeting their targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children are keen to learn. They try hard with their activities. They enjoy school and concentrate really well.
Behaviour, in and out of	Children's behaviour is very good at all times. They are considerate of

classrooms	others, polite and always willing to help
Personal development and relationships	This is very good. Very good relationships exist between pupils themselves and their teachers. Pupils co-operate well, support one another and work well together.
Attendance	Good. It is above the national average. Pupils arrive on time for school.

TEACHING AND LEARNING

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

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

Overall, teaching in the school is good. Ninety-five per cent of lessons were judged to be good and five per cent satisfactory. This consistently good quality of teaching enables all pupils to make good progress. Reading is taught well. All teachers follow the same methods. For example, there is a very strong emphasis given to teaching children phonics. As a result of this, children are confident in tackling unfamiliar words. Pupils increase their vocabulary at a good rate because teachers pay good attention to introducing and reinforcing vocabulary during lessons in other subjects. The teaching of writing has some good features, but when compared to other subjects, is more ordinary. This is because teachers sometimes miss opportunities to develop shared writing with their classes. As a result, the quality of finished work is not as good as it could be. Teachers are particularly successful in teaching mental arithmetic skills. Pupils are confident when working with numbers and have a good recall of tables and number bonds. There is a very positive, purposeful atmosphere in lessons. Teachers have very good relationships with their pupils. They organise lessons really well and these factors contribute to a very positive environment for learning. Teachers' use of the information and communication technology suite varies in its effectiveness. For example, in some literacy and numeracy lessons held in the suite, the pace of learning slows because the teachers' attention is too divided between supporting those on computers and the rest of the class. All pupils, including those with special educational needs, experience good teaching. Teachers make good use of assessment on a day-to-day basis to check how children are doing. They use this information well to plan the next stages of work. As a result, all pupils, including those with special educational needs and higher achievers, are given work at the right level of challenge. Homework is used well to support children's learning and pupils respond positively by completing work conscientiously and returning it to school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good. The school places a high emphasis on developing children's skills, for example in reading, mathematics and information technology. It provides a good range of sporting activities outside of school hours. All subjects are given enough attention and there are plenty of opportunities for practical work.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Staff understand the needs of these pupils. They support them well and their progress is regularly reviewed. The school provides this good level of support through its own budget

Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, provision for spiritual, moral and social development is very good. Children's attitudes and values are developed well. They are given plenty of opportunities for reflection. The school's provision for helping children to appreciate other cultures is satisfactory.
How well the school cares for its pupils	The way the school cares for its pupils is very good. It pays good attention to ensuring that pupils are able to learn in a safe environment. Arrangements for child protection are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There is strong leadership by the headteacher and subject leaders. The headteacher, staff and governors work well as an effective team. As a result of this the school achieves very good standards, has high expectations and very good relationships are evident throughout the school.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities. Governors are actively involved in the work of the school. They fulfil their role as a critical friend to the school well.
The school's evaluation of its performance	This is very good. The school has a very good understanding of its areas of strength. It has clearly identified areas it can improve and has put in place plans to bring about improvement.
The strategic use of resources	Good use is made of resources to benefit all pupils. The school applies the principles of best value in a satisfactory way. However It could consult more fully with its parents.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are taught well and make good progress • Their children enjoy school and are happy and settled • They feel comfortable in approaching the school • The school is well led and managed • Children's behaviour is good and they are expected to work hard 	<ul style="list-style-type: none"> • Some feel they could be better informed about how their child is getting on • Some would like a greater range of clubs and out of school activities available for pupils

The inspection findings endorse the parents' positive views. With regard to the two issues some parents would like to see improved, inspection judgements are that the school offers a good range of out of school activities, especially for sport. Parents have as many opportunities to discuss their child's progress and they are as well informed of how their children are getting on as in most schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school provides good quality teaching for all its pupils

1. Of the nineteen lessons observed, eighteen were good and one was satisfactory. There is consistently good quality teaching in each year group. As a result of this, all children make good progress in lessons and over time.
2. All teachers establish a very good atmosphere in their classrooms and this creates a very positive environment for learning. This is achieved because every teacher organises lessons well and they have very good relationships with their pupils. Teachers encourage children to have a go and praise them for their efforts. This helps children to become confident and not to worry if they make a mistake.
3. At the start of lessons, teachers explain clearly to the class what it is they are trying to learn. Pupils therefore understand why they are doing an activity and they see its relevance. All teachers are good at setting activities that are well linked to what they want their class to learn. They set these activities at slightly different levels of difficulty to ensure all pupils are doing work that is at the right level for them. A good example of this was seen in a Year 3 mathematics lesson. The teacher wanted the children to improve their knowledge through practising of multiplication facts. She played a game with the children, which they really enjoyed. It required them to count on from a given number but when they reached a multiple of three they had to substitute the number for the word 'fizz.' Higher achieving children suggested larger numbers, whilst those who were not as secure in their knowledge were able to work out lower ones.
4. Another good feature is seen in the way teachers use extra adult help during lessons. The teachers make sure that the adult is very clear about what it is they have to do with the group they are supporting. They set out for the helper what the children have previously done and what they are to achieve next and how they can help them to do this. As a result of this, children make good gains in their knowledge and understanding and learn at a faster rate because they receive extra attention. For example, in a Year 1 mathematics lesson a group of lower attaining pupils were well supported and, by the end of the lesson, could record without help a number of addition sums making a total of five.
5. Children are taught well to learn and understand the correct technical terms in mathematics, English, science and information technology. As a result of this, they show an impressive understanding of the meaning of words directly associated with these subjects. For example, in a mathematics lesson, children showed clearly that they understood the meaning of square root, and in a writing lesson the meaning of dialogue.
6. Pupils are able to understand and answer correctly a variety of questions. They are confident and know the correct terms and their meanings. For example, in a science lesson they were asked to test materials and come to a judgement as to whether they were conductors or insulators. They were able to successfully complete the task because they knew what these words meant.
7. Teachers make accurate assessments on how pupils have got on in previous tasks. They use this information well to plan what comes next and to make sure that work is sufficiently challenging for all groups so that they can build on what they know and

make further progress. For example in a Year 3 lesson the teacher had assessed accurately children's understanding of multiplication as repeated addition. During the next lesson the children were required to apply this knowledge to solving problems. They were required to find three different ways to fill a crate with bunches of bananas (2, 3, 4, 5 or 6 in a bunch). They did this really well and by the end of the lesson were able to record it for example as $(2 \times 6) + (1 \times 4) + (2 \times 5) = 26$.

8. Good use is made of homework because it is directly linked to what the children are doing in class or what they are about to do. As a result of this, children are given the opportunities to consolidate their learning or support their learning about a new idea or topic.
9. Another good feature is the way in which teachers set up their classrooms. Displays of children's work and teaching aids children can draw upon to support their learning are attractively presented. This provides a good stimulus for pupils because it shows how much their work is valued and how they can use ideas to support their work. The teachers are using these displays to promote learning well and to arouse the interest and imagination of their pupils. A good example of this was seen in the Year 5 class. The teacher had set up two good quality displays, one to help reinforce children's knowledge and understanding of technical vocabulary and the other one to give them illustrations of how to write dialogues and instructions. The children were able to draw up these displays to help them improve the quality of their work.
10. Teachers make effective use of questioning to check what pupils know and to help them to develop and demonstrate their understanding. Across the school, a commonly used and effective strategy is seen in mental arithmetic sessions. Teachers ask their classes to tell them something they know about a given number. For example, in Year 2 children were asked, 'Tell me what you know about the number 24?' This stimulated a wide range of responses from the class. One child said, 'It is an even number,' and another offered, 'A half of it is 12.'

The leadership and management is very successful in creating good relationships which underpin an ethos where everyone is continually seeking to improve, and staff and children are well motivated.

11. The school's system for evaluating its own successes and areas for development is a real strength. Two reasons for this are that: it is very good at analysing data and in using the results effectively to identify areas for development. For example, the school is well aware that it could further develop standards in children's writing in the junior classes. It also uses information to predict where individual pupils might reach, for example, in English and mathematics by the end of the year. Once these predictions are made, the school keeps a close eye on how the children are doing. They are tracking pupil performance very effectively and this is a reason why children do so well.
12. Teachers in charge of subjects have a very good knowledge and understanding of their subjects. They use this really well to support one another. They give their colleagues good support because they help to improve their knowledge and skills in planning work programmes and ideas for lessons. In information technology for example, the subject leader carried out an analysis of each teachers' training needs. This was followed up with a training support programme, which has increased their confidence and improved teaching quality.
13. The headteacher and key staff keep a careful check on the quality of teaching particularly in literacy and numeracy. They also draw well on external agencies, for

example their local education authority, to give them another view on the quality of teaching. They use the information effectively to recognise and celebrate strengths and pinpoint aspects they can improve. For example, this approach was particularly successful in improving the quality of the teaching of mental arithmetic skills. The impact of this is seen in the consistently good quality of teaching and in the higher than average standards children achieve in mathematics.

14. Governors have a good understanding of the school's performance in both a national context and when compared with similar schools. They are actively involved in the life of the school. For example, governors with responsibility for literacy and numeracy have sat in and observed teachers teaching these subjects. This helps to keep governors well informed about the school's response to national initiatives and how things are going.
15. A significant benefit of the school's strong leadership and management is that the entire staff take responsibility and lead improvements in their areas really well. As a result the school has established good leadership and management at a variety of levels which is clearly evident in the work of the senior management, subject leaders and governors.

The school is very good at fostering very positive attitudes; pupils' personal development is very good.

16. The school does this really well through a variety of strategies it uses and the opportunities it provides for its pupils. Children are encouraged from the earliest age to take responsibility for their actions. The staff work with the children to help them to draw up lists of their rights and responsibilities. These are clearly displayed in classrooms, for example under headings such as 'I have the right to expect....' and 'My responsibilities are...'. This is a very simple but powerful way of helping children make the important connection between what they can expect and what their part is in achieving it.
17. Throughout the school, signs are well used to promote positive attitudes to one another; for example, the importance of being considerate. The impact of this and other approaches is clearly evident through children's responses during lessons and as they move about the school. Their attitudes and behaviour are very good. They concentrate really well and apply themselves wholeheartedly to the tasks they are given.
18. Good teaching makes a significant contribution to pupils' personal development. Teachers ensure children are given opportunities to express themselves. They encourage children to record work independently and to contribute their own views and ideas in written and spoken form. Children's suggestions are built on well and as a result they are confident to speak out and contribute during class discussions. A strong emphasis is placed on teaching children skills for example in science. As a result of this children learn how to predict, draw conclusions and record their findings.
19. Children's personal development is enhanced because they are encouraged to take responsibility for their own learning. They keep their own spelling journals and homework diaries. They are given targets for their work in reading and writing which they clearly understand. They know what it is they are trying to achieve and this motivates them well.

20. Pupils' social development is well supported through opportunities they have to work together, participate in extra curricular sporting activities and clubs. For example, in the information technology club, children learn skills which they then share with other pupils.
21. The school's house group system is very successful in supporting and helping children's personal and social development. The system is very different from what is seen in most schools. It is an unusual model, which is very effective. The children are placed in one of seven house groups. Each group is made up of children from each year and is led by a teacher. These house groups are set up to encourage a family feeling. They meet together regularly and pupils are encouraged to discuss their concerns and share their worries. At lunchtime they eat together, with the oldest pupils in the house group taking responsibility for the younger ones. They support one another really well, and the way the system is organised enables much more mixing across age groups than is normally seen in most schools. It also ensures teachers get to know a lot of children who are not in their own classes really well over a long period of time.
22. Older children appreciate the need to support the youngest children as they settle into school. For example, they write to them and welcome them to their new school. They help them change for physical education lessons. These activities contribute effectively to the fostering of community values, as well as a sense of spirit and belonging. Parents of reception age children appreciate this support for their children.

Pupils achieve well above average standards in reading, mathematics, speaking and listening and science by the time they leave school.

23. The majority of children enter reception with broadly average standards. They are taught well in this year. This good quality of teaching is maintained in each following year. As a result of this children make good progress and achieve high standards overall when compared to all schools and those of a similar kind.
24. Children do really well in reading, and speaking and listening. All teachers follow similar methods for teaching children to read. For example, they all place a very strong emphasis on teaching children phonic skills. As a result of this, children are very confident in tackling unfamiliar words and in having a go at spellings. Pupils are well motivated and keen to read, because teachers choose interesting texts. The quality of the book resources is very high. Staff are very committed to hearing children to read regularly. They keep a close watch on which children read regularly at home. If they find a child is not being heard reading often enough, or if they are not progressing as well as expected, they assign them to a teacher. This teacher then listens to their assigned child on a daily basis. Another good feature is the way teachers set up their classrooms to support children's understanding of words. Vocabulary is well displayed and referred to and this helps children to learn many new words and correct terms in subjects such as science and mathematics. Children are given plenty of opportunities to practise and improve their speaking and listening skills. In Year 6 for example, they read their play scripts aloud. In Year 3, pupils were encouraged to use expression as they practised 'radio broadcasts'. As a result of these types of experience children learn to listen carefully, become confident and enjoy speaking to audiences.
25. Standards in mathematics are good because pupils receive good quality teaching. Teachers are particularly successful at teaching children to understand and feel confident when working with numbers. As a result, pupils have good recall of number facts, times tables and, by Year 6, they have gained a very secure understanding of

place value. Pupils' understanding of mathematical vocabulary is also good. They know the meaning of words such as 'multiple', 'factor' and 'square root'. The school is particularly successful in improving pupils' data handling skills. They are given plenty of opportunities to use and apply these skills in other subjects such as when they record results in science. Information technology is used well to present data and work out calculations. During one project, pupils in Year 5 made biscuits and then used a computer data-handling programme to calculate unit cost, and find the cost of different numbers of units. These types of activities and the strong emphasis given to teaching data handling skills enable pupils to become good at interpreting data and graphs.

26. There are a number of factors that contribute to the achievement of good standards in science. Pupils are taught scientific vocabulary well and teachers are good at teaching children skills. As a result they are able to make predictions, record results and form conclusions. Teachers build well on previous work. In Year 4, for example, children learn about simple electrical circuits and conductors. In Year 6, they are expected to apply this knowledge to more complex ideas involving, for example, parallel and series circuits. Children's knowledge and understanding is improved because topics are covered in detail.

WHAT COULD BE IMPROVED

Standards in writing at Key Stage 2.

27. Through its own evaluation of teaching and learning, the school has identified that pupils' achievement in writing at Key Stage 2 could be improved. The school's overall English results in national tests are above average. However, results could be higher, if pupils' attainment in writing was as good as that in reading, at the end of Key Stage 2. Most pupils do not do as well in the writing elements of the tests, and this lowers the overall average points score.
28. The school sets targets for writing, and each pupil is fully aware of what they need to do to improve their work. Teachers use these goals to good advantage, and during literacy lessons they will often draw pupils' attention to the aspects on which they should be focusing their best efforts.
29. Scrutiny of pupils' writing however, shows that whilst they use spelling, punctuation and grammar correctly, their work often lacks creativity. Despite good prompts from teachers, their choice of vocabulary can still be rather limited. Some of the more interesting language and ideas, which are features of above average standards, are not found frequently enough in their work. Positive steps are already being taken to address this issue. For example, some older junior pupils are receiving extra support in small groups, to help them develop the length and quality of their writing.
30. The quality of teaching is good throughout the school, and teachers move lessons along at a good pace. However, whilst a lot of ground is covered, pupils do not always have enough time to plan, draft and improve their writing in the daily hour-long session. Some pieces of writing require a longer period to complete, and although teachers revisit work and ensure that it is finished, pupils' train of thought is interrupted and creative ideas are not captured.
31. Teachers use many aspects of the classroom displays and environments really well to support pupils' writing. Classrooms are full of good visual aids and displays to prompt pupils with ideas and reinforce learning, for example, with spellings and grammar rules. They are fertile ground in which children have many opportunities to practise

their writing skills in different subjects. For example, they write instructions on how to make things as part of their design and technology work; they record their observations of science experiments, and they write accounts of the lives of famous people in their history work. Pupils' writing is displayed and examples of good work are shared with the class.

32. When teachers demonstrate how to write, they show good examples and pupils benefit from seeing how a piece of writing begins to take shape, and good ideas are added. However, when they are showing the class how to write longer pieces, such as stories, lessons run out of time and teachers cannot always finish their demonstration. More could be done to display work in progress. For example, teachers tend to work on whiteboards when showing pupils how to organise their writing. Once the lesson is over, these are cleaned and as a result, the visual reminder which pupils could build on between lessons is lost.
33. Some teachers are skilled at helping pupils to improve their work. They focus on a piece of work with a small group, and pupils share their ideas about how it could be made more interesting. This is not always the case, and some opportunities to use this successful method of improving pupils' writing are not taken.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. The school has identified this issue as an area which will enable them to improve their already high standards even further.
 - (1) To improve the standards of writing in the junior classes by:
 - providing pupils with stronger visual reminders of how to organise their writing ideas;
 - building on existing good practice; for example, in sharing pupils' ideas of how to make each other's work more interesting.

(Paragraphs numbered 27, 29, 30, 32, 33)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	95	5	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)		183
Number of full-time pupils eligible for free school meals		20

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		19

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	6
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence	%
School data	4.3
National comparative data	5.4

Unauthorised absence	%
School data	0.2
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	14	14	15
	Girls	11	11	10
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	96 (86)	96 (93)	96 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	15
	Girls	11	10	10
	Total	23	23	25
Percentage of pupils at NC level 2 or above	School	88 (86)	88 (89)	96 (96)
	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	20	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	19
	Girls	9	8	9
	Total	23	25	28
Percentage of pupils at NC level 4 or above	School	79 (83)	86 (90)	97 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	16	15
	Girls	8	9	9
	Total	18	25	24
Percentage of pupils at NC level 4 or above	School	62 (72)	86 (93)	83 (90)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	183
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: YR – Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	27.9
Average class size	27.9

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	42

Qualified teachers and support staff: nursery

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

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

Number of pupils per FTE adult	
--------------------------------	--

FTE means full-time equivalent.

Financial information

Financial year	1999/2001
----------------	-----------

Total income	310125
Total expenditure	313029
Expenditure per pupil	1606
Balance brought forward from previous year	17439
Balance carried forward to next year	14535

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	120
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	2	0	0
My child is making good progress in school.	66	30	4	0	0
Behaviour in the school is good.	56	38	0	2	4
My child gets the right amount of work to do at home.	42	52	4	2	0
The teaching is good.	72	24	2	0	2
I am kept well informed about how my child is getting on.	40	38	16	6	0
I would feel comfortable about approaching the school with questions or a problem.	58	40	2	0	0
The school expects my child to work hard and achieve his or her best.	70	28	2	0	0
The school works closely with parents.	42	38	14	2	4
The school is well led and managed.	66	32	0	2	0
The school is helping my child become mature and responsible.	56	40	0	2	2
The school provides an interesting range of activities outside lessons.	16	54	18	0	12