

INSPECTION REPORT

ST BEDE'S CATHOLIC PRIMARY SCHOOL

Basingstoke

LEA area: Hampshire

Unique reference number: 116380

Headteacher: Mrs K McAvinchey

Reporting inspector: Bryan Clasby
17831

Dates of inspection: 27-28 September 2000

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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 category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Popley Way Basingstoke Hampshire
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Telephone number:	01256 473379
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Richard Benton
Date of previous inspection:	January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Bede's Catholic Primary School is situated on the northern outskirts of Basingstoke. Pupils are drawn from a wide geographic area with about 16% journeying to school by buses. There are 236 pupils which is about average for a primary school. There are significant gender imbalances in some classes. In Key Stage 1, for example, two thirds of the pupils are boys. The school maintains a register of special educational needs in respect of 62 pupils who require extra help and support: this is below the national average. About 3% of pupils have English as an additional language and this is higher than in most schools. The pupils entitled to free school meals is about 5% and this is below the national average. The attainment of pupils on entry to the school is wide, but overall it is above average.

HOW GOOD THE SCHOOL IS

St Bede's is a very good school with a distinctive ethos that positively supports learning. Pupils make good progress overall and leave with standards that are well above or above the national average in English, mathematics and science. The quality of teaching, which is stronger at Key Stage 2, is a key factor in the attainment of very high standards in preparation for secondary schooling. The school and the governing body are very well led by the headteacher and the chairman respectively, and they are ably supported by the community of staff and parents around them. The way the school works embodies its commitment to its Mission which is to, "Love one another as I have loved you." Local authority funding is much the same as the national average and the school is successful in supplementing its budget through rents and other grants. The school provides good value for money.

What the school does well

- Attainment is well above average in English, mathematics and science at the end of Key Stage 2.
- The school lives its Mission Statement and this permeates the school.
- The leadership provided by the headteacher is very good and she is ably supported by a highly committed staff team, both teaching and non-teaching.
- The school provides a very strong school ethos in which partnerships with parents and the community positively support learning.
- The very well led governing body is informed and influential.

What could be improved

- The quality of teaching in the lower part of the school in order to raise attainment by the end of Key Stage 1.
- The outdoor environment for learning and play.

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 January 1997. Progress in addressing the key issues has been good. The governing body is now informed and influential in shaping the direction of the school in a close and collaborative way with the headteacher. It oversees and participates fully in school improvement planning. The headteacher has introduced appraisal practices such as agreeing and reviewing job profiles for staff, and the school is well placed to implement formal performance management, as required nationally, during the current term. The new curriculum and assessment policy is effectively shaping practices, and beginning to ensure that teaching takes proper account of the need to plan with precision the most appropriate next steps in pupils' learning. The deputy head teacher and senior teacher have developed an impressive system to track individual pupil progress. The incomplete coverage of the National Curriculum requirements for physical education with regard to outdoor activities which were reported during the previous inspection have been fully addressed.

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
	1997	1998	1999	1999
English	B	C	A	B
mathematics	B	B	A	A
science	A	C	A	B

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

The majority of children enter the school with good levels of attainment, although there is considerable variation in ability. Most make satisfactory progress in the Reception classes and standards are sound.

By the age of seven pupils are achieving average levels in reading and above average in writing and mathematics. When compared with similar schools, they are below average in reading, well below average in writing and average in mathematics. Their progress is not as great as that predicted for them and there is a need to improve the performance of boys. The school acknowledges these issues and has put steps in place to address them. Effective school improvement planning has contributed to substantial improvements in 1999 and 2000 when compared with 1997 and 1998.

Standards achieved by pupils aged eleven are well above average in English, mathematics and science when compared both with all schools and, in mathematics and science, with those schools categorised as similar. Standards in English are above average when compared with similar schools. Pupils make good progress at Key Stage 2 and, by the end of the key stage, they have very good knowledge and understanding in English language and literacy and in oral and written mathematics. The school has shown continuing improvement over the last three years. Results in this year's English tests demonstrate further improvement, both at level 4 and at the higher, above average level 5. Results in mathematics and science show a slight dip.

In the light of current standards and improvements at Key Stage 2, targets for 2000 were challenging.

Pupils with special educational needs achieve well and the few pupils who have English as an additional language also make good progress. There is no significant difference in performance by gender and standards of attainment are consistently good in subjects seen at Key Stage 2. Standards in information and communications technology are above average throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and generally approach their work with enthusiasm and a commitment to succeed.
Behaviour, in and out of classrooms	Good overall, with pupils showing proper regard for others and responding to the school's high expectations. In some classes, notably in the lower part of the school, however, some pupils show easily distractible behaviour and this adversely affects progress.
Personal development and relationships	Very good. Pupils develop a healthy confidence and assurance as they progress through the school to become increasingly more responsible. They relate well to all adults in the school and this contributes to an atmosphere which is conducive to effective learning.
Attendance	Very good, and the school has systems and requirements in place to ensure that this continues.

The inspection showed a strong correlation between teaching and pupil behaviour. When the teaching was good or better, the pupils' behaviour was very good. Where the teaching was less strong some inappropriate behaviour was observed in lessons.

TEACHING AND LEARNING

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

All of the teaching observed was satisfactory or better. Fifty seven per cent of the lessons were good or better, and the majority of these were in Key Stage 2 where the pupils achieve more highly. At the end of Key Stage 2, where teaching in the school is at its best, there is a conspicuous sense of pace and purpose with the content of the lessons being aimed deliberately high. The results achieved at the end of Key Stage 2 indicate that pupils respond very well to the high expectations. Elsewhere, and particularly in the lower part of the school, the teaching is less effective. A sense of urgency and purposefulness is less frequently a feature. The consequence is that some pupils, who are less naturally disposed to work hard, present teachers with behaviour management problems. Off task behaviour is, however, not confined to such pupils. A lack of precision about expectations and an acceptance of inadequate or incomplete work from some able pupils results in unsatisfactory progress being made in some lessons, especially at the end of Key Stage 1. These key characteristics of the relative strengths of teaching at both key stages are reflected in the delivery of literacy and numeracy sessions. Although all teachers demonstrated appropriate subject knowledge their effectiveness varied considerably. The practice of marking of pupils' work is inconsistent. Standards are enhanced, throughout the school, by the consistent setting of homework. Evidence during the inspection indicated that pupils undertake these tasks conscientiously and with interest. Good quality individual education plans for pupils with special educational needs aid teachers and classroom assistants in responding well to their needs, and consequently the pupils make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and balanced at all key stages. It reflects closely the recommended time allocations for each subject and is in close accord with the school's vision statement. It provides for pupils of all abilities and offers a wide variety of experience, including many after school activities and a very good programme of visits.
Provision for pupils with special educational needs	Very good. Work is adapted effectively for pupils with special educational needs. Progress is aided by careful and regular monitoring of individual education plans. Some learning support assistants work very effectively with pupils with high levels of individual need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' spiritual education is excellent. The parish, school and church community combine to generate a strong spiritual and social ethos. There is a strong cultural and multi-cultural element in much of what the pupils do, including contributions from representatives of other cultures.
How well the school cares for its pupils	Excellent. The staff have very good knowledge and understanding of their pupils and make excellent provision for their welfare, health and safety. The care given is correspondingly reflected in the way pupils respect and care for others.

The headteacher, staff and governors are very concerned, and appropriately so, to ensure that the pupils experience a broad, balanced and rich curriculum. The very high standards achieved by the end of Key Stage 2 are not achieved at the expense of pupils' other development in physical, emotional and social ways.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is very successful in setting a tone and practices which aspire to continual improvement. The revised format for school improvement planning is appropriately prioritised and builds on full evaluation of the previous plan. She inspires loyalty and a commitment to the pupils at all levels of school organisation. She tackles key issues with resolve and determination, and is well supported by the senior management team.
How well the governors fulfil their responsibilities	Very good. The governing body is very well led by its chairman. Collectively the members have a good understanding of the school's strengths and weaknesses and, in an effective collaboration with the headteacher, help to shape the school's future direction in an informed and influential way. The expertise of various members of the governing body brings considerable benefits to the school.
The school's evaluation of its performance	Good. The headteacher presents termly evaluations of performance, often measured against success criteria in the improvement plan, to the governing body. Some planned improvements such as those linked, for example, to providing increased opportunities for independent learning would benefit from more rigorous monitoring and evaluation.
The strategic use of resources	Good. The school has properly prioritised spending according to an accurate analysis of need. The resources to support the curriculum are good, accessible and well-used. The provision of the new computer suite is a valuable addition and is being used well. There is a significant shortage of large, outdoor equipment for the younger pupils, and use of playground and grounds is underdeveloped.

The headteacher and the governing body have developed a very successful, collaborative partnership which is effective in shaping the educational direction of the school. Both parties are well supported by their respective teams who continually strive to introduce improvements in the best interests of the pupils. The school monitors and evaluates its performance conscientiously and it is held to account in a professionally supportive way by the governing body. It applies the principles of Best Value very well and overall achieves good value for money.

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 headteacher, staff and governors are approachable if there are questions or problems to be resolved. • The school is well led and managed. • The school promotes good standards of behaviour and pupils learn to become mature and responsible citizens. • Pupils are well-prepared for their secondary schooling. • Many parents offered expressions of "nothing but praise" for St Bede's. • The school's determination to promote the development of the whole person and not just be concerned with academic success. 	<ul style="list-style-type: none"> • More opportunities for physical education and activities. • A termly, formal parents' evening.

The returned questionnaires and other written comments from parents expressed overwhelming support, and sometimes, admiration for the school. They acknowledge that many improvements have been led by the existing headteacher.

The inspection team considered that the arrangements for formal parents' meetings are satisfactory. The current arrangement for two meetings and the invitation to attend a third after the receipt of the very thorough annual report, in a school where parents are generally comfortable in approaching the school, meet reasonable expectations. Similarly the inspection team considered that the improved provision for physical education in the timetable, the existing extra-curricular programme and the opportunity for pupils to attend a residential course, all combine to offer a reasonable range of provision.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment is well above average in English, mathematics and science at the end of Key Stage 2

1. Standards achieved by pupils by the time they leave school are well above average in English, mathematics and science when compared both with all schools and, in mathematics and science, with those schools categorised as similar. Standards in English are above average when compared with similar schools. Pupils make good progress at Key Stage 2 and, by the end of the key stage, pupils have very good knowledge and understanding in English language and literacy and in oral and written mathematics. The school has shown continuing improvement over the last three years and results in the 2000 tests in English demonstrate that improvement, both at levels 4 and 5.
2. Speaking and listening skills are well developed by the end of Key Stage 2. Pupils are confident speakers and are keen to express themselves. They have a wide vocabulary and use it well in a range of contexts. Skills in reading are also very good and, by the time they reach Year 6, most pupils read with fluency, expression and understanding. The school has been particularly keen to improve boys' interest and skills in reading, and has extended the range of suitable reading materials in the library to good effect. Standards in writing are also very good and above the national average. Fewer pupils reach level five in writing and, whilst this reflects the national picture, it presents a challenge for the school, of which it is clearly aware. Teachers are taking opportunities to extend writing skills across all curriculum subjects in a measured, well thought out strategy to further improve writing.
3. Skills in numeracy are very good. Following the introduction of the National Numeracy Strategy pupils have improved their ability to undertake quick mental calculations and the ability to explain a range of ways in which it is possible to solve a problem. Pupils work well in mathematics and most enjoy the subject. They use published worksheets in line with a well-constructed scheme of work so that standards of written work are consistently good.
4. Science is well taught and standards are consistently high. Pupils in Year 4, for example, demonstrated a good ability to carry out investigative science in a purposefully collaborative way. When posed the question how to separate a mixture of solids, pupils could suggest appropriate methods, use a selection of approaches sensibly and record their observations and explanations with clarity.
5. In some lessons, learning objectives are clearly shared with pupils and this involves them well in responsibility for their own learning. However, teachers do sometimes rely on closed question and answer techniques which restricts the effectiveness of independent learning opportunities.
6. Pupils with special educational needs achieve well and the few pupils who have English as an additional language also make good progress. There is no significant difference in performance by gender and standards of attainment are consistently good at Key Stage 2. The school continues to target boys' performance in reading as an area for sustained improvement, building on the need identified at Key Stage 1.

The school lives its Mission Statement and this permeates the school

7. The way the school works embodies its commitment to its Mission which is “To love one another as I have loved you”. The procedures for ensuring pupils’ welfare at St Bede’s are excellent. The previous inspection report indicated that pupils are given good support and the school has continued to build on these firm foundations. The strong school community provides caring support for those new to the school and the care and concern for all pupils is very evident. The pupils respond in kind. They show conspicuous concern for each others’ well-being as displayed by the lunch time monitor system where Year 6 pupils very responsibly look after younger pupils. All the staff, both teaching and non teaching, know the pupils and their families well, and are sensitive to their needs. The school is fortunate to have a very diligent caretaker who not only ensures that the school is sparkling but who also takes an active interest in pupils’ well being. The lady who is in charge of the crossing patrol is also very active in school life. She supervises the pupils who arrive early in the morning on the mini buses and contributes her skills in numerous ways.
8. The procedures for child protection are excellent and staff are well aware of the procedures to follow should a child disclose. There is close liaison with the social services. There are highly effective systems for ensuring the health and safety of pupils. There are frequent health and safety checks and any issues raised are acted upon promptly. There are regular fire drills and the school keeps a careful record of these dates and times. The procedures regarding the administration of first aid and medication are also very effective.
9. There are good procedures for monitoring and eliminating oppressive behaviour. The school aims to create a climate of good behaviour and the policy is consistently and fairly implemented with rewards and school rules. There are appropriate sanctions for less acceptable behaviour. All staff including lunch time assistants are involved in monitoring behaviour. The monitoring of attendance is very good and unauthorised absences are always promptly followed up.
10. The school’s provision for spiritual development is excellent as the school, parish and church community combine to promote a strong spiritual and social ethos.

The leadership provided by the headteacher is very good and she is ably supported by a highly committed staff team, both teaching and non-teaching.

11. The headteacher has been very successful in establishing a culture of self improvement. Issues and proposed developments are tackled with resolve and with a commitment to do the best possible for the pupils in the school. These aspirations are shared by all staff throughout the organisation. The caretaker and cleaner provide a spotless school at the start of each day; pupils who arrive early on provided transport are looked after very conscientiously; administrative staff offer a welcoming, efficient and positive profile; and teachers and their assistants strive to respond to the needs of pupils. The headteacher inspires loyalty and there are tangible, and expressed feelings, that staff do not want to let her down.
12. The current improvement plan is an example of a process that has been refined, year on year by the senior management team, to become a keenly focused reference point for successive developments. The plan rightly concentrates on the intention to improve standards in, for example, English, mathematics and teaching and learning. The strategies to realise the planned improvements are good and progress monitored

regularly. For example, the developments in tracking pupil progress in a very systematic and user friendly way are impressive. They provide a basis for analysing strengths and weaknesses and planning next steps in learning. Evaluations are conscientiously undertaken and they are reported to the governing body on a termly basis. This procedure is an effective way of checking that planned developments remain on course and that periodic review is routinely and systematically considered.

13. Although a relative lack of stability in staffing has been a recent concern to the headteacher and governors, the headteacher is doing all that can reasonably be expected. Recruitment is not merely a formality and the headteacher, along with the governors, are being as proactive as they can be in difficult times due to a shortage of applicants for teaching posts. Their appraisal, induction and deployment is designed to get the very best out of everyone. Staff new to the school have visited the school regularly, attended meetings with parents, and become familiar with school documentation and practices before actually starting their contracts.

The school provides a very strong school ethos in which partnerships with parents and the community positively support learning

14. Parents are extremely satisfied with St Bede's and delighted with the education and pastoral support offered. Its distinctive ethos has its origins in the strength of relationship between the school, the church and the community with all parties striving to realise the school's mission. The impact of parents' involvement in the life of the school is excellent. Parents are very interested in all school activities and support their children very effectively as is demonstrated, for example, by their active support and involvement in homework tasks. The headteacher and other staff are very approachable and parents appreciate this openness and feel that it greatly contributes to the strong community atmosphere in the school. Some parents feel that the strong partnership is established early due to the fact that many families use the hall for worship on Sundays. Parents' contributions have a very positive effect on school life. One example of this is the developing St Bede's Family Association. Although it has only been established for 18 months it has already contributed funds for the library, as well as running many events which have also enhanced the school community.
15. Throughout their child's time at St Bede's parents receive very good information about progress, both verbally and written. Parents of pupils who have special needs are also well informed. The inspection team agrees with the numerous positive comments made about the school at the parents meeting. The few issues raised were that some parents would like a third formal parents evening at the end of the Summer term. However, the school provides a choice of two parents evenings in both the Winter and Spring term and opportunities also exist for informal discussions at any time of the year. A few parents also mentioned that their children would like more clubs; however, the school already has a good range of clubs that cater for many interests.
16. The induction of pupils is very well managed. An excellent pre-school pack helps this process. Since the last inspection the school has made successful efforts to improve links with the numerous pre schools. In common with other denominational schools, new children join St Bede's from a wide area and the school ensures that all the pre-schools are contacted and any issues raised are promptly addressed. The excellent programme of visits to places such as Marwell Zoo, Fishbourne Roman Villa and the residential week at Stubbington Field Study Centre, further support learning. Similarly, the dedicated work of a local resident who runs a Chess Club is a positive influence for good.

The very well led governing body is informed and influential

17. The governing body manages the difficult task of being both supportive and challenging very successfully. Much of this is due to the skilful leadership provided by the chairman. He is, however, fortunate in working with a team of governors whose commitment and expertise contribute significantly to the life at St Bede's. The improvements made since the previous inspection have been planned and measured. The result is a governing body that seeks self improvement through, for example, participating in training programmes to help them to become the effective and efficient force for good that they presently are. The expertise that the individual members bring is beneficial to the school. Surveying, accountancy and pastoral skills combine with other attributes and qualities to make a credible and important difference to the leadership and management of St Bede's.
18. The chairman and the headteacher meet regularly. They have a very good working partnership with a joint commitment to making St Bede's even better. The termly progress reports are analysed through the committee structure and the school held to account in a professional way.

WHAT COULD BE IMPROVED

The quality of teaching in the lower part of the school in order to raise attainment at the end of Key Stage 1

19. The majority of children enter the school with good levels of attainment, although there is considerable variation in ability. Most make satisfactory progress in the reception classes and standards are sound, although this is hard to judge so early in the current year. By the end of the Foundation Stage children are developing effectively the ability to work together and demonstrate satisfactory development in the early learning goals.
20. By the age of seven at the end of Key Stage 1, pupils are achieving average levels in reading and writing and above average in mathematics. However, when compared with similar schools, they are below average in reading, well below average in writing and average in mathematics. Their progress is not as great as that predicted for them and there is a need to improve general standards in tests at Key Stage 1, especially in the higher levels of attainment in writing at level 3 and in reading amongst boys. The school acknowledges these issues and has put steps in place to address them prior to the inspection.
21. The school's focus for improving attainment by the end of Key Stage 1 has brought about significant improvement in the 1999 and 2000 when compared with the previous two years. The School Improvement Plan rightly links standards of attainment with the quality of teaching and is putting measures in place to achieve further improvements.
22. Although no unsatisfactory teaching was observed during the inspection, there is a need, and room, to improve the quality of teaching, especially in the lower part of the school. 57% of the lessons were good or better and the majority of these were in Key Stage 2 where pupils attain more highly. There were lessons, however, that were uneven in the quality of delivery and effectiveness in Key Stage 1. On occasions off-task behaviour by pupils presents management difficulties for teachers and this often results in faltering pace. Incomplete engagement of pupils' attention by the teacher, results in a lack of

purposefulness. Pupils become distracted, fail to apply themselves well, and as a consequence make little progress. Such conditions adversely affect the climate in the classroom. Instead of an industrious commitment to learning, the avoidance of work is practised. Some able pupils, for example, were observed showing a serious lack of application and produced unacceptably little writing in a literacy session.

23. The school is currently having to meet the demands of different class organisation arrangements prompted through the national requirement to reduce class size in the lower part of the school to no more than 30 pupils. The three former classes with about 34 pupils in each have been re-organised into four classes of about 26 pupils in each. In half the classes there are mixed aged groupings. For example, some pupils who are new to the school and in the Reception year group are in a class with pupils who have been in the school one year and are Year 1 pupils. For such groupings the provision, at this stage in the term, insufficiently reflects national expectations. The teachers' planning delivery shows insufficient differentiation between the early learning goals for Reception year pupils, and the National Curriculum for Year 1 pupils.
24. Whilst examples of good oral feedback by teachers were provided in response to work in progress or to an earlier homework task, the marking of pupils' work is variable. It is insufficiently formative and rarely relates to the key learning objectives.
25. The reorganisation of classes has posed problems, and the teachers are currently coming to grips with the changes in practice that are required. There are shortcomings which need addressing if the school's aspirations to improve standards are to be realised.

The outdoor environment for learning and play

26. There are three areas needing improvement. These had been identified by the school prior to the inspection and plans are being developed to address these needs.
27. The first is the use of the playground during break times. The limited provision to encourage games and creative play results in the pupils spending quite long periods of time in a sterile, uninviting environment. When interviewed pupils described break times as "boring" and "with nothing to do". Not surprisingly a small number of pupils resorted to mild 'horseplay'. The intention to develop a School Council with pupil representation is a good one, and it will provide a forum for pupils' views to be expressed about break times with the prospect of improvements being introduced. Strategies to address these issues are thoroughly detailed in the existing school improvement plan.
28. Though the grounds were put to very good use during the inspection in an orienteering exercise as preparation for a field study visit to Stubbington, they are an under-developed resource. The geography co-ordinator has plans for their development as an 'outdoor classroom', and, if realised, they have the potential to enrich the curriculum in subject areas such as geography, science and physical education.
29. Lastly, there is a significant shortage of large equipment to support the development of skills in the Foundation Stage of learning for pupils in the Reception classes. Opportunities to experience imaginative play with large blocks, or to develop co-ordination skills, such as climbing over, under, through, around and between are not easily provided for without appropriate outdoor equipment. Again, the school acknowledges the need for improvement and the funding required has been ear-marked for future developments.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Improve the quality of teaching in the lower part of the school to improve attainment at the end of Key Stage 1 by:
 - differentiating the curriculum to respond to the needs and entitlements of the pupils, especially in the mixed-age classes;
 - developing strategies to enable the challenging behaviour of some pupils to be managed effectively;
 - setting appropriately high expectations;
 - marking and responding to pupils' work in ways which are developmental to set out the next steps in pupils' learning.

- Improve the outdoor environment for learning and play by:
 - providing a full range of large and small outdoor equipment for the youngest pupils together with planned opportunities for its use;
 - increasing the opportunities for constructive play during break times;
 - developing the grounds in such a way that they become an “outdoor classroom”.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19	38	44	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)		220
Number of full-time pupils eligible for free school meals		12

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		64

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	3.8
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	13	14
	Girls	18	18	19
	Total	28	31	33
Percentage of pupils at NC level 2 or above	School	82 (86)	90 (86)	97 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	13	14
	Girls	18	18	19
	Total	27	31	33
Percentage of pupils at NC level 2 or above	School	79 (77)	92 (86)	97 (83)
	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	24	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	22
	Girls	7	8	8
	Total	27	28	30
Percentage of pupils at NC level 4 or above	School	81 (94)	85 (94)	91 (94)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	19
	Girls	7	4	8
	Total	26	26	27
Percentage of pupils at NC level 4 or above	School	78 (86)	79 (89)	81 (80)
	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	3
Black – African heritage	3
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	186
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	27.5:1
Average class size	27.5

Education support staff: YR – Y7

Total number of education support staff	10
Total aggregate hours worked per week	240

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
	£
Total income	427,896
Total expenditure	438,135
Expenditure per pupil	1,889
Balance brought forward from previous year	27,757
Balance carried forward to next year	17,518

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	238
Number of questionnaires returned	114

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	30	5	1	0
My child is making good progress in school.	53	37	5	0	4
Behaviour in the school is good.	66	32	0	0	2
My child gets the right amount of work to do at home.	53	36	4	3	4
The teaching is good.	66	25	3	0	6
I am kept well informed about how my child is getting on.	54	27	16	1	3
I would feel comfortable about approaching the school with questions or a problem.	69	28	2	1	0
The school expects my child to work hard and achieve his or her best.	72	25	1	1	2
The school works closely with parents.	58	29	11	1	2
The school is well led and managed.	72	25	0	0	4
The school is helping my child become mature and responsible.	65	30	2	0	4
The school provides an interesting range of activities outside lessons.	21	39	17	9	13

Other issues raised by parents

In the parents' meeting, there were strong expressions about a preference for three formal parent/teacher interviews to be held in the academic year, together with a desire for increased opportunities for pupils to participate in more extra-curricular clubs and particularly sporting ones.