

# INSPECTION REPORT

**ST. PAUL'S CATHOLIC PRIMARY  
SCHOOL**

Paulsgrove, Portsmouth

LEA area: Portsmouth

Unique reference number: 116487

Headteacher: Mrs Elizabeth Pescops

Reporting inspector: Mr Alan Fullwood  
21184

Dates of inspection: 10 – 11 October 2000

Inspection number: 225338

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:	Maintained
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Bourne Road Paulsgrove Portsmouth Hampshire
Postcode:	PO6 4JD
Telephone number:	023 9237 5488
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Appropriate authority:	Governing body
Name of chair of governors:	Mr N H Hogg
Date of previous inspection:	June 1996

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## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St. Paul's is a large Catholic Voluntary Aided Primary school situated in the area of Paulsgrove in the north of Portsmouth. There are 397 pupils on roll taught in 14 classes. Currently, there are slightly more girls than boys. At the time of the inspection there were 40 pupils in the reception classes, some of who were attending part-time. The school serves a wide geographical area. Pupils live in a mixture of owner occupied and rented accommodation. Approximately half of the pupils live on the nearby local authority owned housing estate. Twenty-eight percent of pupils are on the school's register of special educational needs. This is above the national average. Approximately 17 per cent of pupils are eligible for free school meals and this is below the national average. There are three pupils from ethnic minority backgrounds who speak English as an additional language. There is quite a large amount of movement of pupils to and from the school at times other than their normal first admission or when they transfer to secondary school. The attainment of the pupils on entry to the school, although very wide ranging, is below average overall.

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

St Paul's Catholic Primary is a very effective school where pupils make very good progress to achieve high standards in English, mathematics and science. It provides a good quality of education for its pupils, and successfully encourages them to develop very good attitudes to learning and to behave well. The school is very well led and has a very supportive governing body. Despite having unit costs above the national average, the school provides good value for money.

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

- Pupils do very well in English, mathematics and science. The standards they attain are well above average in English and science, and very high in mathematics.
- Pupils enjoy school, are interested in their learning, and behave well.
- The school's strong Christian ethos is evident in all its work, and there is very good provision for pupils' spiritual, moral and social development.
- The school is well led and managed and monitors its work very well.

### **WHAT COULD BE IMPROVED**

- Staff confidence in teaching some aspects of information and communication technology at Key Stage 2, and making better use of the information technology resources available.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the time of the last inspection in November 1996 when it received a good report. Since that time the school has maintained an upward trend in pupils' attainment, at least in line with the national trend. Standards remain well above average in national tests, particularly at the end of Key Stage 2. Pupils' attainment in information and communication technology, design and technology and art has improved as a result of better curriculum planning, improved resources, and improvements in staff confidence and expertise in these subjects. However, improvements are still needed at Key Stage 2, in teachers' expertise in control technology and in managing the use of computers in classrooms. Good procedures have been established for tracking pupils' progress in English, mathematics and science, and in analysing a variety of assessment information to improve teaching and the curriculum provision. The headteacher, senior management team and staff monitor the work of the school effectively through observation of teaching, monitoring pupils' work, and the detailed analysis of the results of both national tests and other assessments, which the school carries out. The provision for pupils with special educational needs has improved. The school continues to provide a very good quality of education where pupils feel valued and are expected to give of their best. The staff work well as a team. They have a common sense of purpose in raising pupils' achievement and improving the quality of education the school provides. The school is well placed to make further improvements.

## STANDARDS

The table below 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	A*	A	A	A
Mathematics	A*	A*	A*	A*
Science	A	A	A	A

Key	
<i>very high</i>	A*
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Despite their below average attainment on entry to the school, most reception class pupils settle quickly into school and are on track to achieve the early learning goals expected of pupils by the age of five. At seven years of age, standards are well above average in reading and mathematics, and average in writing. By the age of 11, standards in English and science are well above average when compared to all schools and to schools with similar intakes. Standards in mathematics are very high, being in the highest 5 per cent nationally. The work pupils were doing during the inspection confirmed these standards. The school has maintained an upward trend in standards since the time of the last inspection, and results for this year are the best that the school has achieved. Targets set for English and mathematics were exceeded this year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their work. They take an active part in class discussions and work well together.
Behaviour, in and out of classrooms	Behaviour in lessons is at least good, and often very good. Pupils play well together at break times and move around the school in an orderly manner.
Personal development and relationships	Good. Pupils generally have good relationships with one another and respect others' feelings, values and beliefs. Pupils show initiative and to take responsibility for their own learning
Attendance	Satisfactory; in line with the national average. Pupils are generally punctual for the start of 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.*

The quality of teaching is good overall. It is good or better in two-thirds of the lessons observed. The teaching in approximately one fifth of lessons is very good or better. Teaching was excellent in one music lesson. The teaching of English, mathematics, and physical education are particularly good. Literacy and numeracy skills are well taught through well-organised lessons, containing stimulating activities which are well matched to the needs of all pupils. Physical education lessons are stimulating, move at a good pace and are very much enjoyed by the pupils. The quality of teaching in information and communication technology in the newly developed computer suite is also good. The use made of computers in classrooms is less well planned and the computer suite is under-used at present as it is only timetabled for use in the afternoons. Teachers are hardworking and know their pupils well. They enjoy good relationships based on mutual respect. They have high expectations of what pupils can achieve. The quality of teaching of pupils with special educational needs is satisfactory. These pupils are well supported through extra adult support in lessons. Planning is generally linked to the targets in pupils' individual education plans. Across the school, homework is well used to consolidate and extend what pupils have learned in lessons.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant, and caters well for the range of pupils' interests and abilities. There is an excellent range of extra-curricular activities, which includes sports, art, music and drama. These activities are open to all pupils and are well attended. Despite existing planning, there is no teaching of control technology or sensing physical data as aspects of information and control technology.
Provision for pupils with special educational needs	Good. Provision is much improved. There is extra support provided by classroom assistants in class lessons and by the co-ordinator in small withdrawal groups.
Provision for pupils with English as an additional language	Satisfactory. Teachers know these pupils well, and provide the support they need to make sound progress in learning English and to cope with the work set in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision made for pupils' spiritual development through the school's caring Christian ethos and the good quality daily acts of collective worship. Good staff role models, and clear codes of behaviour ensure pupils develop a mature understanding of moral and social responsibilities. Good provision is made for pupils to appreciate cultural traditions.
How well the school cares for its pupils	Very good. The staff are caring and supportive of pupils. Pupils are supervised well at lunchtimes and enjoy the extra-curricular activities provided. Arrangements for child protection are satisfactory. Breakfast club makes a good start to the pupils' day and is an enjoyable social occasion.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides a clear educational direction to the work of the school and is ably assisted by her senior management team. The headteacher and her deputy work well together. They have created a hardworking team of staff. Co-ordinators manage their subjects well and are given time to carry out their responsibilities.
How well the governors fulfil their responsibilities	Good. The governors are very supportive of the school and take an active role in monitoring its work. They act as a critical friend in discussing the future development of the school, the curriculum, financial planning, and the results achieved by pupils.
The school's evaluation of its performance	Very good. Management monitors the school's performance closely and involves all staff in identifying strengths and areas for improvement. The school improvement plan identifies appropriate priorities for development.
The strategic use of resources	The governors make effective use of the resources available to them. The principles of best value are applied well when linking spending to the school's educational priorities.

## 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>• Their children enjoy coming to school;</li> <li>• Children are well behaved;</li> <li>• The school expects their children to work hard and helps them to become mature and responsible;</li> <li>• The school is well led and managed;</li> <li>• The school provides an good range of activities outside of lessons;</li> <li>• Staff are approachable and hardworking.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no significant concerns.</li> </ul>

Inspectors' judgements support parents' positive views. The school has established a very positive partnership with parents. Parents are very supportive of the school and its staff. Parents make a good contribution to their children's learning and many of them help in school. There is a thriving parent teacher association that raises a large amount of money annually to support pupils' learning.

## **PART B: COMMENTARY**

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

**Pupils do very well in English, mathematics and science. The standards they attain are well above average in English and science, and very high in mathematics.**

1. Results in the national tests in English at the end of Year 6 were well above national averages in 1999, and have generally maintained an upward trend since the time of the last inspection. The percentage of pupils reaching the higher than expected Level 5 was also well above average. Boys and girls did equally well. The standards attained were well above average in comparison with all schools, and with schools who take their pupils from similar backgrounds. Results for this year are the best that the school has achieved but as yet there are no national comparative data with which to compare them. Pupils achieve very well in relation to their low attainment on entry to the school.

2. In the 1999 national tests at the end of Key Stage 1, pupils' attainment was well above average in reading and average in writing, when compared to all schools and schools who take their pupils from similar backgrounds. The school is not complacent about these results and a focus of the school improvement plan is to improve the teaching of writing. Evidence from the scrutiny of pupils' previously completed work indicates that the pupils make good progress during the key stage. Teachers' marking is consistently encouraging and points out to pupils what they need to do to improve their work. Pupils write in a sound range of writing formats including stories, letters, poems and factual accounts.

3. At Key Stage 2, the practice of grouping pupils according to their previous attainment in English helps teachers to ensure they give work that challenges pupils of all abilities, including those with special educational needs. The most able pupils are moved up a year group in order to make appropriate progress in relation to their abilities. All pupils are encouraged to read and explore language in increasingly difficult texts, such as Dickens's 'Nicholas Nickleby' and the works of William Shakespeare, which extends their vocabulary and range of writing using different genre. Teachers give good attention to encouraging pupils to make imaginative use of words and widening their spoken and written vocabulary. Pupils' attention is also drawn to correct spelling and grammar.

4. At both key stages, good quality curriculum planning is carried out across year groups to ensure that pupils of different abilities are offered the same curriculum entitlement opportunities whichever set they find themselves in. The teaching of basic literacy skills is good. Lessons have clear learning outcomes, which are shared with the pupils. Individual target setting involves pupils in their own learning. Targets such as "I'm trying to start sentences with different words" or "I'm trying to write longer stories" help Years 1 and 2 pupils to make good improvement in their writing and to be aware of when they have achieved them. Older pupils' work is well marked with positive comments and appropriate points to learn and check on. Progress towards meeting agreed targets is frequently commented on. The subject is well managed by an enthusiastic and knowledgeable co-ordinator.

5. End of Key Stage 2 national test results in science were well above national averages in 1999, and have generally maintained an upward trend since the time of the last inspection. The percentage of pupils reaching the higher than expected Level 5 was also well above average. Boys and girls did equally well. The standards attained were well above average in comparison with all schools and very high in comparison with schools who take their pupils from similar backgrounds. Over half the pupils gained Level 5. Results for this year are the best that the school has achieved. Pupils achieve very well in relation to their low attainment on entry to the school.

6. The school adopts a very practical approach to teaching science. The quality of teaching is good overall and varies from good to satisfactory. Pupils in Year 1 were observed using their senses to identify and taste fruit. Year 2 pupils investigated the differences between solids and liquids and how water can occur in either state. They learn what a 'fair' test is. By the end of Year 6, pupils are able to carry out their own investigations well, write up their findings clearly in a variety of ways, including graphs and tables.

7. Results in national tests in mathematics at the end of Year 6 were very high in 1999, being in the highest five per cent nationally. Over half the pupils achieved the higher than expected Level 5, and a number of pupils achieved Level 6. Results have maintained a sharp upward trend since the time of the last inspection, and have remained very high over the last four years. Results in national tests this year indicate a similar picture. At Key Stage 2, pupils are grouped according to their previous attainment in mathematics, and the most able pupils move up to the next year group if appropriate. Additionally, able mathematicians are also given the opportunity to attain Level 6 by being taught twice weekly in small groups by another teacher. The headteacher admits to enjoying teaching mathematics. At the start of the Spring Term each year, Year 6 pupils are divided into three groups by ability and she regularly teaches the lower attaining pupils.

8. The teaching of mathematics and numeracy is good overall. It was good in half the lessons observed and very good in a third of lessons. Teachers plan well and provide challenging activities, which motivate pupils to give of their best. Staff make good use of questioning to probe pupils' understanding of mathematical concepts and to explain to others how they have made their calculations to arrive at their answers. By the end of Year 6, pupils are competent in using the four operations of number to three decimal places. They mentally calculate well with speed and accuracy.

9. Although attaining high results annually the school is continually seeking to improve teaching and the curriculum. The subject is well managed by an enthusiastic co-ordinator. Together with the headteacher, she has recently carried out a thorough analysis of pupils' results in this year's national tests. As well as identifying many strengths, a comparative weakness in pupils' data-handling skills was identified. The results were fully discussed with staff, resulting in proposals to give more emphasis to this aspect of mathematics.

10. Teachers use homework well to consolidate and extend pupils' learning in English, mathematics and science. Homework tasks are clearly identified in teachers' planning. The great majority of pupils complete this work well and hand it in on time. Pupils are generally well supported in their homework tasks by parents, who feel well informed about when homework will be set.

**Pupils enjoy school, are interested in their learning, and behave well.**

11. In their responses to the questionnaire, parents identified as a strength their children's enjoyment of school. Inspectors found that pupils of all ages have positive attitudes to all that the school has to offer. One pupil summed up pupils' general response when he said that, "Activities in lessons are interesting. There is a really enjoyable range of activities to join in at lunchtimes and after school".

12. Pupils enjoy lessons and are highly motivated by the challenging work set for them. From an early age, pupils acquire good learning habits and concentrate well in lessons. For example, in a typical lesson seen during the inspection, Year 1 pupils listened very attentively to their teacher. They joined in the discussion as they learned the names and shapes of a range of familiar and unfamiliar fruits. The teacher was very positive and effective in ensuring all pupils joined in the discussion and took a full part in the learning. Likewise, the teacher in a Year 5 history lesson made very good use of questioning to ensure pupils understood the effect of the coming of the railways on people's occupations, and of why changes for different jobs would result. Such lessons ensured that pupils made good progress and applied themselves well to their work.

13. Relationships are good among pupils. They enjoy very good relationships with their teachers and other adults in the school. This contributes to the very positive ethos within the school. Pupils are polite and friendly and generally considerate of others' needs and feelings. Pupils are keen to do well and often break into spontaneous applause at the achievements of others. They enjoy being given responsibilities, such as giving out and returning attendance registers at the start of each school session. They are proud to win awards and congratulations when representing the school at sports or in the choir, or when receiving praise for outside activities, such as achievement in synchronised swimming.

14. Pupils' behaviour is good. In lessons it is very good. Pupils listen attentively, and are well aware of the high expectations of their teachers to concentrate and work hard. The headteacher is vigilant in maintaining high standards of behaviour around the school. Parents said that she is everywhere and knows about everything going on. One child commented with feeling that the headteacher "...may not see everything but she certainly gets to know about it!" Staff, including midday supervisors, consistently apply the school rules, with the result that pupils are left in no doubt about what is, or is not, acceptable behaviour.

**The school's strong Christian ethos is evident in all its work and there is very good provision for pupils' spiritual, moral and social development.**

15. The headteacher and staff provide well for pupils' spiritual development. Prayer and worship are an important part of everyday school life and pupils feel individually valued by the school. Religious education lessons and daily acts of collective worship have a strong spiritual element. They ensure that pupils are considerate of the different views and faiths of others and consider some of the fundamental issues of life. For example, Year 1 pupils in circle time discuss how to make someone happy. Pupils discuss Christian sacraments, such as baptism. They show a good awareness of its importance in welcoming someone into the life of the Church and joining in their faith community.

16. Pupils are taught to know the difference between right and wrong and to take responsibility for their own actions. There is an effective system of rewards and sanctions which promote in pupils a caring attitude to others, especially those younger or less fortunate than themselves. Pupils are encouraged to raise money for charities and to consider what makes a good citizen in today's society.

17. Pupils are often encouraged to work with others. The excellent range of extra-curricular activities and good links with the community give pupils many opportunities to mix with other children and adults, and to work well as a team. All pupils have the opportunity to take part in a residential visit to a farm, where they learn to help one another in a number of difficult tasks, such as feeding the animals or clearing out their living quarters.

**The school is well led and managed and monitors its work very well.**

18. The headteacher gives a strong educational direction to the work of the school. She is ably assisted by the governing body, senior management team and staff.

19. The headteacher has a very high profile in the school and knows every child by name. Her quiet presence around the school ensures an orderly community, high standards of behaviour and consideration for others. As well as regularly 'visiting' classrooms, she monitors the quality of teaching more formally. Together with other senior staff and the subject co-ordinator for mathematics, teachers are given regular feedback about the strengths in their teaching. Professional training opportunities are provided to improve areas that are not so strong.

20. The governing body takes an active part in monitoring the work of the school. Individual governors make regular visits to the school and observe lessons. They discuss the curriculum and progress made by pupils, particularly in those areas given priority in the school's three year improvement plan. In the last few years these have been literacy, numeracy, information and communication technology and special educational needs. The governors have an effective committee structure in place. Subject co-ordinators give presentations to them about the curriculum and development targets in their areas of responsibility. The chair of governors visits weekly to observe the work of the school and to talk with staff. These procedures help the governing body to be well informed about the work of the school and setting targets for its future development.

21. Subject co-ordinators manage their subjects well. Each year they review the provision in their subjects, decide targets for development and bid for a financial budget to improve learning resources and provide staff training. Subject development plans lead to improved resources to support pupils' learning. They aid teachers' professional training in updating their knowledge of new ideas, or requirements, in teaching National Curriculum subjects and religious education. The senior management team and the governors discuss subject plans and then, in consultation with the staff, make known any decisions they make.

22. The school analyses the results of the regular assessments it makes, and keeps careful and effective tracking records of each individual pupil's progress and attainment. Where an individual's progress is a concern, all staff involved in teaching the pupil are asked to meet to discuss the matter. Action is taken and the pupil personally involved in the process when

discussing targets for improvement. This is clearly helping to ensure that all pupils, whether they have learning difficulties or are especially able, make good progress in relation to their ability and previous attainment. The use made of individual targets in English and mathematics is helping to raise attainment and pupils' achievement in these subjects.

23. The co-ordinator for pupils with special educational needs keeps effective computerised records of pupils' individual needs. The targets in individual education plans are specific and generally well used to provide good support for these pupils in lessons, and appropriate work in withdrawal groups. Classroom assistants are well briefed by teachers to cater for the needs of specific pupils during lessons. This enables pupils to make at least sound progress on their previous learning. Evidence from the school's register of special educational needs, indicates that, as well as moving up the register, a number of pupils make good progress and either come down the register or off it all together. There is a co-ordinator for able pupils, who maintains a register of such pupils and ensures they make good progress in relation to their previous attainment. Sometimes this leads to pupils being moved into the next year group so that their learning needs are more effectively met.

## **WHAT COULD BE IMPROVED**

### **Staff confidence in teaching some aspects of information and communication technology at Key Stage 2, and making better use of the resources available.**

24. The school is aware that provision for information and communication technology is a developing area, but has made very good progress in improving the resources for the subject. The newly completed computer suite contains 15 networked PCs, and there are a number of computers in each classroom. All concerned with the school, including governors, have worked hard to ensure these facilities were put to use as soon as possible. At present, the suite is timetabled only for the afternoon, for use by pupils in Key Stage 2. There is a lunchtime computer club which meets most days. Year 2 pupils also make use of the computer suite, but this is not a regular occurrence as yet and was not seen during the inspection. Little use was made of information and communication technology during the inspection at Key Stage 2 to support learning in numeracy and literacy. In most classrooms, although computers are turned on, few pupils were given opportunities to use them.

25. The quality of teaching of pupils in the computer suite is good. Teachers have received recent training from the enthusiastic co-ordinator and plan work well. Effective use is made of the good quality resources available to demonstrate to pupils how to use new programs. Very good use is made of questioning to remind pupils of their previous learning and to use their knowledge, for example to 'log on,' or access 'clipart' to cut and paste a picture into a word document. These lessons help pupils to make good progress, for example when Year 3 pupils created an information page about castles using a word-processing and graphic program. Year 5 pupils make use of simple data-handling program to find out about the occupations of people in the area during the Victorian Era. They use the search function to find the number of women traders and in what areas of work they were involved. Year 6 pupils access the internet to find out information about Portsmouth. Pupils have clearly made good gains in skills and knowledge in these aspects of the curriculum since the start of term, but their keyboard skills are weak and they find difficulty in using both hands when writing text.

26. Staff expertise in control technology is less secure and the school is aware of this. Training for teachers at Key Stage 2, paid for out of the New Opportunities Fund, and supported by the local education authority will not take place until early next year. As yet, pupils at this key stage have had no opportunity to make use of control programs, such as 'Logo'. Equipment to allow pupils to read physical data, such as temperature, has not yet been purchased but is planned for.

27. The co-ordinator has worked hard to ensure that pupils' computer skills are well integrated into other subject areas. He has time, without responsibility for his class, to plan programmes of work with year groups. These programmes are gradually building into a school scheme of work which acknowledges the Qualification and Curriculum Agency's guidelines for developing cross-curricular work in information and communication technology. The school has an up-to-date development plan for the subject, which outlines the action it is taking to address the areas of concern, detailed above.



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

18. To further raise standards in information and communication technology at Key Stage 2, and build on the improvements already achieved, the governors, headteacher and staff should:

- continue to develop staff expertise in the teaching of control technology and sensing physical data in line with its development plan for the subject;
- make better use of the good quality resources in the computer suite;
- use the computers in classrooms more to support pupils' learning.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	16

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	18	46	33	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*

<b>Pupils on the school's roll</b>	<b>YR – Y6</b>
Number of pupils on the school's roll (FTE for part-time pupils)	397
Number of full-time pupils eligible for free school meals	66

<b>Special educational needs</b>	<b>YR – Y6</b>
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	112

<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	3

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	21

## Attendance

### Authorised absence

	%
School data	5.0
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
	1999	32	24	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	29	24	31
	Girls	22	21	23
	Total	51	45	54
Percentage of pupils at NC Level 2 or above	School	91 (92)	80 (79)	96 (94)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	26	30	28
	Girls	22	23	23
	Total	48	53	51
Percentage of pupils at NC Level 2 or above	School	86 (87)	95 (92)	91 (87)
	National	82 (81)	86 (85)	87 (86)

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

***Attainment at the end of Key Stage 2***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	34	35	69

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	30	33	34
	Girls	33	34	34
	Total	63	67	68
Percentage of pupils at NC Level 4 or above	School	91 (85)	97 (91)	99 (96)
	National	70 (65)	69 (59)	78 (69)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	29	30	32
	Girls	33	33	32
	Total	62	63	64
Percentage of pupils at NC Level 4 or above	School	90 (79)	91 (86)	94 (87)
	National	68 (65)	69 (65)	75 (72)

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

*Ethnic background of pupils*

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	330
Any other minority ethnic group	15

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

*Exclusions in the last school year*

	<b>Fixed period</b>	<b>Permanent</b>
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	1	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)	14.2
Number of pupils per qualified teacher	28
Average class size	28.4

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

Total number of education support staff	15
Total aggregate hours worked per week	261

*FTE stands for full time equivalent*

### *Financial information*

Financial year	1999-2000
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	£
Total income	831460.00
Total expenditure	918678.00
Expenditure per pupil	2387.00
Balance brought forward from previous year	125458.00
Balance carried forward to next year	38240.00

## *Results of the survey of parents and carers*

### **Questionnaire return rate**

Number of questionnaires sent out	???
Number of questionnaires returned	172

### **Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	67	53	31	0	1
My child is making good progress in school.	67	50	30	0	1
Behaviour in the school is good.	67	30	2	0	2
My child gets the right amount of work to do at home.	53	41	4	0	2
The teaching is good.	84	16	0	0	0
I am kept well informed about how my child is getting on.	52	40	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	77	19	3	1	1
The school expects my child to work hard and achieve his or her best.	90	9	1	0	0
The school works closely with parents.	54	35	8	1	2
The school is well led and managed.	88	11	1	0	0
The school is helping my child become mature and responsible.	78	22	0	0	1
The school provides an interesting range of activities outside lessons.	80	18	2	0	0

### **Other issues raised by parents**

Parents felt that their children were treated as individuals by a very dedicated teaching staff and headteacher, who knew the pupils well and worked hard to ensure that their talents were successfully developed in whatever area they might be.