

INSPECTION REPORT

ST PETER'S CATHOLIC PRIMARY SCHOOL

Billericay

LEA area: Essex

Unique reference number: 115167

Headteacher: Mr Sam Gallacher

Reporting inspector: Mrs Jean Morley

Dates of inspection: 6th – 8th November 2000

Inspection number: 225344

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 - 11
Gender of pupils:	Mixed
School address:	Coxes Farm Road Billericay Essex
Postcode:	CM11 2UB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Evans
Date of previous inspection:	June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Peter's Primary school is a popular and expanding school situated on the outskirts of Billericay. It serves the needs of a wide Catholic community and, in order to do so adequately, is in the process of expanding from a one-and-a half-form to a two-form entry school. With 324 pupils on roll, it is larger than the average primary school. Thirteen per cent of pupils are on the school's special needs register, and this is low in comparison with the average. There are no pupils with statements of special need. A very small proportion of pupils (0.4 per cent) have English as an additional language, though none are in the early stages of learning the language. The intake of the school is predominantly white. The proportion of pupils eligible for free school meals is low, and socio-economic conditions are favourable. Assessment data indicate that the attainment of pupils on entry to the school is average.

HOW GOOD THE SCHOOL IS

This school helps pupils to achieve very high standards both academically and personally. The headteacher's visionary leadership and his energy, channelled in pursuit of excellence in all that the school does, are the keys to its success. The headteacher is ably supported by a team of dedicated and talented senior staff, and by teachers who teach well. This is a particularly effective school that provides very good value for money.

WHAT THE SCHOOL DOES WELL

- Pupils achieve very high standards in English, mathematics and science.
- The headteacher's leadership is outstanding, and key staff ably support him.
- The school pursues excellence in all it does.
- The Christian ethos of the school is reflected in all its work.
- The quality of teaching is good throughout the school.
- All relationships in the school are very good and there is a spirit of care.
- Pupils behave very well, and many show maturity beyond their years.

WHAT COULD BE IMPROVED

- The inadequate indoor provision for physical education, caused by pressure on accommodation.
- The match between the school's perception and that of some parents, in terms of the way in which the school deals with parental concerns.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in June 1996, standards were good in English and mathematics, and satisfactory in science. Since that time, standards have risen significantly in all three subjects. High standards of behaviour have been maintained. There has been much progress on the key issue concerning the coherence of the governing body. The school has dealt fully and successfully with all other key issues. Overall, improvement has been good.

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

In English, mathematics and science, the results of this year's national tests place the school in the top 5 per cent of all schools nationally. All Year 6 pupils reached the expected level, Level 4, in each of the subjects tested. In addition, 63 per cent of pupils achieved the higher level in English, while in mathematics and science the respective percentages were 70 and 80. In mathematics, 3 per cent achieved Level 6. The school exceeded the challenging targets that it set for 2000, and the overall upward trend in the school's performance is in line with that achieved nationally. A particular strength in English is the quality of pupils' imaginative writing, including poetry.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic learners. They enjoy coming to school and talk about their school with affection.
Behaviour, in and out of classrooms	Pupils behave very well.
Personal development and relationships	All relationships in school are very good. Pupils are mature and responsible.
Attendance	Attendance is well above the national average, and parents are very aware of its importance.

The school does much to help its pupils develop as caring and responsible young people. It provides them with the academic and personal skills that will serve them well through their secondary education and beyond.

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.

English and mathematics are well taught. Pupils have many opportunities, both planned and spontaneous, to develop their literacy and numeracy skills in other lessons. Expectations of pupils are high, and those who experience difficulty in learning are given the support they need to help them succeed. There are no significant weaknesses in teaching, although in those lessons judged satisfactory it was a slow pace or lack of subject expertise that prevented them from being of better quality. Of the 17 lessons observed, eight were very good, four were good and five were sound.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is good. Religious education features strongly, but appropriately, in the allocation of time.
Provision for pupils with special educational needs	There is very good provision, which is the result of early identification of need, good targets for pupils, and careful monitoring of their progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The Christian faith is at the core of the very effective ways in which pupils are taught to be caring and responsible and to know right from wrong.
How well the school cares for its pupils	All adults take very good care of pupils. Arrangements for child protection are good, and those related to health and safety matters are excellent.

The curriculum is broad, is suitable for all pupils, and provides high levels of challenge. There is an exciting range of extra curricular activities. The high quality of care shown by all adults helps the pupils to feel safe, secure, valued and respected.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding, visionary leadership. A dedicated deputy and team of senior staff very ably support him.
How well the governors fulfil their responsibilities	The governing body has worked hard, and with some success, at achieving cohesion within itself. It now has vital work to do in attempting to bring to a satisfactory conclusion the process of the school's transfer to two-form entry status.
The school's evaluation of its performance	The school analyses its performance with rigour. It recognises and celebrates its strengths. It identifies its weaknesses and makes considered decisions which have a positive impact on standards.
The strategic use of resources	The school uses all resources well, particularly those funds earmarked for additional literacy and 'booster classes'.

It is to the credit of the headteacher that all who work in the school aim for the same high standards, academically and pastorally. All aspects of the school's work are carefully monitored with a view to improving them still further. The school seeks value for money in all it does and has the skill to make wise educational choices.

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 like school; • Pupils do well there; • Pupils are always encouraged to do their best; • The teaching is good; • The headteacher leads and manages the school well; • The school helps their children to become responsible young citizens. 	<p>About 15 per cent of parents would like:</p> <ul style="list-style-type: none"> • more information about how their child is getting on; • a closer working partnership with the school; • the number of after-school activities. <p>A significant minority would like:</p> <ul style="list-style-type: none"> • Some mellowing of the expectations of pupils' conduct and appearance; • A more approachable attitude on the part of the headteacher.

Inspectors support all the positive views of parents. They have scrutinised the information that parents receive and found it to be sufficiently frequent and detailed. There are ample opportunities for parents to talk with teachers or with the headteacher although some would benefit from being more informal. While the number and range of after-school activities is generous, some parents are disappointed that their child cannot participate. There is a very high level of pupil interest and groups are as large as possible to make them manageable and the activities worthwhile. The school aims to achieve high standards in all it does. This includes the expectation that pupils will, for example, be smartly dressed and take personal responsibility for having the correct equipment in school on the day on which they need it. Inspectors judge that such expectations are in total accord with the school's pursuit of high standards. In respect of the way in which the school deals with parental concerns, there is sometimes a mismatch between the school's perception of the nature of this interaction, and that of some parents. The school is genuine in its efforts but does not always ensure that parents feel they have had a fair hearing.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- 1. Pupils achieve very high standards in English, mathematics and science.**
2. Pupils achieve very high standards in English, mathematics and science: in 2000, all Key Stage 2 pupils achieved the expected level in the national tests. In addition, a very large proportion achieved the higher level, Level 5: The respective percentages for the three subjects were 63, 70 and 80. Standards in the Key Stage 1 national tests for reading, writing and mathematics, in 2000, were well above the national average. In both key stages, these same high standards are evident in pupils' day-to-day work.
3. Pupils enter the school with standards which are average, and the school builds systematically on these from the reception year to Year 6. Basic skills of literacy and numeracy are very well taught through English and mathematics lessons, and exceptionally well developed through other subjects. It is this cross-curricular development that is a key feature of the school's success in developing writing skills so successfully. Teachers pay much attention to the accuracy of what pupils write in subjects other than English. In a Year 6 science lesson, for example, where the scientific content itself was challenging, the teacher still helped and expected pupils to produce writing that was accurate in terms of spelling and punctuation and neat in presentation.
4. Speaking and listening skills are well developed. Pupils are confident speakers, keen to express themselves, and articulate when they do so. They have a wide vocabulary relative to their age. This includes subject-specific, technical vocabulary and that of a more imaginative and creative kind. Clear emphasis on the development of good speaking skills begins in the Foundation Stage, where pupils become used to addressing a large audience. A delightful assembly, led by Year 1 pupils, underlined the benefits of such very early experiences. The pupils were confident in front of an audience of 400, comprising children, parents, teachers, and visitors to the school.
5. Skills in reading are also very good. By the time pupils reach Year 6, most read with fluency and good expression. They are used to responding to challenging questions about what they have read, and all exhibit good levels of understanding, relative to their potential.

6. The standard of pupils' writing is very good. Children make a very early start to writing in the reception class and clearly enjoy these experiences. They have many opportunities to write, as do pupils throughout the school. Pupils of all ages present their work neatly, and this is a visible confirmation of the pride they take in everything they do. The school has very wisely adapted the literacy hour to complement its own well-established strengths in the teaching of writing, the most impressive element of which is its creativity. Poetry features strongly, and the following snippets of pupils' work give a flavour of its quality:

- 'What is a million? The raindrops dropping off fresh leaves.' (Year 2)
- 'I'm afraid of spiders; their silent scuttle across the floor.' (Year 3)
- On autumn – 'The Leafthrower is a person you can't see, He keeps throwing leaves at me.' (Year 4)
- 'I feel the crashing waves collide with my feet.' (Year 5)
- 'Night is a worm-hole, sucking you to another dimension.' (Year 6)

7. Skills in numeracy are very good. Pupils in this school are encouraged to think for themselves and to explain their reasoning. This skill serves them well. They present their work well, and their teachers mark it carefully. Regular assessments keep teachers informed about pupils' progress.

8. Skills in scientific investigation are well developed, and this is an important aspect of the good balance which exists between the various elements of science. The following are other features, which in combination with good teaching account for the school's success. The school makes some use of worksheets but only on occasions when they offer the best format for pupils to record their work. Units of work are tackled in depth. Pupils are challenged to think in a scientific way. Progress through the curriculum is well structured, leading to independence on the part of the pupils. The range in ability is well catered for.

9. The headteacher's leadership is outstanding, and key staff ably support him.

10. The headteacher provides leadership that emanates from a crystal clear vision of the kind of school he wants St Peters to be. An important part of this vision is a determination to provide education that is as strong on a pastoral level as it is academically. He successfully uses all means at his disposal to arrive at a clear view of the progress being made along this dual path, and then plans future developments. He communicates his vision to the staff of the school, and shares it with them.

11. A newly appointed deputy headteacher and a small team of senior staff very ably support the headteacher. This team meets weekly and holds open and frank discussions about the practicalities of moving the school forward. It deals in a business-like way with the straightforward issues and successfully tackles the more delicate and complex ones with sensitivity and skill.

12. The school pursues excellence in everything it does.

13. Although the school achieves very high academic standards, and has done so consistently for several years, there is no sign of complacency. The rigorous pursuit of perfection is found at every level:

- the headteacher with the broad overview;
- the senior staff with a working knowledge of each phase of the school from the Foundation Stage to upper Key Stage 2;
- the key subject co-ordinators who are clear about the standards achieved and how they might be improved;
- the co-ordinators of other subjects, all of whom have clear ideas of what they want to do next.

14. Teaching is frequently and carefully monitored to help provide pupils with instruction of the best possible quality.

15. Pupils' work is valued, and a record is kept of when they have work on display and of when they have presented something to the whole school. In assemblies, where pupils show and talk about the work they have done, the headteacher demonstrates clearly to them his pride in their achievements.

16. Pupils are expected to be smart in appearance and to take responsibility for remembering things like their PE kit. They don't think these expectations are excessive. As one Year 3 pupil put it, 'We need to be smart and to remember things.' Her friends all nodded in agreement. The school expects pupils to be thinking young people - and they are. They think hard in their lessons. An example was to be seen in Year 6, where pupils were weighing up the positive and negative impact of micro-organisms. Another occurred in Year 1, where pupils were thinking about what it is that makes the writing in Goldilocks' diary different from that of Goldilocks' story.

17. As they get older, the pupils develop a very strong sense of justice. Sometimes, they think that their teachers 'get it wrong'. Year 6 pupils, for example, felt that the behaviour lists that operated in school were not entirely fair. At the parents' meeting some parents expressed a similar view. The school listened, reconsidered as a result, and is currently in the process of making some changes. The school, too, wants to learn.

18. The Christian ethos of the school is reflected in all its work.

19. All that the school promotes is underpinned by a Christian ethos, and this provides particularly strong support for its provision for pupils' spiritual, moral, social and cultural development. The strong curricular emphasis on religious education, class masses, and school assemblies makes an important contribution. Together, these visibly translate into positive features in pupils' personal development.

20. Pupils are taught and shown how to be thoughtful from an early age, and they soon act thoughtfully as a matter of course. It occurred to one pupil, for example, that his classmate might not be able to see what was going on. Without even mentioning it, he simply moved to one side to help. Pupils hold doors open as a matter of course and, very naturally and without affectation, enquire about the welfare of visitors.

21. Pupils are expected to care for each other. In assembly, they have opportunities to mention someone special to them, and for whom they would like everyone to pray. In one assembly, this provided a particularly poignant moment. Their teachers and headteacher encourage them to think of pupils who are absent from school: deciding to send a card to a pupil in hospital was the result of a delightful yet incidental conversation. There is a school council made up of elected members from all classes in Years 3 to 6. The council meets regularly with the deputy headteacher and discusses a range of issues. During the inspection, their discussion related to organising events in school to raise money for charity.

22. The quality of teaching is good throughout the school.

23. There is no significant difference in the quality of teaching in the three key stages: it is good throughout the school. Although the sample of teaching seen during the short inspection period was small, it did cover the work of all the permanent teaching staff. The quality of teaching was very good in 47 per cent of these lessons, good in 24 per cent, and satisfactory in 29 per cent. The scrutiny of pupils' work also supports these findings, and suggests strongly that, as a direct result of teaching of this quality, all pupils, in all year groups of the school, make progress that is at least good and often very good.

24. Teachers have very good relationships with pupils and establish a secure and happy environment in which they can learn. Teachers have high expectations of pupils' effort, concentration, contribution, and work rate. Marking is often, although not always, diagnostic. When it is, it offers pupils useful guidance as to how they might improve. Staff, including those who work with pupils in additional literacy sessions, teach literacy and numeracy particularly well, adapting the national strategies to suit the needs of the school. Furthermore, opportunities to use literacy and numeracy in other areas of the curriculum are plentiful and, as a direct result, skills flourish. While they actually teach subjects discretely, teachers are skilled at linking work between subjects. 'Light', for example, features in religious education, in science, in design and technology and in literacy. Teachers' subject knowledge is good in all areas of the curriculum except for information and communication technology where it is satisfactory, and growing fast.

25. There were no significant weaknesses in teaching, but in the lessons judged satisfactory there were two features specifically which prevented their quality being good. The first was the lack of a brisk pace. The second was the time taken by teachers, over the period of the lesson, to settle the pupils so that they were ready to learn. That is not to say it was excessive – just a few minutes of time that should have been more profitably used. In its pursuit of excellence, the school is keen to address these two areas, in the knowledge that this will have the effect of reducing the proportion of satisfactory teaching and increasing the proportion that is good or better. This will simply constitute some 'fine-tuning' to something that teachers already do well.

26. All relationships in the school are very good and there is a spirit of care.

27. The school is a genuinely caring environment. Relationships between pupils and all adults in the school are very good. They like and respect each other. They laugh together. Teachers know pupils well, are responsive to them, and value them as individuals. Pupils are well supported throughout the day, and the tidy environment points to a well-considered level of care. Pupils get on well together. When in a group, they respect the right of others to be heard and are happy to wait for their turn to speak. They are patient when waiting in the queue for lunch, and even the youngest simply take the opportunity to chat to their friends.

28. Key co-ordinators and teachers alike use assessment expertly to help them understand what pupils can do and to give them an accurate perception of standards. Through the outstanding work of the headteacher and assessment co-ordinator, the school also takes a broader view of assessment to help it focus sharply on the strengths and weaknesses that affect pupils' work in the school as a whole. They are vigilant in this process and skilfully use the resulting information to plan strategies for improvement. They explore every avenue. For example, beyond a thorough analysis of pupils' performance in national tests and from other data, they look to see if there are any significant links between attainment and attendance.

29. Pupils behave very well and many show maturity beyond their years.

30. Behaviour is very good in the classroom. On the odd occasion when it 'slips' to being just good, it is because the pace of the lesson has slowed. Around school, pupils behave very well, and often in an exemplary fashion. This outstanding behaviour is particularly evident when pupils gather for worship. They move sensibly from one place to another, both in classrooms and around the school, and their conversations make lunchtime a pleasant, social occasion. They are extremely courteous to visitors, remember to address them by name, are delighted to chat with them, and show interest in their views, all without pretentiousness.

31. Pupils throughout the school are eager to learn. They enter the classroom ready for the activities of the day and sustain their interest and motivation until they go home. Their enthusiasm is strongly supported by their teachers, who always tell pupils what it is they will be learning in a lesson. Hence, pupils' own knowledge of their learning is a positive feature. Pupils understand, from an early age, some important lessons about learning. A short conversation between an inspector and a Key Stage 1 pupil illustrates this point well. Pointing to the sticker that the pupil was wearing proudly, the inspector asked;

“What's that for?”

“Independence.”

“Oh! What does that mean?”

“Working by yourself!” came the confident reply.

WHAT COULD BE IMPROVED

32. The inadequacy of indoor provision for physical education (PE), caused by pressure on accommodation.

33. Several years ago, the governing body took the decision to turn the school into a two-form entry primary school, with seven year groups and 14 classrooms. As there are 12 class groups at present, this process is nearing completion. In September 2001 there will be 13 class groups and the fourteenth is due to arrive in 2003.

34. At the moment, the twelfth classroom is under construction. The pupils designated to use it are working in a part of the school hall, sectioned off by curtains: the area has been skilfully converted into an attractive and effective classroom. The need to use this area for a classroom does mean that, although the space that remains in the hall is still adequate for physical education, to use it for lessons for the remaining 11 classes would be inappropriate, as it would mean continual disturbance to the pupils in the 'classroom' at one end. This is causing significant disruption to the physical education curriculum, not only because it is not possible to use the hall, but also because the inclement weather often makes it impossible for the pupils to have any lessons outside.

35. Currently, there are no arrangements in place for the thirteenth classroom that will be needed in ten months' time, and as there is no other available space the same unsatisfactory arrangements for teaching physical education could prevail again from September 2001.

36. The match between the school's perception, and that of some parents, of the way in which the school deals with parental concerns.

37. It was evident, both from comments at the parents' meeting and from letters to the inspection team, that some parents are dissatisfied with communication links with the school. Some comments relate to the way in which the school deals with parents' concerns, and others relate to parents' access to information about the progress their child is making.

38. The oral and written communications from parents make it clear that there are several, inter-related strands. Some parents feel anxiety about approaching the school, and there are cases where this has deterred them from doing so. Typical of the views expressed were:

- the school has a high-handed approach to parents and pays only lip service to their concerns;
- parents would simply like more informality in the opportunities to talk with class teachers;
- the school should not view all approaches as implying criticism.

39. A few parents mentioned oppressive regimes in school: inspectors found no evidence to support this allegation. It is true that expectations of pupils' conduct, appearance, and commitment to work are very high, but this is commendable. Inspectors spoke to many pupils, all of whom were eager to explain how right it was that they should look smart, behave well and work hard. Relationships in school are warm, and pupils receive a high level of care from all adults.

40. The school has in place a generous number of lines of communication with parents. There is an informative weekly newsletter, written in a chatty style. Parents are invited into school at the beginning of the year to hear from their child's class teacher about future topics and the teacher's expectations. The meeting deals with such issues as 'How can I help my child?' In the autumn and spring terms, there are twice-monthly open meetings where parents can make an appointment to see a class teacher. There is also an open morning in the summer term. Parents have opportunities to receive, discuss and comment upon their child's annual report during open morning, afternoon and evening sessions. They attend assemblies, and there is an active Parents' Association. There are parent governors with whom – and through whom - concerns may be aired, although there is no evidence of this line of communication being used.

41. There are some particular factors that do make communication at this school more problematic than at most. Firstly, the majority of pupils travel by bus and their parents are not at the school on a day-to-day basis. Secondly, parking at the school is difficult. Finally, a significant number of parents have full time jobs themselves, and are not available at the beginning or end of the school day.

42. There is little doubt that the intentions of the school are good. Despite this, however, there is clearly more dissatisfaction than is acceptable. To date, the school has been unaware of the scale of the dissatisfaction felt by some parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. The headteacher, staff and **all** members of the governing body should address the following two key issues:

- In order to eliminate the constraints currently placed on the school's physical education curriculum through the lack of access to use the school hall:
 - * seek, as a matter of urgency and through the united effort of all members of the governing body, to secure funding for the additional accommodation required in order to complete the transition of the school from a one-form to a two-form entry.
- Work with parents and adapt the school's existing arrangements that provide them with access to speak with the headteacher and with class teachers. The outcome of this action should provide parents with:
 - * an improved perception of the openness of the school's welcome, so that they feel greater confidence in approaching its personnel;
 - * the feeling that any concerns or difficulties will be properly discussed and considered.

Such arrangements should not disrupt the day-to-day, smooth running of the school.

Additional points.

44. The headteacher, staff and governing body may also like to consider the two following points.

- In order to increase the already significant proportion of teaching that is of good or better quality, make the following two elements of teaching a whole school focus:
 - * the pace of the lesson;
 - * the cumulative proportion of the lesson that is lost through the small pockets of time taken up by reminding pupils to be fully attentive and ready to learn.
- In order to improve the standards that pupils attain in information and communication technology, follow the lead of the co-ordinator and the seeds of good practice already present in the school, to develop cross curricular links in the subject.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	47	24	29	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	No of pupils
Number of pupils on the school's roll	324
Number of full-time pupils eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	41

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	3.6
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	27	22	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	25	27	26
	Girls	22	22	22
	Total	47	49	48
Percentage of pupils at NC Level 2 or above	School	96	100	98
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	25	23	22
	Girls	22	22	20
	Total	47	45	42
Percentage of pupils at NC Level 2 or above	School	96 (83)	92 (86)	88 (87)
	National	82	86	87

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	19	16	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	19	19	19
	Girls	16	16	16
	Total	35	35	35
Percentage of pupils at NC Level 4 or above	School	100 (92)	100 (90)	100 (90)
	National	75 (70)	76 (68)	94 (89)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	18	18
	Girls	15	16	15
	Total	33	34	33
Percentage of pupils at NC Level 4 or above	School	94 (92)	97 (90)	94 (92)
	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	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	263
Any other minority ethnic group	1

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, 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)	12.3
Number of pupils per qualified teacher	28.7 : 1
Average class size	27

Education support staff:

YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	98

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	551940.00
Total expenditure	549455.00
Expenditure per pupil	1728.00
Balance brought forward from previous year	12687.00
Balance carried forward to next year	15172.00

Questionnaire return rate

Number of questionnaires sent out	324
Number of questionnaires returned	159

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62.7	36.1	0.6	0.6	0
My child is making good progress in school.	54.7	41.5	2.5	0.6	0.6
Behaviour in the school is good.	75.3	22.8	0.6	0	1.3
My child gets the right amount of work to do at home.	39.9	47.5	6.9	3.2	2.5
The teaching is good.	62.3	32.7	3.7	0	1.3
I am kept well informed about how my child is getting on.	39.0	45.3	11.9	2.5	1.3
I would feel comfortable about approaching the school with questions or a problem.	50.0	34.6	11.5	3.2	0.6
The school expects my child to work hard and achieve his or her best.	80.4	19.6	0	0	0
The school works closely with parents.	37.1	46.5	13.2	2.5	0.6
The school is well led and managed.	58.2	32.3	4.4	2.5	2.5
The school is helping my child become mature and responsible.	62.9	33.9	0.6	0	2.5
The school provides an interesting range of activities outside lessons.	48.1	31.2	13.0	2.6	5.2

Other issues raised by parents.

A significant minority of parents feels that the school does not deal well with their concerns and complaints.