

# INSPECTION REPORT

## **ST AUGUSTINE WEBSTER CATHOLIC PRIMARY SCHOOL**

Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 118042

Headteacher: Mr W J Egan

Reporting inspector: Mrs E M D Mackie  
23482

Dates of inspection: 6 – 8 November 2000

Inspection number: 225405

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

© Crown copyright 2000

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Baldon Road Scunthorpe North Lincolnshire
Postcode:	DN15 8BU
Telephone number:	01724 843722
Fax number:	01724 271585
Appropriate authority:	North Lincolnshire
Name of chair of governors:	Canon James Cantwell
Date of previous inspection:	October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
Diana Mackie	Ofsted No: 23482	Registered inspector
Tina Bradley	Ofsted No: 1234	Lay inspector
Linda Murphy	Ofsted No: 16173	Team inspector
Roger Fry	Ofsted No: 21073	Team inspector

The inspection contractor was:

Yorkshire Educational Services Ltd  
16 Burn Hall  
Darlington Road  
Croxdale  
Durham  
DH1 3SR  
Tel/Fax 0191 378 4031

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

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

# REPORT CONTENTS

	Page
<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>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>15</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Augustine Webster Catholic Primary School is situated in a residential area on the outskirts of Scunthorpe. It is much bigger than other primary schools and currently there are 426 full-time pupils in the school, including 26 children who attend the nursery. About 300 pupils travel to the school by bus from a wide local area. Children spend one or two terms in the nursery before joining the reception class in the September or January of the academic year in which they are five. Children's attainment on entry to the nursery is broadly average. There are currently 52 children in the Foundation Stage for children in nursery and reception classes. Thirteen per cent of pupils are registered for entitlement to free school meals and this is below the national average. A high percentage of pupils (27 per cent) speak English as an additional language; these pupils are in the early stages of learning English. Current languages include Urdu, Italian, Punjabi and Bengali. Seventeen per cent of pupils are on the school's register of special educational needs and this is broadly in line with the national average. Two pupils have statements of special educational need.

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

This is a very good school with strong leadership, very good teaching, good academic standards and responsible pupils who behave very well. By the time they are eleven, most pupils reach overall standards above those expected for their age. Teachers provide a stimulating, motivating environment where pupils are well challenged. The school gives very good value for money.

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

- Inspection evidence indicates that pupils attain above average standards in English and mathematics and high standards in science for eleven-year-olds. Standards in art are very high throughout the school.
- Pupils' have excellent attitudes and relationships. These stem from the school's high quality provision for their moral and social development.
- Teaching and learning are of high quality, with equal opportunities for all pupils. Teachers have high expectations of good work and behaviour which promote the high standards achieved by pupils. They have introduced the national strategies for literacy and numeracy very successfully.
- The headteacher and key staff provide very good leadership for the school.
- Well designed improvements to the accommodation contribute positively to the learning of pupils with English as an additional language and pupils with special educational needs.

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

- Insufficient equipment for information and communications technology hampers the progress of eleven-year-olds in simulating experiments and predicting results by the time they are eleven years old.
- Governors are not sufficiently involved in the earliest stages of decision making and budget setting. They are now in a position to build effectively on the recent establishment of a committee structure.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the last inspection in October 1996, there has been good improvement. Governors have become more involved in the management of the school and financial management is now good. There is a finance committee which meets regularly to monitor expenditure and to consider value for money and this has led to improved provision for pupils. The accommodation has improved, with the innovative use of small areas which now provide bright and attractive teaching areas for groups of pupils. The role of the subject co-ordinators has developed so that they now monitor planning, look at pupils' work and visit classrooms to monitor teaching and learning so that good teaching practice is shared. There is an appropriate marking policy which teachers use effectively, especially in English and science, to encourage pupils to improve their work. The school has a very good capacity for further improvement.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	B	A
mathematics	B	A	C	B
science	C	A	A	A

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The above grades show that in 2000, pupils' attainment in English was above average nationally and well above average compared with similar schools. In mathematics, results were in line with the national average and above average when compared with similar schools. In science, results were well above average nationally and in comparison with similar schools. There was a particularly large group of pupils with special educational needs in the year group who achieved well based on their earlier attainment. The school has high level of commitment to raising standards for all pupils.

Results for seven-year-olds in the 2000 national tests in reading and writing were well above the national average and well above average in comparison with similar schools. In mathematics they were average in both cases. In science, teacher assessments of pupils' attainment were well above the national average.

The work of the current pupils in Year 6 is above average in English and mathematics and well above average in science. The introduction of the numeracy hour is having a positive effect on pupils' achievement in mathematics. Standards in information and communications technology are below what is expected of eleven-year-olds because of the lack of appropriate equipment. Standards in art are very good throughout the school. Standards for seven-year-olds are above average in reading, writing, mathematics and science. Standards in mathematics are improving in the infants as pupils' mental arithmetic skills become sharper and pupils use their mathematical skills increasingly in other subjects. Very good teaching enables all pupils to achieve at the highest level of which they are capable. Pupils with special educational needs and those who speak English as an additional language make good progress and learn at a very good rate.

Most pupils reach the nationally agreed Early Learning Goals for young children, and a good number exceed them, by the end of the reception class. Very good teaching in the nursery and reception classes gives children a very good start to their education in school.



Children start the nursery with average levels of attainment and achieve above average standards by the time they leave the school because of the very good teaching. The school has exceeded the targets it set with the local education authority and has set challenging targets for 2001.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are extremely positive about school and they show high levels of interest in school life. Pupils' very good attitudes and behaviour contribute strongly to the high standards of academic attainment in the school.
Behaviour, in and out of classrooms	Very good. Pupils are courteous and they show respect for each other and for adults.
Personal development and relationships	Very good. Pupils show a mature regard for each other and adults. They make excellent relationships and show high levels of responsibility. These excellent relationships create a pleasant and purposeful atmosphere in which pupils make good progress. Racial harmony is of high quality.
Attendance	Good.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
	Very good	Very good	Very good

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

The high quality of the teaching is a strength of the school. In the lessons observed, all the teaching was good or better; it was very good in 61 per cent of lessons and good in 39 per cent. Teaching in English and mathematics is very good throughout the school. Literacy and numeracy are developed effectively in all subjects so that pupils practise and use skills well. Teaching meets the needs of all pupils very well. Teachers' very good subject knowledge and planning of work provides challenge for all groups of pupils, including those with special educational needs and those who speak English as an additional language. As a result, pupils learn at a very good rate and are keen to do well. Interesting and exciting tasks motivate pupils to want to know more. Teachers have high expectations of good work and behaviour and they ask probing questions which keep pupils 'on their toes'. Children are taught very well in the nursery and reception classes and they are well prepared for the brisker pace of learning in the main school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It meets statutory requirements. The school makes good use of a wide variety of visits, visitors and interesting topics to motivate pupils to want to learn. The National Strategies for Literacy and Numeracy have been introduced very successfully.
Provision for pupils with special educational needs	Provision is good and pupils make good progress because they receive very good support from staff within the school and from specialist staff from the local education authority.
Provision for pupils with English as an additional language	Good. The school works hard with these pupils and they progress well. They benefit from very good English language teaching and support which is well directed to meet individual needs. The school helps them to achieve as well as they can. They are helped to build on

	their knowledge of their own languages to learn English.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. Provision for spiritual development is very good. It is excellent for moral and social development. Provision for cultural development is satisfactory. Multicultural education is satisfactory but the school does not use the richness of its ethnic mix as well as it could.
How well the school cares for its pupils	Well. The school's procedures for monitoring and supporting pupils' behaviour and academic progress are very good.

The school has good links with parents, who support the school well in the classrooms and with special events. Parents raise substantial funds to enhance provision for their children. They help their children with homework, including reading. The school is aware that home and school diaries do not always give parents specific ideas on how they can help their children with reading. The quality of other information sent to parents is good.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is very good. The headteacher provides very clear educational direction for the school. Key staff play a major role in promoting high standards in the school.
How well the governors fulfil their responsibilities	Well. Governors use their wide range of expertise well in the service of the school. They are developing a helpful committee system.
The school's evaluation of its performance	Good. Governors monitor developments well.
The strategic use of resources	Very good. Finances are used very effectively to ensure good provision for the pupils. The accommodation has been adapted well to meet the needs of the pupils. Governors apply the principles of best value well, but they are not sufficiently involved in the earliest stages of decision making and budget setting.

### 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 like school, behave well and make good progress.</li> <li>• They are well informed about their children's progress.</li> <li>• The school has high expectations of their children.</li> <li>• The school works closely with them and they feel comfortable in raising questions or problems.</li> <li>• The teaching is good.</li> <li>• The school is well led and managed.</li> <li>• The school encourages their children to be responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework their children get.</li> <li>• The school's provision of activities after school.</li> </ul>

Inspectors fully support parents' positive views of the school. The amount of homework and number of clubs are similar to that of many other primary schools and are judged to be appropriate.

## **PART B: COMMENTARY**

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

**Inspection evidence indicates that pupils attain above average standards in English and mathematics and high standards in science for eleven-year-olds. Standards in art are very high throughout the school.**

1 The high standards achieved by pupils reflect the school's commitment to excellence. These standards are achieved through the very good educational direction of the headteacher, the very good teaching, the interesting and relevant curriculum and the excellent attitudes of the pupils. The deputy headteacher's robust analysis of results in school and national tests enables the school to quickly identify areas of relative weakness and direct resources appropriately to raise standards.

2 Current pupils in Year 6 achieve above average standards in English and mathematics and well above average standards in science. Seven-year-olds achieve well in reading, writing, mathematics and science. Attainment in art is very good throughout the school.

3 The school uses every opportunity to develop pupils' language skills. Pupils speak confidently in lessons and express their ideas well in discussion groups. They answer clearly and to follow up their answers if they are questioned again. Teaching in the literacy hour helps pupils to acquire good levels of speech when they read aloud. As pupils in Year 4 read a play-script, they assumed the roles of various characters very well by using different voices and expressions. A love of books is fostered from the earliest days in the nursery and reception classes and pupils know about authors and illustrators. By the time they are seven and eleven years old, pupils read with good levels of fluency, understanding and expression for their age. They use their reading skills very effectively to find information in reference books, on CD-ROMs and, by the time they are eleven, on the Internet. Throughout the school, pupils develop a good range of writing styles. In Year 2, pupils have written instructions for making puppets. Their writing is well organised, with a list of necessary materials and clear instructions for putting them together. Pupils in Year 4 have written thoughtful poems about butterflies. In Year 6, pupils read 'The Highwayman' and then answered questions. Their answers showed a very good understanding and sense of engagement in the story.

4 In mathematics, lessons are well organised and, because teachers provide appropriate and interesting activities which motivate pupils, learning is of a very good quality. Pupils in Year 1 make good gains in learning mathematics because teaching is sharp, fast and demanding of all pupils during mental arithmetic sessions. Teachers' explanations are clear so that pupils become increasingly aware of what they are learning and what they are expected to do. Throughout the school, pupils work hard and show eagerness and excitement about mathematics. In discussions, many said that it is their favourite subject. They like solving problems and doing puzzles. Standards in mental arithmetic are good throughout the school and pupils answer quick-fire, well-chosen questions accurately. By the time they are eleven, most pupils are confident mathematicians who are prepared to question results, rethink what they do and solve mathematical problems effectively.

5 In science, pupils have good levels of knowledge about life processes and living things, materials and their properties and physical processes. Throughout the school, there is a strong emphasis on scientific investigation. Pupils learn to observe, listen and note change. Teachers expect pupils to be systematic in their work. In an investigation on how to separate solids such as sand, rice and dried peas, pupils in Year 4 worked together well in groups to decide on the most effective equipment to carry out the task. In Year 6, there were very good opportunities for individual work as pupils devised their own methods to test the conductivity of a range of materials. Pupils drew well on earlier learning. They persevered, were not afraid to make mistakes and were prepared to try again when things went wrong. Skills and knowledge developed in the classroom are put to good use, for example during a visit by Year 2 to Elsham Hall. Pupils' work is well presented, thoroughly recorded and a pleasure to read.

6 Achievement in art is of a high standard throughout the school. This reflects teachers' very good planning so that pupils develop skills in a systematic way. The co-ordinator for the subject has assembled useful portfolios of work which help teachers to see the progression of skills from the nursery to Year 6. Pupils become increasingly skilled in using a wide range of techniques and materials including pencils, crayons, charcoal, paints and fabrics. Their observational drawings and work on pattern become more detailed as they grow older. In the nursery, children are encouraged to observe carefully before they do very good drawings of faces, with detailed features. By the time they reach Year 6, pupils draw very detailed pictures of birds, with well executed feathers and other features. Picture-making progresses very well throughout the school. Children in the reception class use bold colours, materials such as pasta and interesting effects such as combing to make exciting, colourful pictures of dragons. In Year 2, pupils' pictures of natural scenes and of wildlife include good paintings of parrots and butterflies. They use felt which they have made themselves to create pictures of waves on the sea. The superb clay picture, made by pupils in Year 6, depicts the history, aims and activities of the school community. It also includes what pupils like about the school. Each aspect is moulded, formed and painted beautifully to create a large mural of high quality.

**Pupils' have excellent attitudes and relationships. These stem from the school's high quality provision for their moral and social development.**

7 Pupils' attitudes to school are excellent. They say they like school and 'learn important things'. The school's Christian ethos and clear moral code provide a secure background against which pupils develop a mature approach to learning and to social interaction. Racial harmony is of a high quality and pupils work and play together happily. Pupils are encouraged to reflect on what they do and consider how it affects others. There are periods of quiet reflection at the beginning and end of school sessions so that pupils are reminded regularly of the right way to behave and to relate to one another, both in school and in the rest of their lives.

8 Pupils' very good behaviour has a positive effect on their progress and opens up opportunities for them to be trusted with increasing responsibility as they grow older. Younger pupils enjoy being the 'daily helpers' in the classroom and they say that the system for choosing them is fair. Pupils in Year 6 help in the nursery, play with younger pupils at break times and are thoughtful in the way they care for them as they get on buses at home time. Lunchtimes provide valuable opportunities for pupils to make relationships and enjoy one another's company. Pupils are very well mannered and are delightful to converse with. Supervision at lunchtime is evident but low-key. The headteacher monitors records of any incidents, no matter how seemingly trivial, and deals with them sympathetically but firmly. The school demonstrates that it will not tolerate unacceptable behaviour and makes this clear to all pupils.

9 In lessons, pupils' attitudes are never less than good. They settle down quickly, work quietly and are attentive for long periods; good listening leads to very good learning. Teachers seem to manage the pupils effortlessly, but closer observation reveals their vigilance and high expectation of pupils' good behaviour and hard work. They encourage pupils to do their best at all times and this creates a high level of purpose and concentration in lessons. Pupils are awarded 'star of the week', 'star of the day' and 'excellent worker' badges. Commitment to high standards is demonstrated in pupils' very good presentation of their work; they care very much about what they do and want to do it well. In discussions, pupils are positive about the amount of homework they have to do. They think it helps them to make good progress and like the way the school provides extra work to be done in the holidays.

**Teaching and learning are of high quality, with equal opportunities for all pupils. Teachers have high expectations of good work and behaviour which promote the high standards achieved by pupils. They have introduced the national strategies for literacy and numeracy very successfully.**

10 Very good teaching is evident in all parts of the school. The quality of teaching observed

was very good in 61 per cent of lessons and good in 39 per cent. The school's success is built on the high expectations which teachers promote throughout the day. Teachers are very good role models who consistently promote high standards. They manage pupils very well so that the achievement of very good behaviour seems effortless. There are well-established routines which help pupils to get on with their work without any fuss. Lessons are prepared thoroughly so that it is clear what pupils have to do and learn and work is appropriate for different groups of pupils to make very good progress. Teachers ensure that pupils have equal access to the curriculum. This is part of the school's excellent provision for equal opportunities, which includes clear action in response to rigorous analysis of test results to monitor the performance of different groups, for example by gender. Pupils who speak English as an additional language are integrated well into lessons and are given very good quality support during group work so that their English language needs are met.

11 Teachers question pupils very well and encourage them to use specific subject language as they engage with them during discussions and in carefully focused class work. Teachers employ a wide range of strategies to keep pupils' interest and extend their learning. Visitors are brought into the classrooms to share their expertise; for example in science, when the school dental nurse tells pupils about care of the teeth and about healthy eating. In science, pupils are encouraged to learn through systematic investigation, with emphasis on logical planning and the use of established skills.

12 Literacy and numeracy are taught very well and, as in all subjects, teachers organise work very effectively so that pupils build systematically on what they already know. This leads to the very good development of pupil's confidence and self-esteem. The school has carefully monitored the introduction of the literacy hour and daily mathematics lessons and this has successfully promoted consistency of teaching and learning between classes. In literacy lessons, teachers use a good variety of fiction and non-fiction and organise relevant activities which captivate pupils' interest. The school recognises that opportunities to involve parents more in their children's learning are missed when home-school diaries include few useful comments on what pupils can do to improve their reading. In numeracy lessons, teachers' very well focused questions ensure that pupils are listening and are ready to answer.

### **The headteacher and key staff provide very good leadership for the school.**

13 The headteacher, his deputy and senior staff with management responsibilities make a very positive contribution to the high quality of education provided by the school. Together with the subject co-ordinators, they work towards common goals. Parents express the view that the school's ethos and values have a positive effect on their children. The dedicated headteacher provides very good educational direction for the school. He works with energy and determination to build on the school's strengths and improve on any aspects of the school which need to be developed. The school's results in national tests are analysed rigorously and the conclusions reached are used to target resources and improve provision for pupils.

14 Senior teachers and subject co-ordinators manage their subjects and areas of responsibility with high levels of commitment. The headteacher has high expectations of his staff. They attend appropriate professional training, share ideas and information with colleagues and, through classroom monitoring and scrutiny of pupils' work, set appropriate targets for improvement each year. Resources are managed well and co-ordinators manage their individual budgets effectively.

15 The headteacher and senior teachers monitor teaching and learning to ensure that classroom practice matches the agreed policies and schemes. Teachers evaluate their work and plan together with a strong sense of team spirit and a willingness to reflect on what they do and how they do it. This ensures that that provision for the pupils is of a consistently high standard. The school recognises the importance of thorough teaching of the basic skills in English and mathematics, and the co-ordinators for these subjects have monitored planning and pupils' work to see how standards can be improved further. The school organises 'booster' lessons to support pupils in Year 6 before the national tests for eleven-year-olds. These are based on the end-of-year

assessments which take place in Year 5. This demonstrates to pupils that the school wants them to do as well as possible and that they are expected to work hard and do their best.

**Well designed improvements to the accommodation have extended opportunities for pupils to be taught very effectively in groups outside the classrooms.**

16 The management of the school has developed formerly underused areas of the school and added accommodation so that pupils are consistently taught in a pleasant surroundings both in classrooms and when they are withdrawn for group teaching. The teaching of small groups is very good and support staff, from the school and from the local education authority, can engage with pupils in conditions conducive to learning. This is especially important in the school because so many pupils speak English as an additional language. Pupils with special educational needs also benefit from the improved provision. The extra space and more composed atmosphere help pupils to concentrate and gain greater benefit from focused teaching on their particular needs. Developments have been well considered so that resources are stored conveniently nearby. There are very attractive and informative displays of pupils' work which provide good examples and useful vocabulary.

## **WHAT COULD BE IMPROVED**

**Insufficient equipment for information and communications technology hampers the progress of eleven-year-olds in simulating experiments and predicting results by the time they are eleven years old.**

17 A small area of the school has been developed for the teaching of information and communications technology (ICT). This provides good opportunities for pupils to be taught specific skills, such as accessing the Internet and sending e-mails. This element of the school's drive to raise pupils' attainment in ICT has already had a significant impact on standards, which are satisfactory in most aspects of the subject. The school is aware that opportunities for work on simulating experiments and predicting results are currently restricted because of lack of suitable equipment. The co-ordinator manages the subject very effectively, with a clear commitment to raising standards. A further, larger area of the school is being developed for the installation of a computer suite, delayed until the completion of building alterations. This, together with appropriate programs and regular planned teaching, will enable the full range of the curriculum to be taught satisfactorily so that pupils reach the required standards in all aspects of ICT.

**Governors are not sufficiently involved in the earliest stages of decision making and budget setting. They are now in a position to build effectively on the recent establishment of a committee structure.**

18 The governing body has relied heavily on the headteacher to suggest priorities for school development. They have not been involved in the early stages of choosing priorities for the school development plan. The committee structure now opens up appropriate opportunities for governors to bring forward suggestions for consideration. Each committee has a clearly defined remit so that members can initiate ideas in particular aspects of school life. Governors are more able to work with the headteacher to set the annual budget based on priorities clearly identified through a broader management structure.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should:

[i] Improve pupils' standards of attainment in simulating experiments and predicting results in information and communications technology by:

- continuing to enhance the provision of appropriate equipment;
- ensuring that opportunities are planned for the teaching and learning of these aspects as soon as possible.

*(Paragraph 17)*

[ii] Build on the sound development of the governors' committee structure so that:

- members of the governing body are more involved in the early stages of choosing priorities for the school development plan and setting the budget.

*(Paragraph 18)*



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

33

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	61	39	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	400
Number of full-time pupils eligible for free school meals		62

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	2	73

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	118

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.4
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	32	28	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	30	31
	Girls	27	26	27
	Total	57	56	58
Percentage of pupils at NC level 2 or above	School	95 (92)	93 (91)	97 (91)
	National	83 (82)	84 (83)	90 (86)
Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	30	30
	Girls	27	27	27
	Total	56	57	57
Percentage of pupils at NC level 2 or above	School	94 (94)	95 (92)	95 (92)
	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	31	32	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	27
	Girls	29	26	31
	Total	54	51	58
Percentage of pupils at NC level 4 or above	School	86 (87)	81 (89)	92 (92)
	National	75 (70)	72 (69)	85 (78)
Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	25	27
	Girls	29	26	30
	Total	53	51	57
Percentage of pupils at NC level 4 or above	School	84 (75)	81 (75)	90 (78)
	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	5
Black – other	0
Indian	36
Pakistani	33
Bangladeshi	9
Chinese	3
White	275
Any other minority ethnic group	3

### 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	1	0
Other minority ethnic groups	0	0

This table refers to pupils of compulsory school age only.

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)	15.2
Number of pupils per qualified teacher	26.3
Average class size	28.6

#### Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	133.5

#### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
--------------------------------	----

FTE means full-time equivalent.

### Financial information

Financial year	1999/2000
	£
Total income	728,471
Total expenditure	789,538
Expenditure per pupil	1,724
Balance brought forward from previous year	55,589
Balance carried forward to next year	5,478

### Results of the survey of parents and carers

#### Questionnaire return rate

Number of questionnaires sent out	398
Number of questionnaires returned	125

#### Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	1	0	0
My child is making good progress in school.	64	33	2	1	1
Behaviour in the school is good.	55	44	1	0	1
My child gets the right amount of work to do at home.	37	47	11	4	1
The teaching is good.	61	37	0	0	2
I am kept well informed about how my child is getting on.	48	46	6	1	0
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	77	21	1	0	1
The school works closely with parents.	40	54	6	0	0
The school is well led and managed.	50	48	0	1	2

The school is helping my child become mature and responsible.  
The school provides an interesting range of activities outside lessons.

59	39	0	1	1
32	41	14	1	12