

INSPECTION REPORT

ST JAMES' ROMAN CATHOLIC PRIMARY SCHOOL

Petts Wood

LEA area: Bromley

Unique reference number: 101656

Headteacher: Ms P Sammon

Reporting inspector: Mrs S D Morgan
1355

Dates of inspection: 26th-27th June 2002

Inspection number: 230298

Short inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	Maybury Close Petts Wood Kent
Postcode:	BR5 1BL
Telephone number:	0208 467 8167
Fax number:	0208 467 8908
Appropriate authority:	The governing body
Name of chair of governors:	Ms M Çava
Date of previous inspection:	January 1998

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		
1355	Mrs S D Morgan	Registered inspector
9537	Mrs C Marden	Lay inspector
20760	Mrs S Roberts	Team inspector

The inspection contractor was:

e-Qualitas Limited
Langshaw
Pastens Road
Limpsfield Chart
Oxted, Surrey
RH8 0RE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. James' is a Catholic Voluntary Aided primary school of average size. It has 188 pupils in Years 1 to 6, and 31 in the reception class. It is oversubscribed. With the exception of Years 1 and 2, all classes have more than 30 pupils on roll. The number of boys and girls is similar overall, although there are more girls than boys in most classes. Almost all pupils are white. No pupils speak English as an additional language. Pupils are mostly from above average socio-economic backgrounds. Just under two per cent of pupils are entitled to free school meals, which is well below with the national average. The current attainment of pupils on entry to the school is above average. The proportion of pupils who have special educational needs, at just over thirteen per cent, is well below the national average. Around two per cent of the pupils, an average proportion, have statements of special educational need. Most pupils' special needs relate to learning, speech or communication difficulties, although a small number have physical disabilities. The school has Investors in People status.

HOW GOOD THE SCHOOL IS

This is a very effective school. It provides a very positive environment for learning in which staff and pupils work hard and relationships are excellent. The headteacher and senior managers provide excellent leadership which promotes the attainment of standards that are very high in English and science and well above average in mathematics by the time pupils reach the end of Year 6. The quality of teaching is very good. The school provides very good value for money.

What the school does well

- By the end of Year 6, results in national tests show very high attainment in English and science, and well above average in attainment in mathematics.
- Teaching is very good. Staff expect pupils to work hard and achieve their best.
- The headteacher and senior managers provide excellent leadership. Supported ably by governors, they have been very effective in planning and implementing developments leading to continued improvement.
- The school promotes a caring Catholic ethos which values all children and creates an excellent environment in which they enjoy learning.
- Pupils' outstanding behaviour, and excellent relationships between everyone in the school community, make a significant contribution to pupils' achievements.

What could be improved

- No major issues were identified during the inspection.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998 and has made very good improvement since then. Strengths identified by the last inspection have been maintained or built upon further, and the school has sustained high standards in national tests. The quality of teaching and learning is now monitored very effectively. Teachers are observed regularly and given useful guidance. As a result, the quality of teaching has improved, with a significantly higher proportion of lessons being very good or better. This is having a positive impact on standards, for example in design and technology.

The key issues identified in the last inspection report have been dealt with systematically. For example, the governing body now carries out its responsibilities very effectively and has a clear view of the school's strengths and areas for further development. Teachers' knowledge and expertise in design and technology have been improved and standards have risen. A strong commitment to succeed is shared by the whole school community. This can be seen both in the standards attained at the end of Year 6 and two Achievement Awards from the Department for Education and Skills (DfES) for very high standards compared to similar schools. The school is well placed to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A *	A *	A *	A *
mathematics	A *	A *	A	A
science	A *	A	A *	A *

Key

very high A *

well above average A

above average B

average C

below average D

well below average E

The A* grades show where the school attained results which placed it in the top five per cent of schools nationally or compared with similar schools. In 2001, a high proportion of pupils attained the nationally expected standard in all three subjects. In English and science, around three-quarters attained the higher level 5. The trend of improvement for all three subjects is broadly in line with the national rate. Results indicate that overall, pupils' achievements are very good. The school exceeded its targets in English and mathematics. Targets for future results for pupils at the end of Year 6 are appropriate, and have been based on careful analysis of the school's assessment of what pupils have achieved so far. They show that in 2002 pupils are expected to maintain the high attainment of the past few years. Results in national tests at the end of Year 2 have been relatively consistent in English, but have fluctuated in mathematics. In 2001, they showed improvement in both subjects and were in the top five per cent of schools nationally and also when compared with similar schools. Teacher assessments in science were also very high. Pupils' achievements are very good in Years 1 and 2.

In the reception class, children learn successfully in all areas of the curriculum and achieve very well in relation to their varying starting points. By the end of the reception year, standards overall are above national expectations. In Years 1 to 6 current standards of work seen in English, mathematics and science are well above average. In information and communication technology (ICT) they are average. Standards are lower than in other subjects because pupils have limited access to equipment, although a new ICT suite is to be built soon. In other subjects, there is evidence of good standards and pupils achieve very well. For example, in music all classes follow a well-planned programme of work which is taught by a specialist teacher, and so pupils' performing and composing skills are developed very well. Pupils develop their designing and making skills well in design and technology and use a range of materials to make interesting products. The range of written work and research in other subjects, such as history and geography, is good. Throughout the school, the presentation and range of pupils' written work is very good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils really enjoy school. A number of Year 2 pupils said that they enjoy school so much they would like the school day to be longer. Pupils work very hard and show interest in their studies. They listen attentively and respond enthusiastically to teachers' instructions. This contributes to their attainment and the progress they make.
Behaviour, in and out of classrooms	Excellent. Pupils' behaviour is a credit to themselves and the school. Their behaviour is exemplary in lessons and at play. Pupils say that behaviour is very good and there is no bullying. There have been no exclusions in the last year.
Personal development and relationships	Excellent. Pupils have excellent relationships with each other. They say it is very easy to make friends and that they have friends throughout the school. Pupils work well together in lessons. Older pupils start to take responsibility for their own learning by automatically starting extension activities once they have finished their class work. Relationships between pupils and adults are also excellent and are based on mutual respect.
Attendance	Very good. Attendance is very high compared with other primary schools and unauthorised absence is below the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 quality of teaching was at least good in all of the lessons observed during the inspection. This is an improvement since the last inspection, particularly as the proportion of very good and excellent teaching has increased significantly. Pupils' learning reflects the overall quality of teaching. Teaching was of a consistent standard throughout the school. For pupils in Years 1 to 6, teaching was very good in English, mathematics and science. In lessons, varied and interesting activities were very well planned, and teachers had high expectations of what pupils could achieve. Throughout the school, teachers' very good subject knowledge and very good use of learning support staff were particular strengths which enabled pupils to make very good progress. Relationships between staff and pupils were excellent and teachers organised and managed classroom activities very well. This enabled pupils to work productively. A significant strength is the focus in lessons on the development and application of pupils' literacy and numeracy skills. Teachers use ICT satisfactorily to support pupils' learning across the curriculum. In all of the lessons observed, teachers provided work which was well matched to the needs of all pupils and this enabled them to make good progress. Arrangements for homework are very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is very strong in English, mathematics and science but also, broad and relevant and enriched by other learning opportunities. These include a very good range of after school clubs and visits to places of educational interest.
Provision for pupils with special educational needs	Very good. The individual plans for these pupils have detailed clear targets which are regularly reviewed. They are a very useful guide to staff when planning the next steps in pupils' learning. Pupils are given very good support in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school ethos supports pupils' personal development very effectively, including spirituality. Teachers value pupils and their work, and this promotes pupils' self esteem effectively and gives them confidence. The very good provision for pupils' moral and social development is rooted in the Catholic Faith. Provision for pupils' cultural development across the curriculum is very good, with music making a particularly strong contribution.
How well the school cares for its pupils	Very well. Staff know and care for their pupils very well and pupils have confidence that their teachers will help them with any problems they might have. Child protection procedures are well in place and staff and governors have had recent training. Monitoring of pupils' academic performance is very good. Pupils' achievements are recorded systematically and there is careful tracking of how pupils are doing. This helps raise standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is an excellent leader. She has been very successful in working with everyone in the school community to create a supportive and caring learning environment in which the quality of teaching has improved and standards have continued to rise. The deputy headteacher and senior manager provide strong support in guiding the school's educational development.
How well the governors fulfil their responsibilities	Very well. The governing body is very effective. Governors have a good understanding of the school's strengths and areas for development. They are actively involved in shaping the future direction of the school and monitoring its progress.
The school's evaluation of its performance	Excellent. The school is very effective in evaluating its successes and identifying areas for development. For example, through monitoring pupils' work it has included raising standards of narrative writing in its improvement plan. Teaching and learning are monitored very well by the headteacher and subject co-ordinators. Areas for development are identified and support given to staff. This has led to considerable improvements in teaching and standards.
The strategic use of resources	Finance, learning resources and staff are used very well to support pupils' learning. The school applies the principles of best value very well. For example, careful evaluation of all spending decisions is undertaken and the views of the school community are regularly sought. The school provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. The school expects their children to work hard and achieve their best. • The teaching is good and their children make good progress. • Behaviour is good and the school helps their children become mature and responsible. • The school works closely with parents and they feel comfortable about approaching the school with a question or problem. • Their children get the right amount of homework. • The school keeps them well informed about how their children are getting on. • The school is well led and managed. 	<ul style="list-style-type: none"> • A few parents expressed the view that there is an insufficient range of extra-curricular provision.

Parents expressed overwhelming support for the school both at the parents' and carers' meeting and in questionnaire responses. The inspectors agree with the positive views expressed. However, the inspection team found the range of activities outside of lessons to be very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the end of Year 6, results in national tests show very high attainment in English and science, and well above average in attainment in mathematics.

1. Pupils' attainment is what they know, understand and can do at a particular point in time e.g. at the end of Year 2 or Year 6. Pupils' achievements are the progress they make in relation to their initial attainment. Therefore, a child starting school with low attainment may achieve well but still not reach the nationally expected standard of attainment. Where the school's results in national tests are compared with similar schools, these are schools with a similar proportion of pupils known to be eligible for free school meals.

2. Over the past four years in National Curriculum tests at the end of Year 6, pupils have consistently attained results that have been well above average or very high. Results in 2001 were in the top five per cent of schools nationally in English and science. Both subjects were in this category when compared with similar schools. Results in mathematics were well above average, both when compared with schools nationally and with similar schools. Results have varied more at the end of Year 2, particularly in mathematics. However, the 2001 results in reading, writing and mathematics were in the top five per cent of schools both when compared with national results and those of similar schools.

3. Pupils' skills in speaking and listening develop very well throughout the school because very good opportunities are provided for pupils to express their ideas in a variety of ways. During the introductions to lessons they are eager to answer questions and speak with clarity. For example, in Year 2 they were very keen to give examples of word endings which they knew, such as *ing*, *ful* and *fully*. Teachers encourage pupils to share their learning with the rest of the class and this helps develop their confidence. Pupils work very well in pairs and groups, listening courteously to each other, as in a Year 6 lesson where they analysed the vocabulary used in a piece of writing. Pupils of all ages listen very well in assembly and to their teachers. They read aloud confidently and follow instructions very well. By Year 6, standards in speaking and listening are well above national expectations.

4. In the 2001 English National Curriculum tests at the end of Year 6, over ninety per cent of pupils attained the expected level 4 and almost three-quarters reached the higher level 5. Pupils attain high standards in reading. Younger pupils' reading skills are systematically developed. Teachers show enthusiasm for books and this helps pupils develop an enjoyment of reading from an early age. They enjoy reading aloud from *Big Books*, showing a good understanding of the text and an ability to explain the story line using a range of vocabulary. Pupils read with increasing fluency and expression and take reading books home each day. By Year 6, pupils read a wide range of books. They confidently read their own work to the rest of the class with good expression. Pupils' reading skills are extended through daily reading sessions and they develop a wide reading vocabulary. Pupils' library skills are promoted through visits to the public library where they learn, for example, about the classification system. High standards in reading make a significant contribution to pupils' learning in other areas of the curriculum.

5. By the end of Year 2, pupils are able to write in sentences using capital letters and full stops. Higher-attaining pupils complete extended pieces of well punctuated creative writing, using imaginative vocabulary and with good description of characters. Pupils write for a variety of purposes and their understanding of vocabulary is developed very well. For example, in a Year 4 lesson good use was made of a thesaurus to extend pupils' knowledge of persuasive language. This enabled them to write effective advertisements and letters. By the end of Year 6, nearly all pupils write using the skills in

punctuation and spelling expected for their age and produce extended pieces of writing. Higher-attaining pupils write using a wide range of interesting vocabulary and can use alliteration effectively, such as *dark, dingy and damp* when describing a house. Pupils carefully consider the range of vocabulary to use in particular pieces of writing. For example, in a Year 6 lesson they thought about words that would help create mystery. Pupils' spelling and use of grammar are of a very good standard. High standards in writing support pupils' learning in other areas of the curriculum. For example, in history, Year 6 pupils have completed detailed research and written work on the Tudors and in science pupils accurately record the results of their investigations and write clear conclusions.

6. Pupils' skills in mathematics are consistently developed throughout the school. In the 2001 end of Year 6 mathematics tests, over ninety per cent attained the expected level and almost a half gained the higher level 5. Teachers use a good combination of mental arithmetic, basic skills and problem solving activities. By the end of Year 2, pupils show confidence when working with numbers and can round them to the nearest ten. They work in multiples of two, five and ten and can apply these skills when devising and solving problems. For example, one pupil devised the problem, *if two monsters have 32 claws, how many claws do five monsters have?* Pupils learn to measure accurately and to make estimations. They develop good understanding of a range of subject vocabulary such as *times, multiply, sets of and lots of*. By the end of Year 6, pupils show considerable confidence in mathematics and are eager to take on new challenges. For example, in a Year 6 lesson pupils learnt to interpret and understand simple algebra. They were set the problem of using letters and symbols to write mathematical instructions for a game. They worked in pairs devising the instructions and discovered interesting strategies for resolving problems, such as the need for brackets to make the instructions precise.

7. In the 2001 end of Year 6 science tests, a high proportion of pupils attained the standard expected nationally and over three-quarters attained above this level. The science curriculum is very well planned. In Years 1 and 2, pupils develop their knowledge, understanding and investigation skills. For example, they find out *what happens when you add more bulbs to a circuit?* By the end of Year 2, they understand what constitutes a fair test and record their results carefully using tables. By Year 6, they confidently make predictions, carry out fair tests independently and present their findings. Pupils' written work and diagrams are very well presented and they use a range of specialist vocabulary. They apply their mathematical skills well when carrying out and recording their science work. Pupils also understand the need to carry out an investigation a number of times to check the reliability of results and draw sensible conclusions from investigations.

Teaching is very good. Staff expect pupils to work hard and achieve their best.

8. The quality of teaching has improved since the last inspection. All of the lessons observed were good or better. Almost eight out of ten were very good or better and over a fifth were excellent. Teachers have high expectations. They show high levels of motivation and are very enthusiastic about their work. The headteacher has been very successful in ensuring that a good range of teaching skills and expertise is available within the school. Teachers have very good levels of subject knowledge. For example, a specialist music teacher works with all classes and this results in pupils developing very good understanding and musical knowledge. Staff are encouraged to develop their skills and, where expertise has required further development, for example in aspects of ICT, a well-planned programme of training has taken place. Subjects are regularly reviewed throughout the school and lessons, together with pupils' books, are regularly monitored to identify areas of strength and aspects that require further development. Teachers are effectively deployed, for example to provide challenging activities for groups of higher-attaining pupils. These factors are contributing to the continued improvement in standards. The work in pupils' books indicates that the quality of teaching is consistently very good,

and this leads to pupils achieving very well over time. Parents commented very positively about the quality of teaching and the dedication of staff.

9. The planning of work is a particular strength. A broad range of activities is planned and there is a strong emphasis on ensuring that pupils apply their literacy and numeracy skills to all areas of the curriculum. The teaching of English, mathematics and science is very good throughout the school because lesson planning is very detailed and precise. This ensures that all aspects of the work are covered and that new areas of work build systematically on pupils' previous learning. Work is well planned to meet pupils' special educational needs. Targets on individual education plans are clear and used by staff. For all pupils, the results of previous assessments are used effectively by staff to identify aspects of their skills and knowledge which require further development and to set targets for improvement. Teachers make very good use of the effective support staff and ensure that they are well briefed. Their work is thoroughly planned and this makes a significant contribution to pupils' progress. Teachers also make very good use of the expertise of parents and other adults in lessons. For example, they work with groups of pupils on ICT activities or talk about an aspect of science such as microbes. These contributions are again very well planned and have a positive impact on pupils' learning.

10. Teachers ensure that pupils have a clear understanding of what they have to do and the time they have to complete the work. This means the very best use is made of the time available. For example, in an ICT lesson when pupils were planning work to use on a multimedia program, the teacher set a time limit and kept reminding pupils of how much time had elapsed during the session. As a result, pupils worked quickly on the activity whilst sharing and discussing ideas. Teachers create a positive learning atmosphere and develop pupils' self-confidence through the use of careful questioning and praise. They ensure that all pupils are involved in whole class sessions at the beginning and end of lessons and that their contributions are valued. Teachers' marking is effective and gives pupils good knowledge of the progress being made. Teachers also value pupils' work by producing high quality displays both in classrooms and around the school. Events such as the recent science week are celebrated through effective displays with, for example, pupils writing their thoughts about the most enjoyable and memorable activities.

11. Lessons are introduced well and gain pupils' interest. For example, in a Year 4 English lesson on the use of persuasive language in advertisements, the teacher led a lively and very effective question and answer session to review previously completed work. Pupils then analysed advertisements that they had collected as a homework activity before writing their own. At the end of the lesson, the teacher led a session where pupils evaluated each other's work and made positive suggestions for improvement. The teaching was excellent because activities were stimulating and well planned. The emphasis placed on extending pupils' vocabulary in subjects such as mathematics and science is also a strength and helps raise standards.

12. There is a clear expectation that pupils will work hard and do their best at all times. As soon as school starts pupils settle to work. Older pupils start to take responsibility for their own learning, for example by automatically starting extension activities once they have finished their class work. Pupils take considerable pride with the presentation of their work. They produce a large amount of work in their books and this clearly reflects the high expectations of teaching staff. In discussions, Year 6 pupils said that teachers expected them to work hard and that teaching was good. They also said that teachers expected them to complete homework, but were always ready to provide help if it was needed. They felt that the wide range of homework activities, such as research and writing up experiments, prepared them well for secondary school.

The headteacher and senior managers provide excellent leadership. Supported ably by governors, they have been very effective in planning and implementing developments leading to continued improvement.

13. The headteacher provides excellent leadership. Together with her deputy she has established very good teamwork and this ensures that staff, governors and parents share and work towards the same aims. These are based on care for the individual and high achievement, and are clearly reflected in the everyday life of the school where relationships are excellent and all work towards the same goals. The headteacher is highly respected by parents. They commented about the very caring ethos of the school and said that the headteacher worked in the best interests of pupils at all times.

14. The school has used outside systems to extend its own self-evaluation and has gained *Investors in People* status. A culture of self-review and striving for further improvement is embedded in all the school's work. Senior staff are very effective in their roles. Careful analysis of school results is undertaken and information prepared for staff on strengths and weaknesses. These are then discussed so that action can be taken. Pupils' progress is rigorously tracked and information shared with staff to enable appropriate work to be planned. Subject co-ordinators effectively monitor teaching and learning in their subjects and know the strengths as well as identifying areas for further improvement. This monitoring programme has led to significant improvement in the quality and consistency of teaching and learning in the school. Teachers commented that they saw monitoring as helpful in developing their skills and helping pupils learn more effectively. The school's clear commitment to raising pupils' achievement is seen both in the standards attained at the end of Year 6 and two Achievement Awards from the DfES for very high standards compared to similar schools.

15. All members of staff are valued, and their ideas, as well as those of governors, contribute to the school's improvement plan. Good channels of communication exist at all levels in the school. For example, the headteacher meets regularly with support staff to discuss their work. Support staff feel that their comments and suggestions were taken seriously and often acted upon. They are fully involved in the life of the school. They said that they were offered opportunities to develop their expertise and invited to attend training sessions held for teachers, for example on child protection issues. The work of the school is supported well by a hard working and competent site manager, together with good administrative staff and mid-day supervisors. They are welcoming and efficient and reinforce the school's caring ethos in their work.

16. Governors work in close partnership with staff at the school and are very effective in fulfilling their responsibilities. This is a very good improvement since the previous inspection when the role of the governing body was judged to be unsatisfactory. Governors are now very committed, knowledgeable and well informed. They are very aware of the strengths of the school as well as areas for further development. Their involvement in the life of the school has increased significantly and visits enable them to see the work of the school. Governors are well trained and have a range of expertise. They are fully involved in the improvement-planning process and regular reviews of progress. These factors lead to governors being very effective in their role as *critical friends* of the school.

17. Financial planning and monitoring are of very good quality. Very effective financial planning enables the school to employ additional teaching staff, for example to work with higher-attaining pupils and provide specialist music teaching. A well-planned programme of staff training has developed staff

expertise in subjects such as mathematics and ICT and led to an improvement in standards. Support staff are also well trained and deployed. Effective longer-term financial planning has enabled the school to allocate substantial funding to improve resources and accommodation for ICT.

The school promotes a caring Catholic ethos which values all children and creates an excellent environment in which they enjoy learning.

18. Overall, pupils' attitudes were judged to be excellent. Pupils report that they enjoy school and find learning fun. In discussions with pupils in Year 2, they said that they enjoyed school so much they would like the school day to be longer. The headteacher and staff work hard to make learning enjoyable and pupils respond enthusiastically and work hard. This was evident in all classes. For example, in the reception class pupils were very attentive and listened to and followed instructions when making an owl, with wings that moved. After completing the practical activities, the children tidied away sensibly. In Years 1 and 2, pupils settle to work very quickly and discuss their ideas with each other. Older pupils show high levels of concentration and remain on task until the assignment is complete. They then move onto the next piece of work without being prompted. Almost all parents who responded to the questionnaire, and all those who attended the pre-inspection meeting agreed that their children enjoy school. These very positive attitudes make a significant contribution to the very good progress made by pupils.

19. The caring Catholic ethos is very evident in all aspects of school life. Pupils said that they care for each other. They said that there are always activities taking place, and older pupils said that they enjoyed helping in the younger classes. This promotes caring relationships and a sense of responsibility. Pupils value having their achievements recognised both in assemblies and in class. Teachers actively build pupils' self-esteem giving them the confidence to succeed. Older pupils made comments such as: "teachers always help"; "pupils who have left the school come and talk to us about secondary school" and; "there are lots of clubs". Out of class activities and educational visits and visitors make a positive contribution to pupils' social development. The school council is taken very seriously by all involved and meets regularly with the headteacher and deputy to discuss school issues. Pupils are encouraged to make a contribution to the decision making process in the school and feedback is provided by older representatives at school assemblies.

20. Parents are very supportive of the attitudes and values promoted by the school. At the meeting held prior to the inspection they said that the school developed their children socially and, by the time pupils leave the school, they are mature and confident. They felt that every child is valued and all are encouraged to take part, for example reading in church. One parent stated that "the academic standards are the icing on the cake", and all other parents at the meeting agreed.

Pupils' outstanding behaviour, and excellent relationships between everyone in the school community, make a significant contribution to pupils' achievements.

21. Outstanding strengths of the school are the excellent behaviour of pupils and the quality of relationships. Pupils' behaviour is exemplary in all aspects of school life. In the playground they play happily together and as soon as the whistle is blown to indicate the end of playtime they stop and listen in silence to instructions. They move sensibly around the school and when moving to and from assembly. In lessons, their very positive behaviour makes a significant contribution to their very good progress and ensures that the small classroom spaces do not have an adverse effect on learning.

22. Relationships are excellent within the school. Pupils work very well together and they say that it is easy to make friends. In discussions, they said that they had friends throughout the school not just in their own class. Pupils help and support one another and listen attentively to teachers and each other in lessons. For example, in a Year 2 mathematics lesson when working on a problem solving activity, pupils discussed the questions they had written with others to check that they were easy to understand. Adults continually praise and encourage pupils, which helps to develop their self-confidence. Pupils respond very positively. They are polite to each other and to adults. Pupils are very aware of the reasons for the school's *five Golden Rules* and understand the importance of following them. *Circle time* and assemblies help pupils consider issues such as friendship and helping others. Pupils learn to consider others in the wider community through activities such as fund raising and parish functions.

23. Relationships with parents are of high quality and parents feel that they are encouraged to be partners in their children's learning. At the meeting held for parents and carers they said that the school has an *open door* policy and that parents are made to feel part of the school. Parents said that they were regularly consulted through questionnaires and at meetings. The school has a very active parents' association which holds regular fund raising events and makes a considerable contribution to improvements to resources such as climbing equipment in the playground and the proposed ICT suite.

WHAT COULD BE IMPROVED

24. No major issues were identified during the inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. Inspectors found no need to make any recommendations beyond those already in the school's improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	11	4	0	0	0	0
Percentage	21	58	21	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	219
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%	Unauthorised absence	%
School data	3.7	School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	15	15	15
	Total	29	30	30
Percentage of pupils at NC level 2 or above	School	97 (94)	100 (97)	100 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	15	15	15
	Total	29	30	30
Percentage of pupils at NC level 2 or above	School	97 (97)	100 (88)	100 (91)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	22	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	8
	Girls	22	22	22
	Total	30	29	30
Percentage of pupils at NC level 4 or above	School	94 (100)	91 (91)	94 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	22	21	22
	Total	29	28	29
Percentage of pupils at NC level 4 or above	School	91 (97)	88 (97)	91 (100)
	National	72 (70)	74 (72)	82 (79)

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	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	217
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	117

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	511,156
Total expenditure	502,583
Expenditure per pupil	2295
Balance brought forward from previous year	34,394

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	219
Number of questionnaires returned	111

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	31	2	0	0
My child is making good progress in school.	66	30	3	0	2
Behaviour in the school is good.	79	20	0	0	1
My child gets the right amount of work to do at home.	54	36	8	2	0
The teaching is good.	73	26	0	0	1
I am kept well informed about how my child is getting on.	50	40	8	0	2
I would feel comfortable about approaching the school with questions or a problem.	72	27	0	1	0
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	56	42	1	1	0
The school is well led and managed.	87	12	0	0	1
The school is helping my child become mature and responsible.	80	19	0	0	1
The school provides an interesting range of activities outside lessons.	46	32	14	3	5

* numbers may not add to 100 per cent due to rounding

Other issues raised by parents

Parents overwhelmingly supportive very positive about the headteacher and the caring ethos of the school. One or two comments about lack of consistency in the range of extra-curricular activities and a lack of extra-curricular provision for pupils in Years 1 and 2.