

INSPECTION REPORT

ST. ANNE'S CATHOLIC PRIMARY SCHOOL

Gateshead

LEA area: Gateshead

Unique reference number: 108386

Headteacher: Mrs C. Megginson

Reporting inspector: Mrs M. R. Shepherd
11328

Dates of inspection: 19 – 20 February 2002

Inspection number: 230841

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Pickering Green Harlow Green Gateshead Tyne and Wear
Postcode:	NE9 7HX
Telephone number:	0191 4201688
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J. Birney
Date of previous inspection:	December 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Anne's Catholic Primary School serves a mixture of private and rented housing. There is a high level of unemployment in the surrounding area of the school. Children begin in the reception class in the autumn term at the age of four and progress through to Year 6 with very few pupils leaving or entering the school in between. There are 175 pupils on roll, with 86 boys and 89 girls. There are no pupils from ethnic minorities. Eleven per cent of pupils are on the register for special educational needs, which is well below average. The school has identified several pupils who will be going onto the register, which will bring the proportion nearer to the national average. Fewer than one per cent of pupils have full statements of special educational needs, which is below average. Fourteen per cent of pupils are eligible for free school meals, which is broadly average. Children enter the school with attainment that is below average and they are well below average in personal, social and emotional development. The headteacher took up her post in the autumn half term in 2001. The Year 6 pupils have had two different teachers during this year, but have had one teacher for mathematics.

HOW GOOD THE SCHOOL IS

This is a very good school. Pupils make excellent progress in mathematics and personal development and very good progress in reading. There are excellent features in teaching. The leadership and management of the headteacher are very good. Value for money is good.

What the school does well

- The attainment of pupils at the end of Year 6 is well above average in mathematics and above average in reading. The attainment of Year 2 pupils is rising steadily in all subjects.
- Progress in personal, social and emotional development is very good in reception.
- Pupils with special educational needs make good progress.
- Attitudes, behaviour and relationships are very good.
- Teaching is very good; classroom assistants work very effectively.
- Leadership and management are good.
- The curriculum for social development is excellent; the curriculum for spiritual, moral and cultural development is very good; extra-curricular activities are very good.

What could be improved

- Progress in writing, which is slower than in reading.
- Progress in science in Year 6.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1997. There has been good improvement since then. Standards of Year 6 pupils have risen in reading and mathematics and standards of Year 2 pupils have risen considerably in mathematics and science. Progress of pupils with special educational needs has increased. Behaviour and attendance rates are better. Teaching is significantly better. In the previous inspection over a fifth of teaching was very good or better and now seven-tenths is in that category. A seventh of teaching was unsatisfactory and now all teaching is at least satisfactory. The curriculum for social development is better and there is now a high quality curriculum for developing speaking and listening in French. The leadership and management of the headteacher remain very good despite the recent change in this post. There is very good potential for future improvement.

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	2002	2002
English	A*	A	A	A
Mathematics	A*	A	B	B
Science	A	B	C	C

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The current Year 6 class has a higher proportion of special educational needs than usual. The inspection judges standards in mathematics to be well above average for this age group. Reading standards are above average, and standards in writing and science are average.

Standards in the 2001 national tests for pupils aged seven were well above average in reading and mathematics and above average in writing. The inspection confirms these standards. Attainment in science is well above average. Progress in French in Year 3 is excellent.

Standards over the past four years in Key Stage 2 have been rising faster than average. Standards have been rising consistently over the past three years by the end of Year 2. The school sets itself challenging targets.

Pupils with special educational needs make good progress overall and excellent progress in mathematics. Gifted and talented pupils make good progress in mathematics and reading, but not in science or writing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards school and clearly enjoy their work. They expect to begin lessons promptly and settle down quickly to tasks.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and in assemblies. Pupils move around the school very sensibly and play harmoniously at break times.
Personal development and relationships	Relationships are very good throughout the school. Pupils are courteous to each other and to all adults. Children make very good progress in personal, social and emotional development in reception, and that progress is sustained through the school.
Attendance	Attendance is above average and pupils arrive punctually to school.

Older pupils take their responsibilities seriously and support the younger pupils very carefully through the well-organised buddy system.¹

¹ The buddy system entails Year 6 pupils wearing special bibs so that the younger pupils know where to go for support when they are worried.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very 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.

There are excellent features in teaching throughout the school. The teaching of the Year 5 teacher in mathematics and geography is excellent. Teaching of mathematics and science is excellent in Year 2 and in Year 3 teaching is excellent in French. Teaching of reading and mathematics is very good throughout the school and science teaching is very good up to Year 5. The teaching team in reception is high quality and their teaching is consistently very good. Teachers work very effectively with the very good quality classroom assistants, particularly in supporting pupils with special educational needs. Numeracy skills are taught well across the curriculum up to Year 5. Literacy skills are reinforced effectively in other subjects, particularly religious education where pupils write sensitively. All planning is of high quality and very detailed. Teachers consistently discuss the learning that will take place in each lesson, which ensures pupils have a good understanding of their own progress. Management of behaviour is very good. Computers are used efficiently both in classrooms across the curriculum and also to support pupils with special educational needs. Teachers use homework effectively. They provide high standards of display throughout the school. Teachers' expectations of pupils are high, except in some aspects of writing and for more able pupils in Year 6 in science where they are too low. Pupils try hard to do their best in any written work and in their physical and creative development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good balance across different subjects of the curriculum. Good links are made across these subject areas. Extra-curricular activities are very good. They are well attended, extend across the school and provide a wide range of different activities.
Provision for pupils with special educational needs	The curriculum for pupils with special educational needs is good. It is very good for pupils with full statements and these pupils make very good progress. Individual planning is good and classroom assistants are sensitive to each pupil's needs. The quality of the work pupils carry out when they are withdrawn from lessons is good and related to the work being carried out by the rest of the class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social development is excellent. Pupils are given clear guidance about what is expected in reception and given high quality opportunities to learn to work and play independently and in groups. Teachers plan carefully to provide a rich variety of social contexts for learning these skills. Spiritual development is very good. The headteacher uses assemblies sensitively to provide time for prayer and spiritual reflection. Moral development is very good. Pupils are given clear guidance for working and playing within the school's rules and with consideration for others in the wider world. Cultural development is very good with a clear focus on both pupils' own culture and of multi-cultural learning.
How well the school cares for its pupils	There are good procedures for child protection and pupils' welfare. Procedures are good for promoting good behaviour and for improving attendance.
Partnership with parents	The school works hard to keep parents informed and to encourage them to take an active part in the life of the school.

The school is effective in developing physical education. It was one of the first schools to receive the Activemark Gold. Assessment and recording of progress in reading are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are very good. She is energetic, analytical and sets a clear educational direction. The deputy headteacher has a good understanding of the school community. Co-ordinators are enthusiastic, but do not have enough guidance to carry out their role fully.
How well the governors fulfil their responsibilities	The governors provide a good balance of skills. Some governors play an active part in the daily life of the school, monitoring classes and individual pupils. Other governors have considerable management expertise, which ensures strong involvement in shaping the direction of school developments.
The school's evaluation of its performance	The current headteacher has built very effectively on the evaluations of the previous headteacher. There are clear priorities set for future development based on a careful analysis of the school's needs. Well-focused action has been carried out to raise standards further. There is a shared commitment to succeed throughout the school.
The strategic use of resources	Staff are carefully deployed so that they make best use of their time. Grants are used appropriately for their designated purposes. Teachers' expertise is used well.

The headteacher has wasted no time since her appointment in identifying the school's strengths and weaknesses. She has set a number of effective changes in place to raise standards further and to broaden the curriculum further. The secretary is very effective and contributes very well to the efficient running of the school. The school takes care to spend its money wisely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirty per cent of parents returned the questionnaire and 27 parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable approaching the school with questions or problems. • Teaching is good. • There are high expectations for their children. • The school helps their children to become mature and responsible. • Their children like school. • Their children make good progress. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The quality of the fencing around the school.

Inspectors agree with the aspects that please parents most. They disagree with parents' wishes to extend extra-curricular activities because they judge that they are already very good. An unusual feature is the activities available for the younger pupils in Years 1 and 2. They agree with the need for better fencing. However, the school has already arranged for new fencing to be built.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment of pupils in Year 6 is well above average in mathematics and above average in reading. Attainment of Year 2 pupils is rising steadily in all subjects.

Mathematics

1. Children enter reception with attainment below expectations in mathematical development. They make good progress because the reception teaching team work systematically together, supporting small groups and providing high quality resources to extend children's learning. For example, to develop understanding of the order of numbers up to 10, the nursery nurse made individual clothes pegs, each with its own number and ensured that each child had their own clothes line for putting the pegs in order.
2. This good progress is continued in Year 1 and accelerates in Year 2 because the quality of teaching is excellent in this class. Lessons proceed at a fast pace, the teacher has very high expectations for all pupils and provides tasks that are carefully matched to individual needs. More able pupils handle all the four operations of number confidently and have skills in measurement and data handling that are well above the expected level because the teacher provides a well-balanced programme of work and challenges each pupil to extend their learning. The teacher celebrates the success of pupils with special educational needs very effectively and provides them with high quality opportunities to share their work with the rest of the class. For example, pupils were extremely proud of their completed pictograms showing different eye colours and the rest of the class showed genuine admiration for this work at the end of the lesson.
3. In Years 3 to 5 teaching is very good and pupils build steadily on previous learning. This progress increases in Year 6 because the mathematics co-ordinator moves from his Year 5 class to this age group and provides excellent quality teaching. He has very high expectations of each pupil. He challenges more able pupils and they are working well above the expected level. They use fractions and decimals confidently to solve problems involving ratios. They understand the principles of transformation and use graphs to analyse and present findings from data they have collected because the teacher provides interesting tasks to develop these skills. The Year 6 teacher supports pupils with special educational needs very effectively, building their confidence carefully through very well structured teaching of basic skills. This ensures that they tackle sums such as multiplication and division of decimals positively and handle other aspects of the mathematics curriculum confidently, such as how to calculate the distance of perimeters and how to use co-ordinates.
4. There are consistently good features in mathematics that support the very good progress through the school. They include:-
 - high quality planning, which is detailed and identifies tasks for different attainment groups;
 - good subject knowledge across the teaching team;
 - sensitive support from classroom assistants;
 - individual targets each half term in all pupils' books to provide a focus for their learning;
 - clear explanations at the beginning and during lessons of the learning taking place;
 - effective use of computers during lessons;
 - thorough coverage of the mathematics curriculum;
 - development of numeracy across the curriculum, particularly in science up to Year 5.

Reading

5. Children enter the school with standards below the expected level in language and literacy. They make very good progress through the school because there are thorough systems set up to extend skills systematically and teaching is consistently very good throughout the school. By Year 6 pupils have a very positive approach to reading. They respond well to new styles of writing introduced in literacy lessons, identifying their key features confidently because teachers regularly provide stimulating extracts from different texts. For example, in Year 6 the teacher introduced science fiction and pupils quickly identified key words from this genre because the words recurred across the different texts chosen by the teacher. Reading has been consistently well above average by the end of Year 6. However, the higher proportion of pupils with special educational needs in this year group and the change of teachers after a term have resulted in lower attainment this year than usual. The systems that promote the very good progress include the following features:-
- good subject knowledge across all teachers;
 - detailed planning of the National Literacy Strategy, which develops reading skills systematically;
 - effective use of guided reading within the literacy strategy;
 - teachers who have a love and commitment to literature, which underpins their teaching;
 - challenging work for the more able and carefully structured work for pupils with special educational needs;
 - good quality group work with specialist teachers of special educational needs;
 - very good quality time for silent reading each day between Years 3 and 6;
 - time for each pupil to read and discuss their books with their teacher;
 - the use of adults such as governors to share books regularly with individual pupils;
 - carefully structured reading records which track individual progress;
 - good quality books available easily in each classroom and the library;
 - regular reading for homework and home-school reading diaries that are used very effectively;
 - the use of regular book reviews for older pupils.

Rising standards in Year 2

6. Standards of Year 2 pupils are rising steadily because of the high quality teaching in this class, the very good beginning made in reception and the very good teaching in Year 1. The following table shows the rates of improvement in the national tests in reading, writing and mathematics over the past four years:-

	1998	1999	2000	2001
Reading	Below average	Average	Average	Well above average
Writing	Well below average	Average	Average	Above average
Mathematics	Well below average	Above average	Above average	Well above average

7. There are no national tests in science. However, last year's teacher assessment shows standards in science were well above expectations. The inspection confirms these standards. Pupils are taught a full programme of work in science and teaching is excellent in Year 2. Every lesson in this class is based on investigative scientific processes that ensure pupils understand how to carry out experiments whilst they build on their understanding across the different aspects of scientific knowledge. The Year 2 teacher is the science co-ordinator and organises stimulating opportunities for pupils to develop a love of science. For example, she organised a visit to the local Life Centre, brought a zoo

lab into school, including scorpions, rats, cockroaches and snakes, and operates the British Association of Young Scientist Awards with silver and gold certificates, which pupils greatly value.

8. Progress in science continues to build on the achievement in Year 2, with a very good balance across the science curriculum until pupils reach Year 6 where the curriculum becomes less challenging.

Progress in personal, social and emotional development is very good in reception.

9. Children enter reception with attainment well below expectations in personal, social and emotional development. At the beginning of the school year many children find it difficult to concentrate, play with other children or to choose for themselves. The teaching team provide carefully structured systems that ensure children make very good progress in developing these skills. The teacher and the nursery nurse work very effectively together with the whole class. Whilst one is leading the session, the other supports and encourages individuals. For example, when she was sharing a big book with the children, the teacher caught most children's attention with a puppet who she pretended was reading the book, and the nursery nurse encouraged individuals to sustain their concentration by asking them extra questions. There are very effective systems for children to record their choices in independent play. Children use them confidently and the systems allow the teaching team to track the number of times children move between activities.

Pupils with special educational needs make good progress.

10. Pupils with special educational needs make good progress because their work is carefully structured and they are given regular encouragement to do their best. Teachers ensure that they understand their tasks and provide interesting activities to encourage their progress. For example, in Year 3 pupils with special educational needs made extremely good progress in French because the work was based on speaking and listening skills, the lesson was carefully structured and they wanted to win the game of 'Simon dit'.² Classroom assistants support individuals and small groups very effectively, which extends pupils' confidence well. Work carried out in groups that are withdrawn from lessons is of good quality. It is based on the work being carried out with the rest of the class and pupils benefit from the individual attention they get in quiet surroundings. Pupils with full statements of special educational needs make very good progress because their progress is recorded carefully and parents are closely involved in working in partnership with the school to help their children reach their targets.

Attitudes, behaviour and relationships are very good.

11. Pupils have very positive attitudes towards their work because teachers provide interesting activities and match the work effectively to individual needs. Pupils try hard to match the high expectations of the school staff. For example, in Year 4 the teacher carefully explained the rules for taking turns in offering answers in whole-class sessions and pupils waited patiently to share their opinions. Pupils value praise from adults and are pleased when other pupils succeed at a task. They take responsibility willingly, carrying out tasks conscientiously. For example, in Year 2 in science two pupils tested four different materials under lamps every five minutes to identify whether they were melting and then reported back sensibly to the rest of their group. Behaviour in lessons is very good because teachers insist on high standards, explain class rules clearly and are consistent in their use of school discipline systems. Pupils move around the school very sensibly, with the older pupils encouraging the younger pupils to consider each other's needs. Lunch times are civilised occasions, with pupils waiting patiently for their turns and eating

² The French version of 'Simon says'.

sensibly with their friends. Relationships are very good throughout the school. Pupils speak to each other courteously because they are provided with very good role models from all staff, from the headteacher in assembly to teachers in lessons or midday supervisors in the hall or the playground. The buddy system in the playground works very well. Younger pupils value the support of the older pupils, who take their responsibilities very seriously.

Teaching is very good; classroom assistants work very effectively.

Reception

12. Teaching is very good with excellent features in reception. This ensures good progress across all aspects of the reception curriculum and provides a firm foundation for learning through the rest of the school. The teaching team have a very good understanding of the rate of development of their children across each aspect of the reception curriculum and tailor the work carefully to support their needs. For example, when developing writing skills the nursery nurse produced a simple book for each more able child to complete, but simplified the task for average children who produced one simple sentence. Tasks are planned very carefully across the whole lesson to maintain children's interest and develop basic skills within the context of interesting stories and high quality resources. For example, the story of *Jake the Snake* was used with the whole class. Children then worked in small groups developing reading or writing skills through games based on the main story of Jake. Records of children's reading development are detailed and ensure individual children's progress is monitored closely.

Years 1 and 2

13. Teaching is very good in these classes with many excellent features in Year 2. This is having a significant impact on the steadily rising standards. The excellent features include a high level of organisation, covering many dimensions of the subject being taught. This ensures each pupil is working to their optimum on tasks that match their needs. For example, in a science lesson on reversible and irreversible changes, one group worked with the teacher to identify key language to describe their observations of changes in chocolate and butter after they had been in the microwave oven. Another group worked with the classroom assistant to find the perfect way to produce golden toast by observing slices of bread that had been toasted for different lengths of time. Two other groups interpreted bar charts of a previous lesson and pupils took it in turns to produce bar charts on the computer to record their findings. In the excellent lessons there is a very fast pace and high expectations of the amount of learning that will take place for each pupil.

Years 3 to 6

14. Teaching is good in these classes. There are excellent features in the teaching of the mathematics co-ordinator in Year 6 and in his own class in geography, which has a considerable impact in raising standards. The teaching of French in Year 3 is excellent and these pupils all use simple phrases and sentences confidently in responses to the teacher or each other. Teachers use numeracy very effectively across other subjects up to Year 6 where some opportunities are missed to extend this learning. Between Years 3 and 5 teachers extend numeracy particularly well in science. Teachers ensure that pupils use accurate measurements both in length and capacity in their investigations and record their findings in a range of different mathematical forms, such as bar and line graphs. Computers are used well to support pupils with special educational needs. For example, in Year 3 these pupils joined the teacher at the computer, identified adjectives on screen and then changed their colour on screen rather than writing them. This strategy built their confidence and skills in both English and information and communication technology.

Classroom assistants

15. Classroom assistants work closely with teachers. They have a very good understanding of the learning that has been planned for each lesson, which ensures that their work with individuals and groups is based firmly on the work of the rest of the class. They have very good relationships with pupils, which develops each individual's confidence in approaching new learning. Classroom assistants report back effectively to teachers on the progress that pupils have made during the session, which allows teachers to alter future planning to meet the needs of the pupils more closely.

Consistently effective teaching throughout the school.

16. These qualities include:-
 - high quality detailed planning;
 - explanation of key learning taking place during each lesson;
 - use of computers in classrooms to support the work being carried out in the rest of the class;
 - management of pupils' behaviour;
 - use of homework, particularly reading and mathematics.

Leadership and management are good.

17. The leadership and management of the headteacher are very good. She has a very clear vision of how she expects the school to develop, which includes raising standards further and extending the range and quality of the curriculum. She has identified the key strengths and weaknesses of the school and is working sensitively to develop the work of the whole school community. She leads by example and uses her own expertise to further improve the school's work. For example, in her high quality assemblies she extends pupils' creative skills through the use of different music at the beginning and end of assemblies and by distributing musical instruments for pupils to play as the music progresses. The deputy headteacher has a good understanding of the school community. There is a clear, shared commitment across the staff to improve and a good capacity to succeed. Co-ordinators are enthusiastic and keen to play a fuller role in the school by analysing the work of their subjects more fully across the different age groups. However, although co-ordinators have had some time to monitor their subjects they have not had enough guidance of how to use this time effectively or efficiently. The new headteacher has plans to support co-ordinators more directly.
18. The governors have a good range of expertise, which is used effectively to support the work of the school. They work well together and have a real commitment to the school within the wider context of the Catholic community. Several governors visit the school regularly every week and support teachers with individual pupils or with groups. For example, the chair of governors worked with a group of pupils with special educational needs in Year 5 and gave them enough confidence to present a short play to the rest of the class at the end of the lesson. Other governors contribute positively to the school by working at weekends to improve the fabric of the building. This understanding of the daily work of the school is complemented well by the expertise of other governors who work within a management committee carrying out the more formal aspects of monitoring. This includes contributing to school improvement planning, setting and checking the budget, appointing staff and negotiating with the local education authority.

The curriculum for social development is excellent; the curriculum for spiritual, moral and cultural development is very good; extra-curricular activities are very good.

19. The school values the importance of these aspects of the curriculum. Everyone works very hard to support pupils to develop social skills, and pupils respond very well to that support. There are consistent systems across lessons, assemblies, playtimes and extra-curricular activities to support pupils in reinforcing social development. Assemblies provide high quality opportunities for spiritual development, with prayer incorporated sensitively at the beginning and the end. There are very good opportunities for reflection. Teachers use prayer sensitively at the end of the morning and afternoon sessions. Teachers plan effectively for opportunities to provide awe and wonder in lessons. For example, in science in Year 2 pupils were amazed at how the butter changed after it had melted in the microwave oven. Staff provide regular good quality opportunities for moral development. They do this through reinforcing school rules when pupils do not understand them and through systematic teaching using stories or real life contexts. For example, in assembly the headteacher identified the importance of sharing kindness, and in a Year 5 geography lesson pupils investigated conflicting views in India about conserving tigers and the effect of humans on the environment. The school has worked hard to raise pupils' awareness of health issues and has received the Healthy Schools Award. Pupils receive many opportunities to extend their own cultural and multi-cultural development. The school makes very good use of visitors and visits out in the community. For example, pupils visit old peoples' homes and fund raise for charities. There are regular opportunities to extend multi-cultural understanding through mini-projects such as the Chinese New Year and the culture of the Native Americans.

20. The school provides a wide range of extra-curricular activities from reception through to Year 6. There is a very good balance across the different activities, which range from sports to arts to mathematics and even a tin whistle club. The activities are carefully arranged to ensure that there are a variety of different times for pupils to take part, ranging from lunchtime to after school and at weekends. The school has already achieved the Activemark Gold celebrating their sports activities and is now working towards the Artsmark.

WHAT COULD BE IMPROVED

Progress in writing, which is slower than in reading.

21. Progress in writing is good throughout the school with children entering the school with attainment below the expected level and leaving the school with attainment at the expected level. However, the progress is not as good as it is in reading. The new headteacher has already identified this as an area for improvement. Progress is slower for several reasons. These are:-
- systems for developing handwriting are not consistent through the school;
 - spelling is taught regularly and used well for homework, but is not directly related to pupils' individual needs;
 - the marking of pupils' work varies from excellent to satisfactory and different strategies are used in different classes;
 - writing records and assessment are not as thorough as the reading records and assessment;
 - the range and variety of writing styles narrow in Year 6 and these pupils have had two different teachers this year.

Progress in science in Year 6.

22. Progress in science is very good throughout the school, but slows in Year 6. This is because expectations of pupils' potential in science are too low. The proportion of investigative work drops significantly. Pupils do not receive enough opportunities to hypothesise, predict and then analyse the outcomes of scientific experiments. The range of recording strategies is reduced and opportunities are missed for extending numeracy skills. More able pupils are not challenged to fulfil their potential or given more demanding work in order to reach the higher levels of achievement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the governors, headteacher and staff should:-

- (1) increase the rate of progress in writing throughout the school by:-
 - carrying out an audit of the handwriting currently in place and implementing consistent systems for developing skills systematically;
 - matching the weekly learning of spelling more closely to individual pupils' needs;
 - implementing a consistent marking policy for writing throughout the school;
 - developing more effective records of pupils' progress in writing;
 - extending the range and variety of writing in Year 6;

Paragraph 21

- (2) increase progress in Year 6 in science by:-
 - extending the range of investigational work in lessons;
 - raising teachers' expectations of pupils' potential;
 - providing more challenging work for more able pupils;
 - using a wider range of recording strategies of practical investigations;
 - extending the use of numeracy in science.

Paragraph 22

In addition governors should include the following weakness in their action plan:-

- co-ordinators are not given enough guidance for monitoring their subjects across the school. *Paragraph 17*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	5	9	4	2	0	0	0
Percentage	25	45	20	10	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 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)	175
Number of full-time pupils known to be eligible for free school meals	25
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	20
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	2
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.6

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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	13	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	12	12	13
	Girls	13	13	13
	Total	25	25	26
Percentage of pupils at NC Level 2 or above	School	96 (81)	96 (93)	100 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	12	12	13
	Girls	13	13	13
	Total	25	25	26
Percentage of pupils at NC Level 2 or above	School	96 (93)	96 (93)	100 (93)
	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	16	14	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	13	13
	Girls	13	12	13
	Total	26	25	26
Percentage of pupils at NC Level 4 or above	School	87 (81)	83 (94)	87 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	13	14
	Girls	13	13	13
	Total	27	26	27
Percentage of pupils at NC Level 4 or above	School	90 (88)	87 (81)	90 (94)
	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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	175
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)	8.5
Number of pupils per qualified teacher	23.3
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	105

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	349,341
Total expenditure	337,405
Expenditure per pupil	2,070
Balance brought forward from previous year	18,671
Balance carried forward to next year	30,607 ³

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)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

³ [This balance includes the finance used to pay for the computers now in place in the new computer suite.](#)

Results of the survey of parents and carers

Questionnaire return rate 30.3%

Number of questionnaires sent out

175

Number of questionnaires returned

53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	4	0	0
My child is making good progress in school.	57	43	0	0	0
Behaviour in the school is good.	45	51	4	0	0
My child gets the right amount of work to do at home.	49	43	8	0	0
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	51	45	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	51	45	4	0	0
The school is well led and managed.	53	43	2	0	2
The school is helping my child become mature and responsible.	64	34	2	0	0
The school provides an interesting range of activities outside lessons.	42	30	16	4	8