

INSPECTION REPORT

ST AUGUSTINE'S RC PRIMARY SCHOOL

London

LEA area: Hammersmith and Fulham

Unique reference number: 100347

Headteacher: Mrs E Mullarkey

Reporting inspector: Mr P B McAlpine
21552

Dates of inspection: 28-29 January 2002

Inspection number: 243965

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
Gender of pupils:	Mixed
School address:	Disbrowe Road Hammersmith London
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs P O'Driscoll
Date of previous inspection:	6 October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This average sized Roman Catholic primary school has 215 boys and girls on roll, all attending full-time. Pupils are admitted from two adjoining parishes. The number of pupils attending the school has increased by nine per cent since the previous inspection, reflecting its popularity, and it is now oversubscribed. The pupils are organised into seven classes, all of them containing a single age group. Twice a week the pupils in Years 3, 4, 5, and 6 are organised into sets for English and mathematics based on attainment. The backgrounds of the pupils show considerable ethnic diversity. About a third of the pupils are of white United Kingdom heritage. The remainder are mainly from white European, black African and black Caribbean families but there are also pupils from a large number of other minority ethnic groups each represented by only a handful of pupils. There are five refugees from South America and a small number of Travellers. Nearly a third of the pupils speak English as an additional language; 13 are at an early stage of English language acquisition. The main other languages spoken are Spanish; French; Tigrinya; and Portuguese. The ethnic mix of the school has broadened since the previous inspection. The proportion of pupils eligible for a free school meal, 31 per cent, is above average; the proportion has dropped by a quarter since the previous inspection. The proportion of pupils with special educational needs, 18 per cent, is below the national average. Nearly all of them have difficulties in literacy and numeracy. Three pupils have a statement of special educational need; this proportion is average. The proportion of pupils admitted or transferring from the school at other than the usual time is low. The general standard of attainment on entry is average.

HOW GOOD THE SCHOOL IS

This is a very good school. Standards among the eleven-year-olds, the oldest at the school, are very high in English, mathematics, and science. Teaching is very good. Pupils learn quickly in lessons and their achievement by the age of eleven is well above average when compared to their attainment on entry. The headteacher is providing strong and effective leadership and the educational direction of the school is very clear. The deputy headteacher supports the headteacher very well and all teachers with management responsibility make a good contribution. The average cost of educating a pupil is high compared to most other London schools but the very good quality of education and excellent results in English, mathematics, and science mean that the educational value for money is good.

What the school does well

- Test results for eleven-year-old pupils in English, mathematics, and science are much higher than in most schools.
- Standards in information and communication technology, which the governors asked the inspectors to evaluate, have risen and are now above average.
- The overall quality of the teaching is very good.
- Pupils like the school; they are eager to learn and behave very well.
- The leadership of the headteacher and her deputy is very good; the school is well managed.

What could be improved

- The provision in the Foundation Stage for learning through physical activity outdoors.

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 previously inspected in October 1997. Improvement since then has been good. Standards in the core subjects have risen much faster than standards nationally. Performance in English and mathematics was ranked in the top 40 per cent of schools in 1997 and is now in the top five per cent, reflecting a dramatic improvement in the performance of the more able pupils. The teaching has improved significantly. So has behaviour. Information and communication technology was underdeveloped in 1997 and is now a very strong subject with above average standards. Senior management and the governing body have tackled all of the issues for action positively and, in the main, successfully. Standards in music have risen from below average to above average. Standards in geography are now above average. Appropriate regard is now taken of the Code of Practice for pupils with special educational needs and provision is good. The curriculum for personal, social and health education has been improved and is now good. Although a policy for design and technology has been written, and staff training provided, there is very little evidence that the programme of study for this subject is taught in full or in depth; this is unsatisfactory.

STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The test results for eleven-year-olds in 2001 were very high in all subjects tested. In English and mathematics, results were in the top five per cent of schools nationally. Performance compared to similar schools was also very high and in the top five per cent in English and mathematics. The achievement of eleven-year-olds when compared to their attainment at age seven was very good, with all pupils making or exceeding the expected amount of progress in reading, mathematics, and science over the four junior years. Achievement in writing was satisfactory but not quite as good as in reading, mathematics, and science, with a small number of boys not making all of the progress that they should. Results in 2001 in the tests at the age of seven were above average in reading and mathematics and well above average in writing. Effective teaching led to every seven-year-old attaining or exceeding the expected national level; this was a good improvement compared to the previous inspection. The achievement of seven-year-olds when compared to their baseline assessments was good and all pupils made the expected progress. The targets for eleven-year-olds in 2001 were exceeded by a wide margin. The targets for 2002 and 2003 were set some time ago and are no longer as challenging as they were, particularly in terms of high attainment, and should be revised.

The standard of current work in English and mathematics is consistent with the test results for 2001; standards in these subjects are well above average and the pupils in Year 6 and in Year 2 are on course to match in 2002 the results in 2001. The small amount of work seen in science is consistent with the 2001 results and shows current standards to be well above average in Year 6 and above average in Year 2. The standard of pupils' work is good throughout the school in art and design, geography, information and communication technology, and music. Standards in information and communication technology and in music have improved significantly since the previous inspection, reflecting the effective development of both subjects. Standards in history and physical education are satisfactory. Very little work in design and technology is available. The small amount that is, together with discussions with pupils, indicates limitations to pupils' knowledge and that insufficient priority is being given to the subject. Standards in the Foundation Stage are good in personal, social and emotional development; communication, language, and literacy; and in mathematics. Standards in the other nationally agreed areas of learning in this age group are satisfactory although the evidence is limited, especially for physical development reflecting the inadequate provision for learning through outdoor physical activity.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils like school, enjoy lessons, work hard, and show a willingness to participate in voluntary activities.
Behaviour, in and out of classrooms	Very good. Pupils behave well. No bullying, racist or sexist behaviour was seen.
Personal development and relationships	Very good. Pupils show good levels of independence and initiative. They are courteous and respect the needs of others. Relationships are very good.
Attendance	Average. Absence is mainly because of illness. Punctuality is satisfactory and few pupils arrive late.

Parents and pupils report very little bullying and say that the little that does arise is mostly dealt with effectively by the teachers. The pupils work in lessons in an atmosphere free from oppressive behaviour. No pupil has been excluded during the reporting period. The procedures for monitoring and improving attendance are informal and should be more rigorous.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 and 2	Years 3 to 6
Lessons seen overall	Good	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 teaching is very good overall. It is much better than the national picture and has improved considerably since the previous inspection. The subjects of English and mathematics, including literacy, numeracy, phonics, and other basic skills are taught very effectively throughout the school. All teachers have a good grasp of the programmes of study for the core subjects and of the methods that are most effective, including those recommended by the National Literacy and Numeracy Strategies. Very good use is made of specialist knowledge, as in music and in information and communication technology, to ensure that the learning needs of pupils are fully met. The teaching is motivational and is leading to almost all pupils being keen to learn. The teachers are very good at providing challenging questions and clear explanations of new knowledge. Planning is explicit, and of good quality, in English, mathematics and science, and adequate in non-core subjects. The management of pupils, including the maintenance of discipline, is very effective. There are good arrangements for homework, ensuring that it extends learning in lessons. The teaching is effectively meeting the learning needs of all pupils; this is a major improvement since the previous inspection. The teaching is meeting the learning needs of pupils with English as an additional language, particularly the advanced learners of English, ensuring that they do not underachieve. Pupils with special educational needs receive good teaching and make satisfactory progress in relation to the difficulties they face.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the main. Strong emphasis is placed on English, mathematics, and science. Good emphasis is now placed on information and communication technology and on music. In most other respects, the curriculum is balanced except for design and technology, where limited evidence points to narrow provision. The quality and range of the Foundations Stage curriculum is satisfactory except for outdoor provision, which is inadequately planned.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are identified early and their needs are effectively met. Support staff are experienced and well trained. Individual education plans are specific, detailed, and of very good quality.
Provision for pupils with English as an additional language	Effective. Support for pupils at the advanced stages of acquiring English is generally good, with appropriate emphasis on explaining clearly ideas in subjects so that vocabulary and understanding are extended.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for spiritual development is good. The provision for moral and social development is very good. The provision for cultural development is satisfactory.
How well the school cares for its pupils	Good. The child protection policy is implemented appropriately.

Teachers and their assistants have received training in child protection. There is a satisfactory number of trained first aid staff. The parents' think the school is very good. The provision for cultural development of pupils has improved considerably since the previous inspection. Assemblies, for example, make good use of the cultural diversity of the pupils' backgrounds and the different first languages that are spoken.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is setting a clear educational direction to the work of the school. She leads by example and has established a good team spirit. She is well supported by her deputy and by all teachers with management responsibility. The school is well managed and all relevant statutory requirements are met.
How well the governors	Very supportive and make a good contribution to the school community. Their

fulfil their responsibilities	involvement in the curriculum and the planning is typical of most schools.
The school's evaluation of its performance	Good. The monitoring, evaluation and development of teachers is effective. The strengths and weaknesses have been identified and senior management is working systematically to improve the school.
The strategic use of resources	Satisfactory. Best value principles are applied effectively.

Staffing is sufficient. The ratio of pupils to teachers is about average and there are more learning support assistants than is usually found. Sufficient staffing is provided for pupils with English as an additional language. The accommodation is satisfactory, with good specialist rooms for the library and information and communication technology. Outdoors, the playground is adequate in size. The lack of a playing field is a disadvantage. The outdoor accommodation for the Foundation Stage is unsatisfactory. Learning resources are adequate expect for the Foundation Stage, where resources for learning through physical activity outdoors are poor in quality, quantity and range.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The leadership and management of the school. • Children like the school and work hard. • The teaching is good and children make good progress. 	<ul style="list-style-type: none"> • The information about homework.

The inspectors agree with parents that leadership and management are very good; that the children like school; and that the teaching is very good. The arrangements for homework are better than most schools. Parents are kept informed about the general homework policy but are not informed in detail nor is there a system of communication such as a homework diary; the inspectors recommend that arrangements for communicating information about homework are improved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Test results for eleven-year-old pupils in English, mathematics, and science are much higher than in most schools

1. The test results for the eleven-year-old pupils in 2001 were well above average in English, mathematics, and science. The standard of current work in Year 6 is consistent with the 2001 test results. These high results reflect well above average teaching, which is leading to very good achievement of all eleven-year-olds compared to their attainment at the age of seven. There are no significant variations in attainment between pupils from different backgrounds, either in tests or in current work. Pupils with English as an additional language are mostly at advanced stages of English acquisition and are well supported in the teaching. All of the pupils with English as an additional language do well in core subjects and many eventually exceed national expectations. Pupils with special educational needs receive extra support with phonics, spelling, and grammar and this is enabling them to keep up with expectations. Traveller pupils are settled within the locality and their attainment and progress are the same as other pupils. Girls did better than boys in English, mathematics, and science in 2001. Boys' attainment has improved quickly in recent years and although girls are still ahead, the difference is no longer as significant. The attainment of the most able pupils is boosted effectively to very advanced levels and a few pupils are on course to attain standards more typically associated with fifteen and sixteen-year-olds.
2. All but one of the eleven-year-olds tested in 2001 attained or exceeded the expected national level in every subject tested. The proportions exceeding expectations in each subject were also significantly higher than the average nationally. Nine-tenths of the eleven-year-olds tested in 2001 had been attending the school at the age of seven; all of them made or exceeded the expected amount of progress between the ages of seven and eleven in reading, mathematics, and science. Pupils currently in Year 6 have made similarly good gains in knowledge and achievement overall is better in these subjects than in most other schools. Achievement in writing in 2001 was not as good as the other subjects but was still significantly better than the typical picture nationally; about two-thirds increased their attainment by the expected amount over the four junior years, including nearly half who exceeded the expected progress. All pupils with high attainment at the age of seven went on to attain highly at the age of eleven. A large number of pupils with average attainment at the age of seven in reading, mathematics and science made more than the expected progress and attained highly when aged eleven. In writing a small number of pupils, mainly boys, with broadly average attainment at seven did not repeat their success at eleven; this is not likely to be repeated in 2002. All pupils attending the school in 1997 with low attainment at the age of seven caught up with national expectations by the age of eleven. Nearly all of those who joined the school after the age of seven attained the expected national level in each subject.
3. All pupils in Year 6 can read aloud fluently and expressively. They have a good understanding of the main points and readily make inferences and deductions from the text about a character's motives and feelings. Many pupils are capable of reading text of an adult level of difficulty. In writing, all of the Year 6 pupils use adjectives and adverbs to increase the detail and clarity of their writing, with regular use of complex sentences to convey their thoughts and consistent use of advanced punctuation, such as commas to separate clauses, semicolons and colons. Previous work shows that pupils can write at length for a broad range of purposes, with generally accurate spelling and punctuation. Handwriting is invariably joined and legible. There are slightly more girls in the high attaining group in writing.
4. In mathematics in Year 6, the pupils' knowledge of number is broad and generally better than is typically found. Good emphasis is placed on the teaching of mental mathematics and standards among pupils in this aspect are high. In a very good lesson with the high attaining set, the eleven-year-olds could multiply mentally three-digit numbers by five; multiply decimals by 10; and find percentages of large numbers. They are familiar with algebraic formulas and can use these to solve practical problems. In an excellent lesson, the eleven-year-olds could calculate quickly $6^2 + 3^2$, later extended to $x^2 + y^3$, both mentally and on paper and showed extensive knowledge of algebraic formulations, including brackets.
5. The shortcomings in teaching and the curriculum that were found at the last inspection have been remedied and this is why standards and achievement are so good. Assessment is used rigorously to identify and group pupils with similar attainment and then meet their common needs efficiently and effectively. Analysis of assessment data has led to pupils being taught in sets based on levels of attainment and to specific provision through booster classes, additional literacy support, and for pupils with special educational needs, that is designed specifically to meet identified learning needs. The teaching and the planning now take good account of individual differences in attainment in core subjects and work in English and mathematics is very well matched to learning needs; all pupils are effectively challenged. Curriculum planning is now appropriately detailed and effectively promoting

continuity and progression in learning. Good use is made of individual target setting, with pupils aware of their targets and eager to attain them. Good opportunities are provided for talented and gifted pupils, enabling them to excel; for example, a highly talented ten-year-old pianist played a very challenging piece of classical music while pupils entered the hall for collective worship.

6. The trend of improvement in test results is significantly above the national trend at the age of eleven in all of the core subjects. Performance in English and mathematics is excellent when compared to schools with pupils from similar backgrounds, being in the top five per cent of such schools. The targets for eleven-year-olds in 2001 were exceeded by a wide margin, especially the targets for the proportion of pupils exceeding expectations in English. The targets for 2002 of 93 per cent of the eleven-year-olds in English and 90 per cent in mathematics attaining the expected national level, with about a quarter exceeding expectations, were set some time ago and are no longer as challenging as they were. The targets should be revised upwards, particularly for the proportions exceeding expectations, to reflect the very good education the school now provides.

Standards in information and communication technology, which the governors asked the inspectors to evaluate, have risen and are now above average

7. Current standards are above average and rising throughout the school. This is a good improvement since the previous inspection, reflecting the recent building and equipping of a self-contained computer suite and, more especially, the rigorous planning and teaching of the programmes of study that has since followed. The oldest pupils now have a broad knowledge of all of the basic applications of computers, particularly word processing, databases, spreadsheets, and control technology, and are aware of a range of every-day uses of the technology, for example, in calculators, mobile phones and the internet. This is a big improvement, showing that the main shortcomings at the time of the previous inspection have been remedied. There are no significant variations in attainment or progress between pupils of different background or gender. Achievement for low attaining and average pupils is good, with all of them making the progress they should. Because the computer suite is relatively new, with some catching up of knowledge necessary, some lessons treat all pupils the same and this means that the high attaining pupils are not always fully stretched. The coordinator is aware of the specific needs of pupils who are more able and is planning to guide teachers towards challenging these pupils effectively at all times.
8. In a good lesson in Year 5, the pupils quickly extended their knowledge of databases. They were able to enter new data, sort the data alphabetically and by other criteria. They could retrieve past work, amend, and save their work. All of them could present their data by using the program to produce a graph. The teaching was systematic and used the advantages of the computer suite to the full, such as an enlarged screen that enabled pupils to observe how the teacher used the database program, helping pupils to make quick gains in knowledge. In a good lesson in Year 4, the pupils quickly extended their knowledge of word processing. They know how to arrange the text so that it fits the page. They can select and change the font, its size and colour, and can edit using the delete key. All pupils can save and relocate their work and have satisfactory keyboard skills. All pupils use the correct terminology effectively to talk about their work.
9. Leadership and management of the subject are good. The coordinator leads effectively through the good example of her teaching. She has good subject knowledge and expertise and is competently identifying and sharing good practice. Subject guidance and curricular planning are good. The systems for assessment are good and effectively used to raise standards. Resources are excellent.

The overall quality of the teaching is very good

10. All of the teaching is satisfactory or better; 90 per cent is good or better, including a quarter that is very good or excellent. These proportions are higher than is found in most schools. All of the shortcomings identified at the time of the previous inspection have been remedied. The improvement is, in part, the results of rigorous appointment procedures and the recruitment of effective teachers but it mainly reflects the strong leadership of the headteacher and deputy headteacher, who are able to set high expectations for the teaching. The regular monitoring and evaluation of the teaching has helped the professional development of all the teachers and is contributing to the identification and sharing of good practice. Performance management is helping, at an individual level, to target and improve specific teaching skills.
11. In an excellent mathematics lesson in a high attainment set in Year 5 and 6, the motivational teaching and challenging questioning led to the full and eager participation of all pupils. The work was very demanding but well matched to the learning needs of the particular group. The brisk pace meant that all pupils quickly increased their knowledge of algebraic equations, including the use of brackets, and were able to apply this knowledge to solve problems using all four operations, fractions, and decimals. Strong emphasis was placed on mental

calculations and on the pupils explaining the methods that they used, using correct terminology. This enabled all pupils to acquire knowledge of efficient methods and allowed the teacher to respond to misconceptions in a manner that all pupils could benefit from. The entire group, including the Year 5 pupils, was attaining national levels two or more years ahead of expectations. The learning needs of a small number of gifted pupils were well provided for.

12. In a very good English lesson studying myths in a Year 5 and 6 set, basic grammar and comprehension skills and knowledge of the genre were quickly increased. All of the pupils increased their knowledge of adjectives and adverbs, understood the main differences between myths and other genres, and used advanced punctuation such as comma and semicolon more accurately when writing lengthy and detailed ideas in complex sentences. In a very good lesson in the reception year, where the focus was on mathematics, the teacher very effectively used a range of methods to increase the pupils' knowledge of number. In shared work, a number song generated enthusiasm amongst the four-year-olds during the mental warm up and extended their counting skills. The song helped pupils become aware of zero, which was relatively advanced for the age group. Number patterns, using numerals, were included, with the level of challenge being increased by asking pupils to identify any numerals that were missing from the pattern. The work then progressed to simple addition, which was the main teaching purpose of the shared work. The shared work was timed well so that pupils remained eager throughout and then moved enthusiastically to group and individual work. The tasks were very well matched to individual learning needs and enabled all pupils to consolidate and extend mathematical knowledge appropriately. The lesson was brought to a close with another number song that reinforced knowledge of simple addition; everyone sang with gusto.
13. The high quality of the teaching reflects teachers' good subject knowledge and the fact that they prepare lessons in depth. Music was a subject where standards were unsatisfactory at the previous inspection. The teaching is now sharply focused on increasing pupils' knowledge across the full range of the programme of study. In a very good lesson in Year 5, the teacher's excellent subject knowledge enabled her to discuss the lyrics of a song in depth, which added to the pupils understanding of the writer's meaning, enabling them to sing with increased expression and melody. Through very careful teaching, she efficiently and effectively taught the pupils about major and minor keys and musical scales. The teaching was motivating and left the pupils eager to apply their knowledge. In geography, another subject identified by the previous inspection as needing improvement, the teaching in a good lesson in Year 4 was well planned, with clear learning objectives, and led to all pupils improving their knowledge of major cities around the world. In a good personal, social, and health education lesson in Year 3, the pupils increased their knowledge of dental hygiene because the teacher had herself researched the subject before teaching the pupils and had a good grasp of the facts. She was able to incorporate correct terminology into her teaching, which benefited all pupils, including those with English as an additional language.
14. The teaching of pupils with English as an additional language is generally effective. In the good geography lesson in Year 4 already described, time was taken to explain difficult ideas in detail and to allow pupils from different minority ethnic backgrounds, and different first languages, to share experiences of European travel and of different countries further afield. This helped those learning English as an additional language to consolidate and expand their use of subject terminology and broaden their general vocabulary.
15. Relationships are very good. Teachers handle misconceptions sensitively but positively. This gives pupils the confidence to get involved, to offer answers to challenging questions and risk getting them wrong because they know that the teachers will respond positively and helpfully. The pupils' behaviour is managed very well and consistently in all classes. Teachers are assertive and clearly communicated to pupils their expectations of good behaviour and their reasons for these expectations. Good use is made of praise, with the reasons for the praise explained clearly. The provision of homework is consistent with school policy and is helpful to the pupils because it extends what they learn in lessons.

Pupils like the school; they are eager to learn and behave very well.

16. Ninety-nine per cent of parents who replied to the questionnaire said that their child likes school. About three-quarters of parents hold this view strongly and, overall, the expression of liking for school is higher than typically found. The parents' view is consistent with the views expressed by pupils themselves and by their responses in lessons. Pupils' arrival at the start of the school day is very orderly. Opportunities are created for pupils to help in school before lessons begin, for example, setting up the hall for assembly. These responsibilities are taken very seriously and are conscientiously carried out. Pupils respond excellently to daily routines, such as registration, enabling these administrative tasks to be conducted swiftly and accurately. All pupils line up on the playground in the same order each day so that registration can be completed as they enter the building.

17. The teaching motivates the pupils very well and they are generally keen to answer questions and to settle to independent work quickly and quietly. They concentrate for long periods and work hard to complete the task in hand. This reflects the high expectations the teachers have of the pupils in terms of application to work and of their behaviour. Provision for personal and social education is good and helping pupils to increase their knowledge of themselves and of others.
18. Behaviour is good in lessons, at lunchtime, at playtime, and when coming to or leaving school. Nearly all pupils behave very well and have a good understanding of right from wrong. Levels of courtesy and consideration for others are high. This positive picture represents good improvement since the previous inspection. The improvement is because the headteacher has a high expectation that all pupils will behave very well at all times. She promotes this expectation by explaining clearly what constitutes good behaviour; rewarding instances of good behaviour; telling pupils about the good behaviour of individuals and explaining why they were good; being appropriately assertive and having consistently applied sanctions, and including time for reflection.

The leadership of the headteacher and her deputy is very good; the school is well managed.

19. The leadership of the headteacher is very good; her deputy very effectively supports her. The headteacher sees the constant striving for excellence as being at the heart of school life. This aspiration is very capably communicated to and shared by all of the staff and by the pupils. The headteacher leads by example in all that she does, has a clear vision of what constitutes good practice in teaching and learning, and inspires, motivates and influences the work of her staff so that they too perform well. The deputy headteacher is leading the development of good practice powerfully through the excellent example of her teaching. A high-performing team of teachers is being created whose work is consistently good. The school is very well managed for the benefit of all its pupils. A broad range of policies are documented and implemented effectively. What the school is good at, together with priorities for improvement, have been clearly identified. Senior management and governors are forward looking and planning developments appropriately over the next two to three years.
20. The aims and values of the school are explicit and effectively achieved. They fully reflect the denominational character of the school and make a strong commitment to good relationships and equality of opportunity for all pupils. The community is very orderly. Pupils relate very well to each other. Levels of tolerance and care for others are high.
21. Delegation is good and teachers with management responsibilities are working constructively towards improving provision and raising standards in their subjects. The information and communication technology coordinator, for example, is purposefully helping teachers to increase their knowledge of the subject and of the methods and strategies for teaching it successfully in the newly built computer suite. The music coordinator is helping to establish good practice and to ensure that the programme of study is taught in full. These are good improvements in leadership and management since the previous inspection. Both the information and communication technology coordinator and the music coordinator lead positively through the example of their own good teaching. The contributions of all those with management responsibility, the individual skills and expertise they bring to their subjects, and the shared commitment to improvement mean that the school has very good capacity to succeed.
22. The systems for monitoring, evaluating and developing the teaching are good and have improved significantly since the previous inspection when these were key issues for action. The headteacher and her deputy have implemented a rigorous programme of lesson observations. Findings are recorded appropriately and used to help teachers develop professionally. Each academic term has a different development focus and the monitoring is linked to the national system of performance management. The focus in the autumn term was on matching work to pupils' levels of attainment in English and mathematics. This aspect of performance management is effective. Inspectors found, for instance, that all teachers are now providing work in English and mathematics at varying levels of difficulty so that everyone is suitably challenged and that they are stretching pupils of different attainment by asking questions that take into account individual learning needs. An appraisal system for non-teaching staff is in the process of being developed and this is good practice.
23. Performance data from assessments and test results is evaluated and the findings used to identify development priorities and pupils with similar learning needs; this is an improvement since the previous inspection. Analysis of data from previous years showed the school that high and low attaining pupils needed specific support. Pupils are now taught in class-sized sets based on their attainment. This system has been very effectively introduced and is one of the main reasons why all eleven-year-olds make or exceed the progress that they should and why they are on course to attain or exceed the expected national level by the end of the school year. Additional support for low attaining pupils and booster classes are provided following the analysis of progress and learning needs. This is leading to those facing difficulties now being able to keep up with expectations in reading and to

gifted pupils attaining standards in English and mathematics that are four years in advance of expectations.

24. The governing body is highly supportive and is making a good contribution to the sense of community and of family at the school. Governors are involved to a typical extent in policy making and in ensuring that all relevant statutory requirements are met. They keep themselves informed about the performance of the school and some of them visit lessons to check for themselves how well the school is doing. Financial management is sound.

WHAT COULD BE IMPROVED

The provision in the Foundation Stage for learning through physical activity outdoors

25. The provision for learning through physical activity outdoors is underdeveloped and not as good as is typically found. This reflects insufficient use of the existing resources and a level of resources for outdoor use that is poor in quality, quantity, and range. The current provision indoors is leading to nearly all pupils acquiring satisfactory dexterity and accuracy with small scale movements such as are needed when drawing or cutting with scissors but not enough is done to extend skills involving large-scale movements. Once a week the pupils have physical education lessons in the hall to explore large-scale movements but these opportunities are too infrequent, too narrow in range, and over-directed for their age and learning needs.
26. The outdoor space set aside for pupils in the reception year is large enough in total but the all-weather surface is too small. It is not easy for pupils to move between the indoor and the outdoor provision. There are a few toys for pupils to sit on and ride but there is little for them to climb over, under, around, between or through. The level of physical challenge is low. There are too few natural materials and other resources to extend learning in the other nationally agreed areas of learning. Very little planning occurs to make maximum use of existing resources and so pupils are not getting enough time to explore, experiment, and refine movements and actions through daily physical activity. Because opportunities are rare, and the planning minimal, pupils are not being taught systematically the vocabulary of movement or being given the chance to develop the confidence and independence that they need.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The school is successfully raising the attainment of its pupils in nearly all aspects of the curriculum. In the Foundation Stage, pupils are well taught in areas involving literacy and numeracy but their overall curriculum is not as balanced as it should be. This is limiting their physical development and their opportunities in all of the nationally agreed areas of learning to learn through physical activity outdoors. To improve the balance and quality of provision in the Foundation Stage, the headteacher and her staff, with the support of the governing body, should:
- improve the quality, quantity, range and frequency of provision for pupils in the reception year to learn through challenging physical activity outdoors by:
 - providing relevant training for teachers and support staff in the Foundation Stage to help them increase their knowledge of good practice in physical development outdoors and indoors;
 - providing daily access to a secure outdoor area that has an adequately sized all-weather surface together with natural surfaces such as grass;
 - improving the quality, quantity and range of equipment and resources to help develop large-scale movement and to increase the opportunities pupils have to learn through physical activity in all of the nationally agreed areas;
 - planning daily a full range of challenging activities outdoors;
 - setting relevant, measurable targets for higher standards and reporting regularly to governors on progress towards achieving the targets.
(Paragraphs 25 and 26)
28. The governors should also consider including the following in their action plan:
- increasing the priority given to design and technology and introducing arrangements to monitor the provision in this subject to check that the programme of study is taught in full and in sufficient depth.

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	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	13	2	0	0	0
Percentage	5	20	65	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)	215
Number of full-time pupils known to be eligible for free school meals	67

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	67

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.0	School data	0.3
National comparative data	5.6	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
	2001	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	16	16	16
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (90)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	13
	Girls	16	16	16
	Total	29	30	29
Percentage of pupils at NC level 2 or above	School	97 (100)	100 (97)	97 (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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	17	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	17	17	17
	Total	32	32	32
Percentage of pupils at NC level 4 or above	School	97 (96)	97 (96)	97 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	15
	Girls	17	17	17
	Total	31	32	32
Percentage of pupils at NC level 4 or above	School	94 (96)	97 (96)	97 (96)
	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	10
Black – African heritage	19
Black – other	21
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	121
Any other minority ethnic group	11

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)	9.5
Number of pupils per qualified teacher	22.6
Average class size	31

Education support staff: YR-Y6

Total number of education support staff	5
Total aggregate hours worked per week	82.5

Financial information

Financial year	2000-2001
	£
Total income	563074
Total expenditure	563299
Expenditure per pupil (207 pupils)	2721.25
Balance brought forward from previous year	18800
Balance carried forward to next year	18575

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	0
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)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	215
Number of questionnaires returned	106

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	22	0	0	1
My child is making good progress in school.	77	20	2	0	1
Behaviour in the school is good.	68	32	0	0	0
My child gets the right amount of work to do at home.	52	43	3	1	1
The teaching is good.	77	22	1	0	0
I am kept well informed about how my child is getting on.	65	29	4	0	2
I would feel comfortable about approaching the school with questions or a problem.	71	25	3	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.	64	32	2	2	0
The school is well led and managed.	84	12	1	1	2
The school is helping my child become mature and responsible.	73	24	1	0	2
The school provides an interesting range of activities outside lessons.	49	38	2	7	4

Other issues raised by parents

A very small number of parents raised issues about bullying. The arrangements for responding to bullying were checked and found to be satisfactory.