

INSPECTION REPORT

SAINT RAPHAEL RC PRIMARY SCHOOL

Northolt, Middlesex

LEA area: Ealing

Unique reference number: 101925

Headteacher: Miss A P O'Sullivan

Reporting inspector: Mr C D Taylor
23004

Dates of inspection: 7 - 8 July 2003

Inspection number: 246167

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 to 11 years

Gender of pupils: Mixed

School address: Hartfield Avenue
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Middlesex

Postcode: UB5 6NL

Telephone number: 020 8841 0848

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Appropriate authority: The governing body

Name of chair of governors: Mr B Dempster

Date of previous inspection: 2 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Saint Raphael Roman Catholic Primary School is a voluntary aided school catering for boys and girls aged four to 11 years. The school is bigger than most primary schools, with 410 full-time pupils. The school serves the parishes of St Raphael's in Yeading and St Bernard's in Northolt. The local area is a mixture of privately owned and local authority housing, including some low-rise flats. Numbers have fallen slightly since 1998. Eleven per cent of pupils - broadly in line with the national average - are known to be eligible for free school meals. Most pupils join the school with levels of attainment that are average for their age. Eighteen per cent of pupils - close to the national average - are identified as having special educational needs. Six pupils have statements of special educational needs. Pupils with special needs include those with moderate learning difficulties, specific learning difficulties (dyslexia), autism, hearing impairment, communication difficulties and behavioural problems. Eighty-nine pupils - over a fifth of the school - are from ethnic minorities, the majority being Black African or Black Caribbean. Forty-four pupils speak English as an additional language, but none are at an early stage of English acquisition.

HOW GOOD THE SCHOOL IS

St Raphael RC Primary is a very effective school. It has improved substantially over the last five years. Teaching and learning are now very good. Pupils' attitudes to learning and their behaviour are very good and relationships are excellent. Consequently, pupils achieve well and standards are above the national average in English, mathematics and science throughout the school. Attendance is well above the national average. The school benefits from very good leadership and a very strong shared commitment by the staff and governors to improve the school further. Expenditure per pupil is close to the London average and the school provides very good value for money.

What the school does well

- Teaching and learning are good in the reception classes and are very good in Years 1 to 6. As a result, standards are above the national average in English, mathematics and science at the end of Years 2 and 6.
- The very good leadership and management of the headteacher, deputy headteacher, key staff and governing body ensure that the aims and values of the school are very clearly reflected in its work.
- Pupils' very positive attitudes to work, their very good behaviour and their excellent relationships help them to work hard and to make good progress.
- The school cares for its pupils very well and there is very good provision for their spiritual, moral and social development.

What could be improved

- There is insufficient use of information and communication technology (ICT) to assist teaching and learning across the curriculum, particularly in English and mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in 1998, the school has made very good progress in improving the areas identified in the last inspection report. It has made very good progress in improving procedures to check pupils' standards of attainment throughout the school and in using this information to set work which closely matches pupils' individual needs. It has trained teachers to employ a wide range of strategies when teaching English. It has made very good progress in ensuring that the highest-attaining pupils are fully challenged in lessons. As a result, the school has achieved high standards in English, mathematics and science, in line with its targets. The governing body has worked hard to ensure that all statutory requirements are now met. In addition, pupils' good attitudes and behaviour have improved and are now very good. Teaching and learning have also improved and are now very good.

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
	2000	2001	2002	2002
English	A	A	A	A
mathematics	A	A	A	A
science	A	A	A	A

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

Inspection findings show that attainment in the current Year 6 is above the national average in English, mathematics and science. This is not as good as standards gained in the national tests in 2002 because the current year group has significantly more pupils with learning difficulties. In addition, several higher-attaining pupils moved away from the area, while those joining the school had lower attainment or special educational needs. Standards are above national expectations in ICT. Attainment at the end of Year 2 was in line with the national average in reading, above average in writing and well above the average in mathematics in the national tests in 2002. Standards were well above the average in the teachers' assessments in science. In the current Year 2, standards are above average in reading, writing, mathematics and science. As in Year 6, standards have fallen slightly in mathematics and science as the composition of the year group has changed. Attainment at the end of the reception year is above national expectations in all areas of learning. Pupils with special educational needs make very good progress because they receive very effective support. Pupils from ethnic minority backgrounds, and those whose mother tongue is not English, achieve well, as do other pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn and are well motivated. They are enthusiastic and well involved in all school activities.
Behaviour, in and out of classrooms	Very good. Pupils are very polite and helpful and behave well in class and around school. There were no exclusions during the last year.
Personal development and relationships	Excellent. Relationships between pupils and with members of staff are excellent. Pupils are given many opportunities to take initiative and to carry out responsibilities around the school.
Attendance	Attendance is well above the national average. Punctuality is very good.

TEACHING AND LEARNING

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

Teaching and learning are very good, overall. They are good in the reception classes and very good in Years 1 to 6. The teaching of English, including literacy skills, and the teaching of mathematics, including numeracy skills, are both very good. Strengths in teaching include very effective planning of lessons, teaching methods where work is closely matched to pupils' individual needs and very good classroom management. As a result, pupils achieve well and make good progress during their time at the school. Pupils with special educational needs receive all the help they need. Where teaching, although satisfactory, is sometimes less successful, this is because the work set is occasionally too difficult or a teacher does not explain a practical investigation clearly enough. Consequently, some pupils do not make as much progress as they might. Homework is used effectively to reinforce pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and well balanced. All the requirements of the National Curriculum are met. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. Pupils receive plenty of assistance and make very good progress towards the targets in their individual education plans.
Provision for pupils with English as an additional language	Good. One in ten pupils speak English as an additional language. Most are fluent in English and none is at an early stage of English acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall. Provision for pupils' spiritual development is very good and reflects the strong Christian ethos of the school. Provision for pupils' moral development is very good, with clear teaching of right and wrong. Pupils' social development is very good. Good cultural development includes visits to museums and places of historical interest. The school has begun to celebrate the cultural diversity within its own community.
How well the school cares for its pupils	Very good. Procedures for the personal support and guidance of pupils and for promoting good behaviour and attendance are very effective. The school has sensible strategies in place to check how well pupils are doing. Teachers use these assessments well to plan work that is appropriate for pupils of different abilities and different ages.

The school has very effective links with parents and receives the valuable support of a very active parent-teacher association. A few parents help regularly in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and deputy headteacher provide very good leadership and ensure that the school is moving forward with clear educational direction. Subject co-ordinators check planning and pupils' work, and monitor and evaluate teaching well.
How well the governors fulfil their responsibilities	Good. Governors carry out all their statutory duties well. They play an effective role in helping to shape the direction of the school.
The school's evaluation of its performance	Good. The headteacher and deputy headteacher monitor and evaluate the school's performance well and have a good grasp of its strengths and

	weaknesses. Subject co-ordinators have a good understanding of the strengths and weaknesses in their subjects.
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The strategic use of resources	Good, overall. The school supports educational priorities well through good financial planning. Specific grants, including funding for pupils with special educational needs, are used well. The school applies the principles of best value well by comparing itself with other similar schools, consulting parents and pupils, and ensuring competition through tendering. The accommodation is adequate and will be improved by the building of two additional classrooms and a nursery later this year. The school has a good number of teachers and classroom assistants. Resources are generally good, but more ICT software is needed in some subjects to support teaching and learning during lessons.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school. • They make good progress in their work. • Behaviour in the school is good. • The teaching is good. • Parents are kept well informed about their children's progress. • Parents feel comfortable about approaching the school with a problem. • The school expects children to work hard. • The school works closely with parents. • The school is well led and managed. • The school helps children become mature and responsible. 	<ul style="list-style-type: none"> • Two thirds of all parents responded to the questionnaire. A small number of those who responded felt that their children do not get the right amount of work to do at home. A few parents of pupils in Years 1 and 2 felt that there is too much homework, while some parents of pupils in Years 3 and 4 felt there is not enough. • A tenth of parents who responded, many with younger children, felt that the school does not provide an interesting range of activities outside lessons.

The inspection findings support the parents' extremely positive views. The amount of homework set by the school is broadly in line with national guidelines. Inspectors agree, however, that there is some inconsistency in the amount of homework set by teachers in Years 1 to 4. It is the inspectors' judgement that there is a good range of activities outside lessons. Most of these structured activities are for older pupils, but there are appropriate informal playtime activities available for younger pupils at breaks and at lunchtimes.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching and learning are good in the reception classes and are very good in Years 1 to 6. As a result, standards are above the national average in English, mathematics and science at the end of Years 2 and 6.

1. When children begin school, they join one of the two reception classes. Children currently enter the school with standards broadly typical for their age. They make good progress and by the end of the reception year, they exceed the expectations of the early learning goals for young children in personal and social development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. Strengths of teaching and learning in the reception classes include very effective lesson planning that matches work closely to children's needs, good use of support staff and resources, and very good class management.
2. Teachers have a good understanding of how young children learn. As a result, children work hard and maintain high levels of concentration. This greatly assists their learning. In a lesson using the story of the *gingerbread man*, for example, higher-attaining children, working with the teacher, concentrated hard as they wrote *Run, run, as fast as you can. You can't catch me. I'm the gingerbread man.* The lesson was well planned so children of average attainment were only expected to write a single sentence. At the same time, lower-attaining children, working with the classroom assistant, made attractive masks to represent different characters and worked hard to re-tell the story in their own words. In a numeracy lesson, the session got off to a brisk start as children counted in twos to ten and back again. Effective classroom management ensured that a child who was beginning to drift away from the circle was spotted quickly and brought back into the discussion. Good use of coloured cubes when calculating addition sums ensured that lots of *smiley faces* were rewarded for good effort and hard work. Careful planning ensured that the work set for different groups closely matched individual children's needs, and the classroom assistant ensured that pupils with special educational needs received all the help they needed.
3. Where teaching was satisfactory but could have been better, in a lesson about the water content of bread, there was good use of a toaster to demonstrate how water is driven off when bread is heated. The teacher did not explain the point clearly enough, however, by helping the children to weigh the bread and the toast as the lesson progressed, so these children did not learn as effectively as they might have done. Another group of children, working outside in the sunshine with the classroom assistant, made better progress drawing detailed plans of the swings, the pool and the model railway at *Legoland*, based on an official map and on their own recollections of a recent visit.
4. Teachers in Years 1 to 6 are enthusiastic and knowledgeable, and act as very good role models. As a result, pupils work hard, gain detailed and accurate knowledge, and learn very effectively. Strengths of teaching include very effective planning of lessons, very good teaching methods, very good use of assessments of pupils' progress and very effective classroom management. As a result, pupils achieve well, and standards in English, mathematics and science are above the national average at the end of Years 2 and 6.
5. In a literacy lesson in Year 1, for example, the teacher introduced a poem about frog spawn and a story about the life of a frog. She used effective questioning to stimulate a discussion on the differences between prose and poetry. Writing tasks were very well matched to the needs of different groups of pupils and the classroom assistant gave good support to pupils with special educational needs. As a result, all pupils worked at a brisk pace, were well motivated and produced short sentences that were better constructed and more accurately punctuated than is usual for their age. In another literacy lesson in Year 2, a very well planned progression of tasks led from an examination of a child's school report to the writing of subject reports by pupils about an imaginary child's progress. In an excellent lesson in Year 6, the teacher had assessed pupils'

progress well, and used her knowledge of their individual skills to set work at precisely the right level. As a result, pupils identified main and subordinate clauses within complex sentences, and demonstrated a consistent use of the present tense and the passive voice when writing impersonal reports.

6. In a very well planned mathematics lesson in Year 2, appropriate learning objectives, clearly written up on the whiteboard, ensured that pupils knew exactly what they were supposed to learn. A brisk mental mathematics session, identifying odd and even numbers and counting on in hundreds from numbers such as 132 or 466 set a good pace to pupils' learning. Pupils proceeded to have *Fun with Fractions* by dividing different shapes into halves and quarters and then concentrated well when playing a bingo game in pairs to reinforce their understanding of simple fractions. In Year 4, pupils made good use of number fans to answer quick-fire questions on multiplication facts, then used number triangles effectively to examine the relationships between multiplication and division facts. Practical tasks were matched to the needs of individual pupils well, and this ensured that all pupils worked productively and at a brisk pace. While lower-attaining pupils were given triangles with all the numbers present, average-attaining pupils had to deduce some missing numbers and higher-attaining pupils were set more challenging work about the relationships between square numbers and square roots. The school ensures that the most able pupils are challenged appropriately. This is a very good improvement on the previous inspection. In Year 6, for example, the most able pupils were taught in a separate group, where they willingly tackled the challenge of constructing triangles by using a ruler and a protractor to draw and measure base lines and angles accurately. Occasionally, however, work is set that is too difficult for some pupils. This occurred in a Year 2 lesson, where some pupils, working on their own, found it too difficult to identify and circle halves and quarters of large numbers of objects drawn on the page of their workbooks.
7. In science, there is a very good emphasis on pupils carrying out their own practical and investigative work. In a very good lesson in Year 5, for example, pupils made good use of magnifiers to examine live plant specimens before labelling diagrams of plants, carrying out a fair test and investigating the life cycle of flowering plants. Effective class management ensured that pupils worked well together, sharing equipment where necessary and supporting each other well. In Year 1, pupils discussed what they already knew about fruits before predicting what kind of seeds and how many they might find inside a mango. Excellent class management skills created a good balance between pupils' own investigations and well timed teacher inputs, and the provision of a variety of different recording sheets showed a very good awareness of pupils' individual needs. Pupils from minority ethnic groups are fully included in all activities and relationships between pupils from all backgrounds are excellent. Most of those whose mother tongue is not English speak the language fluently, and none have difficulty in following instructions or participating fully in lessons.

The very good leadership and management of the headteacher, deputy headteacher, key staff and governing body ensure that the aims and values of the school are very clearly reflected in its work.

8. The headteacher, deputy headteacher and key staff provide very good leadership of the school. They have well-defined aims and highly appropriate plans for the future. As a result, the school is moving forward with clear educational direction and the aims and values of the school are extremely well reflected in all its work. The school seeks to be a vibrant, worshipping and welcoming community and a living example of Catholic faith. In striving for excellence, it provides a lively and vigorous learning environment where children's efforts are valued and their potential is recognised. Pupils' hard work and good achievement are praised in class and work is celebrated in many attractive and stimulating displays on walls and corridors. The school expects very high standards of behaviour and ensures that children respect and care for each other. The headteacher has been in post for about six years and has established an open and consultative style of leadership that has empowered staff to develop their own leadership roles. She has established excellent relationships with parents and has gained the respect of her pupils. She is

strongly committed to raising standards in the school and has established a very good atmosphere to support the effective learning of all pupils.

9. The headteacher, deputy headteacher and subject co-ordinators monitor teaching and pupils' work very effectively. The headteacher visits classrooms regularly and has observed every teacher at work. She monitors standards informally when observing in classes and checks the standard of pupils' work on display. She regularly praises pupils during assemblies for caring behaviour, outstanding effort and good work. The headteacher, deputy headteacher and subject co-ordinators analyse National Curriculum test results and the results of other assessments completed by pupils across the school. They identify and take action to address any weaker areas such as aspects of writing or practical work in mathematics. Co-ordinators check teachers' long-term and medium-term planning and report on any points requiring action. They also examine samples of pupils' work to check standards, and observe and evaluate teaching in their subjects. Observations are fed back to individual teachers, with suggestions for future development. Some of these observations form part of the performance management system that is working effectively in the school. Each year, co-ordinators produce detailed action plans for their subjects. These focus well on specific areas where standards can be improved further, though they do not always indicate the budget implications of new developments or identify criteria by which their success can be measured. The granting of the *Investors in People* award in 2002 reflects the school's strong commitment to staff training and professional development.
10. The governors provide good support for the headteacher and are effective in carrying out their statutory duties. Governors visit the school regularly to assist with extra-curricular activities and to talk with teachers and pupils, though there is no systematic programme for observing lessons in all classes. They are kept well informed of new developments by detailed reports from the headteacher and by presentations by subject co-ordinators. As a result, governors have a good working knowledge of the school and a good understanding of its strengths and weaknesses. Governors keep up to date with new developments by attending a range of training courses and reporting back to other governors. The full governing body meets once or twice each term and committees meet regularly to discuss the curriculum, staffing, accommodation and finance. Governors discuss management and budget issues and play an effective role in helping to shape the future direction of the school.

Pupils' very positive attitudes to work, their very good behaviour and their excellent relationships help them to work hard and to make good progress.

11. Pupils' attitudes to work are very good. They are keen to learn, highly motivated, and eager to take every opportunity to extend their knowledge and understanding. Teachers are enthusiastic and act as good role models. They build on their pupils' enthusiasm by encouraging them to share their insights with other pupils during question and answer sessions. Pupils listen attentively to their teachers and to other pupils. They follow instructions carefully and concentrate well. As a result, pupils work at a brisk pace and persevere until tasks have been completed. This enables them to increase their skills and knowledge and to make good progress.
12. Behaviour is very good both in class and around the school. Pupils nearly always behave well during lessons so most of their time is occupied in learning. They are very polite and extremely helpful to visitors and are keen to explain the work they are doing. This reflects the caring Christian ethos in the school by which pupils are taught to be kind and helpful to others. Pupils co-operate sensibly when working in pairs or in small groups and this helps them to learn more effectively. Nearly every parent agrees that behaviour in the school is good. Very little inappropriate behaviour was seen during the inspection, and very good discipline and strong class management were notable features of lessons. This provides pupils with a firm sense of security and enables them to work hard with little disturbance.
13. Opportunities for personal development are very good and are assisted by the outstanding quality of relationships in the school. Pupils get on very well together and learn from one another's ideas and suggestions. They co-operate well during group activities and share equipment or take turns where appropriate. They chatter happily as they walk along the corridors and play sensibly together in the playground. These excellent relationships help to develop pupils' tolerance and understanding of each other. Relationships between pupils from

different ethnic backgrounds are very good and pupils have excellent relationships with their teachers. Teachers know their pupils well and are aware of their individual needs. This builds pupils' confidence and encourages them to ask questions without loss of face.

14. The school provides very good opportunities for pupils to develop personal and social skills. Pupils take dinner registers to the school office, for instance, and tidy up effectively after activities. Elected representatives serve on the school council and take their responsibilities seriously when discussing matters that affect the whole community. Older pupils are keenly aware of their duty to care for younger ones, and develop a very good sense of citizenship by acting as school prefects. Many opportunities are provided for pupils to work together and to co-operate in small groups during lessons. Such activities help to develop responsibility in pupils and build their confidence and communication skills.
15. Pupils enjoy coming to school. As a result, attendance is well above the national average. Pupils only miss lessons when there is some good reason such as illness or a medical appointment. There is no unauthorised absence. Parents co-operate well to ensure that pupils arrive at school on time, and punctuality is very good.

The school cares for its pupils very well and there is very good provision for their spiritual, moral and social development.

16. The school has improved on the good level of care for its pupils found at the time of the last inspection. Procedures for child protection and welfare are now very good. Health and safety matters are monitored thoroughly and staff regularly carry out well documented risk assessments. The school has a good number of staff who are trained to administer first aid. The school is actively involved in the Healthy Schools initiative and is having success in promoting the eating of healthy snacks at break times.
17. The monitoring and promotion of good behaviour are very effective. Incidents of poor behaviour are rare and bullying, racism and sexism are not tolerated. The school has good procedures for monitoring any such serious misbehaviour. As a result, the school community provides a very good example of racial harmony. The school has very good procedures for monitoring and promoting pupils' personal development. It has high expectations for pupils to be responsible and well behaved, and this has led to a high level of self-discipline and good behaviour by pupils.
18. The school has good procedures for assessing and recording what pupils know and can do, especially in English, mathematics and science. Teachers use national assessment tasks and optional tests to check and record pupils' progress, though there are no standardised tests to assess pupils' progress in reading. This information, together with teachers' own assessments of pupils' work, is then used to set realistic targets for individual pupils and to predict how well they will achieve by the end of each year. Since the last inspection, the school has put systems in place to track pupils' progress each term and over several years. This gives teachers the information they need to see if pupils are learning at a fast enough rate and whether they need extra help. A strength of the school's procedures is the way that teachers share this information with pupils. As a result, pupils have a clear idea of their own strengths and weaknesses and know what they have to do to improve.
19. The school has very effective systems to share information about the help needed by pupils with special educational needs. There are good records of these pupils' progress. The school's provision is well led and managed by the two part-time special educational needs co-ordinators. During lessons, teachers and classroom assistants support pupils with special educational needs very well, encourage them to take a full part in lessons and praise every step they achieve. This builds pupils' confidence and enables them to make very good progress towards the targets in their individual education plans.

20. The very good provision for pupils' spiritual, moral, social and cultural development permeates all aspects of community life and is a strength of the school. Provision for pupils' spiritual development is very good. The school places a strong emphasis on promoting a caring Christian ethos. Pupils receive many opportunities to explore the values and beliefs of the Catholic faith through daily assemblies and the strong links with the parish priest. Parents and governors organise the parish's First Holy Communion programme within the school. The school's aims and values are extremely well reflected in the daily life and conduct of its pupils. Spiritual development is also promoted spontaneously through other aspects of the curriculum. The school provides good opportunities for pupils to explore the wonders of creation in science, creativity in art and in music, and to reflect on personal matters in personal, social and health education.
21. The school's provision for pupils' moral development is very good. When children join the reception classes they learn to trust others and to play and work together well. This lays successful foundations for the very good behaviour and excellent relationships found in the school. High expectations also form an important element in pupils' moral development. Teachers and other staff provide pupils with very good role models and the school successfully encourages pupils to relate positively to other pupils, staff and visitors. Pupils participate in fund-raising events for a range of charities, including Red Nose Day, and take part in local recycling projects to create a better environment.
22. The provision for pupils' social development is very good. Pupils enjoy working together in small groups and learn to share equipment and to help one another when developing ideas. Pupils accept responsibility for distributing and tidying away resources for use in their classrooms. Pupils are taught to help those younger or less fortunate than themselves. A successful system of school prefects ensures that older pupils help younger ones to feel happy and secure at playtimes and lunchtimes. There is a broad range of extra-curricular activities that encompasses a wide variety of musical and sporting activities. Through gardening or playing football together, pupils learn to co-operate well and to value the contributions of others.
23. The school makes good provision for pupils' cultural development. Children take part in music and drama events at Christmas and Easter. They are encouraged to appreciate their own cultural heritage through work done in art and music, where they study the work of famous musicians and international artists. They enjoy visits to museums and to other places of historical interest. Pupils study different faiths and customs in religious education, and recently enjoyed a visit to a Hindu temple. The school is adapting to changes in the local population and has begun to use the cultural backgrounds of its own pupils to celebrate the diversity and richness of British society.

WHAT COULD BE IMPROVED

There is insufficient use of information and communication technology (ICT) to assist teaching and learning across the curriculum, particularly in English and mathematics.

24. Younger pupils use computers for simple tasks such as word processing and drawing pictures. In Year 2, for example, pupils draw people using a painting program. They use the mouse to click onto appropriate icons and develop their keyboard skills to input text. However, there was little use of computers by younger pupils during the inspection. In the scrutiny of pupils' work, there were no computer-generated graphs or tables to present the results of investigative work, and little evidence of computers being used in English or mathematics or to assist learning across different subjects of the curriculum.
25. By the end of Year 6, pupils have a very good range of computing skills and standards in ICT are above those expected nationally. In a very good lesson in Year 6, for example, pupils made effective use of *key words* to seek relevant information when using the Internet. Pupils had a clear understanding of terms such as *search engines*, *favourites* and *bookmarks*, and collaborated well to ensure they used their time on the computers to the best advantage. ICT facilities have been

greatly enhanced by the installation of a new computer suite, and in science, a good range of practical resources is available including a portable laptop computer and associated remote sensing equipment. As a result, pupils' ICT skills are beginning to be used to assist their learning across other subjects of the curriculum. In an excellent science lesson in Year 4, for example, pupils used computers effectively to produce a multimedia presentation illustrating the relationships between *producers*, *predators* and *prey* in a typical food chain. In a good history lesson, held in the ICT suite, pupils in Year 3 used the Internet effectively to research information about the Vikings and their way of life. However, there were very few examples of ICT in pupils' work or on display around the school, and the use of ICT to assist teaching and learning across the curriculum, especially in English and mathematics, is an area requiring more development. The school is aware of this issue and plans are already in hand to address it.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. In order to improve the quality of education provided, the governing body, headteacher and staff should:
 - (1) make more use of computers to assist teaching and pupils' learning across the curriculum, particularly in English and mathematics. (*see paragraphs 24, 25*)

The school has already identified this issue in the School Improvement Plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	7	3	0	0	0
Percentage	8	54	27	11	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 three 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)	410
Number of full-time pupils known to be eligible for free school meals	48

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	74

English as an additional language	No of pupils
Number of pupils with English as an additional language	44

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	4.3

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	36	22	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	35	35
	Girls	21	21	22
	Total	55	56	57
Percentage of pupils at NC level 2 or above	School	95 (97)	97 (98)	98 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	35	35
	Girls	21	22	22
	Total	56	57	57
Percentage of pupils at NC level 2 or above	School	97 (97)	98 (100)	98 (95)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	32	32	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	30	32
	Girls	30	25	30
	Total	60	55	62
Percentage of pupils at NC level 4 or above	School	94 (90)	86 (88)	97 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	29	31
	Girls	28	25	29
	Total	55	54	60
Percentage of pupils at NC level 4 or above	School	86 (77)	84 (78)	94 (77)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
242	0	0
45	0	0
22	0	0
5	0	0
3	0	0
5	0	0
3	0	0
9	0	0
0	0	0
0	0	0
1	0	0
16	0	0
7	0	0
20	0	0
0	0	0
20	0	0
12	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.5
Number of pupils per qualified teacher	22.1
Average class size	29.2

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	241.5

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	1,060,246
Total expenditure	1,068,078
Expenditure per pupil	2,606
Balance brought forward from previous year	79,959
Balance carried forward to next year	52,488

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	6
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Total number of vacant teaching posts (FTE)	1
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	410
Number of questionnaires returned	276

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	21	1	0	0
My child is making good progress in school.	71	28	1	0	0
Behaviour in the school is good.	79	20	1	0	0
My child gets the right amount of work to do at home.	48	41	9	2	0
The teaching is good.	76	23	0	0	1
I am kept well informed about how my child is getting on.	61	34	3	1	1
I would feel comfortable about approaching the school with questions or a problem.	76	21	1	1	1
The school expects my child to work hard and achieve his or her best.	82	17	0	0	1
The school works closely with parents.	69	27	2	1	1
The school is well led and managed.	84	16	0	0	0
The school is helping my child become mature and responsible.	78	21	0	0	1
The school provides an interesting range of activities outside lessons.	50	34	7	3	6