

# INSPECTION REPORT

## **ST EDMUND'S RC PRIMARY SCHOOL**

Twickenham, London

LEA area: Richmond upon Thames

Unique reference number: 102912

Headteacher: Mrs Rita Murphy

Reporting inspector: Mr Peter Howlett  
23744

Dates of inspection: 12<sup>th</sup> – 13<sup>th</sup> February 2003

Inspection number: 246252

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

© Crown copyright 2003

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Nelson Rd Whitton Middlesex
Postcode:	TW2 7BB
Telephone number:	020 8894 7898
Fax number:	020 8893 3032
Appropriate authority:	The governing body
Name of chair of governors:	Cllr R King
Date of previous inspection:	January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23744	Peter Howlett	Registered inspector
9519	Sue Pritchard	Lay inspector
27426	Terry Aldridge	Team inspector
21796	James Walsh	Team inspector

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

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

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

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 8</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>9 - 13</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14 - 15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17 - 21</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Edmund's is a Roman Catholic voluntary aided primary school for boys and girls between the ages of four and 11, located in Whitton in the London Borough of Richmond. A larger than average primary school, it has 408 pupils attending full-time, including 59 children in reception. The school has no nursery and reception children are admitted in the year they are five. Children attend mornings only for the first term. There is a gender imbalance in some year groups but overall there is no significant difference between the number of boys and girls. The majority of pupils come from the local area which consists of a mixture of owner occupied and local authority housing, but some come from neighbouring boroughs. Approximately five per cent of pupils take up free school meals which is below the national average. Pupils come predominantly from a white ethnic background, mostly of UK heritage. There are small number of pupils from diverse ethnic and cultural backgrounds. Five per cent of the school population come from homes where English is not the first language. Currently there are no pupils at an early stage of English language acquisition. The proportion of pupils on the school's register for special educational needs (13 per cent) is below the national average. Two pupils have a statement of special educational need. Pupils' attainment on entry is broad but is generally in line with that typically found nationally.

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

St Edmund's is a successful and effective school with many strengths. It provides a good education and a happy and stimulating learning environment for its pupils. Pupils achieve well and standards are high in English, mathematics and science by the time pupils leave the school. Teaching is mainly good and is very good in Year 6. The school is very well led and managed by a strong, positive headteacher with good support from staff and governors. It fulfils its aims of promoting pupils' personal development very effectively, its ethos reflecting Christian values and beliefs very successfully. The school deservedly has the full confidence of its parents. It uses its budget prudently and gives good value for money.

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

- Pupils do well in the national tests at the end of Year 6 and standards in English, mathematics and science are well above average by the age of eleven.
- Junior pupils achieve very well because of the good teaching in Years 3, 4 and 5 and the very good teaching in Year 6.
- The headteacher provides very positive leadership and with the support of staff and governors promotes a good ethos for learning.
- Pupils' very good attitudes to learning, relationships and behaviour have a strong impact on the quality of their learning.
- The very good provision for pupils' spiritual, social, moral and cultural development contributes very effectively to pupils' very good personal development.
- The school's relationships with parents are very good.

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

- Teachers' expectations of what pupils are capable of achieving could be higher in Reception and in Years 1 and 2.
- Standards in information and communication technology (ICT) could be higher.

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

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

The school has made good progress since the last inspection in January 1998. It has addressed successfully the key issues identified then: standards in physical education have improved by Year 2, parents are better informed about their children's progress and provision for reception children and safety arrangements for outdoor activities have improved. In addition, the school has improved in other ways. Standards in English, mathematics and science are higher by the end of Year 6. Standards of behaviour and relationships amongst pupils are judged to have further improved. Provision for pupils' spiritual, moral, social and cultural development has significantly improved. There have been further developments in curriculum provision and assessment procedures. Enhancements to the accommodation include a new ICT suite. The school is well placed for further development.

## 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	C
mathematics	A	A	A	A
science	A	B	A	A

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

Pupils achieve very well in the national tests at the end of Year 6. Test results in 2002 were well above national averages in English, mathematics and science. In comparison with similar schools, results were well above average in mathematics and science but average in English. The percentage of pupils achieving the expected Level 4 was well above average in English and mathematics and very high in science. The school exceeded its targets in English and mathematics, although these were not particularly challenging. (The school's targets for 2003 are higher and more challenging). The percentage of pupils achieving the higher Level 5 was well above average in mathematics and science and above average in English. In mathematics and science, the steady rise in results is generally in line with the national trend of improvement. In English, results have remained fairly consistent and have not matched the national trend of improvement. In the national tests in Year 2, results in reading and writing have fluctuated over the past five years between average and above average. In mathematics, results show a significant improvement over the last three years and were above average in the last two years.

In a short inspection it is not intended to make judgements about standards in all subjects. From the work seen during the inspection:

Junior pupils achieve very well and standards are well above average in English, mathematics and science by the end of Year 6. The school has identified pupils' writing as an area for improvement and standards are rising. The indications are that a higher proportion of Year 6 pupils are likely to achieve the higher Level 5 in this year's national tests in English. Standards in ICT in Years 3 to 6 are broadly average. Infant pupils make satisfactory progress and standards in English, mathematics and science in the current Year 2 are average. Children in the reception class make satisfactory progress and standards are fairly typically of those found nationally. In other lessons, there were examples of pupils achieving well in history, physical education and music.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school. They are well motivated and take good interest in their work.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in class and around the school. They are polite and courteous to each other and to adults.
Personal development and relationships	Very good. Pupils are mature and sensible, know right from wrong and are keen to take on responsibility. They show good levels of care and consideration for others. Relationships are very good.
Attendance	Satisfactory. Pupils' attendance is average. Punctuality is good.

Pupils' very good attitudes for learning, very good relationships, behaviour and personal development make a significant contribution to how well they achieve.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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 overall quality of teaching is good. Nearly two-thirds of the 30 lessons seen were at least good. Very good relationships are a strong feature of teaching. Teachers create a very positive learning atmosphere through praise, encouragement and valuing pupils' responses. The national strategies for English and mathematics are well established and teaching of these subjects is good in the Juniors and satisfactory in the Infants. Pupils in Year 6 are grouped by prior attainment in these subjects, enabling pupils to make at least good progress whatever their previous attainment.

Teaching in Years 3 to 6 is a strength of the school and a significant factor in pupils' good achievement. Nearly all of the lessons seen were at least good, including a half very good and one excellent lesson. Teachers prepare lessons carefully, clearly identifying learning intentions and planning tasks that are generally well matched to pupils' attainment. Lessons proceed at a brisk and purposeful pace. Teachers' subject knowledge is good and they have high expectations of their pupils. Year 6 teachers in particular expect the most of their pupils and give them a clear sense of purpose and challenge in their learning. In Years 1 and 2, teachers provide a secure and enjoyable learning environment for their pupils. However, teachers' expectations are not always high enough and there is sometimes a lack of challenge for the more able pupils. In the reception classes, adults work closely together, providing a secure and safe atmosphere. Teachers have a sound understanding of the needs of the reception children but do not promote their personal development well enough.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A broad and balanced curriculum meets pupils' personal and academic needs effectively. There is good emphasis on literacy and numeracy and good planning ensures all subjects are covered in sufficient depth. The curriculum is enhanced by offering modern foreign languages in Year 6, good provision for extra-curricular activities and good opportunities for personal and social education. Provision for the under-fives is satisfactory but opportunities for children to develop their independence are insufficient.
Provision for pupils with special educational needs	Good. Pupils achieve well in relation to their prior attainment in literacy and numeracy. Provision is well managed and support is good.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. Excellent provision for pupils' moral development and very good provision for their spiritual, social and cultural development. The Christian ethos permeates the everyday life of the school and supports pupils' personal development extremely well.
How well the school cares for its pupils	Good. The school cares well for its pupils and monitors their progress carefully as they move through the school. The arrangements to track pupils' progress in English and mathematics are good. Assessment arrangements in ICT are not good enough.

There are very good links with parents and the local community. Parents are very supportive of the school. The quality and range of information provided by the school for parents is good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong and positive leadership, gives clear educational direction to the school and promotes high standards. There is a very good sense of teamwork and all staff work well together. Subject co-ordinators carry out their duties well.
How well the governors fulfil their responsibilities	Good. Governors meet their statutory responsibilities well. They are well informed and very supportive of the school.
The school's evaluation of its performance	Good. The present headteacher has done much to develop effective systems to evaluate the work of the school. Procedures for monitoring the quality of teaching and standards are thorough. Good use is made of information from assessments. Measures to evaluate the impact of the school improvement plan need to be further developed.
The strategic use of resources	Good. The school manages its finances efficiently and spends its budget prudently. The school has a satisfactory understanding of the principles of best value. The school's accommodation is cramped but is used well. Staff work hard to provide an attractive and stimulating learning environment.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The school is well led and managed.</li><li>• Children like to come to school.</li><li>• Behaviour is good.</li><li>• Teaching is good and their children make good progress.</li><li>• The school expects their children to work hard, do their best and become mature and responsible.</li><li>• The school works closely with parents and staff are approachable.</li></ul>	<ul style="list-style-type: none"><li>• Children do not get the right amount of homework.</li></ul>

The inspection team agrees with the positive views of the parents. Arrangements for homework are good and better than those usually found in primary schools. For example, homework in Year 6 is well organised and supports pupils' work in class effectively.

## **PART B: COMMENTARY**

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

#### **Pupils do very well in the national tests at the end of Year 6 and standards in English, mathematics and science are well above average.**

1. Pupils achieve very well in the national tests at the end of Year 6. In the 2002 tests, results were well above national averages in English, mathematics and science. In comparison to similar schools, results were well above average in mathematics and science but average in English. The percentage of pupils achieving the expected Level 4 was well above average in English and mathematics and very high in science. The school exceeded its targets in English and mathematics, although these were not particularly challenging. (The school's targets for 2003 are higher and more challenging). The percentage of pupils achieving the higher Level 5 was well above average in mathematics and science and above average in English.
2. In mathematics, results were well above average in each of the last five years. In science, results were well above average in four of the past five years. In both subjects, results have risen generally in line with the national trend of improvement. In lessons and from analysis of pupils' work, inspectors confirm that these high standards have been maintained in the current Year 6.
3. Pupils' performances in tests have generally been better in mathematics and science than in English. In English, test results have remained fairly consistent and have not matched the national trend of improvement. However, the school has identified writing as an area for development. The indications are that standards are rising and the proportion of pupils achieving the higher Level 5 is likely to show a significant increase in the forthcoming tests.
4. Writing skills are well above average in Year 6. Written work in English and other areas of the curriculum is usually well organised. Sentences are generally well constructed and organised into coherent paragraphs. Pupils appreciate the purpose of narrative and non-narrative forms of writing. Their writing is often imaginative with good use of vocabulary. It shows clear narrative structure and pupils' ability to sustain their ideas in extended pieces of writing. Basic grammatical structures are correct and the use of connectives such as 'however' and 'therefore' is developing well. Most pupils have a good grasp of spelling rules and common and many polysyllabic words are spelt correctly. Sentences are usually correctly punctuated, using capital letters, commas, full stops and speech and question marks. Pupils take care with the presentation of their work and their handwriting is legible but some pupils have yet to develop a well formed, flowing joined script.
5. Standards in reading and in speaking and listening are well above average by Year 6. The vast majority of pupils read fluently and confidently and find reading enjoyable. They show a good understanding of a range of reading materials, identifying key features and characters. Most talk knowledgeably about books they have read, commenting on characters and the plots. For example, more able pupils discuss, compare and contrast the merits of different authors. Most pupils use reference books effectively to find information, using the contents and index confidently. Pupils speak confidently and develop ideas thoughtfully, using a good range of words. Most explain their views and opinions clearly. For example, in sharing their ideas and views about 'Utopia', they clarify personal values and moral beliefs in mature and thoughtful ways. Pupils listen carefully to teachers and others and make good contributions to discussions.
6. Standards in mathematics are well above average by Year 6. Pupils' number skills are high. They use a variety of mental and written methods effectively. They have good skills in mental arithmetic and they can work out calculations in their heads quickly. For example, in 'chase the number', a round of mental questions at the beginning of a lesson, pupils enjoyed solving difficult calculations with numbers to a thousand. Pupils work confidently with large numbers and undertake work in all four rules of number. They understand percentages and recognise their fractional and decimal equivalents. Standards in other areas of mathematics are good. Pupils know the different metric units of measure and can convert one to the other. Pupils understand the concept of probability

and use the appropriate terminology to describe their findings. Many pupils can find the mode, mean and median of a set of data. In lessons seen, the vast majority of pupils work confidently at or above the expected levels for their ages. For example, they can measure angles accurately and use their knowledge of the properties of angles to calculate others. The majority of pupils know the angle sum of a triangle and the sum of angles at a point. Higher attaining pupils work with co-ordinates in all four quadrants, plotting carefully both positive and negative numbers. They can plot the co-ordinates of a shape after reflection or rotation.

7. In science, standards of work seen in lessons and in completed pupils' work show that the attainment of pupils in Year 6 is well above that typically found nationally. Pupils' scientific knowledge and understanding are good. For example, in their written work lower attaining pupils demonstrate that they have a secure knowledge of the characteristics of living things. They can group them systematically and know that they have evolved and have different characteristics to suit their habitats. The majority of lessons are based on investigations and pupils develop their skills of enquiry and investigation effectively. For example, in a Year 6 lesson pupils develop their prediction and observation skills in their study of reversible and irreversible changes. They use appropriate scientific terms to describe contexts in which a change of state takes place, for example, condensation and evaporation. Some pupils are developing their understanding that matter is made up of particles bonded together and that these can react differently in solids, liquids and gases.
8. In other lessons, there were examples of pupils achieving well in history, physical education and music. Pupils performed movement and dance routines and sang to a good standard. Year 6 pupils show good understanding about the religious beliefs in Ancient Egypt, comparing those with their own.

**Junior pupils achieve very well because of the good teaching in Years 3, 4 and 5 and the very good teaching in Year 6.**

9. The overall quality of teaching is good. Of the 30 lessons seen, teaching was excellent in one, very good in nine, good in another nine and satisfactory in the remainder. These figures compare favourable with those of the last inspection.
10. The school has successfully built upon the good quality teaching of the Junior pupils seen at the last inspection. Teaching in Years 3 to 6 is a strength of the school and a significant factor in pupils' good achievement. All but one of the 16 lessons seen were at least good, including half which were very good and one excellent lesson. Teaching and learning in Year 6 are very good. The effectiveness of teaching is also seen in the analysis of pupils' work which indicates that pupils make at least good progress. The national strategies for English and mathematics are well established and teaching of these subjects is good. In mathematics and English, pupils in Year 6 are grouped by prior attainment and these arrangements work well.
11. Teachers prepare lessons carefully. They clearly identify learning intentions and, by sharing these with their classes, pupils have a clear sense of purpose in their learning. For example, teachers often write out the learning objectives for the lesson for pupils to read: this makes clear what is expected and helps focus attention. They plan activities that are generally well matched to pupils' attainment. For example, in a Year 6 science lesson, the work was well matched to pupils' learning needs and all pupils including those with special educational needs and higher attaining pupils were well stimulated by some challenging tasks. Teachers build well upon pupils' prior knowledge, making good use of assessment information in planning lessons. For example, in a mathematics lesson the teacher used the difficulties that pupils found in the previous lesson on measuring and estimating angles as the focus for teaching in a follow-up lesson.
12. Very good relationships are a strong feature of teaching. Teachers have very good skills in managing activities and pupils' behaviour. They create a very positive atmosphere through praise, encouragement and valuing pupils' responses. In a very good physical education lesson in Year 5, pupils learnt effectively from observing the good performances of others, creating and developing

- dance movements. Pupils respond well to teachers' high expectations. There was a very good and purposeful ethos in nearly all lessons. All lessons proceeded at a brisk pace with a variety of activities that engaged and challenged pupils. In Year 6 teachers in particular constantly challenge and often inspire pupils, expecting the most from them.
13. Teachers have very good subject knowledge. In science, ICT, history and physical education lessons, teachers' good understanding of and enthusiasm for their subjects have a strong impact on pupils' learning. For example, pupils' misconceptions about ancient Egyptian life gained from a popular fictional film were addressed effectively. In the same lesson, skilful questioning encouraged pupils to think carefully about the reliability of historical evidence.
  14. Teachers use homework effectively to support pupils' learning in English, mathematics and science. For example, Year 6 homework books show that good quality homework is given and marked on a regular basis.

**The headteacher provides very positive leadership and with the support of staff and governors promotes a good ethos for learning.**

15. There is a very positive ethos in the school that promotes pupils' academic and personal development very well. The headteacher and staff work well together to create a purposeful atmosphere that strongly supports learning and reflects the Christian values and beliefs that permeate the whole life of the school. The school is a lively and cheerful place where pupils work hard, enjoy their learning and grow in personal maturity. The school's very good ethos is underpinned by its very good provision for pupils' spiritual, social, moral and cultural development. Parents believe that the school is successful in promoting high standards of work and behaviour.
16. The headteacher provides very good leadership to the school community and manages the school very well. She has high expectations and gives clear educational direction to the school. The headteacher has been in post for less than two years but in this time has had a strong impact on the work the school, showing good commitment to school improvement and good understanding of its strengths and relative weaknesses. She has done much to develop effective systems to evaluate the work of the school. She takes appropriate steps to analyse and evaluate how the school is performing and develop appropriate strategies to tackle identified priorities. For example, effective measures have been taken to improve pupils' writing and improved target setting has resulted in the setting of more challenging targets at the end of Year 6. Procedures for monitoring the quality of teaching and subject provision are thorough. Good use is made of information from assessments. Subject co-ordinators have a good overview of their subjects through a range of monitoring activities. Priorities in the school's development plan are clearly focused on improving provision and raising pupils' achievement. However, measures to evaluate the impact of the actions outlined in this plan need to be further developed.
17. There have been a number of recent appointments that have helped to strengthen the management of the school. Most key posts are filled by experienced and knowledgeable staff. For example, the special education needs co-ordinator manages provision in her area well and has a good understanding of her role and responsibilities. Subject co-ordinators for English, mathematics, science and ICT are effective in their roles. They have good expertise and take very positive roles in moving their subjects forward.
18. The governors are knowledgeable, supportive and involved. They have established an effective committee structure that enables them to fulfil their responsibilities successfully. Financial management is good. There are effective decision-making processes in place and the budget is prudently spent. There are good relationships between governors and staff and the whole school community work together as a team for the benefit of the pupils. The headteacher and governors are constantly trying to improve the school's accommodation. Although the accommodation overall is cramped, it is well used and the staff work hard to provide pupils with an attractive and stimulating learning environment.

19. The school promotes a very good ethos for learning through a broad and balanced curriculum that enables pupils to make good progress in their academic and all round personal and social education. The curriculum is well planned with good cross-curricular links. A range of additional features enhances provision. For example, a major strength is the teaching of French and German in Year 6. There is a good range of extra-curricular activities. Provision for music is good and pupils show real enjoyment in musical activities, including hymn practices, extra-curricular choir, recorder groups, school musicals and visiting musicians.
20. The school cares well for its pupils and provides them with very good support so that pupils feel valued and comfortable and confident to be at school. Procedures for their health and welfare are good. Assessment arrangements are good and the headteacher has established effective systems for tracking the progress of pupils in the core subjects. Provision for those pupils identified as having special educational needs is good overall. Pupils receive good support in literacy and numeracy and individual education plans are in place with sound targets for all pupils who require them. Support services are used effectively when necessary.

**Pupils' very good attitudes to learning, relationships and behaviour have a strong impact on the quality of their learning.**

21. Pupils' very positive attitudes, very good relationships, behaviour and personal development contribute significantly to the good standards achieved. Parents believe that their children like coming to school and that the school expects their children to behave well and is successful in helping them become responsible and mature.
22. Pupils have very good attitudes for learning. They are keen to come to school and their punctuality is good. Pupils want to learn, are well motivated and take a good interest in their work. For example, Year 6 pupils' responses to mental arithmetic questions were brisk and keen. In lessons, pupils listen well to their teachers and respond well to opportunities to engage in discussions. They show good levels of application and settle to work quickly and productively. Pupils take pride in their work and a high level of effort is apparent in their work on display throughout the school and, for example, in the quality of homework in Year 6.
23. Standards of behaviour and the quality of relationships amongst pupils have further improved since the last inspection. Pupils are polite and courteous. Throughout the inspection, pupils' behaviour both in lessons and around the school was very good. In class, pupils' relationships with one another are very good, working well together. They co-operate very well when working in pairs and in groups. For example, in a physical education lesson, pupils planned and performed different dance movements in groups, evaluating their own performance and that of others. Pupils of all ages show good awareness of the school's expectations for their conduct when moving around the school. In the playground, pupils engage in energetic play but do so in a friendly and cheerful way and arguments are settled quickly. During the inspection there were no incidences of aggressive behaviour. There were no exclusions in the past year. The school is a calm, orderly and harmonious place. These very good relationships permeate the life of the school and promote the pupils' consciousness of the school community as a whole.
24. Pupils respond very positively to the strong Christian ethos in the school. Pupils clearly know right from wrong and are well aware of the effects of their actions on others. Pupils show high levels of consideration and sensitivity. They think of others, showing concern and care for each other's feelings. They show high levels of maturity and are willing to take on responsibilities. When given tasks to perform they carry them out sensibly.

**The very good provision for pupils' spiritual, social, moral and cultural development contributes very effectively to pupils' very good personal development.**

25. The school's very good provision for spiritual, social and cultural development gives rise to a culture in which everyone's efforts are valued and recognised. The everyday life and routines in school support pupils' moral development extremely well. A further strong feature of the school's ethos is its reflective nature. Pupils are continually encouraged to think and reflect on the beauty

of the world, to celebrate success and to remember their achievements with fondness and pride. Provision has significantly improved since the last inspection, particularly that for pupils' spiritual and moral development and the opportunities for learning about Britain's multicultural society.

26. Because of the very good provision for it, pupils' sense of spirituality enhances the quality of learning in school. In lessons and assemblies, pupils are given very good opportunities to display a sense of empathy and compassion and to understand the feelings of others. They are given time for stillness and quiet reflection on such qualities as friendship, joyfulness and prayer. During the inspection week, for example, a box of treasured family heirlooms in an assembly provided an effective reminder to pupils of how today's happy events soon become tomorrow's fond memories.
27. The provision for the pupils' moral development is excellent. Adults help children to understand the difference between right and wrong through very clear, simple rules and by showing them what is expected. Staff are fair and firm in their dealings with pupils and are very clear about what good behaviour means, particularly in terms of telling the truth, being kind and not harming others. Pupils who have difficulty following the code of conduct know what is expected even if they do not do the right thing every time. Teachers unfailingly recognise and encourage pupils' personal efforts, however small that step might be.
28. The provision for pupils' social development is very good. Contributing to the school council or taking on the role of a house or school monitor assists pupils in expressing their thoughts clearly and confidently whilst realising the need for good manners and goodwill to others. The older pupils quite naturally care for the younger ones. They see it as their responsibility to seek help for a friend who might be upset or injured. There is strong encouragement for pupils to co-operate and work well together. Pupils of all ages are asked to help the teacher from time to time, for example by taking responsibility for selecting and using resources, choosing activities or taking registers to the office. There are minor inconsistencies in the way teachers organise these routines, more so at the lower end of the school. As a result, some pupils take longer to find ways of using their initiative to help them overcome problems and obstacles in their learning.
29. The provision for pupils' cultural development is very good. Lessons in citizenship, literature, history and religious education contribute particularly well to this. In literacy, pupils reflect on the significance of poetry through cultural imagery and language. Their work on winter festivals for example showed how well pupils understand and relate to festivals in the church calendar alongside those of other religions. The high standard of information imparted through displays helps extend pupils' awareness of the lives of famous artists and authors, including those from the Black and Asian community. Teachers are highly skilled at helping pupils evaluate and associate their own moral values to that of other races and cultures. One very good example of this was seen in a Year 6 history lesson, where pupils compared the Ten Commandments to that of the 42 Egyptian sins.

### **The school's relationships with parents are very good.**

30. Parents' views of the school are very positive. The analysis of parents' responses to the questionnaire and their comments in the meeting held prior to the inspection show that parents hold the school in high esteem. They are appreciative of the work of the school and the opportunities it provides for their children.
31. Partnership with parents is very good and parents are very supportive of the school. For example, parents are well represented at class assemblies. Parents support the school well in fundraising: there is a very supportive parents' association that arranges popular social events for pupils and raises funds for, among other things, a school minibus. There are very good links with the church and the school features strongly in the life of the parish.
32. The school has a range of measures to encourage parents to support the school and the values it promotes. The range of information to parents is good and helps to enhance the positive relationships with them by helping those parents who do not have the opportunity of coming into

school regularly to see and understand what is happening in school. Reports on pupils' progress to parents have improved since the last inspection. In addition, reports are supplemented very well by the 'Golden Books' (examples of pupils' work across the subject range) which provide an excellent way of helping parents understand the progress their children are making. Newsletters are sent out every Friday and are informative and attractively presented. Although a few parents are unhappy with current homework arrangements, these are good and better than those usually found in primary schools. For example, homework in Year 6 is well organised and supports pupils' work in class effectively. Parents of pupils with special educational needs are fully involved and kept well informed through regular review meetings. They also receive copies of pupils' individual targets so that they can support their children at home. The school office deals with parental concerns efficiently, but in a friendly and polite manner.

## **WHAT COULD BE IMPROVED**

### **Teachers' expectations of what pupils are capable of achieving could be higher in reception and Years 1 and 2.**

33. The results of national tests at the end of Year 2, analysis of pupils' work and observations of teaching and learning indicate that pupils in reception and in Years 1 and 2 make satisfactory progress but are capable of achieving higher standards overall.
34. National test results at the end of Year 2 provide a mixed picture. Results in reading and writing have fluctuated over the past five years between average and above average. In mathematics, results show a significant improvement over the last three years and were above the national average in the last two years. In reading and writing, the proportion of pupils achieving the higher Level 3 was in line with the national picture in 2002, whilst in mathematics, the percentage was a little higher than average. Standards in the current Year 2 in English, mathematics and science are fairly typical of those found nationally.
35. The school's results in the national tests over the last two years when compared with those of similar schools were below expectations in reading and writing and average in mathematics. However, there is insufficient additional evidence available to judge the progress pupils make from entry to the school to the end of Year 2. There is little reliable statistical evidence to make comparative judgements on the attainment of pupils generally on entry to the school. The school has started to extend its systems of tracking pupils' attainment and progress to include pupils from reception and Year 1. However, it has not been helped in its efforts to demonstrate that it adds value to pupils' education in the early years of schooling by lack of useful 'baseline' assessment. Inspection evidence indicates that standards of work in the current reception classes are similar to those found nationally.
36. In the reception classes, the curriculum is satisfactory and is based appropriately on the Early Learning Goals<sup>1</sup>. The quality of teaching and learning is satisfactory overall, enabling the children to make satisfactory progress. Adults work closely together, know the children well and provide a secure and safe atmosphere for them in which to learn. They manage children well and relationships are good. Lessons are soundly planned, although the range of activities are often too teacher directed. There are too few opportunities for children to undertake self-chosen, purposeful investigational activities that develop their independence in learning and challenge their natural curiosity. Sometimes adults do too much to help children, for example in cutting up their food at lunch-time and helping them dress rather than letting them try for themselves. Teachers' assessments are insufficiently focused on all the recommended 'stepping stones' and they make insufficient use of assessment to ensure that children are sufficiently challenged.
37. The quality of teaching and learning is satisfactory in Years 1 and 2. The teaching of music and physical education is good. Teachers provide a secure and enjoyable learning environment for pupils. Their relationships with pupils are very good and pupils work well together. However, work

---

<sup>1</sup> The standards that children are expected to achieve or exceed by the end of the reception year.



is not always appropriately matched to pupils' learning needs. For example, in a science lesson on similarities and differences between people, the teacher provided tasks that were the same for all pupils and were not challenging enough for higher attaining pupils. Analysis of pupils' science work shows a light coverage of topics, limited examples of opportunities for scientific enquiry and overuse of photocopied sheets.

38. Teaching of English and mathematics is satisfactory but expectations are not always high enough; sometimes there is a lack of challenge for the more able pupils. Some lessons were conducted at a brisk pace but in others the pace of lessons was a little slow with the introductory part of literacy lessons sometimes too long. Lesson objectives are usually but not always shared with pupils. The effectiveness of the concluding part of lessons varies. At its best as in one mathematics lesson, it reinforced and extended the lesson objectives. In others, it consisted merely of a review of pupils' work. There is insufficient focus in mathematics lessons on the teaching of mental arithmetic skills. Some literacy lessons are too short and take place at the very end of the day when pupils are not as attentive. Teachers have been successful in ensuring that pupils produce a good range of written work, although their expectations of higher attaining pupils could be higher. Pupils' work is regularly marked but teachers do not sufficiently indicate to pupils how they might improve.

### **Standards in ICT could be higher.**

39. Standards in ICT in Years 3 to 6 have improved since the last inspection and are broadly in line with those typically found nationally.
40. The headteacher has raised the profile of the subject and, as a result of recent improvements, provision for the subject is better than at the last inspection. A new ICT suite was opened in September 2002. The subject co-ordinator has worked hard to produce appropriate curriculum guidance and as a result the school now has a well-planned curriculum in place with some good links with other subjects. Staff training has been effective and teaching in the Juniors is good. Teachers' subject knowledge is good. They are confident in teaching ICT skills and are knowledgeable about the software. Lessons are well planned and organised. Pupils are keen and interested, stay well focused on tasks during lessons and make steady progress. However, appropriate assessment arrangements to record the progress that pupils make in the development of skills are not yet in place. In consequence, teachers' planning does not take sufficient account of pupils' differing levels of attainment, although in many lessons activities are sufficiently challenging for most pupils.
41. Despite these improvements, pupils' skills remain unevenly developed and many pupils are capable of achieving higher standards. There is little evidence of pupils achieving above expected levels for their ages and many pupils' skills are not secure. Teachers have provided pupils with opportunities to experience a sound range of ICT skills in the current year but the amount of work produced is relatively small and not always in sufficient depth. For example, there is limited development of word processing skills and use of multi-media packages.
42. In a Year 6 lesson, pupils drew well on what they already knew from their mathematics lessons about angles when inputting a series of commands to control an on-screen turtle. Pupils showed good levels of application in their investigations, using trial and error strategies with varying degrees of success to decide upon sequences of instructions to draw regular geometric shapes. Some showed good understanding of the procedures and were able to formulate command sequences that produced a variety of shapes. A few grasped the relationship between the angle size of the turtle turn and the number of sides of the regular shapes. However, many showed a lack of experience in this, not always sure of which commands to change and by how much in order to alter the shape. Pupils in Year 3 follow the class teacher's instructions to access the Internet but weak keyboard skills meant that typing an email was a slow, laborious process. An example of good cross-curricular links occurred when Year 4 pupils followed teachers' instructions in using a search engine to find Islamic patterns. They learnt to use the symmetry tool in an art program to create their own Islamic pattern. Some pupils showed confidence to experiment, finding which tools were the most suitable. Year 5 pupils have a sound understanding of

spreadsheets and can enter data into cells, setting out information in appropriate manner. However, many need support to enter formula and reordering their spreadsheets.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- (i) raise the achievement of pupils in reception and Years 1 and 2 by:
- ensuring children in reception classes have sufficient opportunities to develop independence in their learning;
  - making better use of assessment information to ensure that activities and tasks are matched to pupils' levels of attainment, particularly those of the higher attaining pupils; and
  - developing further its systems for tracking pupils' performances from entry to school to the end of Year 2.

*(paragraph 35, 36, 37, 38)*

- (ii) improve the development of pupils' skills in ICT by:
- putting in place procedures for assessing and recording pupils' achievements against key objectives; and
  - using the results of assessments in planning the next steps in pupils' learning and matching tasks to pupils' levels of attainment.

*(paragraph 40)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	9	9	11	0	0	0
Percentage	3	30	30	37	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)	408
Number of full-time pupils known to be eligible for free school meals	19

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	55

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	21

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	16

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	31	27	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	30	31
	Girls	22	25	25
	Total	52	55	56
Percentage of pupils at NC level 2 or above	School	90 (93)	95 (86)	97 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	31	31
	Girls	24	25	24
	Total	54	56	55
Percentage of pupils at NC level 2 or above	School	93 (92)	97 (97)	95 (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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	23	22	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	23
	Girls	22	21	22
	Total	41	42	45
Percentage of pupils at NC level 4 or above	School	91 (89)	93 (87)	100 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	21	23
	Girls	21	21	22
	Total	39	42	45
Percentage of pupils at NC level 4 or above	School	87 (80)	93 (82)	100 (96)
	National	73 (72)	74 (74)	82 (82)

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

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	320	0	0
White – Irish	22	0	0
White – any other White background	23	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	14	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	5	0	0
Black or Black British – any other Black background	3	0	0
Chinese	0	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	0	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)	15.2
Number of pupils per qualified teacher	27
Average class size	29

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	174

***FTE means full-time equivalent***

### ***Financial information***

Financial year	2001/02
	£
Total income	906,886
Total expenditure	876,403
Expenditure per pupil	2,213
Balance brought forward from previous year	15,618
Balance carried forward to next year	46,101

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	9
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	408
Number of questionnaires returned	186

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	3	1	1
My child is making good progress in school.	45	46	5	0	3
Behaviour in the school is good.	49	48	2	0	0
My child gets the right amount of work to do at home.	32	42	17	5	3
The teaching is good.	55	40	3	0	2
I am kept well informed about how my child is getting on.	37	47	12	1	2
I would feel comfortable about approaching the school with questions or a problem.	60	36	3	0	1
The school expects my child to work hard and achieve his or her best.	58	37	3	0	1
The school works closely with parents.	40	49	9	1	1
The school is well led and managed.	53	42	3	0	2
The school is helping my child become mature and responsible.	54	41	2	0	1
The school provides an interesting range of activities outside lessons.	40	44	9	2	3