

# INSPECTION REPORT

**ST WILFRID'S CATHOLIC  
PRIMARY SCHOOL**

Sheffield

LEA area: Sheffield

Unique reference number: 107115

Headteacher: Mrs B Jarrett

Reporting inspector: Keith Bardon  
11807

Dates of inspection: 6<sup>th</sup> - 7<sup>th</sup> May 2003

Inspection number: 246651

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: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Millhouses Lane  
Sheffield

Postcode: S7 2HE

Telephone number: 0114 2365529

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Appropriate authority: The Governing Body

Name of chair of governors: Monsignor W Kilgannon

Date of previous inspection: 2<sup>nd</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Wilfrid's Catholic Primary is a larger than average junior and infant school situated in a popular residential area on the southern outskirts of the city of Sheffield. There are 271 pupils on roll and the school is regularly over-subscribed. Ninety-six per cent of pupils are baptized Catholics mainly from the two neighbouring parishes the school serves. The proportion of pupils eligible for free school meals is well below the national average. Thirty-one pupils have special educational needs, mainly for learning difficulties, which is below average for a school of this size. Three pupils have a statement of special needs which is a broadly average figure. Nine pupils speak English as an additional language but none are at an early stage of English acquisition. Most children enter the reception class with a good range of basic skills and their attainment at this point is above average for their age.

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

St Wilfrid's is an extremely vibrant school which provides its pupils with a very high quality of education. Standards are well above average, the quality of teaching is very good and pupils grow into confident and capable young people. Purposeful leadership and very effective management provide a strong base for on-going development and the school gives very good value for money.

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

- Very good teaching promotes standards that by the end of Year 6 are well above the national average.
- The curriculum is rich and varied and enables all pupils to achieve well.
- Careful attention is paid to pupils' personal development and they grow into confident and mature young people, well prepared for the next phase in their education.
- Very strong leadership and highly effective management give the school a clear sense of purpose and the ambition to continue to develop.

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

- Some aspects of the music curriculum are in need of further development.

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

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

Since its last inspection in 1998 the school has made very good improvement. Many of the school's positive attributes reported at the time have been maintained and used as a platform for further development. The results attained by both Year 2 and Year 6 pupils in the national tests have improved and throughout the period have been at a consistently high level in comparison with the national average. In recognition of its achievements the school has received a government sponsored national award in each of the last three years. Successful implementation of national initiatives, such as the strategies for literacy and numeracy and the guidance for the Foundation Stage, coupled with careful monitoring by senior staff has helped to increase the quality of teaching and learning. As a result of these and other changes the issue from the last inspection relating to the teaching in Year 1 has been fully addressed. The learning resources and the quality of teaching and learning in information and communication technology have improved significantly and this issue has also been successfully addressed. National guidance has been used constructively to ensure that schemes of work are in place for all subjects and a full set of assessment procedures has been implemented. As a result of this and its other work the school has been awarded the Basic Skills Quality Mark. An attractive extension has provided an extra classroom and a pleasant library. Despite the school's strong position there are no signs of complacency and clear signs that the school will continue to improve and develop in the future.

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

Pupils' performance in the National Curriculum tests for Year 6 pupils is very high. Results are frequently in the top five per cent of schools nationally and much better than those achieved by pupils in similar schools to St Wilfrid's. The pupils who are currently in Year 6 are working to an equally high standard and their attainment in English, mathematics and science is well above that often found at this age. This clearly represents a very good level of achievement and indicates sustained progress as pupils move through school.

In both Year 2 and Year 6, standards in literacy and numeracy are very high. At all ages pupils read, write and make numerical calculations with understanding, skill and confidence. Subsequently when Year 2 pupils sit the National Curriculum tests their results often mirror those of Year 6 pupils. This positive picture is not restricted to the core subjects of English, mathematics and science. In subjects such as information and communication technology, standards are equally good and often above or well above those expected.

Many pupils enter the reception class with well-developed basic skills. The teachers build on these effectively so that when they move into Year 1 almost all have attained or exceeded the targets for the age group and are fully prepared for the work on the National Curriculum. The school takes considerable care to ensure that all pupils have equal opportunities to learn. Pupils who have special educational needs receive work that is carefully tailored to their requirements and they make very good progress. The school has a number of pupils who show particularly high levels of attainment. Teachers take this into full account when planning lessons and this enables this group of pupils to maintain a similarly very good rate of progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard and are keen to learn. They show a high level of interest and willingly contribute their thoughts and ideas in lessons.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved both in lessons and around the school. They are polite, well-mannered and sociable children with a strong sense of right and wrong.
Personal development and relationships	Excellent. Pupils contribute willingly to the life of the school and readily take on responsibilities. They form excellent relationships and are sensitive to the needs of others.

Attendance	Very good. Children attend regularly and enjoy school. Levels of attendance are well above the national average and there is little unauthorised absence.
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## TEACHING AND LEARNING

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

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is consistently high throughout the school. At present the school has a number of temporary teachers but skilful management is helping to minimise any disruption this may cause to pupils' learning and continuity is being maintained. The teaching of English and mathematics is very good and the national strategies are employed well to provide stimulating and challenging lessons. Pupils' learning in literacy and numeracy is promoted and extended continually, with teachers placing strong emphasis on good quality reading, writing and number work in all subjects. Teachers take great care to ensure that the work individual pupils are given to do offers them sufficient challenge but at an appropriate level of difficulty. Consequently all pupils have equal opportunities to learn and to make the progress of which they are capable. The high expectations teachers have of their pupils coupled with the very good relationships that have been built up make for lively lessons which develop pupils' knowledge and skills at a very good pace. The level of pupil participation is high and they readily answer questions, put forward ideas and investigate concepts for themselves. Teachers establish clear objectives for pupils' learning at the beginning of each lesson and pupils concentrate well and persevere until these have been achieved.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum provides pupils with a wide range of interesting opportunities to learn. All subjects of the National Curriculum and religious education are taught and an appropriate amount of time is spent on each. The curriculum is enriched with frequent educational visits, visitors and extra-curricular activities.
Provision for pupils with special educational needs	Very good. The support for pupils with special educational needs is extremely well organised and they receive a well-balanced programme of learning opportunities.
Provision for pupils with English as an additional language	Very good. The school monitors the progress of pupils who speak English as an additional language carefully and provides them with appropriate opportunities to learn.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. All aspects of the provision for pupils' personal development are of a high standard. Teachers frequently raise important issues and skilfully develop pupils' social, moral and cultural awareness. The spiritual nature of the school is inherent within its strong Catholic ethos.
How well the school cares for its pupils	Excellent. Staff know pupils well and respond to their needs sensitively. Procedures for child protection and for ensuring pupils' health and welfare are well established and highly effective.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides the school with strong leadership and clear direction. She receives extremely competent support from the deputy headteacher and together they make a highly professional senior management team. Consequently, St Wilfrid's is a smooth running school with a pronounced sense of purpose.
How well the governors fulfil their responsibilities	Very good. Governors provide the school with very effective support and monitor its work thoroughly. They have a clear understanding of the school's strengths and play a full and active part in decision making. The Governing Body fulfils its responsibilities very well.
The school's evaluation of its performance	Very good. Information from a wide range of sources is used constructively to monitor how well the school is doing and to plan for its future development.
The strategic use of resources	Excellent. Senior staff and governors go to considerable lengths to ensure that the school's budget is spent efficiently and to maintain a positive balance. The principles of best value are understood well and applied rigorously.

## 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>• A high proportion of parents feel that their children are taught well and consequently make good progress.</li> <li>• The school has high expectations of its pupils and of what they can achieve.</li> <li>• Children enjoy school, behave well and grow into responsible young people.</li> <li>• Staff are very approachable and parents are kept well informed about the progress their children are making.</li> <li>• The school is well managed, and parents feel comfortable raising issues with staff or governors.</li> </ul>	<ul style="list-style-type: none"> <li>• Although a small number of parents identified aspects they would like to see improved there were no areas of major concern.</li> <li>• The amount of homework children received was raised as an issue by a small minority of parents, with some feeling there was too much and others that there was too little.</li> </ul>

Inspectors share parents' very positive views of the school and of the high quality of education it provides for all children. The amount of homework the school provides is appropriate and typical of many other primary schools.

## **PART B: COMMENTARY**

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

**Very good teaching promotes standards that by the end of Year 6 are well above the national average.**

1. When they first join the reception class, many children already have a good range of basic skills and early attainment that is above that often found at this age. The school recognises pupils' potential and teachers make careful provision to ensure that it is fully realised. Consequently by the end of Year 6 almost all pupils attain or exceed national expectations and standards are well above average. This very positive level of achievement stems from the very effective teaching pupils receive throughout their time at the school.
2. Lessons in the reception class fully reflect the needs of the school's youngest pupils and introduce them to the formalities of school life well. Teachers plan lively activities which stimulate children's curiosity and promote their interest in learning. As a result children maintain a very good rate of progress while in reception and join Year 1 fully prepared for the next stage in their education.
3. Very good teaching in the infant classes maintains this momentum so that when Year 2 pupils sit the national tests they perform extremely well. In the last two years the school's results in the National Curriculum reading, writing and mathematics tests have been consistently very high, both in relation to the national averages and in comparison with those attained by schools in a similar context to St Wilfrid's.
4. By the time pupils move into Year 3 the pattern of high attainment is well established and junior teachers build successfully on this firm foundation. Year 6 pupils attained results in last year's National Curriculum English tests that were very high and in the top five per cent nationally. All pupils attained or exceeded the expectations for their age. Results in mathematics and science were similarly very positive and well above the national average. This was a typical set of results for the school and continued a trend of very high performance in the national tests.
5. The key skills of literacy and numeracy are taught very well and pupils' achievements are very good. Teachers combine well-structured daily lessons with frequent opportunities for pupils to use their English and mathematics skills in different subjects. For example, before carrying out a test in science, Year 2 pupils had to make decisions and produce a written plan of the steps they would take. This provided them with a clear procedure to follow and helped to ensure that the test was carried out correctly. Pupils' literacy and science enquiry skills were promoted in tandem with each benefiting from the other. As a result of this productive teaching and learning, pupils are comfortable and confident with words and numbers and readily read, write and calculate in a wide range of different contexts.
6. Teachers' subject knowledge is strong and the very good teaching extends across all areas of the curriculum. Pupils' learning in information and communication technology, for example, has improved significantly since the last inspection and standards in the subject are much higher. Much of the teaching throughout the school is carried out by a teacher with excellent personal knowledge. Pupils respond with enthusiasm to the high level of challenge lessons in the recently constructed computer suite present and by Year 6 are confidently demonstrating their secure understanding of spreadsheets, databases, word processing, graphics and control.

7. Lessons are planned very thoroughly and full account is taken of pupils' differing attainment. While solving money problems Year 2 pupils were divided into three groups with higher-attaining pupils having to employ significantly more mental strategies than other pupils and lower-attainers benefiting from being able to use real coins to help their understanding. The success of the lesson was due in no small part to the effective team work of the class teacher and the two classroom assistants. This is common throughout the school and enables pupils to achieve very well despite often being in large classes.
8. Learning is made interesting because teachers are adept at putting the work into contexts that have meaning to the pupils and draw on their personal experiences. Year 1 and 2 pupils have used a simple questionnaire to ask their parents and grandparents about life when they were this age. Almost all pupils brought back useful and interesting responses which the teacher used skilfully to promote their understanding of how life styles change over the time. Teachers are constantly looking for ways to extend pupils' learning beyond the classroom. For example the well-made slippers Year 6 pupils are currently constructing in their design and technology lessons are to be evaluated by the owner of a national chain of slipper shops when he visits the school very shortly.
9. Relationships between teachers and pupils are excellent. Pupils know when they enter lessons that they will be expected to work hard and that the tasks they will face will be challenging. However, the friendly interactions between staff and pupils and the support they receive to aid their learning give pupils of all abilities the confidence to succeed. From an early age pupils concentrate extremely well and often for long periods. They recognise that they are expected to think hard and to make decisions about what to do and how to do it. This level of independence is a strong feature of pupils' learning throughout the school. Teachers praise pupils' efforts regularly and consistently so that they know when they have done well. The quality of teachers' marking is very good. Successes are celebrated and areas for further improvement clearly identified.
10. The school sets itself appropriately high targets for pupils' performance, which are met and often exceeded. Pupils of all ages achieve well and the high quality knowledge and skills they take with them to the high school are the results of sustained effort on the part of staff and pupils alike. The key to pupils' success is the enjoyment in learning which the school generates and the manner in which pupils are taught to value their education and the opportunities it presents. When asked what they like most about their school, pupils frequently comment that teachers make learning fun. This enjoyment of learning is apparent in all lessons and the sound of young minds working hard and developing strongly is almost audible.

### **The curriculum is rich and varied and enables all pupils to achieve well**

11. While the curriculum places due emphasis on the core subjects of English, mathematics and science, all subjects of the National Curriculum and religious education receive due attention. In addition, key elements relating to pupils' personal development are an integral part of the learning programme so that pupils receive a well-balanced and comprehensive range of experiences which build their knowledge, understanding and skills progressively and continually.

12. The school has received recognition of the quality of the curriculum through the awarding of the Basic Skills Quality Mark. Staff and pupils are currently working towards a quality mark in the arts and this aspect of curricular provision typifies the richness of experiences made available to pupils. As well as a full programme of arts based lessons there is music tuition, a school choir, weekly arts clubs and regular productions by different age groups, some of which are performed for a wider audience at various venues in the city. The school is aware that there is scope for further development of the music curriculum and this is discussed later in this report. (see paragraph 31)
13. The curriculum for children in the reception classes reflects the national guidance and at the same time takes full account of their above average attainment on entry. Interesting practical activities, often involving well-planned games, encourage children to participate fully and to make their own decisions. In a mathematical development lesson children were rolling dice and walking up a number line to double numbers and playing card games in pairs to help their understanding of number sequence.
14. The range of extra-curricular activities provided for pupils is very good and often involves outside trainers and visitors to the school who bring a high level of experience and expertise. On a limited budget the school has difficulty funding all of these activities and can only operate some by making a charge. The school recognises that this can cause difficulties for a number of parents and is looking to provide all extra-curricular activities free of charge as soon as funding allows.
15. The weaknesses identified in information and communication technology (ICT) at the time of the last inspection have been comprehensively addressed. The curriculum is much stronger, with the result that, as reported in the previous section, pupils are achieving far more. One result of the advances the school has made in developing the curriculum for ICT was an invitation from a government organisation to contribute to a training video on the use of the interactive whiteboard (a large computer screen visible to a whole class) in mathematics lessons. This has been very positively received and is shown extensively both in this country and abroad.
16. The school monitors the progress of pupils from ethnic minority backgrounds carefully and results show the attainment of these pupils to be as high as for other pupils in the school. This positive picture is reflected equally in the achievements of those pupils who have very specific learning requirements. Pupils with special educational needs benefit from a carefully structured curriculum and support provision which is organised and managed extremely well by the special educational needs co-ordinator. Well-established systems enable staff to identify pupils' learning needs at an early stage and the involvement of parents throughout the process further enhances the provision. Regular monitoring by teachers and support staff ensures that the targets set for pupils' learning maintain their relevance and sharpness and subsequently this group of pupils maintains a very good rate of progress.
17. Similarly pupils who are particularly gifted academically or show talent in a specific area are given work which enables them to extend their abilities and to make the maximum of the gifts and talents they have been given. It is clear from these examples and in many other ways that the school's efforts to provide equal opportunities for all pupils are working very successfully. Through its comprehensive inclusion policy and well-structured action plan the school maintains the profile of this important aspect of the curriculum and keeps important issues to the forefront of development.

18. The school is continually looking for ways in which to further enhance the curriculum. Each week higher-attaining older pupils receive tuition in basic Italian from a visiting teacher. Pupils enjoy these lessons which provide a valuable extension to their language development and appreciation of the need for effective communication. Year 1 pupils have embarked on a thinking skills programme which it is hoped will benefit all areas of their learning. In one lesson seen, five pupils were examining different shapes and using thought processes to construct mental images of different perspectives. Pupils were rising well to the challenge that this different way of learning was offering.

**Careful attention is paid to pupils' personal development and they grow into confident and mature young people, well prepared for the next phase in their education.**

19. At the centre of pupils' personal development is the school's very positive ethos which is firmly based on strong Catholic values and brings to life its mission statement 'Love one another as I have loved you'. The school makes provision for this essential element of pupils' learning through its Education for Personal Relationships programme. This is managed very effectively by the two co-ordinators and is firmly established as an integral part of the curriculum, with citizenship an important part of pupils' pilgrimage of faith.
20. Pupils' own contribution to the school is actively encouraged and valued. This has a significant effect on their personal development and shines through in the maturity and responsible attitudes that pupils of all ages show. Older pupils elect members to the school council. They value the opportunities the council provides and respond by making sensible suggestions as to how school life can be further improved to the benefit of all. A current initiative is the purchasing of a 'buddy bench' to be sited in the playground which will provide a place where pupils can respond to those who are feeling a little left out or lonely. This sensitivity is typical of all pupils and is a reflection of concerns that staff show for them. The family spirit which permeates the school ensures regular contact between older and younger pupils so that the views of pupils of all ages are reflected in the deliberations and decisions of the school council.
21. Class discussion times (often called circle time) plus good work and celebration assemblies, provide pupils with opportunities to share each others thoughts, feelings, achievements and successes. As a result they blossom as confident individuals responsive to the needs of others. Year 6 pupils take turns to help and play with the youngest pupils, a task they thoroughly enjoy and carry out with thoughtful diligence. Pupils are fully aware of the privileges life offers them and willingly support those less fortunate through CAFOD and initiatives such as Mission Together. Pupils' understanding of the breadth and diversity of the multi-cultural society in which they live is promoted very well. They are given the opportunity to consider the principles upon which the different other world religions are founded and through initiatives such as the multicultural weeks and visitors from other cultures, develop an awareness of the richness and originality these provide.
22. The school looks for original and stimulating ways in which to help pupils acquire to personal and life skills. For example, a number of Year 6 pupils who show a high aptitude for mathematics have had experience of teaching pupils in Year 3 and have reported back their experiences to others in their year group. What stands out is that pupils have come to accept this valuable type of experience as the norm for the school. They do not take it for granted but readily and willingly involve themselves when the opportunities arise.

23. The high standards pupils achieve are due in no small measure to the confidence and self worth they acquire. Pupils' achieve well because they are given a belief in their ability to succeed. They are naturally proud of their school and of their own achievements and those of others. In their personal records of a residential visit in the Lake District, Year 6 pupils write enthusiastically about the experiences they have shared together and show clearly how much they gained. On returning from a strenuous hill climb one pupil relates his feeling at successfully reaching the summit; "it makes you feel proud of yourself"; clear evidence of increased self esteem, something which staff promote very proficiently. Pupils of all ages are self confident but not precocious and the frequent smiles with which people are greeted make the school a very pleasant place to visit.
24. The maturity pupils show is demonstrated clearly in their attitude to school rules. Responsible social behaviour is the order of the day and simple codes of conduct displayed around the school simply act as reminders of what staff and pupils expect of each other. Pupils appreciate the need for such rules but recognise their own responsibilities in making the school an orderly community in which to learn.

**Very strong leadership and highly effective management give the school a clear sense of purpose and the ambition to continue to develop.**

25. The headteacher provides the school with excellent leadership. She adopts a very open style of management and consults widely with staff, pupils and parents. This provides for a cohesive school in which all those with a vested interest in the pupils' education feel fully involved and appreciated. The management strategies employed by the headteacher and the extremely competent deputy headteacher are rigorous and thorough. They provide the school with a clear sense of purpose and the confidence to move forward with original ideas and new ways of working. For the third year in succession the school has received the government's national achievement award.
26. Responsibilities are delegated to teachers at an appropriate level and they are given the means to carry them out effectively. The headteacher is very supportive of staff while at the same time having high expectations of the contribution they will make to the school. The quality of teaching and learning is monitored regularly and the outcomes used constructively to identify the next steps forward. All information the school receives is shared openly. The relationship between staff is relaxed but professional with the very effective partnership between headteacher and deputy headteacher setting the tone for the whole school.
27. Although the school received a very positive report when it was last inspected there has been no complacency in the interim period. Ambitious and carefully structured forward planning has ensured a very good pace of development. Teachers with management responsibilities make a full contribution to school improvement. Initiatives contained in the school improvement plan reflect the school's strong academic results while looking to further enhance the provision the school makes for pupils' education. The plan is very much a working document which is regularly reviewed. Parents are kept informed of the school's priorities and by linking all plans to the budget, the school is able to fund its development efficiently. The level of funding made available to the school provides very little flexibility. However, careful planning and skilful financial management by the headteacher and governors enable the school to maintain a positive budget balance. By carefully accumulating funds and building up a surplus, the school is periodically able to finance major improvements, such as the attractive extension which has recently been completed.

28. The school's aims and objectives are documented clearly and promoted consistently through a set of comprehensive and well-written policies. A strength of the school's policy structure is the linkage that exists between the different documents and the positive manner in which they all promote the school's ethos and mission statement. Reviews are carried out regularly and systematically to ensure that the policies retain their relevance, and support documents, such as the staff handbook, provide clear and effective guidance for staff. This strong framework of policies provides a consistency of approach which helps to promote very good relationships between staff and pupils.
29. A wide range of data is used to measure the school's performance. This helps ensure that staff and governors have an accurate perception of the gains pupils are making and informs their future planning. For example, information from the national tests pupils take at age seven and then again at age 11 is used as one measure of how far individual pupils progress over time. By comparing pupils' attainment in Year 6 with what was expected from their Year 2 results, senior staff are able to gain an accurate picture of the rate of academic success the pupils are maintaining and through this evaluate the effect of the teaching on pupils' learning. The school can be confident that its strategies for the teaching of English, mathematics and science are working well because a high proportion of the Year 6 pupils who took the national tests in 2002 exceeded expectations.
30. Governors have an excellent understanding of their role and meet their responsibilities very well. A close and constructive working relationship between staff and governors is firmly established, and the professionalism of senior teachers is both recognised and respected. Similarly the skills and expertise that governors bring to the school are appreciated and utilised to full advantage. All those with responsibility for guiding the school and for making strategic decisions work in unison and the school moves forward on a united front.

## **WHAT COULD BE IMPROVED**

### **Some aspects of the music curriculum are in need of further development**

31. Due to the long illness of the subject leader the music curriculum has lacked the on-going development that has taken place in other subjects. Staff have maintained some of the elements, such as performing, well, but without the guidance of a knowledgeable co-ordinator other aspects of the subject, for example composing and appraising music, has not moved forward as quickly as the school would have liked. A new co-ordinator with a strong musical background is to commence work next September and this will provide the school with the opportunity to bring music up to the same high standard as the rest of the curriculum.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

32. In order to further enhance the high quality provision the school makes for its pupils the headteacher, staff and governors should improve those aspects of the music curriculum that have lacked recent development.

(Paragraph 31)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	6	1	0	0	0
Percentage	6	53	35	6	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	271
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	4.4

#### 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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	17	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	16	17	17
	Total	33	35	35
Percentage of pupils at NC level 2 or above	School	94 (100)	100 (97)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	17	17	17
	Total	35	35	35
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (97)	100 (100)
	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	20	24	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	20
	Girls	24	23	24
	Total	43	42	44
Percentage of pupils at NC level 4 or above	School	98 (100)	95 (100)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	20
	Girls	22	21	24
	Total	38	38	44
Percentage of pupils at NC level 4 or above	School	86 (97)	86 (100)	100 (100)
	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	184	0	0
White – Irish	3	0	0
White – any other White background	18	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	6	0	0
Mixed – White and Asian	8	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British - Indian	0	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	1	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	1	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)	10.7
Number of pupils per qualified teacher	25.3
Average class size	33.9

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

Total number of education support staff	6
Total aggregate hours worked per week	139

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2002
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	£
Total income	510,960
Total expenditure	518,996
Expenditure per pupil	1,988
Balance brought forward from previous year	71,541
Balance carried forward to next year	63,505

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	4.7

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	271
Number of questionnaires returned	139

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	4	1	0
My child is making good progress in school.	62	33	4	0	1
Behaviour in the school is good.	67	31	1	0	1
My child gets the right amount of work to do at home.	36	50	11	1	2
The teaching is good.	62	34	1	0	3
I am kept well informed about how my child is getting on.	38	52	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	58	33	7	1	1
The school expects my child to work hard and achieve his or her best.	76	23	1	0	1
The school works closely with parents.	33	58	5	0	4
The school is well led and managed.	67	27	3	1	2
The school is helping my child become mature and responsible.	62	33	1	0	4
The school provides an interesting range of activities outside lessons.	47	43	9	0	1