

INSPECTION REPORT

**ST PATRICK'S CATHOLIC
PRIMARY SCHOOL**

Leeds, West Yorkshire

LEA area: Leeds

Unique reference number: 108036

Headteacher: Mr J J Mills

Reporting inspector: Keith Bardon
11807

Dates of inspection: 10 – 11 February 2003

Inspection number: 246758

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: Torre Road
Leeds
West Yorkshire

Postcode: LS9 7QL

Telephone number: 0113 2480380

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Appropriate authority: The Governing Body

Name of chair of governors: Fr. C Willis

Date of previous inspection: 9 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Patrick's Catholic Primary is an average sized junior and infant school situated in Burmantofts, an inner city district of Leeds with a significant level of social deprivation. Much of the housing in the immediate vicinity of the school was built by the local authority and is rented by its occupants. There are 206 pupils on roll and the school is almost full. Most pupils live close by, but, because of its popularity with parents, the school also draws pupils from further afield. Since the last inspection the number of pupils on roll has increased by almost one fifth. Forty-six pupils are eligible for free school meals, which is an above average proportion. Almost a quarter of pupils have special educational needs, mainly for learning difficulties, and three pupils have a statement of special educational needs. These figures are broadly average for a school of this size. Approximately one in five pupils is from an ethnic minority background, predominantly black African. Fourteen pupils speak English as an additional language and five are at an early stage in learning English. Eighty-five per cent of the places at the school are reserved for baptised Catholic children. The proportion of Catholic children is currently around 90 per cent. Children start in reception class at the beginning of the school year in which they will be five years old. At this point many of the children have less knowledge and fewer basic skills than is normal for the age group, although this varies widely between individuals.

HOW GOOD THE SCHOOL IS

St Patrick's provides its pupils with a very good quality education that is ideally suited to their needs. The balance struck between high academic achievement and pupils' all round development is excellent and makes for a happy, industrious school which is popular with both parents and pupils alike. Standards are higher than those of similar schools; pupils of all ages are taught and learn extremely well and the school is very effectively led and managed. The school spends an average amount per pupil achieving these standards which represents very good value for money.

What the school does well

- Very good teaching enables pupils to achieve well and to attain standards that by the end of Year 6 are above and at times well above those of pupils in similar schools.
- Excellent provision is made for pupils' personal development and they grow into confident, well balanced and sociable young people.
- The curriculum is closely tailored to pupils' individual needs and provides them all with a wealth of opportunities to learn.
- Skilled leadership and very effective management make for a purposeful and smooth running school with a very positive ethos.

What could be improved

- There are insufficient action plans to support the school's initiatives for development.

The areas 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 good improvement. Many of the positive features of the school's work have been retained throughout this period. The performance of Year 6 pupils in the national tests has been consistently good and there has been steady improvement in the results attained by Year 2 pupils. National initiatives, such as the strategies for literacy and numeracy and the guidance for the Foundation Stage, have been successfully implemented. Considerable developments have taken place in information and communication technology and the resources and the quality of teaching and learning are much better. Improvements have been made to the building making it a pleasanter place in which to work and learn. These include a secure outside area in which reception children can play and work. The school has achieved the Investors in People and the Activemark Gold awards for the provision it makes for both pupils and staff. Systems for evaluating the school's

performance have been extended and continue to be refined. This is a forward thinking school which is well placed to continue to develop and improve.

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	B	C	D	B
mathematics	B	B	C	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

As the table above shows, test results tend to fluctuate year on year. However, this is due to changes in the make up of different groups of Year 6 pupils rather than variations in teaching quality. What is very apparent is that in comparison with pupils from similar schools, pupils at St Patrick's do very well in the tests. Pupils in the current Year 6 class are producing work of an equally good standard. Most pupils are attaining the nationally expected level in English, mathematics and science with a significant proportion working at an above average level in all three subjects. This represents very good achievement when put alongside the low level of knowledge and skills many children have when they first enter the school.

Standards in literacy and numeracy are broadly as expected in Year 2 and a little above average in Year 6, with pupils reading, writing and making numerical calculations with increasing confidence and skill. The results of Year 2 pupils in the national reading tests have been lower than in writing and mathematics for some time. However, this is not because they are not taught to read but rather that many of them have limited experience of books outside school. Good achievement is not restricted to English, mathematics and science. In subjects such as information and communication technology, music and physical education pupils show knowledge and skills that are well up to and in some cases above expectations for their age.

While in the reception class the children make good progress and by the time they join Year 1 they are ready for National Curriculum work. However, a significant minority of children have a lot of ground to make up and move into the infants having not quite reached the targets for their age group. The school takes considerable care to ensure that all pupils receive equal opportunities to learn and, irrespective of their starting point, pupils of all ages and abilities achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show an enthusiasm for learning and put a great deal of effort into their lessons.
Behaviour, in and out of classrooms	Very good. Pupils are polite and well mannered. They listen attentively to teachers and get on well together.
Personal development and relationships	Excellent. Pupils develop very responsible attitudes and take great pride in their own and others' achievements. They form constructive relationships and in the school's family atmosphere learn trust and respect for others.

Attendance	Satisfactory. Levels of attendance are close to 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.

Pupils are taught consistently very well throughout the school and as a result become increasingly effective learners. Teachers and support staff work closely as a team to provide pupils with quality learning in all subjects. Staff form excellent relationships with their pupils, so that pupils of all ages ask and answer questions readily and put forward their own ideas confidently. Lively interactions and work which challenges pupils to think and to do things for themselves are the cornerstones of many lessons.

The skills of numeracy and literacy are taught very well. Teachers make effective use of the national strategies during English and mathematics lessons and provide regular opportunities for pupils to practise their literacy and numeracy skills in other subjects. Teachers know their pupils very well, and provide tasks that are closely matched to their individual learning needs. Pupils with special educational needs receive carefully planned teaching and support which enable them to make good progress towards the targets set for them in their individual education plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Pupils of all ages receive a rich and varied range of learning opportunities. The school provides a wide range of extra-curricular activities although these are almost all for the older pupils.
Provision for pupils with special educational needs	Very good. Pupils receive a carefully planned and well balanced programme of support which is closely matched to their individual needs.
Provision for pupils with English as an additional language	Very good. Care is taken to ensure that pupils who speak English as an additional language are fully involved in all activities. Pupils who are at an early stage in the learning of English receive effective support and quickly acquire the basics of the new language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school makes high quality provision for all aspects of pupils' personal development. Staff provide excellent role models in the way they conduct themselves and pupils respond by becoming sensible and considerate young people.
How well the school cares for its pupils	Very good. The school makes every effort to ensure pupils' welfare, health and safety. Pupils' academic progress and personal development are monitored closely. Procedures for child protection are securely in place.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher gives the school a strong sense of purpose. Very effective management by senior staff ensures that the school runs smoothly and that pupils receive the quality of education to which they are entitled.
How well the governors fulfil their responsibilities	Very good. The working relationship between the governing body and the school is very strong. Governors monitor the school's work carefully and support its development diligently. The governing body meets its statutory responsibilities very well.
The school's evaluation of its performance	Good. Information from a wide range of sources is used constructively to measure the school's performance and to guide improvement. Priorities for development are identified clearly but action planning needs to be strengthened.
The strategic use of resources	Very good. Careful financial planning ensures that money is spent well and always in the interests of pupils' education. Staff and governors give due consideration to value for money, particularly with regard to the gains pupils are making for the money that is being spent. The school uses its staff, accommodation and equipment very efficiently and makes excellent use of funds allocated for specific purposes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel that their children are taught well and make good progress. • Children enjoy school and parents are kept well informed about the progress they are making. • The school has high expectations of its pupils and of what they can achieve. • Most children behave well and the school helps them to develop a sense of responsibility. • The school is well managed, staff are very approachable and parents feel comfortable raising issues or discussing any problems. • A good range of extra-curricular opportunities is provided for the children. 	<ul style="list-style-type: none"> • Although a small number of parents identified some aspects they would like to see improved there were no areas of major concern and the vast majority of parents were very pleased with the school.

Inspectors share parents' very positive views of the school and of the very good quality of education it is providing for their children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good teaching enables pupils to achieve well and to attain standards that by the end of Year 6 are above and at times well above those of pupils in similar schools.

1. When they first join the school as four year olds, many children have less knowledge and fewer basic skills than is normal for the age group, although this varies widely between individuals. When they leave at the end of Year 6 most pupils are attaining the nationally expected levels for their age and a good proportion are working at an above average level. This is a considerable achievement and results from the very quality good teaching pupils receive throughout their time at the school, the strength of which lies in the way pupils are taught to become effective learners.
2. Reception class teachers introduce children to school life very well and lay a solid foundation for their future learning. Key social, personal, communication and mathematics skills are taught in ways that are appropriate and interesting to the young children. During a literacy focused period the teacher led the children through an exciting story, frequently stopping to let them join in, encouraging them to make their own contributions about what they liked about the story and how it made them feel. At the end the children were able to sequence the main events accurately with some making their own picture books of the story. The reception classroom is full of children happily trying out new words, counting objects, exploring materials and discovering how the world around them works.
3. This good start is continued and built upon by teachers in the infant classes. Writing is taught well. Teachers use productive strategies to teach the basics of grammar and punctuation so that by Year 2 pupils attain standards that match national expectations and when they take the test as seven year olds they often do very well in comparison with pupils in similar schools. Reading is taught frequently and competently. Teachers generate the pupils' interest in books by reading stories with them and help their confidence by teaching them effective strategies for working out unfamiliar words. The majority of Year 2 pupils read with the expected fluency and accuracy. However, this is not fully reflected in the test results, often because pupils' reading outside school is somewhat limited. Despite many having acquired the mechanics of reading their knowledge of books and understanding of different texts is often quite narrow. Mathematics is also taught in an interesting and productive way, so that pupils gain enjoyment from working with numbers and are not afraid to have a go at different problems. In a lesson in Year 1 in which pupils were learning subtraction facts, the teacher challenged pupils to identify the pattern the numbers were making. They tackled this with interest, looking carefully at how the numbers arranged themselves. The school's results in the national mathematics tests for Year 2 pupils have improved year on year since the last inspection and standards are approaching the national average. This represents good achievement on the part of the pupils compared with the limited number skills many had when they first joined the school.
4. Lively teaching in Years 3 to 6, built on very good relationships, encourages pupils to participate fully and to work hard and as a result they achieve very well. In comparison with schools in a similar context to St Patrick's, Year 6 pupils attained results in last year's national tests that were above average in English, well above in mathematics and very high in science. This continued a trend of positive performance in the national tests which extends back to the last inspection in 1998. Results in science have been particularly good throughout this period. These standards are being maintained and the

attainment of pupils in the current Year 6 class is equally good. Teachers challenge pupils with work which makes them think and encourages them to make decisions. This is carried out skilfully and in a non-threatening way and as a result pupils rise to the challenge and readily put forward their thoughts and ideas. For example, in science lessons in Years 3 and 5 pupils were asked to plan their own investigations using a clear framework provided by the teachers. Pupils discussed the possibilities sensibly and put forward constructive suggestions, although a minority of pupils are still at a stage where they need a lot of help from staff.

5. The very effective teaching is not confined to English, mathematics and science. Pupils' learning in information and communication technology is good because teachers and support staff give them clear instructions of what they need to do and then allow them time to practise and develop their skills. This straight forward but effective way of teaching works well. Staff have extended their knowledge and understanding of computers and other technology since the last inspection and teach with much more confidence. Subjects such as art, geography, music and physical education are also taught very productively. In a lesson in Year 2 the teacher cleverly combined geography and art so that pupils were learning mapping skills while at the same time developing collage making techniques. Year 6 pupils gained much from a well structured physical education lesson in which they had to sequence a series of danced movements and Year 4 pupils thoroughly enjoyed the originality of their music lesson in which they were composing tunes using sounds improvised from paper.
6. Teaching and support staff are extremely well organised and this has a very positive effect on pupils' learning. Many pupils receive support for their learning while working in small groups with a particular member of staff. This might be a teacher or a member of the support staff who has been trained in the use of a particular learning strategy. The teaching pupils receive at these times mirrors the quality in the rest of the school. This enables those who have special educational needs, or need extension of their high attainment, or require their attainment boosting to push it up to the expected level, to maintain the same very good rate of progress as other pupils. In one such lesson, after reading one of Aesop's fables, a group of Year 5 pupils wrote well structured ones of their own. They derived much enjoyment from being able to do so and pushed their attainment very close to the national average.
7. The school sets itself very challenging targets for pupils' performance which are often above the national average and either achieves them or is very close. Throughout the school pupils maintain a very good rate of progress and from the reception class through to Year 6 there is a continual growth in their learning. The good standards attained by Year 6 pupils are the result of a sustained effort by all staff and the positive response this promotes from the pupils. The cornerstone of this effective teaching and learning is the welcoming and exciting atmosphere which is felt by all those with a vested interest in the pupils' education: staff, parents, governors and, most importantly, the pupils themselves.

Excellent provision is made for pupils' personal development and they grow into confident, well balanced and sociable young people.

8. Staff encourage and support pupils' personal development extremely well. They act as positive role models and provide frequent opportunities for pupils to acquire important life skills. Pupils identify the kindness of staff and the manner in which they address them as one of the things they like best about the school. The respect staff show pupils has a marked influence on their social behaviour and this is reflected very positively in the children's attitudes to each other. Pupils from a wide range of ethnic

backgrounds get on very well. They enjoy each other's company, work and play amicably and readily help those who need it. In discussion, a pupil who had attended a number of schools prior to this one identified the thing he liked best about St Patrick's as the absence of bullying and racism. Mature words and strong support from one so young.

9. The strong Catholic ethos which underpins all the school's work provides pupils with a clear set of principles upon which to base their lives. The messages the principles contain are prominently displayed in a variety of ways throughout the school and reinforced regularly during assemblies and lessons. This brings them to life and helps to keep them prominent in pupils' minds. At the centre of this very positive ethos lies the promotion of pupils' self-worth and their understanding of the contribution individuals make on the lives of those around them. Year 6 pupils comment "Everyone has a chance in this school". As a result pupils take considerable pride in their own achievements and in the successes of others. Achievement awards, given out during weekly celebration assemblies, are received with immense pride and are highly valued by the recipients and the parents who have accepted the invitation to attend.
10. By raising and maintaining pupils' self-esteem the school gives pupils the confidence to try, and the will to strive for good levels of achievement. Lessons are alive with pupils discussing their work constructively, sharing their thoughts and putting forward their ideas. In mathematics lessons, for example, Year 6 pupils readily explain their thinking and the mental methods they are using so that others can consider them and compare them with their own. Pupils respect the right of others to hold different opinions and listen to each other and to their teachers with interest. They show a genuine joy of learning and of the wonders that this can reveal for them. In the reception literacy lesson described earlier in the report the children derived sheer pleasure from linking the emotive words to the colourful pictures in the book.
11. As pupils grow older, staff gradually increase the responsibilities given to them. Year 6 pupils, for example, are asked to keep a watchful eye over reception children at playtimes and lunchtimes, something they do with diligence and care. Parents comment at their own surprise and pleasure when older pupils greet younger ones in the street with natural, friendly acknowledgement. Pupils are comfortable in the company of others and assemblies and lunchtimes are pleasurable, social events. The team spirit is not restricted to staff and the enjoyment of belonging to a school with a very real sense of community is very apparent in pupils' attitudes and behaviour.

The curriculum is closely tailored to pupils' individual needs and provides them all with a wealth of opportunities to learn.

12. The curriculum the school provides for pupils of all ages and levels of attainment is rich and varied. The experiences pupils receive stimulate them to learn and to achieve to the best of their abilities. Although due emphasis is placed on the core subjects of English, mathematics and science, all subjects of the National Curriculum and religious education are taught with equal enthusiasm so that pupils receive a balanced programme of learning and are able to shine in different ways according to their abilities.
13. The curriculum for reception children is appropriately based on learning through play. Teachers structure work carefully so that the children are constantly experiencing different areas of learning through activities that grab their attention and maintain their interest. Children who come to school having had a range of different pre-school

experiences quickly become a cohesive group of early learners, keen to find out what has been planned for them next and to join in.

14. The value of the emphasis the school places on the creative arts of music and drama is demonstrated fully in the very enjoyable Christmas concerts and pantomimes the school presents each year. Pupils of all ages sing, act, dance and play musical instruments with skill and confidence born from a curriculum that gives them every opportunity to enjoy learning in its broadest sense. The quality of the curriculum prompted a television station to make one of its programmes at the school, something that, quite correctly, is of immense pride to the pupils, particularly the youngest ones who were the main participants. Attractive displays of pupils' art work brighten the school and it is a pleasure to listen to the quality of singing during music lessons.
15. The curriculum for information and communication technology has been strengthened significantly since the last inspection. Pupils receive regular, well planned opportunities to use computers and other forms of technology and have become comfortable in their use. Reception children operate the tape recorder well when playing listening games and Year 2 pupils competently draw island scenes on the computer. Year 4 pupils are able to construct their own branching database and Year 5 pupils learn how spreadsheets can be used to make mathematical data easier to handle.
16. Learning opportunities are not confined to the classroom. The school provides pupils in Years 3 to 6 with a wide range of extra-curricular activities in which many participate. Different sports, music, drama, chess, gardening and computer clubs are just some of the things open to pupils. It is little wonder that some parents remark on the difficulty they experience getting their children to come home. Activities for younger pupils outside lessons are somewhat limited, something the school has under consideration.
17. The curriculum is enriched for all pupils by regular visits to places of educational interest and through visitors from the local community and further afield who come into the school. The excursion of Year 3 pupils to a Sikh temple and the visit by the Children's African Choir are just two examples from many. Year 6 pupils have recently returned from a week long residential visit to the Yorkshire Dales which, from their enthusiastic accounts, was thoroughly enjoyed by all. Importantly, pupils gained much from the experience. Their knowledge and skills in subjects such as geography and physical education were extended in ways that would not have been possible at school and their personal development, particularly their social skills, were significantly enhanced.

Skilled leadership and very effective management make for a purposeful and smooth running school with a very positive ethos.

18. The headteacher provides very good leadership and has been extremely influential in enabling the school to build on the strengths found at the time of the last inspection and in continuing the high quality provision it makes for pupils' education. Well established and productive working relationships exist between members of the senior management team (the headteacher, deputy headteacher and senior teachers) and these help to promote the corporate spirit that is at the heart of the school.
19. This was recognised when the school received the Investors in People award. In his report the assessor described the culture of the school as "highly supportive and

inclusive”, a sentiment with which this inspection team fully agrees. For example, members of the learning support staff team are allocated specific responsibilities and have received training in at least one pupil support strategy, such as additional literacy or ‘Springboard’ mathematics. This has provided them with the knowledge and skills to carry out their work effectively and given them a clear role to play in pupils’ learning. As a result they feel valued and are an integral part of the education staff.

20. The management style of senior staff is relatively informal but underpinned by well established and effective strategies for monitoring and evaluating the school’s performance. This balance provides a pleasant working atmosphere in which important information is continually being gathered and the outcomes acted upon. Above all, common sense prevails, with responsibilities delegated to those in the best position to carry them out.
21. Priorities for development are arrived at through consultation and discussion and, although ultimately the headteacher takes final responsibility, all staff with management roles are given the opportunity to contribute effectively to decision making. While there are many advantages to the approach to management adopted by the school and strengths far outweigh weaknesses, there is one disadvantage against which the school needs to guard. This relates to the use of action plans and is explained in more detail in paragraphs 24 and 25 below.
22. The school benefits from a conscientious governing body, members of which are strongly committed to pupils’ high achievement and all round development. Governors support the school very well and many are in regular contact with staff, pupils and parents. They monitor the work of the school closely and play a full and active part in determining the direction it will take. The strong team spirit, evident throughout the school, extends to and includes members of the governing body.
23. Resources are managed well and the school is taking full advantage of the strong financial position it finds itself in. Levels of teaching and support staff are good and this has a significant effect on pupils’ learning and achievements. Currently, there is a large budget surplus which is kept under regular review and a weather eye is being kept on certain areas of funding which may discontinue in the near future. Overall, senior staff and governors spend the funding wisely and at all times base their decisions on what pupils will gain and the value for money that represents.

WHAT COULD BE IMPROVED

There are insufficient action plans to support the school’s initiatives for development.

24. While the school improvement plan provides a sufficiently clear framework for development there are insufficient supporting action plans in place to determine how progress towards individual targets is to be made. For example, the school’s next numeracy initiative concerns pupils’ ability to solve mathematical problems. Staff have agreed that this is an area in which more improvements can be made and the subject coordinator has formulated ideas as to how this should proceed. These are well founded, but need to be formalised so that the school has a written action plan to which all members of staff can refer, if necessary, and against which the coordinator, other senior staff and governors can assess the degree of progress and the level of success.

25. Individuals carry a considerable amount of information around in their heads and, in many instances, there is too little on paper to fall back on if a key member of staff is absent for long periods. During the absence of one subject coordinator, members of staff have continued to put initiatives in place. However, the school's approach lacks the level of cohesion that an action plan would provide. It must be stressed that this is an area for improvement rather than a major weakness and relates to ensuring the security of systems and to the tightening of existing procedures.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. In order to build on the school's many strengths, the headteacher, staff and governors should ensure that the school improvement plan is supported by a full range of written action plans which detail the developments that are to take place and how they are to be achieved.

(Paragraphs 24 and 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	10	2	0	0	0
Percentage	0	37	53	11	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	206
Number of full-time pupils known to be eligible for free school meals	46

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	35

English as an additional language	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence	%	Unauthorised absence	%
School data	93.9	School data	0.1

National comparative data	94.1
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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	16	11	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	13	13
	Girls	9	11	11
	Total	20	24	24
Percentage of pupils at NC level 2 or above	School	74 (77)	89 (84)	89 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	11
	Girls	11	11	9
	Total	24	24	20
Percentage of pupils at NC level 2 or above	School	89 (84)	89 (87)	74 (87)
	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	11	17	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	11
	Girls	13	9	17
	Total	22	20	28
Percentage of pupils at NC level 4 or above	School	79 (84)	71 (84)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	10	10	13
	Total	19	20	23
Percentage of pupils at NC level 4 or above	School	68 (74)	71 (71)	82 (94)
	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	163	0	0
White – Irish	3	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	1	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	3	0	0
Black or Black British – African	23	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	3	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)	9.2
Number of pupils per qualified teacher	22.3
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	187

FTE means full-time equivalent.

Financial information

Financial year	2001/2
	£
Total income	401760
Total expenditure	402060
Expenditure per pupil	1990
Balance brought forward from previous year	43910
Balance carried forward to next year	43610

Recruitment of teachers

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

206

Number of questionnaires returned

180

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	1	1	0
My child is making good progress in school.	70	29	1	0	0
Behaviour in the school is good.	65	32	2	1	0
My child gets the right amount of work to do at home.	42	47	8	2	1
The teaching is good.	76	23	1	0	0
I am kept well informed about how my child is getting on.	61	34	5	0	1
I would feel comfortable about approaching the school with questions or a problem.	72	21	4	1	2
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	61	31	4	2	3
The school is well led and managed.	77	21	1	0	2
The school is helping my child become mature and responsible.	69	31	1	0	0
The school provides an interesting range of activities outside lessons.	63	26	5	0	6