

## INSPECTION REPORT

### **BENEDICT BISCOP C of E PRIMARY SCHOOL**

Sunderland

LEA area: Sunderland

Unique reference number: 108848

Headteacher: Mr R. Thorndyke

Reporting inspector: Mrs M. R. Shepherd  
11328

Dates of inspection: 26 and 27 November 2002

Inspection number: 246832

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Marcross Drive Moorside Sunderland
Postcode:	SR3 2RE
Telephone number:	0191 5535974
Fax number:	0191 5287378
Appropriate authority:	The governing body
Name of chair of governors:	Miss D. Murton
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**

Benedict Biscop C of E Primary School serves the Wearmouth Deanery. Ninety-five per cent of pupils come from the immediate neighbourhood of Moorside, with the remaining 5 per cent allocated to church places from outside this area. The school building is dual purpose and also operates as the church of St. Wilfrid's. The school has Beacon status<sup>1</sup>. There are 224 pupils on roll and 26 children in the purpose-built nursery on a part-time basis. Pupils are organised in single-age classes throughout the school, apart from Year 1 where there are two parallel classes. These classes also contain a small number of Year 2 pupils. Nearly 4 per cent of pupils are entitled to free school meals, which is below average. There are no pupils from ethnic minorities. Eight per cent of pupils are on the special educational needs register, which is below average. At the time of the inspection there were no pupils with Statements of Special Educational Need, which is below average. Last year the school had more than 1 per cent of pupils with Statements. Attainment on entry is above average overall and there is a wide range of attainment across each year group. Standards on entry vary between different year groups, with some attainment lower than usual. Very few pupils move in or out of the school during the year and the school is over-subscribed.

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

This is an excellent school. The headteacher and deputy headteacher work extremely effectively together to provide a crystal clear vision of the educational direction of the school. They then work extremely effectively with governors and staff to manage and extend systems to ensure that this vision is carried out in practice. Children make a high quality beginning to their education in the nursery and reception. They then make very good progress through the school both in academic and personal development. By the time they leave the school their attainment is very high in English, mathematics and science. By Year 6, pupils have developed great personal maturity and reach very high levels of spiritual development. Teaching is very good with many excellent features. The school provides excellent value for money.

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

- Standards of Year 6 pupils are very high in English, mathematics and science.
- Pupils' attitudes, behaviour, relationships and personal development are excellent; their spiritual awareness is outstanding.
- The management and leadership are very good; the leadership and management of the headteacher and deputy headteacher are outstanding.
- Teaching is very good with many excellent features; the partnership between teachers and classroom assistants is very effective.
- The curriculum for spiritual development is outstanding; the curriculum for moral and social development is excellent.
- Partnership with parents and the community is very good.
- The school seeks high quality in everything it does.

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

- The school's work is of such a high quality that there are no improvement issues.

*The governors' are not required to produce an action plan because there are no improvement issues.*

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

Since the last inspection in February 1998 the school has made very good improvement. The leadership and management have improved further. Standards have risen in English, mathematics and science. Attitudes, behaviour, personal development are even better. Pupils now have the benefit of developing citizenship through their School Council. Attendance rates have improved. The quality of teaching is better. The spiritual, moral and social curriculum is richer and there is a wider variety of extra-curricular activities. The partnership with parents and the community is better. A new purpose built nursery unit has been built and there are now two computer suites.

<sup>1</sup> Beacon status is given to schools because they have high quality features in their work. The Beacon school then shares its expertise with other schools and support them in making improvements.

## 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' attainment in English and science in the national tests in 2002 was in the top 5 per cent nationally. The trend over the past five years has consistently maintained the very high levels of attainment in English, mathematics and science. The school sets itself demanding targets. The inspection confirms the attainment of the 2002 national tests in English and science and judges that standards in mathematics have returned to the very high level reached in 2001. Swimming and observational drawing and painting were available during the inspection and Year 6 pupils' attainment was judged to be well above expectations.

The 2002 national tests show attainment of Year 2 pupils as well above average in reading and writing when compared with all schools and similar schools. The inspection confirms these standards. Attainment in the 2002 national tests was below average in mathematics when compared with all schools and well below average compared with similar schools. Standards between 1998 and 2001 in mathematics were consistently very high. The drop in standards was due to several changes in key personnel in the school. The management have taken decisive action since the tests and the inspection judges that standards have risen to well above average.

Reception children are on track to attain very high levels in personal, social and emotional development. In communication, language and literacy and mathematical development they are on track to achieve levels well above expectations.

All pupils in the school fulfil their potential.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have extremely positive attitudes towards school. From nursery to Year 6, pupils listen with great attention in lessons and achieve very high levels of concentration, particularly in the stilling lessons <sup>2</sup> .
Behaviour, in and out of classrooms	This is excellent. Pupils are extremely polite to each other and to adults. They move around the building very sensibly and hold doors open for each other and for adults. They play very sensibly together during lunch breaks and playtimes.
Personal development and relationships	Pupils have very high quality relationships with each other. Boys and girls work very comfortably with each other. Relationships between pupils and adults throughout the school are extremely good. Pupils have high levels of maturity by Year 6, which builds systematically from the nursery. The school council works very confidently.
Attendance	This is very good.

Pupils achieve very high levels of inner reflection in stilling lessons, worship and assemblies.

<sup>2</sup> Stilling lessons involve pupils closing their eyes for periods of five minutes or more and responding to the oral stimulus offered by the teacher.

## TEACHING AND LEARNING

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

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

There are many excellent features in teaching in the nursery and reception and between Years 3 and 6. There are some very good features in the teaching in Years 1 and 2. Teachers work very effectively with the high quality classroom assistants. Teaching of English and mathematics is very good; teaching of listening is excellent. Teachers have very good subject knowledge in English, mathematics, science, religious education and the education of nursery and reception children. Teaching of basic skills is very good, particularly in literacy, numeracy and science. Teachers have high expectations of all pupils, who strive to reach their potential. Teachers use the end of lessons very effectively to reinforce learning. Lessons proceed at a fast pace and pupils produce a large amount of work and concentrate hard during whole class sessions. There are high quality displays both in classrooms and around the school. There are high quality homework research projects in Year 6.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is rich and stimulating. The school uses parents very effectively to support practical activities in lessons. There is a very good range of high quality extra-curricular activities.
Provision for pupils with special educational needs	This is very good. Individual education plans are detailed and thorough. The school identifies children with special educational needs very early and their progress is tracked carefully.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The curriculum for spiritual development is outstanding. Every opportunity is seized to extend this learning. Assemblies and worship are very high quality and the weekly stilling sessions are outstanding. Moral and social development are excellent. The school plans very thoroughly to provide stimulating experiences to extend pupils' skills and understanding. Cultural development is good.
How well the school cares for its pupils	The school cares for its pupils very well. Child protection procedures are very thorough. Assessment systems are very thorough and are used very effectively. There is very good communication with the two feeder secondary schools, which ensures a smooth transfer between the schools for Year 6 pupils.
Partnership with parents	The school works extremely hard to achieve a strong partnership with parents. Parents' contributions to pupils' learning at home and at school are highly valued.

The school makes very good use of the secondary school swimming facilities before the school day to extend the curriculum for physical education. The paired reading throughout the school offers excellent opportunities for social development. The school works extremely well with its local community. The dual function of the school and the church has very positive benefits for pupils' learning.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are outstanding. He sets an extremely clear educational direction for the work of the school. He expertly manages the school to fulfil his vision. The deputy headteacher works extremely well with the headteacher and staff to extend the high quality of the school's work. Co-ordinators play a pivotal role in taking their subject areas forward.
How well the governors fulfil their responsibilities	Governors are fully involved in the work of the school. They have a very good understanding of the daily life of the school and take a full part in strategic planning.
The school's evaluation of its performance	The school evaluates its performance very carefully. It then takes clearly focused action to maintain high standards in pupils' academic and personal development.
The strategic use of resources	This is very good. A long-term view is taken of the school's developments. Consideration is then given to the full range of resources to ensure that the school uses them for maximum benefit to pupils' learning. The secretary is very efficient.

The school applies the principles of best value very carefully. The high quality nursery building and outdoor accommodation supports learning very effectively. The caretaker keeps the school extremely clean.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifty-four per cent of parents' questionnaires were returned. Fifty-five parents attended the parents' evening.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school has high expectations of their children.</li> <li>• Their children like school.</li> <li>• The school is well managed and led.</li> <li>• Their children make good progress.</li> <li>• The school supports their children in becoming mature and responsible.</li> <li>• The teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• There is not the right amount of homework.</li> <li>• Parents are not well informed about progress.</li> <li>• There are not enough activities outside of lessons.</li> </ul>

The inspectors whole-heartedly agree with the positive aspects that please parents. They judge that the amount of homework is appropriate. The research project in Year 6 is high quality and prepares the older pupils very effectively for independent study in the secondary school. They judge that the information about their children's progress is very good. They identify the activities outside of lessons to be very good.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**Standards of Year 6 pupils are very high in English, mathematics and science.**

#### English

1. The school places a high priority on this subject. Paired reading takes place on a daily basis throughout the school, with older pupils sharing a book with younger pupils. This develops a high level of confidence for both pupils in the partnership. These regular high quality discussions extend reading, speaking and listening skills extremely effectively within the context of a trusting relationship. Guided reading and handwriting take place every day throughout the school, which ensures very good progress in these aspects. The weekly stilling sessions offer outstanding opportunities for pupils to extend their listening and imaginative skills.
2. Children receive a thorough grounding in communication, language and literacy in the nursery and reception classes and make very good progress. The following strengths feature in these classes:
  - teachers use whole class sessions very effectively to extend children's speaking and listening skills;
  - teachers use imaginative contexts very skilfully to extend children's imagination and then support them in learning to talk about them. For example, nursery children convinced their parents that a large doll that was being used as a focus for language development was a real child;
  - basic reading skills and letter sounds and combinations are taught systematically;
  - children have regular opportunities to work in small groups with adults, where their language skills are carefully extended;
  - children are provided with stimulating independent experiences. This arouses their curiosity, which they are eager to share with others. For example, children made plates of food from different coloured dough and talked about their choices to each other and to the teacher when they had finished;
  - teachers organise the nursery and reception classrooms very effectively to allow children to make full use of the facilities in both areas.
3. In Years 1 and 2, teachers build consistently on pupils' early successes and, by the end of Year 2, pupils work confidently across all aspects of English. The following features are evident:
  - literacy sessions are used very effectively to cover basic skills systematically;
  - teachers provide clear models to extend writing skills and a high proportion of pupils reach higher levels than expected. For example, in a literacy session where linking words were being considered a pupil wrote, *'Bess and the ewes were terrified because they were stuck in the woods'*;
  - teachers use whiteboards very effectively to draft writing in whole class sessions;
  - spelling is carried out regularly and used well for homework;
  - teachers use key texts very effectively to extend pupils' imaginative skills and then support them in writing their own versions. For example, a pupil wrote, *'Oh no, I knew it, that old elm has brought the power line down'*;
  - teachers use other subjects very effectively as a vehicle to extend reading and writing skills. For example, in science a pupil wrote instructions from an investigation, *'Wet your hands. Put some soap on your hands. Rinse your hands. Look at your hands'*;
  - pupils develop skills of writing across a wide variety of styles because teachers balance the content of writing activities carefully over time;

- there is a very attractive library specifically for the infants and pupils enjoy using it;
  - pupils are encouraged to read independently. For example, a pupil has read 58 books already this term;
  - teachers mark pupils work sensitively and identify areas for improvements.
4. From Years 3 to 6, teachers build consistently on the skills and understanding developed in the infant classes. The deputy headteacher takes small groups of pupils from different year groups for English and provides excellent teaching, which increases their progress significantly. Features identified above are present, with additional strengths as follows:
- very high expectations of each pupil;
  - excellent use of the inter-active whiteboard in Year 6;
  - a clear focus on captivating boys' interest in the subject through the choice of content. For example, Year 6 pupils studied a diary entry of a lieutenant in the Battle of Trafalgar;
  - excellent opportunities to extend pupils' understanding of the differences between visual and written communication. For example, pupils compared the information gleaned from the lieutenant's diary entry compared with a painting of Nelson dying on his ship and then chose their preferred medium of communication;
  - excellent use of classic literature to extend pupils' understanding and skills. For example, pupils studied a Dickens text and then wrote descriptions. A pupil wrote, *'Mr. Gradgrind has a few little deserted hairs in the centre of his head, that look like soldiers standing up to attention'*;
  - expectations that pupils will use their personal feelings and experiences to their writing. For example, a pupil wrote, *'With me I brought my most prized possession, my teddy bear. It was cream, with a little velvety nose, so worn it was beginning to shine'*;
  - very high quality marking, considering individual development;
  - a library specifically for the juniors;
  - open access to the computer suite;
  - high quality research projects over time for homework, that extend pupils' research skills very effectively.

## Mathematics

5. In mathematics there is the same developmental pattern of building skills and understanding through the school as there is in English. Teachers use computers very effectively to extend pupils' skills in enjoyable contexts through games. They match the programs carefully to the work covered in each lesson.
6. In the nursery and reception classes, teachers take every opportunity to extend children's mathematical skills, particularly numeracy skills. For example, in reception, children work out how many children are present after the register has been taken. Children expect to enjoy mathematics and steadily gain confidence in learning technical terms. For example, reception children understand the difference between two and three-dimensional shapes and name simple shapes confidently.
7. Standards over the past four years have been consistently very high by the end of Year 2. However, last year there were considerable changes in key personnel and standards dropped considerably. The senior management, including the mathematics co-ordinator, carried out a thorough investigation and implemented a very well constructed action plan to reverse this drop in standards. This plan has had a very positive effect on the current Year 2 pupils and standards have risen considerably to well above average. Year 2 pupils now handle number work such as multiplication and division at a higher level than expected for their age and tackle mathematical problems with enthusiasm.

8. There have not been the same levels of change of personnel in the junior classes and standards of Year 6 pupils have been consistently high. Teachers use the numeracy sessions very effectively and keep a very fast pace to lessons. They have very high expectations of all pupils, which ensures that each individual fulfils their potential. Pupils handle numbers and algebra with confidence. For example, they work accurately with numbers to two decimal places and make mental calculations at speed. Pupils have a comprehensive understanding of the mathematical curriculum because teachers cover it systematically as the pupils move through the junior classes.

## Science

9. Pupils consistently develop investigative skills and scientific knowledge as they move through the school. In the nursery and reception classes, children gain confidence in experimenting with different materials because they have a wealth of exciting opportunities in their independent play. For example, in reception children trawled for pasta shapes with large sieves in the green water and in the sand and were thrilled to collect a pile of different shapes.
10. In the infant classes, teachers provide interesting and relevant experiments for pupils. For example, Year 2 pupils investigated differences between different soaps by comparing how clean their hands were after they had played in some mud. They develop simple understanding of prediction skills and fair tests. For example, a pupil wrote that after you have noticed how well the soap cleaned your hands you have to *'check with a friend'*.
11. Through the junior classes pupils develop more formal skills of investigating and by Year 6 they record their investigations confidently. For example, they think of five ideas for dissolving solids more quickly and then carrying out systematic tests to check their hypotheses. They carry out investigations co-operatively and identify trends as they record the outcomes. For example, Year 6 pupils identified the differences in weighing objects in the air and in water and understood how gravity was affected by the upthrust from the water.

## **Pupils' attitudes, behaviour, relationships and personal development are excellent; their spiritual awareness is outstanding.**

12. Pupils have extremely positive attitudes towards their work and are very proud to be a part of the school community. They settle very quickly into lessons and listen intently to teachers. They try hard to match the teachers' high expectations and persevere to complete their tasks. They are keen to present their work to the rest of the class at the end of lessons. For example, in Year 3 pupils were eager to read out their poems in the style of Robert Louis Stephenson's 'A Railway Carriage'. Pupils have extremely high concentration levels in stilling lessons because they develop these skills in the nursery and then extend them every week. They show very high levels of inner reflection as these sessions are carried out. Pupils are extremely polite to each other. They anticipate the needs of others. For example, they hold doors open for each other and enjoy being thanked for this courtesy. They play very sensibly at lunchtimes, co-operating with each other. Pupils have very high quality relationships with each other and are happy to work together in all sorts of different combinations. Girls and boys co-operate very well together to complete tasks. Pupils are proud to represent their class on the School Council and show high levels of democratic understanding as they work together to tackle issues that their classmates have raised. Pupils show outstanding spiritual awareness. They sustain very high levels of reflection in assemblies, worship and in stilling sessions.

**The management and leadership are very good; the leadership and management of the headteacher and deputy headteacher are outstanding.**

13. The headteacher has a deep level of commitment to the school and its community. He has an in-depth understanding of each pupil and their family, which he uses very effectively to ensure that each individual fulfils their potential both academically and personally. He has a very clear vision of the educational principles underpinning the work of the school. He has very high aspirations for each person working in the school and is determined that no-one will ever fail. He manages all the resources available to him extremely effectively to ensure that personnel, resources and accommodation are used efficiently. This has a significantly positive impact on raising and maintaining standards. For example, before a member of staff is appointed, a very detailed job description is prepared, based on a through analysis of the current needs of the school. The headteacher works extremely well with the high quality deputy headteacher. She has excellent standards of teaching and carries out her many roles very effectively. For example, she organises and monitors the high quality assessment systems. Each co-ordinator has a very clear understanding of their subject or area of responsibility through the school because the headteacher has set up very effective structures to allow them to carry out their roles. Co-ordinators have a clear view of how they intend to improve their subject still further and are proud of their responsibilities. The headteacher and senior management team work very closely with the governors, who have a very good understanding of both the every day life and long term aims of the school. They use the principles of best value very effectively to achieve these aims. For example, they raised £27,000 over three years to ensure the building of a nursery and outdoor play area. This is having a significantly positive impact on the learning of children as they begin their education in the school.

**Teaching is very good with many excellent features; the partnership between teachers and classroom assistants is very effective.**

14. The following strengths feature in teaching:
- teachers plan very thoroughly with careful consideration for pupils' individual needs;
  - classroom assistants work very closely with teachers and understand the key learning to be achieved through the activities;
  - classroom assistants' time is used very efficiently to target specific needs. For example, they support pupils in the computer suites or in the libraries;
  - teachers have very good subject knowledge in English, mathematics, science, religious education and the education of nursery and reception children;
  - teachers develop pupils' basic skills systematically;
  - teachers use the end of lessons very effectively to celebrate pupils' efforts and reinforce learning;
  - teachers produce high quality displays both in their classrooms and around the school;
  - teachers use resources imaginatively to stimulate pupils' imagination. For example, Year 1 pupils had a wide range of different types of materials to put into different categories in science;
  - teachers assess pupils carefully on a daily basis and then carry out more formal assessment systems each half term to track pupils' individual progress carefully;
  - teachers produce high quality individual education plans for pupils with special educational needs.

15. Features of the excellent teaching are as follows:

- a very fast pace to lessons;
- very high expectations of every pupil;
- great enthusiasm for the content of the lesson;
- very skilful use of questioning across all pupils and very effective use of praise;
- high quality homework research projects;
- extremely good use of the inter-active whiteboard in Year 6.

**The curriculum for spiritual development is outstanding; the curriculum for moral and social development is excellent.**

16. The school plans meticulously to ensure that pupils develop high levels of spiritual awareness. Each day begins with music playing in the hall, which sets a reflective context for pupils as they enter the school. This continues until school assemblies, which are consistently extremely high quality. The headteacher and his staff provide innovative and demanding contexts for pupils in assemblies. For example, within the week's theme of angels, pupils acted out key characters of Adam and Eve, Noah and the Virgin Mary receiving letters from God. This performance communicated very effectively to all pupils, ranging from a simple message to the youngest reception children, to a demanding one to the Year 6 pupils. The weekly stilling sessions are outstanding. Teachers have extremely high expectations of each pupil and create a powerful context for learning. For example, in Year 2, pupils concentrated without a word for over 10 minutes as the teacher took them on an imaginary journey up a mountain and along a stream. Teachers plan carefully to provide a wealth of opportunities for pupils to analyse and discuss their own feelings. All of these strategies fulfil the school's aim for pupils 'to see beyond themselves'. Teachers consider their curriculum very thoroughly to extend pupils' moral development. They include this aspect in their weekly personal, social, moral and emotional lessons. For example, in Year 5, pupils considered what influences them when they have to make choices. Pupils gain a wealth of different opportunities to extend their social skills. These range from working in pairs or groups in lessons, to the high quality range of extra-curricular activities, to learning to manage away from home on the different residential trips.

**Partnership with parents and the community is very good.**

17. The school works extremely hard to achieve very good relationships with parents. The school produces high quality newsletters to keep parents informed. Rigorous systems are in place to ensure that parents are kept regularly informed about their children's progress. Parents of pupils with special educational needs are fully involved in the process of providing for their specific needs. Many parents are involved in daily activities around the school. For example, parents support pupils in developing skills in textiles in making slippers or money holders. These features make an excellent contribution to pupils' work at school and at home. The dual function of the building as a school and a church works extremely well. It ensures very strong links between the school and the community. For example, there is an annual community weekend run jointly by the school and the church that includes a wide range of events for both pupils and adults. The dual role of the vicar as the school chaplain also provides a valuable addition to the work of the school.

**The school seeks high quality in everything it does.**

18. Many members of the school community have been in post for many years. These staff have lost none of their enthusiasm for their work. They are ably complemented by new staff, who are carefully chosen and supported very thoroughly as they begin their work in the school. The headteacher and governors set extremely high standards for every aspect of the work of the school. This results in a very hard working staff who are determined to

continue the process of improving and sustaining the high standards of the school in everything that they tackle. For example, when teachers visit the school in its role as a Beacon school, they are provided with a compact disc that has been specifically designed for their own particular needs. There is a high level of shared commitment to succeed.

#### **WHAT COULD BE IMPROVED**

19. The school's work is of such a high quality that there are no improvement issues.

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

20. This is not applicable.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils`	29

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	7	10	8	0	0	0	0
Percentage	28	40	32	0	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 four percentage points

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	224
Number of full-time pupils known to be eligible for free school meals	N/A	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

### Attendance

Authorised absence	%
School data	3.9
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	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	14	14	13
	Girls	17	17	14
	Total	31	31	27
Percentage of pupils at NC Level 2 or above	School	97 (100)	97 (100)	84 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	14	14	14
	Girls	17	14	17
	Total	31	28	31
Percentage of pupils at NC Level 2 or above	School	97 (100)	88 (100)	97 (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	17	14	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	16	17
	Girls	14	12	13
	Total	30	28	30
Percentage of pupils at NC Level 4 or above	School	97 (94)	90 (97)	97 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	16	16
	Girls	12	12	12
	Total	28	28	28
Percentage of pupils at NC Level 4 or above	School	90 (94)	90 (97)	90 (97)
	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	222	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	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	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	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)	11
Number of pupils per qualified teacher	22.4
Average class size	28

### Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	168

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

## Financial information

Financial year	2001-2002
	£
Total income	575,571
Total expenditure	565,626
Expenditure per pupil	2,263
Balance brought forward from previous year	35,446
Balance carried forward to next year	45,390 <sup>3</sup>

## Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
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.*

<sup>3</sup> This amount includes long term reserves to ensure teacher numbers remain at the current level. It also includes funding for Beacon status that is yet to be spent.

## Results of the survey of parents and carers

Questionnaire return rate 54.4%

Number of questionnaires sent out	237
Number of questionnaires returned	129

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	72	27	0	0	1
Behaviour in the school is good.	61	36	0	1	2
My child gets the right amount of work to do at home.	52	34	9	3	2
The teaching is good.	75	23	1	0	1
I am kept well informed about how my child is getting on.	52	36	9	1	2
I would feel comfortable about approaching the school with questions or a problem.	63	33	2	2	0
The school expects my child to work hard and achieve his or her best.	85	15	0	0	0
The school works closely with parents.	59	31	5	2	3
The school is well led and managed.	82	17	1	0	0
The school is helping my child become mature and responsible.	73	26	0	0	1
The school provides an interesting range of activities outside lessons.	49	27	8	1	5