

# INSPECTION REPORT

**ST AIDAN'S C OF E MEMORIAL PRIMARY  
SCHOOL**

Hartlepool

LEA area: Hartlepool

Unique reference number: 111690

Head teacher: Mr I Railton

Reporting inspector: Mr D Hardman  
17794

Dates of inspection: 3<sup>rd</sup> – 4<sup>th</sup> June 2003

Inspection number: 247137

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
Gender of pupils:	Mixed
School address:	Loyalty Road Hartlepool
Postcode:	TS25 5BA
Telephone number:	01429 273695
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A S Lee
Date of previous inspection:	October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Aidan's C of E Memorial Primary School is a large Voluntary Aided school situated in Hartlepool. There is a broad social mix in the school and the full range of ability is represented. The school's initial assessments of pupils' attainment when they start school show that many pupils are below the levels expected for their age. There are 182 boys and 197 girls currently on roll with a further 66 children attending the nursery on a part time basis. There are no pupils who have English as an additional language. There are 87 pupils eligible for free school meals, which is in line with the national average. Thirty seven pupils have been identified as having special educational needs, this is below the national average and two have statements of special educational need, which is below the national average. Most pupils with special educational needs have either speech and communication difficulties or moderate learning difficulties.

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

This is a very good school with many strengths. Very good leadership and management by the head teacher and key staff, well supported by governors, provide clear direction for future developments. Teaching is good. This leads to good learning and, in the current Year 6, pupils' attainment has improved significantly in the last four years from well below average to in line with the expectations for their age in English, mathematics, science and above expectations for ICT (information and communication technology). Pupils are responsible and relationships in school are very good. Expenditure is about the national average and National Curriculum test results last year were well above average when compared to similar schools, which means that the school gives very good value for money.

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

- The leadership and management of the school by the head teacher and the quality of teamwork shown by staff, well supported by governors, are very good.
- Teaching is good which leads to good learning and improving attainment for the present Year 6 pupils in English, mathematics, science and ICT
- Pupils' attitudes and behaviour are good. Relationships and opportunities for personal development are very good. The caring, family atmosphere created in the school makes a very positive contribution to pupils' learning.
- The provision for pupils' spiritual, moral, social and cultural development is very good.

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

- The consistent use of classroom-based computers to extend and build more effectively on pupils' skills learned in the new computer suite.

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

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

There has been good progress in dealing with the issues identified in the previous inspection in 1997. The school has established, and uses well, a clear system for planning the curriculum that ensures that teachers are secure in what they are to teach in each subject. As a result, teaching and learning continue to improve. There has been very good progress in refining the school's assessment and recording procedures, which are now used well by teachers to guide their planning of lessons or series of lessons. This means that pupils are set individual targets and their work is better matched to their abilities and previous knowledge and understanding. There has been very good progress in creating

portfolios that contain examples of pupils' work from all subjects and they are an effective record of pupils' progress.

The head teacher and governors are fulfilling their role very well. There is a clear educational direction for the school and subject co-ordinators are now more involved in the development of their subjects. Governors have taken steps to deal with the key issues identified in the last inspection and they play a full part in discussions to develop the curriculum and to check on the progress being made in the school's improvement plan. They evaluate the effects of spending on the standards pupils reach and are pleased with the results in recent National Curriculum tests in English, mathematics and science. The school is well set to meet its challenging targets and maintain its high standards.

## 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	D	B	B	A
mathematics	E	C	B	A
science	C	A	A	A

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

The table shows the high results achieved by the school in National Curriculum tests for pupils aged 11. The trend of pupils' attainment over time is above the improving national trend. Children in the Foundation Stage, this is the nursery and two reception classes, receive a good start to their education. Children in the reception classes achieve well and most reach levels in line with those expected for their age. In the present Year 2, pupils' attainment is in line with the level expected for their age in English, mathematics and science. The school's implementation of the National Literacy and Numeracy Strategies is having a positive impact on pupils' attainment. Inspection evidence shows that in Year 6, pupils' standards in English, mathematics and science are at the level expected for 11 year olds. This is a significant improvement on their previous attainment at the age of seven, which was well below average in the National Curriculum tests in 1999. Standards in ICT are above the level expected for 11 year olds. Since the previous inspection, pupils' attainment has improved in the core subjects of English, mathematics, science and ICT. The school is well set to maintain its standards, implement any future changes in the curriculum and meet its challenging targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have good attitudes to the school and their work. They enjoy coming to school and their enthusiasm for school life improves their learning.
Behaviour, in and out of classrooms	Good. Pupils show good levels of self-discipline, they know what is expected of them and they are very polite and courteous towards one

	another and adults. There have been no exclusions from the school in the last year.
Personal development and relationships	Very good. Pupils respond very well to opportunities to take responsibility. They work and play together very well, showing respect for themselves and each other.
Attendance	Satisfactory. Attendance has improved and is in line with the national average. Pupils arrive at school promptly, settle into class quickly and lessons start on time.

Pupils' good attitudes result from their response to the school's caring, family atmosphere. This is a particular strength of the school. Pupils have very good relationships with each other and with staff. They are considerate of others when they move around the building, use the dining hall and play at break times. They respond very well to the trust and respect they are shown. For example, in discussions with the school council, pupils explained the importance of discussing all issues and then voting to make sure the eventual decision was fair and represented the majority view.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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 good. There was no unsatisfactory teaching seen during the inspection. There are examples of very good teaching throughout the school, especially in the basic skills of literacy and numeracy. This is an improvement since the previous inspection. The head teacher has observed teaching and the sharing of good practice is having a positive impact on the quality of teaching throughout the school. This strategy, and the fact that teachers work closely together, has been successful in establishing a climate within the school where teachers are more aware of their strengths and areas for development which leads to good teaching.

Teachers' planning in English and mathematics is clearly linked to the requirements of the National Literacy and Numeracy Strategies, tasks are organised to challenge pupils of different ability in classes and pupils make good progress. The school uses teachers' assessments, together with the results from standardised and National Curriculum tests, to record pupils' progress. The information from day to day assessment is used effectively to plan the work so that it builds on pupils' previous learning. Standards have improved in the school over recent years and the teachers' use of assessment data, both to set challenging but achievable targets and to guide their planning for the next stage of learning, is having a significant impact on pupils' attainment. Classroom assistants are deployed well and give very good support to individuals and groups of pupils when they are working with them. Pupils with special educational needs are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school. Staff value all pupils equally, whatever their needs, and work hard to make sure they get the best from their time at school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a relevant and varied curriculum that meets the needs of all pupils. The provision of extra-curricular activities is good.



Provision for pupils with special educational needs	There are very good procedures and provision for pupils with special educational needs. Teachers and classroom assistants know the pupils very well and provide challenging activities that make a positive contribution to their attainment and learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for pupils' spiritual, moral, social and cultural development is very good. The quality of relationships is very positive and makes a significant contribution to the good behaviour in the school. This provision makes a very good contribution to promoting the school aims.
How well the school cares for its pupils	Good. Procedures for child protection and for ensuring pupils' welfare are good. There are good procedures for assessing pupils' attainment and progress.

The curriculum meets statutory requirements and goes beyond this to include several features that enrich it considerably. For example, the school gives art and design a high profile and work on display in classrooms and public areas is often very good. There is a very good range of visits and visitors that give pupils wider experiences and help them learn. The school has formed a very good partnership with most parents, which makes a very good contribution to pupils' learning both at home and in school.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the head teacher and other key staff	Very good. The head teacher and key staff provide very good leadership and management, which give a clear educational direction for the school. The quality of teamwork of all staff is very good and fosters a positive family atmosphere in which all pupils are valued and their efforts well supported.
How well the governors fulfil their responsibilities	Good. The governing body is committed to helping the school move forward. Governors make an effective contribution to the running of the school and are committed to maintaining high standards.
The school's evaluation of its performance	Good. The head teacher knows the strengths and areas for development. The evaluation undertaken since the last inspection has been very efficient, for example, good plans are in place to continue to improve the school environment.
The strategic use of resources	Good. The school has sufficient staff and they are well deployed. Classroom assistants play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is very well maintained. Resources to support pupils' learning are satisfactory and used effectively. The library is well stocked and used effectively to support pupils' learning in all subjects. The school's finances and administration procedures are good.

The very good strategic management of the school is evident in the way that the school has developed the very good computer suite. There is a very good range of learning opportunities provided for children in the Foundation Stage. The school uses funds designated for particular purposes well. The school ensures that it gets best value for its pupils in all goods and services purchased.

#### **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>• Their children like school and are making good progress.</li> <li>• Teaching is good.</li> <li>• Behaviour in the school is good.</li> <li>• The school expects children to work hard and become more mature and responsible.</li> <li>• The way the school deals with problems and works with parents.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The information about how their children are getting on.</li> <li>• The range of activities outside lessons.</li> <li>• The amount of homework given.</li> </ul>

Inspection findings confirm the positive views expressed by parents about the school. There is a very good range of extra curricular activities and teachers follow the homework policy and provide about the same amount as other schools. As a result, inspectors do not agree with the few parents who expressed concerns in these areas. However, inspectors agree with parents that the teachers' annual reports on pupils' attainment and progress do not provide sufficient information on pupils' achievements in all subjects of the National Curriculum. The positive aspects of the school's links with parents make a significant contribution to the partnership with parents that supports pupils' learning.

## **PART B: COMMENTARY**

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

#### **The leadership and management of the school by the head teacher and the quality of teamwork shown by staff, well supported by governors, are very good.**

1 The head teacher, staff and governors give a clear educational direction for the school. Staff have a dynamic approach and their enthusiasm fosters a very positive family atmosphere, where all staff and pupils are valued and their efforts very well supported. This approach and enthusiasm have contributed to the high percentage of good and very good teaching in the school, the success of the school's policy for promoting good behaviour and the effectiveness of arrangements for pupils with special educational needs. The school's leadership has responded effectively to the last inspection and all issues identified for improvement have been successfully addressed.

2 Through the quality of their teamwork the staff have devised clear and rigorous procedures for monitoring planning, discussing the school's aims and analysing the results of standardised and National Curriculum tests. This has worked well and pupils' standards have improved over recent years when compared with their previous attainment. There is high quality artwork displayed in public areas and classrooms. For example, Year 6 pupils enlarged small portions of the picture "Girl before a Mirror" by Picasso and the result, when they joined their parts together, was a stunningly effective reproduction of the original picture. The good quality displays of pupils' work around the school have a significant impact on the atmosphere and pupils' self esteem. They also contribute to the high standards achieved, for example, the school won an Achievement Award recently for the continued high level of pupils' attainment.

3 The head teacher and dedicated staff work very effectively together. The school's plan for improvement is detailed and effective. It clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is helping the school to continue to improve and develop. Educational and financial planning is clearly cross-referenced and the head teacher, staff and governors work very closely together to ensure that they get best value for all pupils in goods and services purchased. For example, the pupils elected to the School Council discussed their concerns over the toilets, consulted their classmates and proposed improvements at subsequent meetings. The result of these deliberations led to the complete refurbishment of toilets and pupils expressed satisfaction at the improved facilities. The school has fully implemented the national Performance Management strategy for staff and the further monitoring through school self evaluation is also included in the school development plan. All staff regularly attend courses to develop their professional skills and knowledge and they have a shared commitment to the implementation of the guidelines for the National Curriculum and the curriculum for children in the Foundation Stage.

4 The governors are well informed and are not afraid to challenge decisions about spending and the curriculum. They ensure that the school competes for best value. Regular meetings enable them to support the head teacher and meet their statutory responsibilities. There are link governors in place for literacy, numeracy and special educational needs; they visit the school regularly and effectively ensure that they know and understand how well pupils are learning. The chair of the governors works very closely with the head teacher and visits the school very regularly in the role of "attendance governor" to encourage good attendance by all pupils. As a result of these good links with the school, the governors have a clear picture of its strengths and are particularly pleased with the attainment and learning of all pupils.

## **Teaching is good which leads to good learning and improving attainment for the present Year 6 pupils in English, mathematics, science and ICT**

5 The quality of teaching throughout the school has improved significantly since the last inspection. Children attending the nursery receive a very good start to their education because of the good quality teaching. Staff ensure that all activities develop their social interaction as well as specific skills in speaking and listening. For example, children using construction kits discussed what they had made. The quality of teaching for children in the reception classes is good. Staff develop children's language and number skills in a wide range of activities and by encouraging them to talk about what they are doing. Children respond well by repeating new words, improving their vocabulary and they talk with increased confidence as they get older. There is a good balance of whole class sessions, when children read books or learn about mathematics, and practical activities when they practise what they have learned. For example, in a very good lesson in a reception class, children talked about their visit to a farm and the animals they saw. The teacher developed their numeracy, and their understanding and knowledge of the world very well when counting the number of full spoons of milk needed to make yoghurt. There were very good opportunities to develop their cultural understanding when cheese from Turkey was introduced to them and staff explained how cheese is sold in Turkey. This type of activity results in good learning and progress for all children as they listen carefully and talk about their preferences. The staff in the Foundation Stage take every opportunity to promote children's learning, for example, they use paint brushes, sequins, buttons, star shapes and shells to make pictures and patterns and then describe what they have made.

6 The good quality of teaching makes a significant contribution to pupils' attainment and progress. For example, in a Year 1 English lesson, pupils responded very well to the challenging task of thinking about what it would be like to be a dragon before writing their own 'Dragon' adventure. This type of imaginative approach has a very positive impact on all learning as pupils use new words, write in sentences and many use capital letters and full stops accurately in their stories. The head teacher is implementing the school's policy for observing and improving teaching and the results of this work are being used effectively, especially in staff discussions about the next stage of pupils' learning. The teaching of basic skills, such as reading, writing and mathematics, is good throughout the school. Pupils with special educational needs are very well supported. The quality of the teamwork by teachers and classroom assistants has a very positive impact on pupils' learning and the improving standards they achieve in English, mathematics and science. All this shows clearly that the school is taking a serious approach to the maintenance and improvement of teaching.

7 The teaching of English is good, often very good and occasionally excellent in some lessons. For example, in an excellent lesson for Year 3 pupils, the challenging task of writing the story of Goldilocks, in a modern setting, was taught very well. Excellent discussions on the use of language helped pupils to think of alternative words such as "zooming" to replace "riding" and so enliven their use of interesting vocabulary. Teachers' planning is clearly linked to the requirements of the National Literacy Strategy. When teaching is very good, challenging tasks are set for pupils, for example, in a Year 6 lesson, pupils gave very good examples of the use of alternatives when studying the poem, "The Outing" by Rosen. By changing names and locations in the poem, they tried to make it relevant to their own school, but still made perceptive comments such as, "We have to keep the rhythm if we change the syllables so it still reads as a poem". There is a good variety of written work, ranging from creative stories to giving instructions, to writing leaflets advertising a mountain village. For example, the good use of language encourages visitors when a pupil wrote, "Fantastic photography lessons" and "Heroic horse riding". Pupils use computers in the suite effectively to support their work in English when they create imaginative multimedia presentations on different topics. For example, they used the facilities of the program to create a series of pictures and words that "fly" on to the screen from different directions and they used a camera to record their own version of an Abba song as part of

their own presentation. Pupils' very good relationships with teachers and other adults in the classroom ensure that they achieve well. In many lessons pupils' positive attitudes, high levels of concentration, eagerness to do well, good behaviour and an ability to share ideas make a very positive contribution to their learning. This good response reflects the teachers' high expectations of their pupils.

8 The teaching of mathematics is good. Teachers effectively use the National Numeracy Strategy and plan lessons that are challenging and interesting. For example, in a very good Year 5 mathematics lesson, pupils were using their knowledge of multiplication to work out the cost of items in a shop. They were then set the more challenging task of buying a mixture of different priced balls for £10 or £20. Teachers use assessments of pupils' previous work to set challenging targets in lessons and for individual pupils. For example, in a Year 2 lesson, the teacher ensured that all pupils knew the specific lessons to be learned. This was to decide which method to use to solve number problems. Pupils understood the aim of the lesson and they worked both independently and in small groups to successfully solve specific problems. Lower attaining pupils were given extra help and pupils capable of higher attainment had the challenge of explaining which method they used and how they could write the simple formula they used in a sentence. Teachers' expectations are high and they expect the best of all pupils. Pupils respond well to the challenge in lessons. In all classes, pupils are encouraged to be independent as they work in mathematics and they clearly understand that they have to get on with their tasks as the teacher works with other groups.

9 Teachers in both key stages use time efficiently and, in the best lessons, they make very clear to pupils how much time is allocated to tasks. For example, in a science lesson for pupils in Year 6, a clear target was set for pupils to record how temperature affects how fast the 'gas' leaves a fizzy drink. Pupils were challenged to record their findings accurately and, in discussions, they explained whether their predictions had been accurate. In Year 3, the teacher's good use of an overhead projector to identify the different parts of a plant, kept pupils interested and keen to contribute answers to well-directed questions. This was followed very well when the teacher produced actual plants and pupils identified their particular parts. A very good science display in the corridor shows the involvement of pupils in all classes in learning different scientific topics. It shows a wide range of equipment and the imaginative use of circuits to make the eyes of a bee light up and a quiz where the use of two electrodes tells the user when they answer correctly by lighting a bulb.

**Pupils' attitudes and behaviour are good. Relationships and opportunities for personal development are very good. The caring, family atmosphere created in the school makes a very positive contribution to pupils' learning.**

10 The behaviour of pupils is good. There is a simple but effective policy for promoting good behaviour and personal development. Staff, parents and pupils understand the policy and it is implemented in a consistent way throughout the school. As a result, everyone has the same approach and pupils know exactly what to expect. This is its strength and makes an important contribution to the caring, family atmosphere in the school. Pupils of all ages know the difference between right and wrong behaviour and are polite and trustworthy. They clearly enjoy coming to school and their enthusiasm for all aspects of school life has a very positive impact and increases the rate of their learning. From the time they enter the school, children have good attitudes towards school and their work. Throughout the school they are interested in all aspects of the curriculum and respond positively to the many opportunities that the school provides. Pupils enjoy their lessons and show a keenness to learn. For example, in a Year 2 mathematics lesson, the teacher effectively challenged pupils to create a toy insect and to identify the cost of the production using the prices she gave to the insects' bodies and legs.

11 Relationships between pupils and between pupils and adults are very good. All staff know their pupils very well and they are treated in a very mature manner. Pupils collaborate very well when working on group tasks and respect and listen to one another's views. This mature attitude has a very positive impact on the quality of relationships throughout the school. Young children in the nursery and reception classes worked with an adult completing a variety of activities. For example, in a lesson on knowledge and understanding of the world the children developed their language work very well when they tasted pieces of cheese and then explained that if they did not wash their hands before eating "we might get germs". Throughout the school pupils work well on individual tasks, concentrate and do their best. For example, in the computer suite, Year 6 pupils collaborated very well in pairs to create different scenarios that need a sensor to operate a fan or heater. In the playground, pupils relate well to each other and play amicably in small and large groups.

12 Pupils are very keen to take responsibility and show initiative. For example, they willingly operate the overhead projector in assembly, set out resources for lessons and clear away afterwards. Older pupils are "buddies" and help any newcomers settle into school. Pupils on the School Council take their responsibilities very seriously, for example, during a discussion they clearly explained the importance of all members making a contribution and how important voting was to ensure that democratic decisions were made for every item discussed. One pupil showed real awareness by saying, "it's not what we want but what the whole class decides". Pupils explained how they report back to their classmates and listen to them when they offer ideas for future developments. For example, pupils on the council were very pleased with the recent fundraising for a new fence around the field. All pupils collect and donate generous sums of money to a variety of charities. Their personal and social development is improved by visits where they work and play co-operatively in a wide range of academic and physical activities. For example, pupils collected so they could send gifts to Romania to help poorer children in that country. They dress up as book characters on National Book Day. All pupils look after resources and regularly help teachers to clear away after lessons. The school has improved pupils' attitudes since the previous inspection, when they were judged to be satisfactory. As a result, it is well placed to maintain these high standards and continue to develop this aspect of pupils' education.

**The provision for pupils' spiritual, moral, social and cultural development is very good.**

13 This aspect of school life has improved since the previous inspection to become a very strong feature of the school. It makes a significant contribution to the aims of the school. Pupils are given many opportunities that lead them to become sensitive and considerate young people with a firm understanding of their role in society. The school is a happy, caring and supportive environment. The school sees this as part of its work, and there is no reason to doubt that these strong features will be maintained. The provision for pupils' spiritual development is very good. It is promoted thoughtfully through carefully planned opportunities in the curriculum and daily assemblies. Staff conduct collective worship in a calm atmosphere and they make time for quiet prayer and reflection. In assemblies, pupils' achievements are celebrated and they make their own contributions confidently. For example, pupils ate some ice cream and, when asked to describe their feelings as they swallowed it, received some help by the head teacher using a word picture, "cold and lumpy sliding down my throat like a slimy slug". This caused an instant reaction from all pupils but it brought home the idea very well that the word picture used in the bible to describe the Holy Spirit as a "strong rushing wind and flames resting above the disciples' heads" was a vivid description that had real meaning for all Christians. In the prayers at the end of assemblies, pupils choose how they wish to show their respect while focussing on the candle burning at the front of the hall. Consideration for different people around the world makes a significant contribution to their awareness of the spiritual aspects of life. Pupils are provided with many opportunities to examine their own and others' faiths and beliefs as they learn about Christianity and other world religions such as Islam, Buddhism and Hinduism.

14 The provision for pupils' social and moral development is very good. Staff are very good examples and provide a very strong moral code. They provide clear guidelines for acceptable behaviour and take advantage of all opportunities to make pupils aware of the difference between right and wrong. Staff frequently promote moral values by emphasising the importance of listening to others, playing fairly and taking responsible decisions. Pupils are made aware of the plight of others not as well off as themselves, for example, they raise money regularly to help different charities. There is a very strong sense of community, which supports regular reflection on issues that affect pupils' lives; for example, new and younger pupils are always cared for and made to feel welcome on arrival. Those who are "buddies" make sure that any pupil new to the school has an instant friend, someone to talk to and play with. There is a regular residential visit and this includes a rich range of activities that support the establishment of the very good social interaction during the stay at the centre. Teachers use role-play very effectively to encourage pupils to think about their own and others feelings. For example, in displays of prayers in all classrooms, pupils show their concern not only for their own friends and family but also for children in Iraq during this difficult time. This type of work also makes a very valuable contribution to their cultural development.

15 The provision for pupils' cultural development is good and has been improved since the previous inspection. This happens for the youngest children as well as older ones. For example, children in the nursery have written letters to Chris, a fisherman on the Isle of Mull, this very good initiative raises their awareness of different cultures very well. Through careful curricular planning, pupils are provided with many opportunities to learn about their own and other cultures in art and design, history, geography, music, religious education and English. For example, paintings in the style of famous artists and writing in geography comparing the life of people in Kenya to their own, show a real empathy for different places and cultures. The school promotes music, dance and song, using examples that are traditional in our own culture and also examples from European and non-western cultures. The school ensures that pupils gain an understanding of other cultures and faiths as well as Christian traditions. For example, two pupils were inspired to organise a Blue Peter bring and buy to help people in Tanzania and Uganda. A wide range of visits and visitors make a significant contribution to pupils' knowledge of their own cultural traditions.

## **WHAT COULD BE IMPROVED**

### **The consistent use of classroom-based computers to extend and build more effectively on pupils' skills learned in the new computer suite.**

16 By the age of seven, pupils' attainment in ICT is at the level expected for their age. By the age of 11, it is above the level expected. Standards have improved significantly since the previous inspection because ICT is valued as an essential part of the curriculum and all classes are timetabled to use the computer suite regularly. However, the time given to it varies across the school because all teachers do not use the computers based in classrooms consistently enough to support pupils' work in ICT and in other subjects. The ICT co-ordinator has recognised this and it is the top priority in the improvement plan for the subject.

17 The provision of the computer suite has been successfully implemented and has resulted in an improvement in pupils' learning in ICT. However, during the inspection, classroom-based computers were not always sufficiently well used to further develop pupils' ICT skills. Opportunities are sometimes missed in other subjects. For example, teachers do not show in their planning of other subjects how computers could be used to enhance pupils' learning. In a mathematics lesson, the chance was not taken for pupils to use programs to find missing numbers in simple equations. However, all staff have undertaken training in the use of personal computers and the school has

recognised that teachers will need to continue this training if they are to keep up to date with fast changing technology. There is a clear commitment to use classroom-based computers more frequently in all subjects. The ICT co-ordinator is very knowledgeable, enthusiastic and keen to raise standards further and there is a very good plan for doing so. As a result, the school is well placed to make further improvements.

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

**18 In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:**

- A. Further develop pupils' information and communication technology skills learned in the computer suite by ensuring the consistent use of classroom based computers to support work in other subjects.

(Paragraphs 16 and 17)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	15

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	9	6	0	0	0
Percentage	4	30	39	26	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 4 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)	33	379
Number of full-time pupils known to be eligible for free school meals	0	87

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	37

#### **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	22
Pupils who left the school other than at the usual time of leaving	16

### *Attendance*

#### **Authorised absence**

%
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#### **Unauthorised absence**

%
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School data	5.0
National comparative data	5.4

School data	1.2
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	25	34	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	21
	Girls	28	29	32
	Total	47	49	53
Percentage of pupils at NC level 2 or above	School	80% (82%)	83% (82%)	90% (90%)
	National	84% (84%)	86% (86%)	90% (91%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	21	19
	Girls	29	30	29
	Total	47	51	48
Percentage of pupils at NC level 2 or above	School	80% (78%)	86% (82%)	81% (98%)
	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	28	28	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	23	26
	Girls	24	23	25
	Total	48	46	51
Percentage of pupils at NC level 4 or above	School	86% (79%)	82% (79%)	91% (92%)
	National	75% (75%)	73% (71%)	86% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	22	23
	Girls	20	19	22

	Total	37	41	45
Percentage of pupils at NC level 4 or above	School	67% (75%)	74% (75%)	81% (87%)
	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	297	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	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	76	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*

### *Financial information*

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	23.6
Average class size	27

Financial year	2001 - 2002
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£
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**Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	198

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	33
Total number of education support staff	2
Total aggregate hours worked per week	70
Number of pupils per FTE adult	11

*FTE means full-time equivalent.*

Total income	891,156
Total expenditure	890,105
Expenditure per pupil	2,135
Balance brought forward from previous year	45,606
Balance carried forward to next year	46,657

**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)	3
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	412
Number of questionnaires returned	211

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	3	0	0
My child is making good progress in school.	53	43	3	0	0
Behaviour in the school is good.	48	46	3	1	2
My child gets the right amount of work to do at home.	35	48	15	1	2
The teaching is good.	56	42	2	0	0
I am kept well informed about how my child is getting on.	37	47	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	63	34	0	2	0
The school expects my child to work hard and achieve his or her best.	71	28	0	0	0
The school works closely with parents.	36	53	9	0	2
The school is well led and managed.	54	42	2	1	1
The school is helping my child become mature and responsible.	50	47	1	0	2
The school provides an interesting range of activities outside lessons.	26	48	14	3	10