

INSPECTION REPORT

**OUR LADY OF LOURDES CATHOLIC PRIMARY
SCHOOL**

Shotton, Durham

LEA area: Durham

Unique reference number: 114278

Headteacher: Miss M Coughlin

Reporting inspector: Mrs C McBride
2810

Dates of inspection: 3rd – 4th March 2003

Inspection number: 247445

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Fleming Field Shotton Durham
Postcode:	DH6 2JQ
Telephone number:	0191 526 1531
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Kitching
Date of previous inspection:	March 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in a former mining community on the outskirts of Peterlee, County Durham, and is smaller than most other primary schools. Although this is a mostly depressed area with high rates of unemployment, fewer pupils are entitled to free school meals (14 per cent) than in most schools. Pupils travel from further a field to attend the school because of its denominational status, and its intake is therefore more varied. The population of the surrounding area is of mainly white, British background but in relation to its size, the school has a slightly more than average number of pupils whose first language is not English.

Most pupils have attended nursery before coming to school and their attainment on entry is broadly in line with that expected for their age. In some years however, the school admits a higher proportion of pupils with special educational needs than in others. Currently, an average number of pupils is identified as having special needs; these are mostly moderate learning difficulties with pupils finding it harder than most to learn skills in literacy and numeracy; the school has the same proportion of pupils with statements of special need as seen in most schools.

Currently there are 100 pupils between the ages of 4 and 11 years on roll, with roughly the same number of boys and girls. Pupils are taught in mixed age classes in Key Stage 1; at Key Stage 2, Years 3 and 6 are taught in single age classes for English, mathematics and science, but in mixed age classes for other subjects. Years 4 and 5 are taught in mixed age classes.

The school is part of the Peterlee Education Action Zone (EAZ) and gained the nationally recognised 'Investors in People' award in December 2002.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths. All children achieve well in their work and they reach high standards in their personal development. This is because teaching is consistently good throughout the school, and the curriculum is broad and rich. The headteacher and staff share clear aims and work closely together; they continually seek to improve the school's effectiveness. The school is supported well by the governors. Resources are managed very efficiently and the school gives good value for money.

What the school does well

- Standards in reading are above average;
- Pupils learn care and respect for themselves and each other;
- The curriculum offers pupils the chance to do many practical, interesting activities;
- The school is well led and managed.

What could be improved

- The school's evaluation of its own performance shows that pupils could achieve more in their creative writing; this is confirmed by inspection findings.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998 and a good rate of progress is reflected against the issues identified. Since then, pupils have continued to achieve well and in some subjects, standards are higher than they were. In information and communication technology (ICT) and in physical education (PE), the school's provision has improved significantly, resulting in much better achievement. The quality of teaching is better and is now more consistently good in lessons. Teachers' weekly and daily planning is sharper; there is better quality marking and assessments of pupils' progress are more thorough. Given

the headteacher's strong leadership and the staff's commitment to continual professional development, the school's capacity for further improvement is very good.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	A	B	A	well above average A above average B average C below average D well below average E
mathematics	C	B	B	B	
science	C	C	A	A	

Caution is needed when interpreting the data from test results in small schools. The effect of one additional pupil on a school percentage in test scores can be considerable, whereas in larger schools, the effect is less marked. Taking this into account, the school's own tracking of pupil achievement, shows a pleasing picture over time and a record of good performance. The school sets itself challenging targets and pushes all children hard to achieve their best.

Inspection findings show that reading is the strongest area of achievement at both key stages. Writing standards are average. Pupils write reports and factual accounts well but their creative work and stories are not quite as strong; they sometimes fall short in their use of more adventurous vocabulary. Standards of handwriting are above average, and in spelling and grammar they are sound. Pupils reach average standards in mathematics with the best work seen in mental calculation and understanding of number value. By the end of the reception year, most pupils are meeting the expectations for their age in all areas of learning. They exceed these in their personal and social development.

The broad, rich curriculum, gives children a good deal of scope to achieve well in other areas such as investigative and experimental science work. Standards are at least average and sometimes above in design and technology, PE and ICT.

Pupils with special needs make very good progress because they are given extra help and their self-esteem and confidence are boosted. The small number of pupils learning English as an additional language are also supported well and this ensures that they tackle the same work as others.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard and are keen to please their teachers. They enjoy coming to school and take pride in their work.
Behaviour, in and out of classrooms	Very good. Pupils get on really well together. They are polite and courteous and behave well at all times.
Personal development and relationships	Relationships are excellent. Pupils show respect and understanding for each other's point of view and resolve any problems with maturity. Their skills of teamwork and co-operation are excellent.

Attendance	Above average. Pupils arrive at school on time.
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Pupils achieve really well in their personal development. They show initiative and make an increasing contribution to the life of the school. All pupils show sensible and mature attitudes, and the older children take good care of the younger ones.

TEACHING AND LEARNING

Teaching of pupils in:	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.

Relationships between teachers and their pupils are strong, and in each class there is a supportive atmosphere in lessons that makes pupils willing to 'have a go'. Teachers have very high expectations of pupils' work and behaviour and challenge them to do their best; any problems are managed with patience and humour. Each lesson is thoroughly prepared with plenty of interesting activities and teachers carefully explain to pupils what it is that they want them to learn. All teachers question pupils well to assess what they have learned or to challenge them to think harder.

The consistently good quality of literacy and numeracy lessons means that pupils make good progress over time. Teachers have good subject knowledge, but there is more spark in the teaching of reading than there is in writing. Pupils tackle reading with more enthusiasm than writing because some writing tasks do not always fire their creative ideas well enough. They develop strategies for mental calculation at a good pace because teaching is very good. At both key stages, pupils practise a good range of ways for working out answers to sums. They are confident, enjoy trying their hand at mathematical problems and are not afraid of making mistakes.

Teachers plan lessons so that they offer plenty of interesting, practical activities and many opportunities for pupils to reinforce their knowledge through making links in their learning. ICT skills are used to good effect in other subjects, and reading and writing are developed well through work in design and technology. The investigative and experimental aspects of science are taught particularly well.

Pupils with special educational needs and those learning English as an additional language learn at a good rate; teachers assess their needs carefully and set work for them, which challenges them but at the same time, ensures that they can achieve success.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A very good quality curriculum, which is strong in developing literacy and numeracy, but fully covers other subjects in an interesting and lively way. The curriculum is enriched with plenty of 'hands-on', practical activities and opportunities for pupils to take part in activities outside of school hours. The many visits and visitors to school add extra quality.
Provision for pupils with special educational needs	Very good. They are well supported and the school recognises their strengths. They gain confidence and blossom in the school's positive atmosphere.
Provision for pupils with English as an additional language	Good. They are encouraged and supported well. They receive the extra attention they need to keep up with the work of the class.

Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The school helps all children to thrive; it teaches them how to live and work together and to respect others. All adults working in the school offer excellent examples to the pupils in how to appreciate each other's efforts and how to use their skills for everyone's benefit.
How well the school cares for its pupils	Very good. The staff, who are all longstanding, know the children and their families well. A very careful eye is kept on all aspects of each child's development and welfare.

The school has taken maximum advantage of its membership of the EAZ; this has significantly boosted the quality of the curriculum. A strong quality of care permeates all that the school does and makes the children feel valued and secure. The schools efforts to promote racial equality and raise pupils' awareness of the cultural diversity of modern British society are sound.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The Headteacher draws everyone's efforts together really well; she is a strong driving force behind the school's success. The staff each have several areas of responsibility and they play a significant role in moving the school forward.
How well the governors fulfil their responsibilities	Good. Governors are interested and involved in the work of the school. They keep abreast of how well it is doing and help to shape its development.
The school's evaluation of its performance	Very good. The school reflects on its work with honesty and pinpoints areas where there is scope for improvement. It addresses these areas and regularly evaluates progress made. It applies the principles of best value well when measuring its performance.
The strategic use of resources	Very good. The school makes the most of any resources it has and draws good value for money from them. Finances are managed well and the school runs with great efficiency. Budget surpluses are being used appropriately to refurbish the accommodation and sustain current staffing levels.

The strength of the school's leadership and the long service of the staff engender a keen sense of pride and commitment from everyone who works there. Although there is limited space, the school is maintained to an excellent standard and provides a bright, welcoming environment for pupils and staff. The staff and governors are very much in tune with what parents and children have to say; their suggestions are welcomed and taken up.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school – it has a 'family' atmosphere; Teaching is good and help children to make good progress; The school is well led and managed; Children behave well and the school helps them to become mature. 	<ul style="list-style-type: none"> A very small number of parents would like their children to have more homework; The number of out-of-school activities.

The number of parents who returned questionnaires is extremely high (95 per cent) and these reflect their overwhelmingly positive view of the school; inspection findings show that this confidence is fully justified. With regard to the concerns raised by a very small number of parents: the amount of homework falls within recommended guidelines for children of primary school age, and the school offers a good range of clubs and after-school activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in reading are above average

1. Success in this aspect is founded on the school's strong philosophy about the teaching of reading. Whilst teachers have responded to national recommendations and new ideas, they have not changed for change's sake or radically altered methods that work. Reading is given a high priority and from the reception class onwards, pupils are taught reading skills in a systematic way. They learn a good range of ways to approach their reading by sounding out or breaking down words, using contextual or picture clues and recognising whole words. This varied approach ensures that all children quickly gain confidence and achieve success. For pupils who find learning to read a little more difficult, the school gives additional help by using support assistants to work with them in small groups. The assistants are not only skilled, but also develop extremely positive relationships with the children. This sets the scene for the excellent atmosphere of concentration and hard work that characterises the small group situations.
2. All teachers have good subject knowledge and know how to build on pupils' previous learning. They are good at helping pupils to develop an interest in books and reading. For example, when sharing a book with a Year 1/2 class, the teacher changed her voice for different characters in the story. The class loved this, and were thoroughly absorbed in the story. When it was their turn, they adopted different voices and added really good expression to their reading.
3. Throughout the school, there are many good examples of how teachers help pupils get the most out of reading lessons by guiding their work carefully. A lesson with Year 3 pupils typified this: Working with a small group the teacher set them a series of questions before they started to read, which made them aware of what they were going to discuss afterwards. When they had read the book extract, they were able to talk about the passage with certainty; they explained their ideas well, by referring to parts of the text.
4. There are useful opportunities for pupils to review their own reading through completing reading journals. This extends their skills and gives them a means of concentrating harder on what they are reading because they have a point of focus. The journals pose questions for pupils to respond to, such as 'Predict when you are about half way through the book what might happen next' and 'Write a description of the main character – their looks, the way they dress, the way they talk and their personality.'
5. Pupils' achievement in spelling is given a boost because teachers link reading and spelling together well. Reception pupils, for example, showed their confidence in breaking down words to spell them as their teacher asked them to 'Press the sound buttons in the word sheep.' They were able to break the word up into 'sh - ee - p' sounds and make very good attempts to spell it correctly. Key vocabulary for different subjects is displayed prominently in all classrooms, which supports pupils well when they come to write. In another lesson, the teacher of a Year 3/ 4 class used humour to help the class remember the spelling of words containing letter blends 'ould'. 'Don't forget,' she told them, 'only ugly lads dance!' Although they found this highly entertaining, the class were able to apply the rule to words such as 'would', 'could' and 'should' and to spell them without any difficulty.
6. At Key Stage 2, colourful prompts and advice for pupils are set out in eye-catching posters. In one classroom, for example, this gives pupils guidance on how they can improve and become 'star readers'. Discussion with pupils shows that they take this to heart and try hard to practise what is recommended. Indicating how she was building up her reading skills by following the advice, one girl said, 'I try to see pictures of the main characters and events in my mind.'

7. The staff's determination to build on the good start made in reading by Key Stage 1 pupils is reflected in the wide breadth of reading material and the care with which resources are chosen. The school is amply stocked with good quality books, which cater for all ranges of interest. Different pupils' needs are taken into account, and a lot of effort has been put into ensuring that resources present a suitable level of challenge for young readers. Older pupils, who find reading more of a struggle, for example, can choose from a wide selection of books that suit their reading level and interests. Books selected by teachers to share with the class are also well received and are picked with the aim of maintaining pupils' enthusiasm and broadening their experience.

Pupils learn care and respect for themselves and each other

8. Teachers are as keen to nurture pupils' personal attributes and successes, as they are to promote their academic achievement. They are very knowledgeable about each pupil's personal qualities and offer tremendous support as they develop their talents and skills. Each class has a weekly session aimed at developing personal and social skills; these are quiet, reflective times, which give pupils the opportunity to discuss their feelings and emotions and set personal targets for themselves. The mature, thoughtful quality of pupils' contributions is outstanding. Year 6 pupils, for example, discussed goals that they were hoping to achieve, which led on to them considering what would help them to do this. One girl commented, 'You need to listen to other people – they're only trying to help you.' Another added, 'We should learn from mistakes and see them as a positive thing that we can learn from.'
9. The positive attitudes shown by pupils owes much to the success of the staff in building the atmosphere of trust and care within the school, which is at the heart of its aims. From the reception class onwards, adults expect pupils to care for each other and to try and help each other out. This strong value is continually seen in practice and it is a striking feature of the everyday life of the school. Pupils are not afraid to ask for help or to accept it; they support each other really well, be it in setting up a computer programme, or working through a complex mathematical problem.
10. The older pupils do a remarkable job of looking after younger pupils at break and lunch times; they are patient and kind and many already show strong leadership qualities. They set an excellent example for the younger pupils in how to offer guidance through friendship rather than bossiness. By the time they leave the school, all pupils are taking on substantial responsibilities, even assisting with some duties which support adults, such as photocopying and laminating work.
11. The school uses practical ways of translating its aims into practice. One aim for example states: 'Respect for every human being within the school, including oneself, is a must.' Particular attention is paid to teaching pupils how to listen to each other and to respect the views of others. Classrooms have prompts to remind pupils of how they can do this. For some classes, such as the Year 3 group, this is an agreed target. Displayed in their classroom are the rules that they have for listening: 'Sit still...think about the words...look at the speaker...' Adults in the school set an excellent example of tolerance and respect in their interaction with pupils and with each other. The school's strong sense of community and its family atmosphere are based on a willingness to celebrate the success of others, to recognise each other's efforts and appreciation of everyone's contribution. The values of fairness and integrity are held dear. Both pupils and staff were thrilled when they were awarded the prize for good sportsmanship and fair play at a large inter-school's sports competition, held to celebrate the Commonwealth Games, its theme being 'The Spirit of Friendship'.
12. The 'Gold Book' records the special things that pupils do, which are shared and celebrated with the rest of the school during a weekly assembly. The entries are not confined to achievement in their work, but also reflect the gains in personal growth that the staff prize so highly. One pupil for example was praised for 'improved confidence'; another was noted as 'having a great attitude to his work' and a third was recognised for his 'maturity as well as co-operative skills.'

13. Pupils develop a good knowledge of their own learning. They are taught to assess their own understanding and to recognise how successful they have been. While rounding up a mathematics lesson with a Year 1/2 class the teacher prompted children to reflect on what they had learned by asking, 'Who found that work quite easy? Who found it challenging? Who is still fuzzy about counting on?'
14. Teachers take time to value contributions from other cultures. Having visited their family in India, for example, one pupil and his parents were encouraged to display photographs and artefacts for the staff and pupils to enjoy. This sharing of traditions and cultures also included opportunities for pupils to taste different foods. Pupils learning English as an additional language are made to feel as though they have something to teach everyone else, instead of just feeling that they have a lot to learn. During a design and technology lesson with a Year 3/4 class for example, the teacher asked one pupil to tell the class the names for different clothes in his home language. This fascinated the rest of the class and increased his sense of self-worth.
15. Pupils gradually take on more and more responsibility and the school is successful in sowing the seeds of good citizenship. They develop a very good understanding of how, as future citizens, they can make a responsible and valuable community contribution.

The curriculum offers pupils the chance to do many practical, interesting activities

16. The school ensures that pupils develop as 'good all rounders' and offers them opportunities to enjoy and achieve well in areas of learning other than the basic reading, writing and number skills. This leads to raised standards and very good levels of motivation as pupils relish the challenge of learning new skills or applying what they already know to work in different subjects.
17. In science for example, standards in experimental and investigative work are higher than usually seen. This is because much of the work done by pupils is practical and involves them in posing questions, which they then set out to answer through experimentation. Year 6 pupils for example were studying the force of gravity. When considering falling objects, such as paper spinners they discussed what they could change or vary about them to affect the rate of fall; this led one group on to design an experiment to find out if changing the type of paper would make a difference. By the time they leave the school, most pupils have developed above average skills and knowledge in scientific questioning, predicting possible outcomes and conducting fair tests.
18. Any work requiring 'hands-on' activity is so successful because pupils have excellent skills of team working and co-operation; they collaborate very effectively in groups and make a good contribution to the overall effort. These skills are not acquired incidentally, but are carefully taught and nurtured by all adults from the reception class onwards. Teachers are good at intervening at appropriate moments; whilst not spoon-feeding pupils with answers, they skilfully prompt and question to help them move things forward. The result of all this in lessons is a flow of purposeful pupil activity, strong concentration and interest.
19. The curriculum is planned in such a way that pupils are able to make links in their learning and connect their ideas together. The school's involvement with the EAZ has provided many opportunities for pupils to use their reading, writing and mathematics in practical ways; one project, for example, combines work in design and technology with these skills. Pupils in the Year 3/4 class explored ideas about designing hats to accompany a story for younger ones. They considered design questions and carefully noted the purpose of the hat, moving from this to annotate a design sketch with labels and explanations.
20. Standards of work in ICT have improved considerably and the school has come a long way in a short time. Computer technology is now an integral part of many lessons and it adds to the motivation and excitement which many pupils show during their work. During a typical lesson,

a small group of Year 3 pupils worked on their own in the hall next to their classroom. They were thoroughly engrossed in programming a computer toy disguised as a bee; they entered instructions into the toy and made it travel to different points on the floor where paper flowers were located. Throughout the year, older pupils incorporate text and moving images into computer presentations, which they give to their class on subjects such as 'Researching Rivers'.

21. There are many examples of how pupils' learning experiences are substantially enriched through the school's involvement with other community groups and through visits to places of interest. The Year 5/6 class, for example, have worked with a professional drama group to produce excerpts from Shakespeare plays. Most topics that pupils study as part of their history and geography work are brought to life by visits. Years 1 and 2 for example visit castles in the locality whilst Years 3 and 4 undertake river studies and visit art galleries and museums. Pupils extend their knowledge of events such as the Second World War by visiting the library and listening to first hand accounts by senior citizens.

The school is well led and managed

22. The headteacher gives a strong steer to the work of the school and ensures that everything provided by the school meets the aims it sets for itself. She leads all the staff well and because they work closely together, with a shared philosophy, there is a consistency about the quality of teaching and care throughout the school. The promotion of care and respect, which is central to the school's aims, is seen in the example shown by all adults in the school and it filters down to pupils. The meticulous care with which the building is cleaned and made comfortable is just one example of how everyone works unstintingly for each other. This is the foundation for the school's success in creating a supportive and harmonious learning environment.
23. The trusting partnership between the headteacher, staff and governors results in a very positive use of performance management to direct the focus of the whole school at achieving the goals they have set out. This is a school, which has a clear understanding of what it does well and where it has scope for further improvement. Everyone's efforts and attention are carefully aimed at pursuing targets from the school development plan. The school's size means that the teachers each have several areas of responsibility. As a result of their close teamwork they are able to tackle these confidently, and each of them plays a significant role in moving the school forward.
24. The staff' commitment to their own professional development is another reason why the school continues to improve at a good rate. All staff push themselves hard to improve what they feel that they are not good at. Since the last inspection for example, they have significantly increased their expertise in ICT through training and practice, which in turn has resulted in higher achievement for pupils.
25. Managed by the headteacher, the school's efforts to look outwards and seek extra resources have stood it in good stead. Involvement with the EAZ and with other schools has resulted in raised achievement, for example in PE. Teachers are much more confident and there is a significantly wider range of activities and chances for pupils to enjoy sport; standards are higher than they were and inter-school competitions have also broadened pupils' horizons and social skills.
26. As a group, the Governing Body fulfils its role as a critical friend. It keeps abreast of developments and is good at holding the school to account for its performance. Governors have a thorough working knowledge of the school's targets. Discussion about improvements and progress being made towards targets is robust, with governors and teachers always asking themselves, 'Could we do better?' Judicious spending by governors and a keen eye for value has resulted in them accumulating surpluses and using these to improve the school's accommodation and provision for pupils in subjects such as ICT. Surplus funds are earmarked for maintaining staffing levels and further improving accommodation.

27. The school has very good examples of leadership and management at every level of its work. It is therefore able to make the most of a small school context in creating a family atmosphere, whilst offsetting the disadvantages of additional workload.

WHAT COULD BE IMPROVED

Pupils could achieve more in their creative writing

28. The school has recognised this issue and has already set about action to improve it. Throughout the school there are some good examples of creative work and poetry; this is not at the consistent or sustained high standard that staff would like to see, given what pupils achieve in other areas. Staff have noted also that there is not as much buzz or confidence about the way pupils approach writing as they see in mathematics, for example.
29. Pupils' backgrounds do not always provide them with a wide enough range of experiences from which to draw inspiration for creative work. The school has been trying to extend their experiences and vocabulary through visiting places of interest, and by inviting outsiders into school to enrich the curriculum. Teaching now needs to build even more firmly on children's first hand experiences, and to ensure that they make the most of these to fire ideas or to stimulate their writing. Staff have already taken steps to promote pupils' creative thought by organising visits from an artist in residence and a consultant.
30. Lessons already involve a lot of important demonstration by teachers to show pupils how to go about writing tasks; classrooms are full of prompts and ideas that pupils can use to support their writing. There is scope, however, for teachers to link reading and writing more closely, so that pupils draw on the ideas and styles of well-known authors to add colour and life to their own work. For example, extracts from books could be displayed to show how authors use choice words and phrases and generate a sense of excitement.
31. The challenge facing the school is to make pupils want to write as much as they want to do other things, and to help them feel pride and pleasure in using language to express their thoughts.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. Against the high standards it sets itself, the school has identified pupils' achievement in writing as an area for improvement. In addition to the action already set out in the School Management Plan, the headteacher and staff should:
 - (a) Raise pupils' achievement in creative writing by:
 - increasing the range of experiences from which pupils can draw inspiration for their creative and expressive work. For example, through work in art, music and drama;
 - helping pupils to make even stronger connections between what they read and their writing. For example, they could use the ideas, styles and writing techniques of the authors that they study, to add quality to their own work;
 - making greater use of display to demonstrate how pieces of creative writing are started, edited and crafted into a final piece.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	11	0	0	0	0
Percentage	0	27	73	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 six 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)	0	100
Number of full-time pupils known to be eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	29

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

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

Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.9	School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	6	14	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	17	17	19
Percentage of pupils at NC level 2 or above	School	85(100)	85 (100)	95(100)
	National	84 (84)	86(86)	90(91)

Teachers' Assessments		English	Mathematics	Science
	Total	18	19	19
Percentage of pupils at NC level 2 or above	School	90(100)	95 (100)	95(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	8	5	13

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	11	9	13
Percentage of pupils at NC level 4 or above	School	85(88)	69 (88)	100(100)
	National	75(75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
	Total	8	8	10
Percentage of pupils at NC level 4 or above	School	62(75)	62(75)	77 (75)
	National	73(72)	74(74)	82(82)

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

*** Please note. Test and examination data is excluded from inspection reports if there are 10 or fewer pupils. This also applies to year groups of boys and girls separately.**

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	97	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	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	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)	5.4
Number of pupils per qualified teacher	18
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	93

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	284,549
Total expenditure	266,286
Expenditure per pupil	2,774
Balance brought forward from previous year	23,523
Balance carried forward to next year	41,786

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	1.7
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
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	97
Number of questionnaires returned	91

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	71	28	0	0	1
Behaviour in the school is good.	72	28	0	0	0
My child gets the right amount of work to do at home.	67	29	5	0	0
The teaching is good.	91	9	0	0	0
I am kept well informed about how my child is getting on.	63	32	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	15	1	0	0
The school expects my child to work hard and achieve his or her best.	92	7	1	0	0
The school works closely with parents.	64	33	2	0	0
The school is well led and managed.	91	9	0	0	0
The school is helping my child become mature and responsible.	76	24	0	0	0
The school provides an interesting range of activities outside lessons.	44	30	11	3	11

Percentages are rounded to the nearest integer and may not total 100.