

INSPECTION REPORT

ST EDWARD'S CATHOLIC PRIMARY SCHOOL

Kettering

LEA area: Northamptonshire

Unique reference number: 220247

Headteacher: Mr John Duggan

Reporting inspector: Keith Sadler
16405

Dates of inspection: 11th and 12th November 2002

Inspection number: 248321

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:	Foundation
Age range of pupils:	4 – 11 years
Gender of pupils	Mixed
School address:	Eastleigh Road Kettering Northamptonshire
Postcode:	NN15 6PT
Telephone number:	01536 481430
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Damian Magill
Date of previous inspection:	10 th November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Edward's Primary School is a Foundation Catholic primary school in the town of Kettering. It is housed in modern and spacious accommodation and shares a large site, on the southern edge of the town, with a local special school. Almost all of the pupils attending the school are from Roman Catholic families. The school serves families from mainly privately owned accommodation and from a mixture of urban and rural areas. There are 211 pupils in the school (115 boys and 96 girls). None of the pupils are known to be eligible for free school meals. The proportion of pupils identified as having special educational needs (16%) is below the national average and the percentage of pupils whose mother tongue is not English (2.2%) is a bit higher than in most schools. Overall, pupils enter the school with attainment that is above the national average.

HOW GOOD THE SCHOOL IS

The very caring and inclusive leadership of the head and leadership team ensures that a strong Christian ethos permeates the school and this helps the staff to work together as an effective team. Pupils develop very positive attitudes to their learning and they behave very well. Standards at the end of Key Stage 2 are well above the national average and this is mainly as a result of the good teaching at this stage. There are weaknesses in the curriculum. Not all statutory requirements are met in the foundation subjects. Teachers' assessments, particularly in the foundation stage and Key Stage 1, are not well used to make sure that the work set is challenging for pupils and so the quality of teaching and learning is not so strong as at Key Stage 2. The evaluation of teaching and learning is not as rigorous or effective as it could be. The school gives satisfactory value for money.

What the school does well

- The good teaching in Key Stage 2 leads the school to achieve standards that are well above the national average;
- Due to the positive climate for learning, pupils enjoy school, have a very positive attitude and their behaviour is very good;
- Provision for the pupils' spiritual, moral and social development is very good;
- Parents are very supportive and have a positive view of the school.

What could be improved

- The quality and range of aspects of the curriculum, particularly its assessment, information and communications technology (ICT) and music;
- Ensuring that all subjects have a nominated leader and staff are fully trained for the role;
- Strengthening the monitoring and evaluation of teaching and learning and ensuring that pupils' progress is more effectively tracked and targets set for improvement.

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

The school has a very good understanding of the areas for improvement, and all of these are included in the school's current development plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. Overall there has been satisfactory improvement. There has been good improvement in standards to the present well above average levels in Key Stage 2 tests. There have been other good improvements against the key issues identified in 1997, though in some areas not enough has been achieved. There has been very good improvement in the quality of presentation of pupils' work. Teachers' classroom displays are now very good. School development planning is stronger and governors and staff have been effectively involved in developing a clearer, strategic vision. Action plans are now very well linked to resources, have detailed success criteria, close links with staff development and there are good processes in place for governors to monitor the progress of actions. There is a good homework policy in place that works effectively in action, but some weaknesses remain. There are schemes of work in place for most subjects but they are not thorough enough in Information Communication Technology, music or physical education. Subject leaders' roles have not been sufficiently developed in the planning, assessment and monitoring of subjects. One subject does not have a named co-ordinator.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	2000	2001	2002*	2002*
English	B	B	A	C
Mathematics	C	B	B	C
Science	B	A	A	A

Key

Well above average A
 above average B
 Average C
 Below average D
 Well below average E

(*unvalidated data)

The table shows the general upward trend in attainment over the past three years to the overall well above average levels attained in 2002. Standards are particularly high in science. Here, pupils attain well above average results both in comparison with all schools in England and also similar schools. There has been an upward trend at Key Stage 2 every year since the previous inspection. In the case of science, improvement has been significantly above the national trend. The school's Key Stage 2 targets for 2002 were met for both English and mathematics. Standards in lessons of the pupils now in Year 6 indicate that the targets set for 2003 will be easily attained and are under-challenging. In particular, the portion of pupils targeted to gain above average levels in both English and mathematics is too low as a number of the pupils are already within sight of achieving higher levels.

At the end of Key Stage 1, results achieved are not as high. In the 2002 tests and assessments, when compared with all schools, standards achieved are in line with the national average in reading and writing and below in mathematics. These results are relatively worse than in either 2001 or 2000 when attainment in reading, writing and mathematics was well above the national average. In comparison to similar schools, in 2002, standards in both reading and writing were below average and were well below average in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	A strength of the school. Pupils enjoy their lessons, have very positive attitudes and they concentrate very well.
Behaviour, in and out of classrooms	A further strength of the school. Behaviour in class, around the school and at play is very good.
Personal development and relationships	A further strength. There are very good opportunities provided to help pupils' personal development. Relationships are excellent. This leads to pupils acting responsibly, supporting each other and helps to promote effective learning.
Attendance	Satisfactory and in line with the national average. In the past year, attendance levels have dropped because some parents remove their children from the school to take holidays in term time.

The strengths noted in these areas in the previous inspection have been maintained. There is a very good climate of support, encouragement and care that permeates the school. This helps pupils, and adults, to feel valued and promotes a very good ethos for learning.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	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.

Overall the quality of teaching is satisfactory. It is better at Key Stage 2 where two thirds of the teaching is good or very good. Overall, over half of the teaching is good or better though there were two unsatisfactory lessons observed during the inspection, and this means that overall the teaching is satisfactory. Throughout the school, teachers' ability to manage the pupils' attitudes and behaviour and to promote warm relationships is a significant strength that contributes well to the pupils' enjoyment of learning. At Key Stage 2, the teaching is better because teachers more consistently use their assessments of pupils during lessons to pinpoint good quality activities that extend the pupils. This is not always the case at Key Stage 1 and in the foundation stage where, on occasion, teachers do not provide activities that push the children's learning much beyond what they already know. The quality of teaching of literacy and numeracy reflects the overall teaching, being better at Key Stage 2 than at Key Stage 1. The good teaching at Key Stage 2 helps to promote good learning which leads to the higher attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The curriculum provided for some subjects, such as English and science is good, but others, particularly ICT, PE and music, although developing, are not planned well enough to ensure that all the statutory requirements are met. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Specific work by teachers and knowledgeable assistants is supported by well-founded individual education plans. This enables these pupils to make good progress.
Provision for pupils with English as an additional language	No additional provision has been necessary for the four children who have English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good and a strength. Teachers highlight opportunities to understand human feelings and emotions, for example in history in the study of Henry VIII. Social and moral development is very good because the school has a common approach and very good methods to promote this. Cultural development is satisfactory.
How well the school cares for its pupils	Satisfactory. The school provides a safe and secure environment for the pupils, though systems for monitoring pupils' academic progress need to be made more thorough. All staff would benefit from further training in child protection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide strong and supportive leadership. The roles and responsibilities of curriculum co-ordinators are well developed and effective in some subjects such as English, Information Communication Technology and science, but are not as clearly established in others. For example there is no current nominated member of staff for art. Senior managers have effectively identified these areas of weakness for future development.
How well the governors fulfil their responsibilities	Satisfactory. Governors are keen, loyal and very supportive of the school and have a good understanding of strengths and weaknesses. Governors are well informed but are not yet being critical enough by asking questions that challenge and probe the school's performance. They need to develop a stronger understanding of the four principles of best value.
The school's evaluation of its performance	The school does not do this well enough. Performance data is not being analysed in sufficient detail to identify what is actually happening or to impact on future performance. More needs to be done to evaluate the quality of teaching and learning and to involve subject leaders in this process. There are effective systems for the monitoring and evaluation of the school's development plan.
The strategic use of resources	Good. The school has successfully focused on making best use of its staff and financial resources. Although there is a significant carry forward of the budget, there are good plans in place for the allocation of these funds.

The school has a commitment to self-evaluation but has not yet reached the stage where this is happening rigorously enough. For example, there is no clear understanding why results at Key Stage 1 are not as strong as at Key Stage 2. There is a programme of lesson observations in place to monitor the quality of teaching and learning as part of a performance management programme. However, this has not yet extended rigorously enough.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents have positive views about all aspects of the school. In particular, they are pleased that:</p> <ul style="list-style-type: none"> • Behaviour is good • Teaching is good • They feel comfortable in approaching the school with questions or a problem • The school expects their children to work hard and achieve their best 	No areas.

Parents have a consistently positive view about the school. The areas identified above are those where every parental response was positive. In all of the other areas in both the questionnaires and parents' meeting, positive comments were received. Inspectors agree with the unanimous view that behaviour in the school is good, that the school is welcoming in discussing issues with parents and that there are high expectations for hard work. Teaching is good or better in the majority of lessons though is satisfactory overall because some teaching is unsatisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The good teaching in Key Stage 2 leads the school to achieve standards that are well above the national average;

1. Teaching at Key Stage 2 is good with a majority of lessons being good or better. This is an important strength because it helps to ensure that the good positive attitudes that are developed throughout the school are successfully built on in raising pupils' attainment. The teachers manage the pupils well. In most subjects, and always in literacy and numeracy lessons, they make sure that the work set provides a good challenge to meet individual pupil's needs. The well-structured activities help pupils to achieve well in lessons and to learn quickly and effectively. This, when coupled to the very good and positive relationships that the staff have with the pupils, helps to raise the pupils' self esteem and is a further key reason why progress is good. For example, very good progress in learning was made when some Year 4 pupils were working on mixed fractions. In the introduction to this lesson, the teacher made the objectives clear to the pupils so they knew what the purpose of the lesson was. She used a number stick to determine halves and tenths and then set some good, challenging work. The pupils showed good understanding and were able to recognise mixed numbers, for example $2\frac{1}{2}$, and $1\frac{1}{4}$. They were able to apply this information when identifying the numbers of thirds in two and two thirds. In this lesson, the pupils helped and supported each other when working in both pairs and small groups.
2. The school has built on the good standards achieved, at the time of the last inspection, by the planned introduction of the national literacy and numeracy strategies. There is a strong focus on developing pupils' basic skills of reading, writing and numeracy, and this is supported by positive initiatives such as the recent focus on development of spelling. There are indications, both from lesson observations and reviewing pupils' work, that standards will continue to rise in the current year. For example in literacy, pupils in Year 3 have extended their knowledge of punctuation. Basic grammatical structures are clear, spelling is usually correct or phonetically plausible. Speech marks, commas and some use of exclamation marks appear. By the time they reach Year 5, pupils write in paragraphs, they choose words well when writing. Teachers make sure that there are good opportunities provided in other subjects, such as history and geography, to promote literacy. The oldest pupils are able to write at length, and gather and organise information well, for example when writing an extended biography based on an interview.
3. Pupils' numeracy skills also develop well throughout the key stage. Here again, due to good teaching that focuses on clear objectives that are shared with the pupils, there is consistently good progress in learning. The review of pupils' work shows that in each year group above average standards are attained. In Year 4, pupils are able to write up to 10,000 and sequence numbers and show good understanding of multiplication. This work is built on, and in Year 6 the pupils are able to round decimal fractions and make approximations such as 4.45 being approximately equal to 4.5. They can find the nearest 100th for example $3.875 = 3.88$.
4. Standards are particularly high in science in Key Stage 2. Although it was not possible to observe any science lessons during the inspection, discussion with pupils and

scrutiny of their work suggests that the high standards will be maintained in the current year. The youngest pupils in Year 3 have a good understanding of basic life processes, particularly when discussing the conditions required for growth of plants. Pupils understood the effect of light, water, air and temperature have on plant growth and were able to talk with confidence and accuracy about changes in growth of plants. The most able had a good understanding of the names and roles of different parts of plants. The Year 6 pupils demonstrate a very good understanding of scientific processes. They understand the need for fair testing and are able to talk confidently about planning an investigation into the different thermally insulative properties of materials. They were able to describe how they would conduct a fair test to investigate a range of materials.

5. Pupils' speaking and listening skills are particularly well developed. This is the case throughout the whole school, not just in Key Stage 2. This is because the teachers encourage the pupils to talk about their learning, and due to the positive and supportive relationships, pupils are confident in giving their thoughts and views. There are good opportunities provided for pupils to discuss topics and, in plenary sessions, to review their work. Pupils are very confident and skilled in providing explanations. For example, when discussing the life of Henry VIII some Year 6 pupils were able to give rapid and succinct pr'ecis of the main themes of Henry's life. Some Year 3 pupils were particularly adept at explaining the work that they were doing during an ICT lesson. Because their vocabulary was well developed and they were confident in their learning, they were able to vocalise queries to the teacher which helped him to be able to identify clearly the blocking points in their learning.

Due to the positive climate for learning, pupils enjoy school, have a very positive attitude and their behaviour is very good;

6. The school is a very caring community with a strong family feel about it. The staff and pupils know each other very well and this creates an atmosphere of trust and respect. The positive climate for learning permeates the whole school and stems from the headteacher. He has built up a strong sense of teamwork with all his staff, both teaching and non-teaching. The staff help and support each other and work effectively together. This ethos permeates directly through to the pupils. From their first days in the reception class, children are shown that they are valued and important. For example in a mathematical development lesson in Year R, the teacher made sure that the children co-operated together when recognising and counting numbers. Here, due to the sensitive teaching, the children took turns, and helped in handing the equipment out, sharing with others, and clearing up. The teacher listened very carefully to what the children had to say and respected their responses. This is built on well in other classes and, as pupils get older, they are expected to take some responsibility for helping to keep the school a happy, friendly and welcoming place.
7. Pupils have very good attitudes. They thoroughly enjoy their work and are proud of their achievements. For example, in a Year 4 design and technology lesson, the pupils were making storybooks with moving parts for younger children. Some of the pupils had done some work at home and were particularly careful to make sure that the pop-up pictures in their books were funny so that they would engage the younger children. They were excited when planning their ideas and were keen and looking forward to completing the work and sharing the books with others.
8. Standards of behaviour are very good in lessons and about the school. Parents report that they are very happy with the standards of behaviour both in lessons and around the school. They say that any bad behaviour is dealt with quietly and effectively and they are kept well informed by the school. No parents said that they had heard of any

instances of bullying. The high standards of behaviour occur in lessons as a direct result of the caring and sensitive teaching. Even in the two lessons where teaching was not satisfactory, the staff maintained very good relationships with the pupils who behaved very well. In most lessons the behaviour of the pupils is very good or excellent.

Provision for the pupils' moral and social development is very good;

9. A separate inspection will report specifically on religious education and worship. However, this report must acknowledge the importance and positive impact of the school's ethos as a strong Christian community and recognise it as a very important reason for the strength of the provision for the pupils spiritual, moral and social development. The school's Mission Statement that we "try always to remember that everyone is special and everyone should be treated with respect" is well met in practice. All the staff have a clear view of what is expected at St Edward's and they make sure that care is taken to help to promote the pupils social and moral development at each opportunity.
10. Many examples were seen of pupils knowing the right thing to do, respecting the views of others and caring for them. Older pupils presented mature arguments on moral issues such as when discussing whether or not King Henry VIII was a good king. They showed a mature sense of moral values as a result of the good activity that had been set by the teacher. Pupils have opportunities to reflect in class and in assembly and express their ideas well, for example in poems. They respond well to each other and show respect for people, their views and the school's environment. At lunchtimes, older pupils look after younger pupils and take care of them while they eat their lunch. During lessons, pupils work very well together and regularly help each other. For instance, when talking about their Information Communication Technology work, pupils listened to each other and helped to build a picture of their interest in and enthusiasm for working with computers. In a Year 3 lesson in the computer suite, pupils shared the equipment very well and were keen to help each other when they ran into difficulties trying to use and stretch different fonts. In this lesson, the pupils were keen to share their learning and they were able to help each other to cut and paste text and to change the appearance of fonts.

Parents are very supportive and have a positive view of the school.

11. Parents at the pre-inspection meeting and in their questionnaire replies and comments were overwhelmingly supportive of the school. They ensure that the school is a strong community and part of the wider local Catholic community. Parents support the school both through helping within the school by assisting in classes, providing and helping with after school activities and also raising money for the school. Over £8,000 was raised in the last two years and this provides an important source of funding for the school. Parents are also well involved in their children's education. Parents help to implement the good homework policy by supporting the school in ensuring that the work is completed. Parents help with their children's reading through hearing their children read at home.
12. At the parents' meeting, the parents were particularly supportive of the school's policy to provide a "family" atmosphere. Parents reported that their children see the school as their second home. One said that her daughter was in tears when the Year 6 pupils moved on to secondary school. This was supported by other parents.

WHAT COULD BE IMPROVED

The quality and range of aspects of the curriculum, particularly its assessment, Information Communication Technology and Music;

13. There were shortcomings in aspects of the curriculum at the time of the previous inspection. Overall satisfactory progress has been made since 1997. The school has made good arrangements to implement the requirements of the national literacy and numeracy strategies and there has been a considerable strengthening of the planning and development of the curriculum in many areas. This has been aided by the selective use of recommended schemes of work that have been implemented in many curriculum areas.
14. However, much remains to be achieved. At present there are excellent plans in place to ensure that the statutory requirements for the programmes of study for Information Communication Technology will be in place within the next year. The subject leader has a clear view and vision of what has to be done to meet the statutory requirements. This is particularly the case in the area of control technology. Although some opportunities have been provided, for example in the upper Key Stage 2 classes in working with a programmable robot, this important strand is not present in most other classes.
15. The school cannot guarantee that all the statutory requirements are in place for music and physical education. Here, the teachers plan their lessons effectively and in the case of physical education, there are indications that good progress is made. However, teachers do not plan from a well-developed overall map which carefully structures and provides for all the requirements of the curriculum throughout both key stages. As a result, in their totality, the overall curriculum in both these subjects does not have sufficient depth or quality.
16. There are weaknesses in the assessment of learning. The school's assessment co-ordinator has re-adjusted medium term curriculum plans to highlight opportunities for assessment as part of the process of teaching and learning. The plans show a good range of strategies, but these are not always carried out in practice, particularly in the foundation subjects. This means that it is difficult for teachers to ensure that the work set matches the needs of the pupils. There are weaknesses in the ways in which some teachers use assessments as part of their everyday teaching. Too often, particularly in the foundation stage and in Year 2, teachers did not make adjustments to their teaching as a result of the assessment of the children's learning during lessons. For example in a foundation stage mathematical development lesson, the teacher asked children questions about numbers and even though most of the children knew the answers and could apply their understanding, no change was made to the teacher's plans to extend these children.
17. As in the other areas, the school is aware of the need to improve the assessment of learning and there are clear and good plans in place to address this.

Ensuring that all subjects have a nominated leader and staff are fully trained for the role;

18. In the last inspection, there were weaknesses in the co-ordination of some subjects and these weaknesses remain. Although the school has had some staff changes in the past two years, there has been too little progress in this area and this is a key reason why there are weaknesses in the quality and depth of the curriculum. Some

subjects and aspects of the curriculum are managed very well. The subject leadership for literacy, science, Information Communication Technology and special needs are very strong. In each of these areas, the subject leaders have a strong understanding of what needs to be done in order to develop further the curriculum and its assessment. The school's special educational needs co-ordinator is particularly skilful in ensuring that both the statutory requirements and individual pupils' learning needs are met in practice. All of these co-ordinators have gained help from outside the school to develop the subject; they have a good understanding of the planning being undertaken throughout the school and they have a good grip of the resources available. Other subjects such as numeracy, history, music, geography and physical education have recently nominated subject co-ordinators. There remains no leader for art. These new co-ordinators need to be fully trained in their roles as subject leaders to cover the monitoring and evaluation of their subject throughout the school. There are good role models to build on within the school.

Strengthening the monitoring and evaluation of teaching and learning and ensuring that pupils' progress is more effectively tracked and targets set for improvement.

19. The school has a strong commitment to self-evaluation but has not yet reached the stage where this is happening rigorously enough. The analysis of most performance data is satisfactory, though it has not been carried out quickly enough in some instances – for example in the use of the end of year non-statutory tests - to identify what is actually happening or to impact on future performance. The school's development plan has been based on a good analysis of weaknesses in some aspects of English and mathematics but there are no good systems in place to pinpoint, through rigorous monitoring, of improvements.
20. There is too little systematic gathering of data relating to individual pupils and there is no coherent process to track individual pupil's progress as they move up the school. This leads to a lack of rigorous targets for improvement for all pupils. There are targets in place for literacy but these are not well-known by the pupils and in some instances they are too general. There is a strong recognition of this weakness and there are plans in place to develop a pupil tracking process in the near future.
21. There is a programme of monitoring of teaching in place that is linked to the school's performance management policy. However, it has not been extended rigorously enough either in the range and extent of teaching observed or in monitoring pupils' progress through the systematic scrutiny of their work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. The school should now:

- (1) Improve the curriculum. Do this by:
 - Ensuring that statutory requirements are met for all subjects; (paragraph 14)
 - Improving the quality and range of the curriculum for music and physical education; (paragraph 15)
 - Strengthening assessment for learning in both short and medium term planning. (paragraph 16)
- (2) Improve curriculum subject leadership by:
 - Ensuring that there is a clear strategy in place for co-ordination and leadership of all subjects; (paragraph 18)
 - Training subject leaders in the development, monitoring and evaluation of their subject; (paragraph 18, 19, 20)
 - Providing time for this to be achieved on an ongoing basis. (paragraph 18)
- (3) Develop and implement a school wide policy for monitoring and evaluation. This needs to include:
 - School wide monitoring of teaching and learning using a range of evidence; (paragraph 21)
 - Setting up a system for tracking pupils' progress particularly in the core subjects; (paragraph 22)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	43	33	10	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	211
Number of full-time pupils eligible for free school meals	0
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	28
English as an additional language	No of pupils
Number of pupils with English as an additional language	4
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	16	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	14	14
	Girls	15	16	16
	Total	26	30	30
Percentage of pupils at NC level 2 or above	School	84 (84)	97 (92)	97 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	13
	Girls	15	16	15
	Total	26	29	28
Percentage of pupils at NC level 2 or above	School	84 (84)	94 (100)	90 (92)
	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*

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	17	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	14
	Girls	14	14	15
	Total	28	27	29
Percentage of pupils at NC level 4 or above	School	90 (82)	87 (85)	94 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	14	13	16
	Total	26	26	30
Percentage of pupils at NC level 4 or above	School	84 (79)	84 (79)	97 (94)
	National	73 (72)	74 (74)	82 (82)

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

* results for Key Stage 2 are unvalidated and may be subject to minor change.

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	196	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	0	0	0
Mixed – any other mixed background	0	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	2	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	5	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)	8.2
Number of pupils per qualified teacher	25.7
Average class size	30.1

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	103

Financial information

Financial year	2001-2002
	£
Total income	451386
Total expenditure	411595
Expenditure per pupil	1941
Balance brought forward from previous year	59440
Balance carried forward to next year	99231

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	154
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	2	0	0
My child is making good progress in school.	55	38	1	0	6
Behaviour in the school is good.	50	49	0	0	1
My child gets the right amount of work to do at home.	37	47	11	3	2
The teaching is good.	58	38	0	0	4
I am kept well informed about how my child is getting on.	41	43	7	6	3
I would feel comfortable about approaching the school with questions or a problem.	72	28	0	0	0
The school expects my child to work hard and achieve his or her best.	62	32	0	0	6
The school works closely with parents.	48	42	4	4	2
The school is well led and managed	77	20	2	0	1
The school is helping my child become mature and responsible.	67	29	3	0	1
The school provides an interesting range of activities outside lessons.	52	29	6	4	9