

INSPECTION REPORT

ST PETER AND ST PAUL CATHOLIC PRIMARY SCHOOL

Newport, Shropshire

LEA area: Telford and Wrekin

Unique reference number: 123552

Headteacher: Mrs C Morgan

Reporting inspector: Miss M A Warner
17288

Dates of inspection: 19 – 20 May 2003

Inspection number: 248475

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: 4 – 11 years

Gender of pupils: Mixed

School address: Salter's Lane
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Shropshire

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Appropriate authority: The Governing Body

Name of chair of governors: Mr D Hill

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter and St Paul Catholic Primary School is situated in the small market town of Newport. It serves pupils mainly from the immediate town and outlying villages, but also from as far as Market Drayton, ten miles away. The majority come from Catholic backgrounds. The school is similar in size to most primary schools nationally, with 109 pupils on roll. The percentage of pupils entitled to free school meals, eight per cent, is below the national average. The percentage of pupils identified as having special educational needs, 24 per cent, is broadly in line the national average. These pupils mainly have moderate learning difficulties, with a few pupils having speech and communication difficulties, visual impairment or physical needs. There are no pupils with a formal statement of need and no pupils speak English as an additional language. The majority of pupils come from white British heritage backgrounds, with a very small number coming from black African heritage backgrounds. The heritage background of 17 per cent of pupils is not known to the school. Pupils begin in the reception class with a level of attainment slightly above the national average.

HOW GOOD THE SCHOOL IS

St Peter and St Paul's Catholic Primary school is a very effective school. Standards in English, mathematics and science, at the end of Year 6, have been above or well above the national average for the last three years. Pupils have very positive attitudes to learning and the quality of teaching is very good. The school is very well led and managed. The costs incurred, as a small school, are high but the school gives good value for money.

What the school does well

- Standards in English, mathematics and science have exceeded the national average for the last three years because pupils are taught particularly well, with excellent teaching in all three subjects.
- The school uses art and drama particularly well to improve pupils' literacy skills.
- The school has developed successful ways of raising the confidence of lower-attaining pupils and those with special educational needs, promoting their enjoyment of mathematics.
- Investigatory methods, supported very well by teachers' skill in asking questions matched to pupils' different levels of attainment, are very successfully used in science lessons.
- Staff are particularly well motivated through the development of their management roles and all staff work very successfully as a team.

What could be improved

- There are no areas of significant weakness.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The key issues identified during the last inspection, in February 1998, have been addressed very well and improvements have been considerable. Standards in science now match standards in English and mathematics. Pupils' attainment in control and modelling, in information and communication technology, matches the strengths in the rest of the curriculum. The reception class, which was situated in the hall, is now housed in a spacious, separate building with its own outside play area. No change could be made to the location of a classroom, which is accessible only through another classroom. The school is scheduled to be rebuilt in 2005.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

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

Key

high A*

well above average A

above average B

average C

below average D

well below average E

By Year 1, almost all children reach the Early Learning Goals set for children at the end of their reception year in all areas of learning, and a few are already working at the National Curriculum Programmes of Study for Year 1.

This is a small school and test results vary according to the year group. In 2002, at the end of Year 2, pupils reached standards that were above the national average in mathematics and well above the national average in reading and writing. The percentage of pupils reaching higher than average levels was well above the national average in reading and writing, but below the national average in mathematics. Standards in reading and writing were in the top five per cent when compared with similar schools. Standards in mathematics in 2000, and in reading in 2000 and 2001 were in the top five percent of school nationally.

In 2002, by the end of Year 6, standards in English were well above the national average. In mathematics and science, test results were above the national average and those of similar schools. The percentage of pupils reaching higher than average levels was above the national average in mathematics and well above the national average in English and science. Standards have been either above or well above the national average for the past four years, with results varying because of the small groups of pupils involved. Pupils make good progress across the school. The overall trend in results has been broadly in line with the national trend over the last four years.

The school exceeded its targets at the end of Year 6, in 2002 in English, and almost reached them in mathematics. Lower targets have been set for 2003 as there are a larger number of pupils with special educational needs and these targets are realistic for this group of pupils.

Current overall standards in Year 6 are above average in English and average in mathematics and science.

Very good standards in information and communication technology are reached because pupils are confident in using a mouse and using the Internet for research. They are competent in using a computer for modelling and for data handling and have learned to control different pieces of technological equipment well. Standards in art, particularly in pen and ink and close observation work are above average. Clay work shows originality, is well finished and of a high standard. Standards in geography are above average. The Comenius project makes a considerable impact on pupils' learning with pupils keen to talk in detail about their experiences in Italy, and of their partners there. The content of pupils' work on the project is interesting and thoughtful. Whilst no lessons were observed in design and technology, history or music, evidence suggests that standards are at least meeting national expectations. No lessons were seen in physical education but the school has won a number of cups and standards would appear to be at least satisfactory.

The needs of all groups of pupils, including those with special educational needs, are met successfully and pupils achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very attentive, interested in what they are taught and have a very good attitude to learning.
Behaviour, in and out of classrooms	Pupils' behaviour is very good throughout the school. They play well together and behave very well in lessons and in the dining hall.
Personal development and relationships	Very good. Pupils relate very well to one another and to adults. Pupils show very good support for each other. They discuss and share ideas in class.
Attendance	Good. Attendance is above the national average and pupils arrive on time for school.

TEACHING AND LEARNING

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

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

The quality of teaching in English, mathematics and science is very good and often excellent. The imaginative ways in which literacy and numeracy are taught, and the research that has gone into the methods used, are very good. The school meets the needs of all pupils, whatever their ability, very well.

Particular strengths in teaching are in the withdrawal groups for lower-attaining pupils, and in the teaching of higher-attaining pupils in class for mathematics, in Years 3 and 4 and Years 5 and 6. Very good use is made of cross-curricular opportunities to improve literacy skills, particularly in art and drama. Teaching in relation to the Comenius Project is very effective, giving geography real meaning and Power-Point presentations are used well. Pupils understand well that personal needs may be different depending on climate, terrain and location. Control technology is taught well. Children in the reception class are taught excellently in the hall, when rain prevents outdoor play activities, with a variety of floor activities which promote both their physical and social development very well. Planning for the reception class is excellent.

This very good teaching results in pupils' interest in what they are taught, their mature attitudes, and in their ability to co-operate with one another when working in groups.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Visits, visitors and the Comenius project enrich the curriculum and pupils' experiences considerably. Cross-curricular links are very well developed.
Provision for pupils with special educational needs	Excellent. These pupils are very well supported in class by well-briefed and, very competent teachers and teaching assistants.
Provision for pupils' personal, including	The Catholic foundation provides very well for pupils' spiritual and moral development through assemblies, displays, lessons, visits and close

spiritual, moral, social and cultural development	links with the church. Pupils' social and cultural development is very strongly supported by the European Comenius project. Limited opportunities, however, are provided to prepare pupils to live and work in Britain's multi-cultural society.
Aspect	Comment
How well the school cares for its pupils	Pupils are very well cared for and there is a strong emphasis on pupils caring for others; for example, through the 'buddy' system and school council.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, deputy headteacher and key stage co-ordinators have a clear vision of priorities for the school's development and through strong team work and efficient management provide a very good education for all pupils. Very good use is made of links with other small schools for the benefit of the school.
How well the governors fulfil their responsibilities	Good. The governors play an active and appropriate role, are clear about the school's strengths and weaknesses and show an increasing ability to act as the school's critical friend.
The school's evaluation of its performance	Good. The staff has carefully reviewed the school's performance and the quality of teaching and learning is carefully monitored and evaluated. Target setting is very good. The school regularly evaluates its performance against other small schools locally.
The strategic use of resources	Resources, including non-teaching staff, are used effectively, although a large unspent sum has been carried forward for two years. This was caused by the decision to rebuild the school and may be needed to support setting-up costs. The principles of best value are implemented well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Behaviour in the school is good. They feel comfortable about approaching the school with questions or a problem. The school is well led and managed. The school is helping their children to become mature and responsible. The school expects their children to work hard and achieve their best. 	<ul style="list-style-type: none"> The range of activities outside lessons. Being kept well informed about how their children are getting on. The amount of homework. Their children's annual reports

Inspectors agree with the positive comments of parents. They judge that, for a school of this size, the school provides a good range of extra-curricular activities. Reading diaries in Reception and Years 1 and 2, and homework diaries in Years 5 and 6, help to keep parents well informed. Parents of pupils in Years 3 and 4 will have opportunities to communicate regularly on their children's progress when homework diaries are introduced in September. The pupils are set an appropriate amount of homework. The inspection findings do not agree with the parents' views that reports are too detailed and need to be 'sharper'. They are better than in most schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Focus 1: Standards in English and mathematics and science are above average, and often well above average, because pupils are taught particularly well, with excellent teaching observed in all three subjects.

1. Standards in English, at the end of Year 2, have been well above average, or in the top five per cent of schools nationally, for the last four years. In Year 6, standards have been well above average for three of the four years, and were above average in the fourth year. In 2002, test results were in the top five per cent of similar schools in Year 2, and were well above the test results of similar schools in Year 6. Boys, in contrast with findings nationally, have shown an aptitude for writing fiction for the past two years.
2. In Year 2, pupils write well, for example, when composing a conversation between two people and when they prepare a plan for a story and then extend it, such as in a well-written story in Year 2 called 'The Lost Twins'. They write neatly with joined handwriting, use full stops and capital letters correctly and are beginning to use speech marks well. In Years 3 and 4, pupils learn to write descriptive poetry which is developed well through links with drama. In Years 5 and 6, pupils know, for example, how to use formal language when writing an invitation, such as to a summer ball. These pupils develop the skills of autobiographical writing and they also study poetry, with higher-attaining pupils gaining a very good understanding of alliteration metaphors, personification and onomatopoeia. Very good standards have been maintained through very good teaching. The guidance they are given by the teacher to reach this standard is excellent. Pupils also have critical reading partners who write down how a piece of writing could have been improved. Higher-attaining pupils write fluently, with a good use of vocabulary, and at length. They have a good understanding of different genres.
3. Planning is very clearly organised with progression within the subject clearly identified. For example, the school's plan shows what will be taught about word recognition, phonics and spelling in the reception class and in Years 1 and 2 in the same half term. Daily lesson plans clearly provide for a wide range of attainment within the class. Very good planning, which clearly shows the expected outcomes, is a considerable strength of the subject.
4. Standards in mathematics, at the end of Year 2, have been above the national average for the last two years and were well above average, or in the top five per cent of schools nationally, in the two previous years. In Year 6, standards have been above or well above average alternately for the last four years. In 2002, they were above those of similar schools in both Years 2 and 6.
5. Good standards have been maintained through very good teaching. In Year 4 all pupils are taught together for the introduction of the numeracy lesson. In the lesson observed, pupils marked on their squared paper where the given co-ordinates were, as the teacher read them out. They then predicted what the shape would be if the co-ordinates were joined up by counting the number of corners and sides. All pupils are very attentive and contribute to the answering of questions. The target group then withdraws from the classroom with the teacher assistant. In class, average and higher-attaining pupils are given tasks at two levels. They work hard, independently and achieve very well. The teacher challenges ten Year 4 higher-attaining pupils very well indeed working with them on reflective and rotational symmetry. They are very attentive and make very good progress.

6. In the same way, in Years 5 and 6, pupils are all taught together for the beginning of the lesson. The interactive whiteboard and software are used particularly well by the class teacher to help pupils on to the next stage of learning about shapes and their properties. They know why a shape is a rhombus and not square, and discuss whether a shape could be a parallelogram or a trapezium. The higher-attaining pupils know that lines of symmetry need not always be horizontal or vertical but may be diagonal, and can link this knowledge with their knowledge of area and perimeter. The teaching in both classes is excellent and the progress pupils make is very good indeed.
7. In science, teachers assessments in 2002 show that the percentage of pupils reaching the higher level 3 was well above the national average and the number reaching the expected level was the same as the national average. In Year 6, standards were well above average from 1999 to 2001 and above average in 2002. They were well above those of similar schools in 2002.
8. Very good standards have been maintained through very good teaching. In the three lessons observed, the quality of teaching, learning and pupils' behaviour was very good or excellent, and in all three lessons pupils were achieving above average standards, with higher-attaining pupils reaching well above average standards. Pupils in Years 1 and 2 plan an experiment to answer a specific question. The questions are very well matched to the different ages and levels of attainment of these pupils. For example, average-attaining pupils decide how many pots they would need to plant five beans in five different kinds of medium. By the end of the lesson they have drawn and labelled the five pots very well and come to the conclusion that in all the pots the seed must be planted in the middle, so that the roots can grow, and the plants must be planted at the same time, for it to be a fair test. Higher-attaining pupils discuss at length with each other, each suggesting phrases, and finally deciding that the five holes need to be as deep as each other and the pots must be kept in the same place. The level of discussion in the different groups is high for a Year 1 and 2 class and is promoted very well through very careful planning, timed activities, very good modelling of how the work is to be set out, clear instructions of how to work in a group with one pupil as scribe, and good provision of resources for pupils of a wide range of attainment. Years 3 and 4 pupils develop the theme further, finding out the amount of light that is needed to make a plant grow. Discussions in groups at levels appropriate to each group are again of considerable importance in helping pupils share ideas and draw conclusions. At the end of the lesson they discussed thoughtfully the reliability of results and other factors which could contribute to a plant dying.
9. By Years 5 and 6 pupils are used to discussing in groups and all take a full part in these discussions. Pupils know each other well and are very co-operative and supportive of one another. In the lesson observed, the teacher had identified that pupils did not spend enough time planning an investigation and the lesson focused on the importance of planning well. The questions pupils discuss are very well matched to their different levels of attainment. For example, average-attaining pupils discuss which exercise would make your pulse rate faster, skipping or running, and higher-attaining pupils discuss how your age might affect your pulse rate. The teacher takes the pupils carefully through the process of planning the investigation: how many people will be involved, what the question is and how to come up with a hypothesis (or more than one if that is found through discussion). Higher-attaining pupils decide that the skipping ropes must always be the same length, the people must be the same age, they must skip for the same amount of time and at the same time of day. They list one changeable factor, such as 'if their age is variable then the position and number of times they skip must remain the same'. They decide how they will measure results.

10. The step-by-step approach adds quality to pupils' learning, develops their maturity of thinking, and is very effective indeed in ensuring that pupils really think through what they are doing and why they are making suggestions and coming up with hypotheses. Very good progress was made by all levels of ability in learning how to plan an investigation before carrying it out. Teachers show a good knowledge of the subject and how it should be taught.

Focus 2: The school uses art and drama particularly well to improve pupils' literacy skills.

11. Writing was identified by the school as being a relative weakness in English, and the teachers looked for ways to improve this area through cross-curricular links, in particular through drama and art. As a result, the school now uses drama and art very successfully to develop pupils' literacy skills.
12. Staff have attended a professional development day on different ways to support writing, such as through role play or hot seating. They work closely with the local education authority's drama support team, and follow its guidance for using drama across the curriculum. A glossary of drama terms is used such as 'person in role', as well as different ways of organising speaking and listening activities, and examples of lesson plans for a variety of subjects and all primary age groups, including the reception year. This has been followed up with very good results; for example, in Years 5 and 6 pupils used role play to understand the arguments for and against tourism in an area containing small farms and cattle, both from the point of view of farmers and tourists.
13. In Years 1 and 2, pupils look at and discuss pictures of fantasy characters, they bring costumes to dress in and act in the role of the characters before writing about them. In Year 6, pupils know how to write a letter of complaint, after acting out a scene at a restaurant, where they have too long to wait to be served a meal, when celebrating an 11th birthday. The standard of writing is lively and reflects the experience the pupils have had through drama. A Year 3 and 4 drama lesson was observed during the inspection which developed pupils' descriptive vocabulary and the use of figurative language very well. The follow-on literacy lesson was then observed the following day. Pupils' attainment in drama, with reference to its impact on literacy was above average and pupils' attainment in the literacy lesson was well above average. The quality of teaching, pupils' behaviour and their degree of learning was very good in the drama lesson and excellent in the literacy lesson. The teacher gave pupils a character to enact, using adjectives and adverbs to express the feelings of the characters and verbs to describe their style of action. The lesson was a most effective way of widening the pupils' vocabulary and showing how alternative words give more exact meaning to writing. The literacy lesson that followed was well planned for pupils of different ages and attainment, and pupils began to use descriptive and figurative language in poetry with higher-attaining pupils editing on computer and all using a thesaurus to help them widen their own vocabulary.
14. In a similar way, art is used very well to develop literacy. Teachers, together with other teachers from local small schools, have visited and taken part in workshops at the National Gallery in London and the Walsall art gallery, looked at collections of portraits and landscapes, and brought back ideas and resources which could be used to develop literacy as well as art. Pupils in Years 1 and 2 dress up and act out some of the characters when studying portraits, look at facial expressions and find words to describe the emotion they convey. In the lesson observed in Years 1 and 2, pupils

suggested a good range of vocabulary to describe a picture for the story of the Frog Princess. Words such as 'splayed', 'spiky', 'evil' and 'suspicious' were mentioned and synonyms such as 'naughty' for 'evil' were suggested. Although the art and design policy makes no mention of the link the school has developed between art and literacy, the school follows the local educational authority's scheme of work and the national guidelines which list key words and suggests ways to develop speaking and listening; for example, when discussing the roles and purposes of craftspeople and designers in different times and cultures. Both drama and art are used very well indeed to promote pupils' literacy skills with very good results.

Focus 3: The school has developed successful ways of raising the confidence of pupils with special educational needs and lower-attaining pupils in mathematics, and promoting their enjoyment of the subject.

15. Standards in mathematics, in Year 2, have been above, well above, or in the highest five per cent of schools nationally, over the last four years. In Year 6, results have been above or well above the national average and above those of similar schools. However, the school identified that some pupils have difficulty retaining what they have learned and, as a result of taking part in a local project, have reorganised the teaching of numeracy.
16. The staff have been taking part in the ten week Numeracy Project, 'Will I remember this by Monday?' which involved the training of special educational needs co-ordinators and teaching assistants in this school and other small schools locally. The project was set up to look into ways in which pupils, who have poor short-term memory and make slow progress, could best be helped through a multi-sensory approach in numeracy. The results of it continue in the daily teaching of numeracy. The inspection focused on numeracy lessons where these pupils were being taught both within class, and in withdrawal groups with teaching assistants, in Years 3 and 4, and Years 5 and 6. The confidence and enjoyment in mathematics that these pupils now have, and have experienced, is considerable.
17. A numeracy lesson was also observed in Years 1 and 2, where pupils reached average standards. They worked out which coins were needed to give the correct change, if given the cost of an object. Work was well matched to pupils of different attainment and there was a good pace to the lesson. In Year 3, the books of pupils in the target group show that they have an understanding of how to write pounds and pence in different ways and are able to write a word problem related to a board game that they have played. In Years 3 and 4, pupils are taught together for the beginning of the numeracy lesson. All are very attentive and contribute to the answering of questions well and a third, including some of the lower-attaining pupils, shoots up their hand quickly to give answers. The target group then withdraws from the classroom and are taught by the teacher assistant. The teaching assistant, having planned the lesson with the teacher, gives pupils two-dimensional shapes to draw round and a mirror to work with. The pupils are able to say how many sides the shapes have and how many lines of symmetry each has. They know that all these shapes are 'regular' and that there is a link between the number of sides and the lines of symmetry. Their grasp of mathematical vocabulary is very good for a lower-attaining group and they enjoy the confidence it gives them to understand the meaning of words and properties of a shape. They use the words 'isosceles', 'irregular' and 'parallelogram' with enjoyment.
18. In Years 5 and 6, pupils are all taught together for the beginning of the lesson and lower-attaining pupils show considerable confidence in answering questions. The enthusiasm brought to the lesson by pupils withdrawn for teaching by the teaching

assistant is reflected in their confidence in giving answers and their fascination for the rules of mathematics that they learn, such as that parallel lines never meet. Practical activities are foremost in the teaching of these pupils and games such as Pelmanism are used well to motivate them. The teaching in both classes is very good or excellent and the progress pupils make is very good indeed. The confidence pupils gain in these small withdrawal groups is reflected in class where they report back to others what they have learned. In their own words, "I like maths now because I can do it" and "I answer more questions now", and "We want lessons to continue as they help a lot and we can understand more in class".

Focus 4: Investigatory methods, supported very well by teachers' skills in asking questions matched to pupils' different levels of attainment, are very successfully used in science lessons.

19. One of the key issues of the last inspection was to 'raise attainment in science to match the good levels of attainment in English and mathematics, by providing training for all staff to improve their knowledge of the subject'. The school has provided very good in-service training, along with other local small schools, which has been put into practice in the classroom with the result that pupils' attainment at the end of Year 6 has matched the good and very good levels attained in English and mathematics for the last four years. The school's performance was high in science, being in the top five per cent of schools nationally, in 2000. Booster classes are held for Years 5 and 6 pupils where they can discuss any difficulties they have, and refer back to work that they covered at an earlier stage.
20. In Years 1 and 2, younger pupils, and those with special educational needs, are very well supported by the teaching assistant. They talk about what bean seeds would need to help them grow, if one was put in soil and another on a wet piece of paper. The teaching assistant draws ideas from them and even the youngest pupils, who have very recently moved up from the reception class, achieve well, drawing on observations they made when in the reception class. They draw two pots and label them correctly, sounding out the words themselves. By the end of the lesson pupils have come to the conclusion that they have to be the same kind of bean and you would have to keep them in the same place, to make it a fair test.
21. In Years 5 and 6, lower-attaining pupils work with the teacher assistant enthusiastically, discussing whether your pulse rate is faster when you run, sit or lie down. They discuss how they would carry out such an investigation, what they will need to change and what keep the same. The teacher assistant really encourages all of them to explain their reasons for the hypotheses they come up with, and this encourages them further and they become excited about their ideas.

Focus 5: Members of staff are particularly well motivated through the development of their management roles, and all staff members work very successfully as a team.

22. One of the strengths of this small school is in the way that the members of staff work together as a team. The school is very well led and managed by the headteacher, who also teaches part time, and the similarly able and committed deputy-headteacher. The headteacher is highly committed to both her own school and working together with other small schools for the benefit of all. This partnership with local small schools is a driving force in the development of many initiatives; for example, the cross-curricular work on literacy, the research project in mathematics, and the professional development of teachers in science. All of these initiatives have raised standards and improved the quality of teaching in these subjects and the school appreciates the strong support given by the local educational authority. The headteacher's vision also affects the motivation of members of staff who, she believes, are better motivated when their management roles are enhanced. This particularly applies to the management role of class teachers and the way they work with teaching assistants. It is this development of their role that brings particular success to the lower-attaining pupils in mathematics and science as well as in other subjects.
23. The school has well-qualified teachers and teaching assistants. The teachers have developed their roles as managers very well and draw on the expertise in their assistants. Teaching assistants have attended numerous courses and have diplomas and certificates in specialisms such as dyslexia and special educational needs, in addition to national initiatives. All have attended training in their specific roles as teaching assistants, some as specialist teaching assistants and some have a degree, sports awards and early years training. Whilst they often work with the lower-attaining pupils, this is not always so. Teaching assistants also take responsibility for other areas of the curriculum, such as the on-going geography project of Barnaby Bear and athletics sessions in the summer. They work with teachers to help with marking and the development of pupils' individual education plans. Teachers discuss future lessons with their assistants well in advance and, whilst teachers provide the main lesson plan, they e-mail their weekly planning to their teaching assistants so that they can plan for the groups that they withdraw from class. Half-termly plans are also discussed together. Teaching assistants' records are variable in quality, but there is good practice in the school which could be used as a guide to others.
24. Teaching assistants find that working so closely with a small group of pupils is helpful to class teachers to whom they report any concerns. These may be ones that would not be noticed in a larger setting. Teachers value their opinions and the assistants find them always ready to help and give advice. The mutual trust and respect that one has for the other, as well as the support that teaching assistants give one another is fundamental to much of the success of the pupils.
25. Whilst class teachers have the main responsibility for managing their teaching assistants successfully, teaching assistants also meet with the headteacher and deputy head half-termly to discuss issues and plans for the next half-term. Staff have a strong sense of commitment to the school and pupils, and their capacity to succeed is considerable because of the good management strategies in place and the clear sense of direction, love, faith and purpose found in the school, for which all strive.

WHAT COULD BE IMPROVED

There are no areas which need significant improvement; however the governors may wish to consider the following when drawing up the school's improvement plan.

- Lessons that teaching assistants take outside the classroom are seldom formally monitored, but in this small school the headteacher often passes through where the teaching is in progress and makes comments as necessary. More formal monitoring could be helpful to teaching assistants.
- Feedback to the class teacher by teaching assistants is given verbally, and this is an area the school has identified as in need of development. Teaching assistants all keep records, but they vary in quality. Whilst some records are more suited to a particular subject or year group, greater consistency, using the best practice as a guide, could be beneficial without intruding on their time.
- The range of opportunities provided, to prepare pupils well to live and work successfully within the multi-cultural context of modern Britain, is limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In this very good school there are no significant areas for improvement as staff and governors successfully maintain a very broad and balanced curriculum of very good quality where pupils attain above or well above average standards.

Minor issues:

- More formal monitoring of teaching assistants to support them in their work.
- (Paragraphs 5, 16, 17, 18 and 23.)
- Using the best practice in the school as a guide, ensure greater consistency in record keeping by teaching assistants. (Paragraphs 23 and 24.)
- Extend the school's provision for pupils' cultural development so that the school prepares pupils well to live and work within the multi-cultural context of modern Britain. (Parents' summary – cultural development)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	2	4	0	0	0	0
Percentage	50	17	33	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 eight percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	109
Number of full-time pupils known to be eligible for free school meals	7

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	24

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	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	8	8	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	16	15	16
Percentage of pupils at NC level 2 or above	School	100 (100)	94 (95)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	16	16	15
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (100)	94 (95)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	10	8	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Total	16	15	16
Percentage of pupils at NC level 4 or above	School	89 (93)	83 (87)	89 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Total	16	16	16
Percentage of pupils at NC level 4 or above	School	89 (93)	89 (93)	89 (100)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
Information not recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
79	0	0
1	0	0
4	0	0
0	0	0
3	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
19	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
Number of pupils per qualified teacher	28
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	90

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	207,759
Total expenditure	201,663
Expenditure per pupil	1,850
Balance brought forward from previous year	36,731
Balance carried forward to next year	42,826

Recruitment of teachers

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

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	107
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	27	6	0	0
My child is making good progress in school.	44	46	6	0	4
Behaviour in the school is good.	62	38	0	0	0
My child gets the right amount of work to do at home.	38	38	21	0	2
The teaching is good.	46	42	6	2	4
I am kept well informed about how my child is getting on.	27	48	23	2	0
I would feel comfortable about approaching the school with questions or a problem.	56	42	2	0	0
The school expects my child to work hard and achieve his or her best.	50	46	2	0	2
The school works closely with parents.	37	52	6	0	5
The school is well led and managed.	67	29	0	0	4
The school is helping my child become mature and responsible.	48	48	0	0	4
The school provides an interesting range of activities outside lessons.	35	40	21	0	4