

# INSPECTION REPORT

## CASTLECHURCH PRIMARY SCHOOL

Tennyson Road, Stafford

LEA area: Staffordshire

Unique reference number: 124203

Headteacher: Mrs G Hampton

Reporting inspector: Mr J Morris  
23696

Dates of inspection: 24<sup>th</sup> – 26<sup>th</sup> March 2003

Inspection number: 248567

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:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Tennyson Road Stafford
Postcode:	ST17 9SY
Telephone number:	01785 356772
Fax number:	01785 346779
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Hunt
Date of previous inspection:	10 <sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23696	Mr J Morris	Registered inspector
19361	Mr K Ross	Lay inspector
17976	Mr J R Francis	Team inspector
4099	Mr R W Braithwaite	Team inspector

The inspection contractor was:

Evenlode Associates Ltd  
6 Abbey Close  
Alcester  
Warwickshire  
B49 5QW

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33 Kingsway  
London WC2B 6SE

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Castlechurch is situated in the Highfields estate in Stafford and is a larger than average sized primary school. There are 440 pupils in total comprising 217 boys and 223 girls aged from three to eleven. Of these, 60 attend part-time and 61 full-time in the nursery and reception. Of the pupils of compulsory school age, 304 are from white British families and the other 15 are from a variety of backgrounds. Three pupils have English as an additional language (one per cent) and this is a bit lower than most other schools. A below average percentage (13.9 per cent) of pupils have special educational needs and these needs cover a wide range of learning difficulties. A large number of pupils leave or start at the school at other than the usual times. The school intake is very mixed with attainment on entry being broadly average overall. The school has had Eco-school and Health Promoting status since 1999.

### HOW GOOD THE SCHOOL IS

This is a very good school. It has a well-merited positive image and reputation in the local community. Teaching, learning, leadership and management are all very good. As a result, pupils achieve well. The school provides good value for money.

#### What the school does well

- Pupils achieve well throughout the school and standards are above average in English, mathematics and science.
- Pupils have very positive attitudes to school and behave very well. This is because the relationships between pupils and adults are excellent and the provision for the pupils' moral and social development and standards of care are very good.
- Teaching and learning are very good overall.
- Leadership and management are very good.
- The school provides good learning opportunities for all its pupils.

#### What could be improved

- Pupils' skills in using and applying information and communication technology (ICT) across the curriculum.
- The provision to promote the pupils' awareness and understanding of the multi-cultural diversity of modern Britain.

*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 previously inspected in October 1997. Improvement since then has been good overall. There have been good improvements in relation to the issues identified at that time. Pupils' application of key skills and monitoring and evaluation are all better. Considerable action has been taken on ICT but this remains an area for development. There have been significant improvements in standards, teaching and learning and leadership and management.

### 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	C	B	B	B
Mathematics	D	D	C	B
Science	D	A	B	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards achieved at the end of Year 6 are above average in comparison with all schools nationally and similar schools. Standards have improved at a greater rate than nationally since 1998. Pupils throughout the school achieve well overall in relation to their abilities. There are no significant differences in the rates of progress of different groups of pupils. Children in the nursery and reception make good progress and are prepared well for the National Curriculum. Pupils in Years 1 to 6 achieve well with some acceleration in their learning in the older classes, particularly in Year 6. There are no concerns about pupils' achievements and progress in the core subjects of English, mathematics and science. The provision for ICT has improved but standards, although satisfactory, remain as an area for development. The school has done a lot of work recently to improve provision and outcomes in physical education and this has been successful, particularly in gymnastics where standards are high. The school uses rigorous tracking systems to set challenging targets, which are agreed by the Local Education Authority. Nearly all pupils achieve these targets.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	All pupils have very good attitudes to school. They are happy and enthusiastic. They are particularly keen on design and technology and physical education.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and at other times. They are attentive, polite, inquisitive and hard-working.
Personal development and relationships	Very good overall. Pupils respond very positively to opportunities for responsibility and initiative such as membership of the School Council or litter duty. Relationships between pupils and adults and among pupils are excellent and are a major factor in the good atmosphere for learning.
Attendance	Satisfactory. Rates of attendance are broadly in line with the national average for primary schools and unauthorised absences are slightly below average.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
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.*

Teaching and learning are very good in Years 3 to 6. They are good, with very good features in the nursery, reception and Years 1 and 2. These judgements also apply to the teaching of English and mathematics including the key skills of literacy and numeracy. The school meets the needs of different groups of pupils equally well. The practice of grouping by ability (setting) for literacy and numeracy has been extended since the previous inspection and is successful. A particular strength of the teaching is the standard of marking, which rewards hard work and individual success, draws attention to errors and shows pupils how they can do better, especially in Year 6. Pupils are enthusiastic about learning, work hard and show very good levels of concentration.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. All statutory requirements are met. The national strategies for literacy and numeracy have been implemented successfully. Learning opportunities are broad and balanced and subjects such as design and technology and physical education stimulate the pupils' interest and enthusiasm. Extra-curricular activities and residential opportunities are very good. There are weaknesses in the curriculum for ICT.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs. These pupils have appropriate individual small-step targets.
Provision for pupils with English as an additional language	The needs of the small number of pupils with English as an additional language are met well and they make progress at a similar rate to their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision for the pupils' personal development is very good with particular strengths in moral and social development. The school successfully develops the pupils' understanding of their own heritage but the promotion of their awareness and understanding of the multi-cultural diversity of the world at large is satisfactory.
How well the school cares for its pupils	Pastoral care is very good. Academic assessment is very good in English, mathematics and science and is developing well in the other subjects.

The school has a very good partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are very good. The headteacher has successfully moved the school forward since her appointment and it has improved since its previous inspection. In her own words, the school has developed, "A 'can do' culture and ethos." Subject leaders and other key staff are diligent and effective.
How well the governors fulfil their responsibilities	The school benefits from the support of an effective governing body. Governors have a good understanding of what the school does well and what it could do better and they are actively involved in matters of finance and management. Statutory requirements are met.
The school's evaluation of its performance	The school has very good procedures to track pupils' progress and move them on. The strategic plan is an effective tool for improvement, identifying appropriate priorities and carefully targeting the limited finances available to best effect.
The strategic use of resources	Available finance, staffing, resources and accommodation are used very well to promote high academic standards and a strong sense of community. Specific grants are used well in accordance with their stated purposes.

The school applies the principles of best value very well.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<p>Of those parents who responded, nearly all of them think that:</p> <ul style="list-style-type: none"><li>• the teaching is good and the school has high expectations;</li><li>• their child is making good progress;</li><li>• the school is well led and managed;</li><li>• their child likes school, the school is helping the pupils become mature and responsible and behaviour is good;</li><li>• the school works closely with them and the staff are approachable.</li></ul>	<p>Of those parents who responded, slightly more than ten per cent think that:</p> <ul style="list-style-type: none"><li>• their child does not get the right amount of homework;</li><li>• they are not kept well informed about their child's progress;</li><li>• there are not enough activities outside lessons.</li></ul>

The inspectors agree with the parents' positive views of the school. The provision of homework and information for parents are good. Extra-curricular activities are very good.

## **PART B: COMMENTARY**

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

**Pupils achieve well throughout the school and standards are above average in English, mathematics and science.**

1. Standards at the end of Year 6 are above average in English and mathematics and well above average in science, both in comparison with all schools nationally and similar schools based on eligibility for free school meals. These judgements are based on the national tests in 2002 and are confirmed by inspection evidence. Standards have improved at a faster rate than the national average. The main factors contributing to these standards are the high quality teaching, strong leadership and effective assessment procedures. Another important factor is the school's successful development of the involvement of parents in their children's learning. For example, the parents of pupils in Years 3 to 6 were recently given presentations on their children's residential experiences and how the school teaches subtraction and division.
2. In the core subjects of English, mathematics and science, the school is successful in helping the more able pupils achieve standards above the expected level at the end of Year 6. Pupils make good progress in English throughout the school. Standards in reading are good. Pupils in Years 1 and 2 have good skills and knowledge of phonics, which help them with new words. Pupils in Years 3 to 6 are encouraged to read across a range of subjects and the provision of higher level reading books ensures a greater level of challenge for the most competent pupils. Standards in writing are good. The quality of creative writing is a strength and presentation improves as pupils move from year to year. There are, however, some weaknesses in spelling.
3. In mathematics, pupils in Year 6 complete a very good amount of work on number and data handling and a reasonable amount on shape, space and measures, all with a good rate of success. The most able pupils are very competent at the four rules of computation, understand very big numbers and interpret different types of graphs and charts well. Standards in science arise from good coverage of the National Curriculum programmes of study, providing pupils with accurate facts and a very good emphasis on the key skills of experimentation and investigation. Pupils make good progress throughout the school and, by Year 5, they are good at making predictions and analysing the results of investigations.
4. The school makes good provision for pupils with special educational needs (SEN) and those with English as an additional language (EAL). Consequently they make progress at a similar rate to their peers. All pupils with SEN have individual education plans that contain clear small-step targets and every teacher has a well organised file specifically for these pupils. The majority of these pupils have difficulties in basic literacy skills such as hand-writing and spelling and a small number have behavioural difficulties. Examples of good progress in both these areas were seen in the work sample examined by the inspection team.
5. All of the children in the nursery and reception, regardless of ability, make good progress towards the nationally recommended early learning goals and are well prepared for the National Curriculum. Standards are broadly in line with national expectations by the end of the Foundation Stage. There is a particularly good focus on the key areas of communication, language and literacy and personal and social development. From a young age the children learn to listen carefully, to follow instructions and to be responsible for classroom materials.
6. Very good procedures for assessing what pupils know, understand and can do and the effective use of this information by teachers in their planning have a positive impact on standards. The school has developed its own system of tracking pupils' progress in English, mathematics and science. This is extremely detailed and rigorous and results in ambitious long-term academic targets for individual pupils. These are broken down into small term targets by class teachers and

are shared with the pupils. Class targets are included in classroom displays and pupils in Year 6 in particular have their targets in their English and mathematics books. When pupils occasionally fail to achieve set targets the relevant staff carry out a searching analysis to try to establish why this is.

**Pupils have very positive attitudes to school and behave very well. This is because the relationships between pupils and adults are excellent and the provision for the pupils' moral and social development and standards of care are very good.**

7. Throughout the school, pupils have very positive attitudes and behave very well. They are mature and responsible for their age. Relationships between pupils and adults and among the pupils are excellent. Pupils are tolerant and accepting of difference, understand others' problems and care for each other. The school is an orderly and harmonious community. Pupils were seen to occupy themselves purposefully in a good range of activities available during a wet play-time.
8. All pupils enjoy school. They are confident and relaxed. They are polite to staff and visitors and many showed genuine interest and good humour in their interactions with the inspectors. A number of pupils representing all year groups in Key Stages 1 and 2 stated that their favourite subjects are design and technology and there was nothing that they really don't like. The children in the nursery and reception understand the school's rules and routines and willingly comply with them. Throughout the school, pupils are expected to look after their own materials and take responsibility for the care and organisation of classroom materials. Older pupils take on a wide range of responsibilities including litter duty and being energy monitors. Year 6 pupils participate in the School Council. A Year 5 pupil was keen to show an inspector a piece of work he had done at home pursuing his own interest and initiative to extend his learning in ICT and geography.
9. These very positive outcomes arise from the very good provision the school makes for the pupils' personal development, the very strong partnership with parents and high standards of pastoral care. The school makes particularly good provision for the pupils' moral and social development. The basis of this is in the classroom where rules and routines are clear and well-established. Teachers welcome and value the contributions pupils make to lessons and encourage them to express their personal opinions and feelings. A wide variety of educational visits and visitors, extra-curricular activities and residential experiences all contribute significantly to the pupils' personal development. For example, sports clubs and outdoor adventurous activities promote social and physical development. Visits to theatres and school performances promote social and cultural development.
10. An outstanding assembly linked to 'Mothers Day' observed during this inspection encapsulated the key characteristics of the school. Pupils' attitudes and behaviour were exemplary with the whole school listening carefully and pupils reading and performing music extremely well. About 30 parents were expected to attend (there is a family assembly every week which parents speak very highly of) but in fact about 90 turned up. The very efficient organisation and smooth running of this elaborate assembly was typical of the school's leadership and management. Another example of the strong school community is the Year 6 Dinner Dance when parents, dressed as waiters, serve a meal to their children.

**Teaching and learning are very good overall.**

11. Teaching and learning are very good overall. In the small number of lessons seen in this short inspection teaching was very good in Years 3 to 6 and good with very good features in the nursery, reception and Years 1 and 2. No unsatisfactory teaching was seen as opposed to six per cent in the last inspection and the proportion of very good and excellent teaching has increased significantly from a tenth to over a half. Support staff contribute well to pupils learning, for example in Year 1 and Year 2 literacy lessons.

12. Lessons are planned and organised well based on the teachers' good knowledge of the National Curriculum subjects and very good knowledge of the pupils' needs. Planning different tasks for different groups of pupils ensures that they all build on their prior learning. In whole class sessions, teachers use questioning effectively to involve pupils. In the best examples, these questions require extended answers, such as in a Year 6 literacy lesson, and clearly challenge pupils of different abilities, such as in a Year 6 numeracy lesson. Teachers have very high expectations of both work and behaviour and in most lessons get the best from the pupils. Activities are often imaginative and stimulating and successfully engage and sustain pupils' interest, for example in the one design and technology lesson seen when Year 6 pupils were testing vehicles they had made.
13. The teaching of literacy and numeracy in ability groups (setting) throughout Years 1 to 6 and the provision of booster classes have had a significant impact on standards and enable the school to effectively meet the needs of all pupils. During an exemplary Year 6 literacy lesson, the more able pupils were challenged to think deeply about their writing and they showed good understanding of personification and parody. Through literacy and numeracy lessons and good links in other subjects the key skills of speaking and listening, reading and writing and number are taught well. In addition, a strong focus on the application of number and problem-solving in mathematics and investigation and experimentation in science successfully develop the pupils' understanding of the central concepts and conventions in these subjects. In a Year 6 numeracy lesson, pupils showed excellent recall of number facts when responding to rapid-fire questions based on the number eight including doubling, multiplication, fractions and decimals. In a Year 2 numeracy lesson it was clear that pupils were fully involved in the whole class activity on graphs and that the teacher successfully conveyed the feeling that learning is fun.
14. A particular strength of the teaching is the high quality of marking throughout the school. This is outstanding in Year 6 where the marking is thorough and diligent and both praises good work and draws attention to errors and misunderstandings and unacceptable standards of presentation. Examination of pupils' work shows that they work hard and complete a great deal. The provision of homework is good and reinforces pupils' learning well. For example, pupils in Year 5 were set an interesting task related to the work they had just started on antonyms.
15. Four physical education lessons were observed, covering Years 1 to 4. Teaching and learning were very good in three gymnastics lessons and good in a games lesson. Lessons are long enough for pupils to have a good level of physical activity and they participate with interest and effort throughout. They think carefully about what they are doing and in Year 4 are able to perform a sequence of three ways of travelling, two jumps and two balances well.
16. The provision in the nursery and reception is very well organised and provides a good start to the children's education. Relationships between adults and children are very good and interactions between adults and children are particularly successful at promoting the development of the children's key communication and social skills. In three of four lessons observed, the children had a very clear understanding of general classroom rules and routines and their individual tasks. As a result they sustained a high level of interest for a good period of time and made significant gains in their learning.

### **Leadership and management are very good.**

17. The headteacher, who has been in post for five years, is a very effective leader who has a very clear vision of the role of the school as an education provider and community facility. The previous report and parents' and governors' views show that school has always had a good image and reputation as a community school. This headteacher has successfully developed a very strong 'can do ethos' in the school, through which academic expectations, including those of parents, and standards have been raised and the broader needs of the pupils are given very good consideration. The whole staff have a clear commitment to high standards and continuing improvement and the school is well placed to do even better. The focus on ethos remains in the current strategic plan,

which gives a high priority to further developing the school's policy on inclusion and partnership with parents and the wider community.

18. Subject co-ordinators are very effective because of the high priority given to developing their role, led by the previous deputy headteacher. They now have a very clear understanding of this and are actively involved as leaders and managers. Discussions with co-ordinators for English, mathematics, science and physical education in particular, showed how key staff have been empowered by the headteacher to move their area of responsibility forward. The school's provision for pupils with special educational needs is effectively managed by the co-ordinator.
19. There are effective arrangements for performance management and staff training carefully linked to the school's strategic plan and pupils' needs. For example, a focus on pupils' writing skills in teachers' professional development targets helped with the development of the school's tracking system. The school had been briefly without a deputy headteacher at the time of this inspection but an appointment had been made for the start of the following school term.
20. The school governors are very involved in the life of the school and play an effective role in leadership and management. They have a good understanding of what the school does well and correctly identify finance, the restrictive space of the school hall and playgrounds and limited full time pre-school provision as problem areas. Governors are actively involved in the school's strategic plan which is discussed at all their meetings. Link governors for the core subjects meet with the co-ordinators once a term and report to the full body. Statutory requirements are met. Governors and staff provide useful, good quality information for parents through, for example, the school prospectus, the governors annual report to parents, home-school agreements, pupil progress reports and newsletters.
21. It is to the great credit of the staff and governors that the school achieves as much as it does with the budget. The funding the school receives is low in comparison with primary schools nationally. As a result staffing is tight and the increase in the budget this year is barely sufficient to maintain staffing levels and setting arrangements in literacy and numeracy. The school's plans to develop its provision in ICT are restricted by the available finances, although current resources are not used to maximum effect as detailed later in this report.
22. The school playgrounds and hall are rather small for the number of pupils on roll and the outdoor facilities for children in the Foundation Stage in particular are rather limited. However, the school makes good use of what is available. Steps have been taken to make the best of the limited space and the current co-ordinator for physical education has good plans to do more.

### **The school provides good learning opportunities for all its pupils.**

23. The school provides a broad, balanced and relevant curriculum for its pupils. Statutory requirements for the National Curriculum and religious education are met. The national strategies for literacy and numeracy have been implemented well. There are good links between literacy and numeracy and other subjects. For example, writing in history and religious education, and the use of graphs in science. The school is successful in its aim to provide rich learning opportunities beyond the core subjects. Examples of this were seen in art and design, design and technology, geography, history and religious education in displays and in pupils' books. Observation of lessons, an assembly, a hymn practice and lunch-time and after-school activities provided evidence of enrichment through music and physical education.
24. In agreement between the headteacher and registered inspector some time was given during the inspection to the provision for physical education. This was because the school has given this subject a high priority in recent times and the staff were keen to have an objective view of what they have done. The provision is at least good overall with a real strength in gymnastics. The co-ordinator is enthusiastic and provides an effective lead to developments in the subject. There have

been significant improvements in resources and a successful programme of staff training is continuing. The school is aiming to achieve the Sport England 'Active Mark Award' and Football Association 'Charter Standard'.

25. There is a very good number and good range of extra-curricular activities, particularly sports. Some of these are led by external providers and have to be paid for by parents but no pupil misses out on financial grounds. Two of these clubs were briefly observed and they involved over 30 pupils including some of the youngest in the school in short tennis and other games activities. A small number of pupils spoke in less respectful tones to adults in this situation than during the school day. There are excellent opportunities for all pupils in Years 3 to 6 to participate in residential activities, which include outdoor adventurous activities.
26. A particular priority is given to the nurture of pupils identified as having particular difficulties and the quality of this work has been acknowledged by the local education authority. A major aim of this initiative is to increase educational and social inclusion by preparing pupils who get little support at home for classroom activities such as the study of growth in science and the Egyptians in history. There is a dedicated room for this work, 'The Rainbow Room', which is very well presented and resourced. The headteacher and special educational needs co-ordinator oversee this work which is delivered by two learning support assistants. Currently there are two groups of pupils taking part; a mixed Years 1 and 2 group and a Year 4 group. There is also a mixed Years 3 and 4 breakfast club. Every day parents run a fruit shop at break times. The school is awaiting the outcomes of a bid for funding from the Stafford Children's Fund to support planned development of this provision.
27. The school makes very good provision for the pupils' personal, social and health education. This has been recognised externally through the achievement in 1999, and re-accredited in 2002, of both Eco-school and Health Promoting status. Good links are made to these initiatives in teachers' planning, particularly in science and physical education, and information is provided for parents through the regular newsletters.

## **WHAT COULD BE IMPROVED**

### **Pupils' skills in using and applying information and communication technology (ICT).**

28. Standards in ICT have improved significantly since the previous inspection and are broadly in line with national expectations at the end of Year 2 and the end of Year 6. In the lessons and work seen, there was evidence of some good achievement in Year 4 in particular. Learning opportunities are satisfactory overall and all elements of the National Curriculum programmes of study are taught. This includes the use of the Internet, for example by learning to send electronic mail in Year 3. Pupils also learn about control and modelling through, for example, the study of vending machines and traffic lights and making links with the school's security and fire systems. The ICT suite is a good facility. The subject co-ordinator is providing a good lead to developments.
29. There are weaknesses in the use of ICT across the curriculum. All pupils have at least one lesson a week in the ICT suite and this effectively develops their key ICT skills. However, opportunities are missed to apply and extend these skills in the classroom and the suite itself is not used to maximum effect, particularly in literacy and numeracy. Several lessons were observed in which ICT could have contributed well to pupils' learning but it was used very little or not at all. The school is aware of these shortcomings and, for example, the use of ICT is one of the three proposed priorities in next year's developments in mathematics.

### **The provision to promote the pupils' awareness and understanding of the multi-cultural diversity of modern Britain.**

30. The school makes satisfactory provision for the pupils' cultural development overall. The school successfully develops their knowledge and understanding of their own cultural heritage through work in subjects such as literacy, art and design, geography, history and music. Consideration is given to the pluralist nature of modern society and the world at large in planning and special events but overall this provision is a relative weakness. The school participates in the local education authority's anti-racism initiative and has held successful events such as an Asian culture week last year. However, this is not embedded into whole school practice. Examination of displays and the content of lessons during the inspection showed that opportunities are being missed on a day-to-day basis.

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

31. The headteacher and governors should now:

- (1) Improve pupils' skills in applying and using ICT by:
  - planning links with ICT more regularly into work in all other subjects;
  - making greater use of the computer suite to support other subjects, particularly literacy and numeracy.
  
- (2) Increase the pupils' awareness and understanding of the multi-cultural diversity of modern Britain by:
  - providing more variety to the learning opportunities in, for example, stories and poetry in literacy, art and design, geography, history and music.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	15

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	12	9	1	0	0	0
Percentage	8	50	38	4	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	380
Number of full-time pupils known to be eligible for free school meals	N/A	55

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	61

#### **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	25
Pupils who left the school other than at the usual time of leaving	45

### *Attendance*

#### **Authorised absence**

	%
School data	5.3
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.1
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	21	34	55

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	21	20	21
	Girls	32	31	34
	Total	53	51	55
Percentage of pupils at NC level 2 or above	School	96 (92)	93 (97)	100 (97)
	National	84 (84)	86 (86)	90 (91)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	20	21	20
	Girls	32	31	29
	Total	52	52	49
Percentage of pupils at NC level 2 or above	School	95 (97)	95 (97)	89 (97)
	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	19	31	50

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	17	16	18
	Girls	24	25	30
	Total	41	41	48
Percentage of pupils at NC level 4 or above	School	82 (75)	82 (63)	96 (97)
	National	75 (75)	73 (71)	86 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	12	12	16
	Girls	24	21	30
	Total	36	33	46
Percentage of pupils at NC level 4 or above	School	72 (71)	66 (69)	92 (83)
	National	73 (72)	74 (74)	82 (82)

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



*Ethnic background of pupils**Exclusions in the last school year*

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	304	1	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	2	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	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	3	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	2	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)	16
Number of pupils per qualified teacher	23.75
Average class size	27.1

**Education support staff: YR – Y6**

Total number of education support staff	12
Total aggregate hours worked per week	228

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	N/A
Total number of education support staff	3
Total aggregate hours worked per week	80
Number of pupils per FTE adult	6.0

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Financial information**

Financial year	2001/02
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	£
Total income	856,170
Total expenditure	815,170
Expenditure per pupil	2,043
Balance brought forward from previous year	32,081
Balance carried forward to next year	41,000

*Results of the survey of parents and carers*

**Questionnaire return rate = 40%**

Number of questionnaires sent out	440
Number of questionnaires returned	178

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	2	0	1
My child is making good progress in school.	59	39	1	0	1
Behaviour in the school is good.	54	42	3	0	2
My child gets the right amount of work to do at home.	33	52	11	2	2
The teaching is good.	58	40	1	0	1
I am kept well informed about how my child is getting on.	52	37	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	71	24	4	1	0
The school expects my child to work hard and achieve his or her best.	70	28	1	0	1
The school works closely with parents.	44	49	3	2	2
The school is well led and managed.	63	34	1	0	3
The school is helping my child become mature and responsible.	61	36	2	0	1
The school provides an interesting range of activities outside lessons.	42	39	10	1	9