

# INSPECTION REPORT

**SAINT EDMUND'S RC PRIMARY SCHOOL**

Calne

LEA area: Wiltshire

Unique reference number: 126478

Headteacher: Mr P Blake

Reporting inspector: Dr C Lee  
21854

Dates of inspection: 24<sup>th</sup> – 25<sup>th</sup> September 2002

Inspection number: 248785

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 to 11 years

Gender of pupils: Mixed

School address: Duncan Street

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Wiltshire

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Appropriate authority:

The governing body

Name of chair of governors:

Mr W Simms

Date of previous inspection:

March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>16</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>18</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Edmund's RC Primary School serves the parish of St Edmund's and pupils come from a very wide catchment area. The number of pupils at the school has increased since the last inspection but it remains slightly smaller than the average primary school with 199 full-time pupils in reception to Year 6 and 14 part-time in reception. There are almost equal numbers of boys and girls. Forty-four per cent of pupils are from Catholic families. Nearly 20 per cent are from service families and this contributes to the above average percentage of pupils who join or leave the school during a school year. Pupils are from a range of backgrounds but only a small percentage are from minority ethnic groups. Of pupils for whom English is an additional language, none are at an early stage of learning English and no additional support is needed. Eleven per cent of pupils currently have free school meals and this is below average. Twelve per cent of pupils are identified as having special educational needs, a proportion that is below the national average. However, the school has an average percentage of pupils with statements of special educational need and these are mainly related to physical disability. Children's attainment on entry to reception is broadly in line with expectations.

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

This is a very good school with some excellent features. Pupils of all abilities achieve well in relation to their past attainment and standards have improved steadily since the last inspection. Standards in English, mathematics and science are consistently above national averages and, in some year groups are well above average. The main reason for pupils' good levels of achievement is the consistently good teaching. All adults show high levels of care and concern for pupils' welfare. The very good leadership and management by the headteacher and other key staff play a central role in the school's success, as does the strong sense of teamwork between governors, teachers, learning support staff and non-teaching staff. Together they ensure that the school provides very good value for money.

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

- Throughout the school, standards in English, mathematics and science are at least above average and standards of writing are particularly high
- Pupils' personal development is very good as a result of the very good provision for their' spiritual, moral and social development
- Good teaching enables pupils to achieve well in relation to their prior attainment
- The headteacher and key staff provide very good leadership and management of the school

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

- There is insufficient breadth in provision for multi-cultural education

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

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

The school was last inspected in March 1998. All of the action points for improvement highlighted by that inspection have been resolved successfully. Previous limitations in the monitoring of pupils' standards, the quality of planning and the effectiveness of teaching have been addressed very conscientiously. There is now very thorough monitoring and evaluation of all aspects of the school's work, including the quality of teaching and pupils' standards, and it is now a significant strength. Teachers' lesson planning now identifies precisely what pupils are to learn in each lesson and how that learning is to be assessed. Previous shortcomings in the professional development of staff have been rectified satisfactorily. Appropriate training has been provided for support staff and there is now good matching of training opportunities to the needs of both individual staff and the overall requirements of school development. Pupils' standards in information and communication technology have improved as a

result of good progress in developing teachers' subject knowledge. This, together with better planning of learning activities, is raising standards. More improvement is necessary but the strategies to achieve this are thoroughly documented in the subject development plan for the current year. The fact that the issues raised by the last inspection have been addressed with a rigour that now makes them significant strengths of the school means that the school has achieved good improvement since the last inspection. This is seen in the rising trend in standards in English, mathematics and science at the end of Year 2 and Year 6. Inspectors are confident about the school's capacity for further improvement as a result of the excellent shared commitment to succeed that is demonstrated by the staff.

## 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
	1999	2000	2001	2001
English	B	C	A	A
mathematics	C	B	A	A
science	A	A	C	C

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

The overall trend in the school's results is rising and this has continued in the 2002 results which, although they cannot yet be compared with national results in terms of average points, show an improvement compared with 2001. The 2001 dip in science was reversed in 2002 by high percentages gaining both the expected Level 4 and the higher Level 5. The 52 per cent achieving Level 5 in science almost doubles the previous year's result. Percentages at Level 5 in English and mathematics, at 38 per cent and 34 per cent respectively, are also improvements on 2001. Overall, pupils exceeded the targets set in 2002 for English and mathematics. Challenging targets have been set for 2003 but the pupils concerned are on track to achieve them. This is despite the fact that, as a year group, their prior attainment has been slightly lower than recent Year 6 groups and their average attainment has been gradually lowered by the departure of a significant percentage of higher attaining pupils over time. Nevertheless, standards in Year 6 are currently above average in English, mathematics and science and, as is the case in many year groups, standards of writing are particularly high.

Recent years' results in the national tests at the end of Year 2 generally reflect good progress since the end of the reception year and standards have been consistently above national averages. However, the 2002 results are outstanding insofar as they represent very high levels of achievement compared with the pupils' attainment when they started at the school as well as good improvement on 2001. The percentages achieving the expected Level 2 in reading, writing, mathematics and science were high in 2002 while the percentages at the higher Level 3 were very high. The latter were 52 per cent in reading, 35 per cent in writing and 65 per cent in mathematics. This year group had average attainment overall when they started in reception but the current Year 2 pupils had levels of reading and number skills that were below expectations when they started. Nevertheless their good progress is reflected in current standards which are judged to be above average in reading, writing, mathematics and science.

Although lessons in many subjects were not observed during this short inspection, scrutiny of pupils' past work shows that, by the end of Year 2 and the end of Year 6, standards exceed expectations of these ages in art and design, geography and history and match expectations in information and communication technology. All pupils are making at least good progress in relation to their prior attainment. The specific learning difficulties of pupils with special educational needs are gradually overcome as a result of very good support and guidance from teaching assistants, and their progress is good. Higher attaining pupils are challenged well by their work at all ages.

Over the past four years children's attainment when they come into the reception class is average. The evidence of this inspection indicates that this is true of the children who have just joined the class. Generally by the time they leave reception they are achieving at least the standards expected.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' very good attitudes are reflected in their obvious enthusiasm for the school and the work they do.
Behaviour, in and out of classrooms	Behaviour is very good overall in lessons, around the school and during recreation.
Personal development and relationships	Very good relationships exist among pupils and between pupils and staff, contributing to pupils' very good overall personal development. The care that older pupils show for younger ones is exceptional. Those pupils with specific responsibilities carry them out very conscientiously and pupils of all ages are quick to show initiative.
Attendance	Very good. Attendance figures are well above national averages while unauthorised absence is below average.

## TEACHING AND LEARNING

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

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

There is consistently good teaching throughout the school with very good teaching in reception. In other years, teachers use the National Literacy Strategy very well and the effectiveness of strategies for teaching literacy skills is increased by the thorough planning of opportunities for developing pupils' writing skills in other subjects. The National Numeracy Strategy is used consistently well and, as with literacy, numeracy skills are additionally used and extended well in other subjects.

Teaching is generally matched well to the needs of different groups of pupils, including those with special educational needs and higher attaining pupils. These groups make good progress. There is a high degree of challenge in pupils' learning activities that reflects the very high expectations that teachers have of the relative standards that groups of pupils of differing abilities should achieve. All teachers assess very thoroughly what pupils have learned on a day-to-day basis and at the ends of units of work. The information from assessment is used well for setting targets for individual pupils and for planning the next stage in their learning. In all years, pupils work hard to achieve their targets and show good acquisition of skills, knowledge and understanding. Pupils maintain very good levels of concentration and interest in their work. From their earliest days in reception, pupils are encouraged to work both independently and, at other times, collaboratively. From the time pupils reach the end of Year 2 they have a confidence to work and learn independently, without reliance on adults or other pupils, that reflects a very mature attitude and very good acceptance of responsibility for organising themselves and what they need to complete learning activities successfully.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The breadth and balance of learning opportunities are very good at the Foundation Stage and good for Years 1 to 6. For all pupils the curriculum is enhanced well by educational visits and a good number of visitors who make valuable contributions to lessons.
Provision for pupils with special educational needs	Provision is good overall and the Code of Practice is implemented fully. There is early identification, good liaison with parents and regular review of pupils' progress towards the targets that are set for them. There is excellent inclusion of pupils with physical disabilities who experience the equality of access to all aspects of the curriculum that is common to all.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for spiritual, moral and social development encourages respect for others and promotes these aspects of development very successfully. Overall, provision for pupils' cultural development is satisfactory, being good in several areas but with insufficient emphasis on multi-cultural education.
How well the school cares for its pupils	The school provides good support and guidance and attends well to all aspects of pupils' welfare. This includes good procedures for child protection. There is good, detailed assessment of pupils' learning and the information from assessment is used very practically and successfully to guide curriculum planning and for setting targets for pupils.

Parents play an important role in the life of the school and a good partnership exists. The school works hard to promote links by providing parents with good information on what is happening in the school and by involving parents well in their children's education.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher provides strong leadership and is supported very well by the deputy headteacher and the subject and other co-ordinators.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well and provides very constructive guidance. Governors have a very clear vision of the school's strengths and weaknesses.
The school's evaluation of its performance	A particular strength of the school. Very good self-evaluation procedures and analysis of relevant data enable the school to identify priorities, set itself targets and pursue effective courses of action for future improvement.
The strategic use of resources	Very good use of physical and human resources and very efficient management of the limited finances available.

The school applies the principles of best value very well, placing very good emphasis on consultation of all members of the school community as part of the ongoing process of school improvement.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children like school</li><li>• Children's good progress</li><li>• Children's good behaviour</li><li>• The good standard of teaching</li><li>• The information provided about their children's progress</li><li>• How the school deals with their questions or problems</li><li>• The school has high expectations of its pupils</li><li>• The way the school works closely with parents</li><li>• The good leadership and management</li><li>• Children are being helped to become mature and responsible</li></ul>	<ul style="list-style-type: none"><li>• The range of activities outside lessons</li><li>• The amount of homework</li></ul>

Inspectors endorse all the positive views of parents and, in the inspection team's judgement, parental concerns are unfounded. The type and amount of homework set for pupils are suitable and consistent with the school's policy. The range of activities that supplement the curriculum is satisfactory and the clubs and activities outside lesson time are similar in number to that provided in most primary schools.

## **PART B: COMMENTARY**

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

**Throughout the school, standards in English, mathematics and science are at least above average and standards of writing are particularly high**

1. The school's very strong commitment to continually raising pupils' standards is seen in the rigour with which pupils' work is constantly being evaluated. This occurs in relation to performance in various tests and through ongoing assessment of work in lessons. Most importantly, the information that the analysis of test data and assessment of learning provides is used very constructively, both to identify the factors that are working successfully and also to identify the priorities in pupils' future learning. One indicator of how good teaching is building successfully on this very detailed information about pupils' progress and needs is the school's results in the National Curriculum tests that are taken at the end of Year 2 and the end of Year 6.
2. Recent years' results in the national tests at the end of Year 2 generally reflect pupils' good progress since the end of the reception year and standards have been consistently above national averages in reading, writing and mathematics. A similar above-average standard is seen in the assessments that teachers carry out in science. Where a year group has started in reception with attainment levels slightly higher than usual, performance by the end of Year 2 has been correspondingly higher. This occurred in 2000 when test results were very high in writing and well above average in reading and mathematics. Such high standards were also achieved in the 2002 tests, which were outstanding insofar as they represent very high levels of achievement compared with the pupils' attainment when they started at the school as well as good improvement on 2001. The percentages achieving the expected Level 2 in reading, writing, mathematics and science were high in 2002 while the percentages at the higher Level 3 were very high. The latter were 52 per cent in reading, 35 per cent in writing and 65 per cent in mathematics. These percentages at Level 3 compare very favourably with schools nationally, where the results were 30 per cent in reading, nine per cent in writing and 31 per cent in mathematics.
3. The improvement over time in national test results at the end of Year 2 is matched by what is happening at the end of Year 6. Again, the overall trend in the school's results is rising and this trend matches what has occurred nationally. The 2002 results cannot yet be compared with national results in terms of average points but they show an improvement compared with 2001. A 2001 dip in science was reversed in 2002 by high percentages gaining both the expected Level 4 and the higher Level 5. The 52 per cent achieving Level 5 in science almost doubles the previous year's result and is well above the national figure of 38 per cent. Percentages at Level 5 in English and mathematics, at 38 per cent and 34 per cent respectively, are also improvements on 2001 as well as being above the national results.
4. In 2002, Year 6 pupils exceeded the targets set for them in English and mathematics. Challenging targets have been set for 2003 but the pupils concerned are on track to achieve them. This is despite the fact that, as a year group, their prior attainment has been slightly lower than recent Year 6 groups and their average attainment has been gradually lowered by the departure of a significant percentage of higher attaining pupils over time.
5. Standards of pupils' work in lessons reflect the above average standards achieved in national tests. Current Year 2 pupils had levels of reading and number skills that were

below expectations when they started in reception. They have made good progress since then and current standards are above average in reading, writing, mathematics and science. Standards in Year 6 are currently above average in English, mathematics and science and, as is the case in many year groups, standards of writing are particularly high.

6. The quality of pupils' writing is higher than in many schools. While good implementation of the National Literacy Strategy is having good impact on standards, the school's approach to teaching and learning is much more extensive than the strategy alone. There is very good attention, from reception onwards, to teaching pupils all the basic skills of writing and then, most importantly, providing them with a very wide range of opportunities to use these skills. As much of the curriculum as possible is used as an opportunity to write and this helps pupils to understand very well the many different forms of writing that are possible. This was starting to emerge as a strength at the time of the last inspection and the school targeted it for further development. Strategies that were adopted, with the specific aim of ultimately raising standards of writing, included a deliberate move away from worksheets in subjects such as science and an emphasis on drama in order to link speaking and listening to the written word.
7. The clear targets set by teachers for individual pupils help them to write better. Teachers use ongoing assessment very well to check the progress towards targets and the setting of the next target. Thus a more able pupil in Year 2, having been set the target of using the correct punctuation when writing speech, received constructive feedback via the teacher's very good marking. Improvement in the pupil's work is immediately evident following this feedback. In the long term, assessment of writing is meticulous, with a developing collection of examples of each pupil's work that is assessed in detail by class teachers. Each year, teachers collect a sample of five different types of writing – poetry, narrative, a letter, evaluative and informative, from across the subjects. With time, a significant portfolio of a pupil's work accumulates. This is informative for teachers and pupils alike. Pupils talk enthusiastically about past and present writing tasks, communicating their obvious enjoyment and very good understanding of the use and power of writing.
8. The school's attention to writing produces many examples of high quality work. There is an obvious maturity in a Year 2 pupil's letter from Goldilocks to Mr and Mrs Bear that accuses them of irresponsibility in making their house so accessible. Observations of uncleanliness prompt the pupil to ask in the letter: "Haven't you heard of disinfectant?". In a geographical survey of differences between facilities in Calne and West Swindon, pupils in Years 4 and 5 write well-structured questionnaires. Year 6 pupils write very well-argued viewpoints for and against school uniform. Pupils' confidence in writing is seen in Year 6 pupils' powerful use of description when writing a poem in the first person as the sky looking down at a battlefield. Other Year 6 work illustrates how pupils can show improvement in both the quality of writing and their knowledge and understanding of a subject. The transcript of a modern television chat show interview with Elizabeth I establishes very successfully a modern feel to the piece while retaining a wealth of accurate historical facts. In all such examples of pupils' writing, standards of spelling, punctuation and grammar are high. This is primarily because teachers use each piece of writing as a learning activity in which specific elements of spelling, punctuation and grammar are taught and learned. This inclusive approach is a feature of the school's well-structured English policy that, in turn, is implemented so successfully by each teacher with guidance from the very good English co-ordinator.

**Pupils' personal development is very good as a result of the very good provision for pupils' spiritual, moral and social development**

9. As a result of the school's very good provision for pupils' spiritual, moral and social development and the high priority placed on the development of positive attitudes, good behaviour and the acceptance of personal responsibility, pupils' overall personal development is very good.
10. The overwhelming view of parents that their children enjoy school is evident at all ages. The confidence and happiness of reception children is a testament to the success with which the reception teacher and support staff have helped children to settle quickly into school routines so early in the school year. The children are helped by the attitude of older pupils who actively look out for them during playtime and in more formal situations, such as assembly and at lunch.
11. Two features of lessons throughout the school that contribute to good levels of learning are the positive attitudes that pupils show and their very good behaviour. The desire to learn and the respect shown for teachers result in no wastage of time, quick settling down to work and smooth transitions from one phase of a lesson to the next. These responses are encouraged and praised by teachers, all of whom communicate very clear expectations of how life should be in classrooms. This is one of many contributions to the very good relationships that exist between pupils and staff. The boundaries of acceptable behaviour are clearly established by both the school policy and all teachers' very effective management of behaviour. All the staff's consistent support of the school's behaviour policies provides an excellent model for the pupils to follow. Outside the classroom, pupils' behaviour is similarly very good and this is aided by the consistency between teaching and non-teaching staff's expectations.
12. A very impressive feature of pupils' personal development is the high quality of the relationships that are actively encouraged between older and younger pupils. Certain times during the school day are seen by the school as particularly important opportunities for pupils' social skills to be developed. There are unique features about the school prior to the start of morning school. Pupils, parents and carers are actively encouraged into school. This provides pupils with opportunities to carry out activities independently or collaboratively, working on tasks such as homework or ongoing activities from the previous day. Parents may be with their children or talking to one another or to staff. All may take advantage of the Breakfast Club's offering of a French breakfast of croissant and drink. There is a buzz of activity long before school officially starts and pupils show very good acceptance of the responsibility to organise themselves. There are opportunities to see what is happening in other classes and pupils generally show very good levels of interest in the work of others. Lunch-times perpetuate the very good relationships, with pupils sat in family groups of different ages. Although most groups have an adult with them, the pupils themselves have responsibility for serving the food and clearing up afterwards.
13. The responsibility and care that older pupils are expected to show towards younger ones is evident in Year 6 pupils' accompaniment of reception children to and during collective worship. Weekly paired reading sessions, during which Year 5 and reception work in pairs, as do Year 6 and Year 1, extend this responsibility most excellently. The older pupils show high levels of care, are very responsive to their younger partners and the sessions are very productive in terms of the social skills of all and the reading skills of the younger pupils. The skill with which older pupils help their partners with letter sounds, recognition of whole words, discussion of pictures and story-lines indicates the very good guidance that they have received on strategies for developing reading skills. One pupil in Year 5 asked the question "Do you think that the boy in the story is happy or sad?" Such questioning shows a mature understanding of how reading

comprehension can be developed.

### **Good teaching enables pupils to achieve well in relation to their prior attainment**

14. Good teaching is the norm and, during the inspection, in four out of five lessons the teaching was good or better. This leads to the good academic standards and very good personal development of the pupils. All teachers possess a wide range of strengths that enable pupils to achieve good levels of learning. As a consequence, pupils are often achieving more than could reasonably be expected in relation to what they have achieved in the past. This is shown by comparing assessments of pupils' attainment at the beginning and end of key stages in their education.
15. Children enter the reception classes with attainment that, although average overall, has minor fluctuations from year to year. The current Year 2 pupils, for example, had noticeably lower levels of reading and number skills than other year groups. From this starting point of attainment being below expectations of four-year-olds, they have made very good progress and are now above average for their age in reading, writing and mathematics. Very good attention to skill development in these areas is a feature of learning opportunities in the reception class. Imaginative learning activities that focus on aspects in which children are comparatively weak, inspire children, develop their confidence and enable them to make good progress. By the end of the reception year, nearly all children have reached the early learning goals that are the levels that children should be at before moving into Year 1.
16. In Years 1 and 2 the good progress is maintained as a result of the good teaching. As has been discussed already, by the end of Year 2, pupils' performance in the National Curriculum tests in reading, writing and mathematics is consistently above the results in other schools. Progress is maintained throughout Years 3 to 6. This is again a reflection of the quality of teaching. In all these year groups, pupils with special educational needs make at least good progress. These rates of progress are due to the high quality of support for these groups of pupils, the excellent liaison between class teachers and support teachers and staff and the success with which target-setting is used to guide pupils' learning. The latter is a strategy that is used very successfully to motivate all pupils' learning. Thorough tracking of pupils' progress indicates how the pupils in each year group are achieving in relation to what has been achieved in the past. Such data shows, for example, that current Year 6 pupils were generally performing close to average levels in 1999 when they took the national tests for Year 2 in reading and writing. Three years later they are now above average.
17. Throughout the school, good teaching is based on common strengths that help pupils to achieve well. These include the consistency and good effectiveness of behaviour management, the good attention to the teaching of basic skills and the very good co-operation between teachers when planning and evaluating lessons. All lesson planning is thorough and the statement in all plans of what pupils are to learn in a lesson is clear and precise. This is an improvement on planning at the time of the last inspection. In all lessons, the learning 'objectives' are reinforced by being displayed on the board or wall. Teachers' constant references to them during lessons, encouraging pupils to 'remember the objective', enable pupils to gain a very good knowledge of their own learning. This knowledge is consolidated further by very good marking that informs pupils of their successes and also how their work can be improved. This marking and the informal feedback provided during lessons establish clearly the targets that pupils should work towards in the short term. Longer-term targets are also well established and often displayed inside the front cover of pupils' books.

18. In all lessons the work planned for pupils is matched very carefully to the specific needs of individuals or groups of pupils. This enables all pupils to make maximum progress in their learning as they are working at a level that is right for them. The planning and the methods of introducing learning activities in lessons are indicative of the very high expectations that teachers have of the standards that pupils should aspire to. To this end, teachers always plan work that will extend learning as much as possible in a lesson and pupils know that their completion of one task will lead to provision of another activity that will help their learning even further. Pupils respond to this very well and apply very good effort, working with good concentration and producing a good volume of work. Higher attaining pupils throughout the school respond very positively to the demands made of them through very challenging work. Good questioning is a common characteristic of all teachers and pupils are constantly being encouraged to explain their reasons for answers to questions or choice of working methods.
19. Teachers carry out good, continuous assessment of pupils' learning and, within lessons, make excellent use of pupils' ideas to guide the next stage in learning. This was evident in a Year 5 art and design lesson that used pupils' ideas on the main features of designs by William Morris in order to establish what pupils should include when they worked on their own designs in a Morris style. By encouraging careful observation, and using what pupils had learned from previous exploration of the use of the colours found in a typical Victorian artist's palette, the teacher was able to very skilfully guide pupils to learning the key points that the teacher wanted to establish in the lesson. A good variety of methods is used to establish the exact extent of pupils' learning in a lesson.
20. A high priority in this year's school improvement plan is the target of increasing the effectiveness of the final, 'plenary' phase of a lesson. There are already examples of good practice that can be shared. Excellent application of knowledge and understanding was observed in a Year 6 mathematics lesson on multiplication of numbers that included two places of decimals. Through questioning, marking work and general observation during the lesson, the teacher had established that pupils had a good understanding of the method. The conclusion to the lesson required them to write real-life problems involving multiplication of such numbers for others to solve. Smiling wickedly they set one another difficult tasks such as finding the cost of 17 chocolate bars costing £1.37 each.

### **The headteacher and key staff provide very good leadership and management of the school**

21. All teaching staff have areas of specific responsibility within the management structure of the school. The successful performance of roles and responsibilities by individual staff results from a combination of their own enthusiasm and expertise, the school's very good policies and procedures and, above all else, from the example set by the headteacher. The clarity of his vision of the school's aims and values is reflected in practical terms through the emphasis on these values in all the school's work. He sets high standards for all members of the school community and shared sense of purpose and commitment enables these high standards to be realised. Parents refer very positively to the headteacher's leadership and they, like pupils and staff, are appreciative of his approachability. He has a leadership style that aims very successfully for ongoing school improvement through purposeful direction, team spirit and respect for the views of pupils, parents and staff. This respect is seen in the innovative consultation process recently carried out in which, through questionnaires, the views of pupils and teaching staff have been sought. This project, using research methods known as 'Transforming Learning', investigated pupils' views on their

classrooms and staff's perceptions of whole school issues such as strengths and weaknesses in the headteacher's leadership. The data has been used very practically to set action plans for individual staff and for the school as a whole through specific targets in the current school improvement plan.

22. The very able deputy headteacher provides excellent reinforcement of the educational direction for school development and a consistent approach to management of the school. Subject co-ordinators provide further very good support through their thorough knowledge of performance in their respective subjects. This is achieved successfully by scrutiny of pupils' work and monitoring of teachers' planning. Co-ordinators have clear action plans for development of their subjects that are constantly being reviewed. The governing body takes a very active role in all forms of ongoing review and governors collectively carry out their strategic role very successfully. At all levels, the school's leadership and management achieve considerable success due to the detailed knowledge that all personnel have of every aspect of the school's work, of the work and progress of individual pupils and of the priority placed on the highest quality relationships between pupils and staff. This achievement is personified by the headteacher's very skilful leadership that has earned the obvious respect of all members of the school and the wider community.

## **WHAT COULD BE IMPROVED**

### **There is insufficient breadth in provision for multi-cultural education**

23. The school uses learning opportunities in subjects such as art and design, music, geography, history and English very successfully to develop pupils' understanding of aspects of their own culture. Experiences such as visits to museums, churches and places of educational interest help to develop pupils' knowledge and experience of the local way of life. However, although the curriculum incorporates the influence of other cultures within the topic on Kenya studied in Year 4 and in the teaching of French, the overall programme to inform and prepare its pupils for a multi-cultural society is not sufficiently strong.
24. Pupils who attend the school do not come from a wide range of cultural backgrounds and there is, consequently, a greater need to raise their awareness of the richness and diversity of other traditions. This was identified as an area for development at the time of the last inspection and insufficient progress has been made in planning and delivering a programme to increase pupils' appreciation of the breadth of cultural traditions within the wider community. There is currently no member of staff with the nominated responsibility for co-ordinating this aspect of the curriculum, just as there is no co-ordinator of personal, social and health education. The need for improvements in these areas is recognised by the school. The current school improvement plan targets the increasing of the range of responsibilities held by teachers.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. In order to improve the standards of work and the quality of education, while maintaining the many strengths of the school, the governors, headteacher and staff should:

- (1) Extend the present provision for pupils' multi-cultural education by, for example:
  - increasing the opportunities for pupils to learn about and appreciate the breadth of cultural traditions and values within British society;
  - maximising the learning about different cultures through their literature, art, music and dance, as well as other cultural traditions;
  - exploring links with representatives of faith and cultural communities beyond the immediate area.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	12	2	1	0	0
Percentage	4	30	52	9	4	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	211
Number of full-time pupils known to be eligible for free school meals	24

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.6

#### 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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	13	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	18
	Girls	13	11	13
	Total	28	25	31
Percentage of pupils at NC level 2 or above	School	88 (90)	78 (93)	97 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	19
	Girls	13	13	13
	Total	30	31	32
Percentage of pupils at NC level 2 or above	School	94 (90)	97 (97)	100 (97)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	19	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	19	15	19
	Total	29	26	30
Percentage of pupils at NC level 4 or above	School	97 (77)	87 (77)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	11
	Girls	19	15	19
	Total	28	26	30
Percentage of pupils at NC level 4 or above	School	93 (82)	87 (77)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	176	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	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)	9.0
Number of pupils per qualified teacher	23
Average class size	30

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	163

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2002
	£
Total income	467,656
Total expenditure	448,843
Expenditure per pupil	2,137
Balance brought forward from previous year	8,215
Balance carried forward to next year	27,028

### **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	241
Number of questionnaires returned	102

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	17	0	0	0
My child is making good progress in school.	80	15	1	0	4
Behaviour in the school is good.	74	26	0	0	0
My child gets the right amount of work to do at home.	44	30	10	10	6
The teaching is good.	82	17	0	0	1
I am kept well informed about how my child is getting on.	64	30	2	0	4
I would feel comfortable about approaching the school with questions or a problem.	75	25	1	0	0
The school expects my child to work hard and achieve his or her best.	84	15	1	0	0
The school works closely with parents.	61	37	2	0	0
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	75	21	1	0	3
The school provides an interesting range of activities outside lessons.	30	30	12	11	17