

# INSPECTION REPORT

## **CHEADLE CATHOLIC INFANT SCHOOL**

Cheadle Hulme, Stockport

LEA area: Stockport

Unique reference number: 106111

Headteacher: Mrs A Cassidy

Reporting inspector: Mr E Jackson  
3108

Dates of inspection: 13 -15 March 2000

Inspection number: 66874  
Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant  
School category: Voluntary aided  
Age range of pupils: 4-7  
Gender of pupils: Mixed

School address: Conway Road  
Cheadle Hulme  
Stockport  
Cheshire

Postcode: SK8 6DB

Telephone number: 0161 485 8733

Fax number: 0161 485 8733

Appropriate authority: Governing Body  
Name of chair of governors: Mr J Brady

Date of previous inspection: April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
E Jackson	Registered inspector
S Drake	Lay inspector
C Cressey	Team inspector
C Deloughry	Team inspector

The inspection contractor was:

Nord-Anglia School Inspection Services  
Strathblane House  
Ashfield Road  
Cheadle  
Stockport  
SK8 1BB

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Alexandra House  
33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Cheadle Catholic Infant school has 261 pupils on roll, aged between four and seven. It shares a site with its partner junior school, and there are agreed proposals to extend provision to include a nursery. The school is situated at the end of a residential road, close to a large park. The school serves three parishes, and draws pupils from a wide area. It is very popular.

Socio-economic circumstances locally are well above the national average, and the incidence of free school meals is below average. The number of pupils on the school's register of those with special educational needs, and with statements of their educational needs, are also below average. There are few pupils from minority ethnic groups.

Many of the pupils are from educationally privileged backgrounds, and the overall attainment of the children at entry is above average.

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

This is a highly effective school. The pupils' results in national tests at seven are in the top five per cent of schools nationally, and also in comparison with schools in similar circumstances. The school provides a very high quality of education, which fulfils its mission statement. The staff are eminently successful in creating an outstanding ethos for learning.

Given this high quality of education, set against the cost per pupil, which is in line with the national average, the school provides very good value for money.

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

- Teaching is very good, leading to very good learning for the pupils, and exceptionally high standards in their work in most subjects.
- Leadership and management continue to be very strong and clear, giving strong impetus to the maintenance and improvement of the school's outstanding ethos for learning, in line with its Catholic mission.
- The pupils' attitudes to their work are outstanding, and their behaviour and their personal development are very good.
- Pupils with special educational needs receive very good support, enabling them to make good, and often very good, progress
- Provision for the pupils' spiritual, moral and social development is exceptionally good.

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

- The pupils' use of computers to support their work in mathematics.
- Further opportunities for pupils to use and apply their knowledge and understanding in mathematics and science independently, and to record their findings in their own way.
- Parking arrangements for buses and cars at the end of the school day.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has maintained the high standards recognised in the last inspection report, and has built on them to raise standards even further. There were few issues to consider from the last inspection.

Following the implementation of a detailed action plan immediately after the last inspection, the use of teaching time in lessons has been improved significantly. Very clear objectives are set in teachers' planning, and all elements of a lesson from the introduction to final summaries are used very efficiently. This includes the very effective deployment of support staff to support individual pupils and groups in their learning. The tasks set for pupils in groups or as individuals are now integral to the further development of their learning towards the planned targets particularly, but not only, in English and mathematics. The staff recognise that the adoption of the national literacy and numeracy strategies has affected the time available for other subjects. They are actively considering how to adapt their current curriculum planning to accommodate national proposals for a revised National Curriculum from September 2000.

The governing body has improved its involvement in monitoring the effectiveness of its spending decisions. It is seeking with the new headteacher's guidance to implement fully the recommended principles for assuring best value. The finance committee receives regular budget updates, and school development planning includes success criteria against which to check the previous year's targets. There are also evaluative reports from subject co-ordinators about progress in their areas of responsibility. Some of the success criteria in the development plan are very broad, and governors should consider setting more specific monitoring questions against key development proposals.

A major improvement has been the addition of new classrooms to accommodate classes previously housed in mobile classrooms on the playground. These are reasonably spacious for the current numbers, light and adaptable, and are used well by the staff to enable the pupils to work effectively. The special needs co-ordinator uses the shared area outside the main teaching bays very well to teach groups of pupils with special educational needs.

The parking arrangements for buses and cars after school was an issue at the last inspection, and despite numerous attempts by the governors to resolve the problem caused, it is still unresolved. This is no reflection on the care taken of the pupils by the staff of the school, however, as they extend their responsibility at the end of the day for those pupils using the school buses beyond the legal requirement.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
reading	A*	A*	A*	A*
writing	A*	A*	A*	A*
mathematics	A	A*	A*	A*

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

A\* represents results that are in the top five per cent of schools nationally, and in comparison with similar schools.

In national tests in reading, writing and mathematics at seven, the pupils achieve results that are very high in comparison with the national average, and with results in schools in similar circumstances. These results put the school in the top five per cent nationally and also in comparison with similar schools. This high level of results has been maintained over the last four years, and has improved in line with the national rise in standards. From teacher assessment, science results are also very high.

Inspection findings confirm these high levels of achievement, and show that a few pupils work at levels expected of eleven-year-olds in aspects of English, for instance. They are recognised by the staff as high attainers, and given work which challenges them to make progress that is appropriate for them.

By seven the pupils' attainment on average is equivalent to that of children over a year older. Accordingly, the teachers plan work at higher than expected levels for the pupils' ages, which they cope with well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Outstanding.
Behaviour, in and out of classrooms	Almost always exemplary.
Personal development and relationships	Very good.
Attendance	Very good; well above the national average.

Pupils love the school, enjoy their work, and commit themselves to the set tasks with high levels of concentration and endeavour. From the reception classes on, the pupils learn and accept the school's rules. They are polite, thoughtful of others, and careful of the school's resources. The high quality of the relationships fostered between pupils, and with staff, supports the pupils' growing independence and personal initiative.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Very 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.*

Almost all the teaching seen was good or better, and none was unsatisfactory. Over half the lessons seen were very good or outstanding, and teaching was particularly strong in the Year 2 classes. The basic skills in English and mathematics are very well taught. The teachers' very high expectations of the pupils' commitment and achievement, and very good management of lessons, leads to good pace in pupils' learning. The well-focused lesson planning has clear targets for pupils' progress, and the tasks set challenge different groups of pupils appropriately. Pupils are taught very good routines from an early age, and this allows the teachers to concentrate on individuals and groups, knowing that the other pupils will work well independently. All the staff have very good knowledge of how young children learn, and of the curriculum they teach, particularly in literacy and numeracy. This enables them to pose questions that make the pupils think, and extend their knowledge and understanding. Teachers encourage pupils to present their work very neatly, and develop high standards in handwriting from an early age. However, there are too few opportunities for pupils to decide for themselves how to tackle written problem-solving in mathematics and science, or to record their findings in their own way.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Meets statutory requirements; literacy and numeracy well covered.
Provision for pupils with special educational needs	Very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development is excellent; it is outstanding for spiritual, moral and social development, and very good for pupils' cultural development. This is an improved area since the last inspection.
How well the school cares for its pupils	School cares for pupils very well; very sound procedures for child protection.

Good links are drawn between different subjects to make activities for the pupils interesting. Support for those pupils with learning difficulties, and for talented pupils, is very well organised. This leads to very effective teaching, and good progress for them towards the set targets.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Continues and develops further the high standards recognised in the last inspection; the new headteacher has very clear educational vision, leading to sharply focused development planning, supported well by key management staff.
How well the governors fulfil their responsibilities	Well-informed, and fulfil all statutory responsibilities well; increased understanding of effective monitoring and evaluation of the school's work.
The school's evaluation of its performance	An improving aspect; the headteacher has introduced significant new arrangements to use assessment and other evidence to set targets in many areas of the school's work, including for individual pupils.
The strategic use of resources	Good. All staff and governors contribute to the setting of priorities. Constant lobbying for nursery provision has resulted in a recent favourable response for the local authority, for which the governors have been carefully budgeting.

Although the headteacher has only been in post for two terms, she has already begun to build on the existing strengths in school administration and organisation. She has also developed a good working relationship with the governing body, which is improving its role in monitoring and evaluating the school's work. An important priority this year is to develop the role of other key members of staff with management duties, who report that they enjoy the agreed extension of their responsibilities. This wider managerial influence is already having a positive effect on the shared understanding of the staff of the importance and impact of the school's priorities for development. The headteacher has a clear understanding of the nationally recommended principles of best value. She is working closely with other staff and governors in ensuring that they are applied effectively. The improved accommodation is already adding to the high quality of education generally provided.

## 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>• The teaching is good, and leads to very good progress for their children, as they are expected to work hard.</li><li>• The school is well led and managed, and they feel very comfortable in approaching the staff.</li><li>• Behaviour is good, and children are helped to become mature.</li><li>• Their children like coming to school.</li></ul>	<ul style="list-style-type: none"><li>• The range of activities outside lessons.</li></ul>

The inspection endorses the parents' very positive views of the school. From 132 questionnaire returns, ten of the 12 questions asked received a 95 per cent or higher supportive response. The complicated transport arrangements make it difficult to provide activities after school which are open to all pupils.

## **PART B: COMMENTARY**

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

**Teaching is very good, leading to very good learning for the pupils, and exceptionally high standards in their work in most subjects.**

1. Almost all the teaching seen was good or better, and none was unsatisfactory. Over half the teaching was very good or outstanding, and it was particularly strong in the Year 2 classes. In a literacy lesson focusing on poetry, for instance, the teacher's imaginative use of brainstorming using 'magic gloves' led to a very creative response from the pupils. Their suggestions of phrases such as 'blast a hole', 'climb a wall', or 'spin on one finger' were skilfully developed by the teacher to create a structure for the pupils' own poetry. All the pupils contributed to a final poem showing good understanding of structure and the use of rhythm and rhyme. In a Year 1 mathematics lesson to develop understanding of estimation, the teacher's stimulating, humorous approach led to great enthusiasm and excitement in their learning for the pupils. Through a very well-planned series of games based activities, the teacher and classroom assistant helped all the pupils to make excellent progress in making sensible estimates for themselves.
2. The basic skills in English and mathematics are very well taught. All the staff are skilled in teaching literacy and numeracy, and have adapted the national strategies well to their pupils' needs. For instance, Year 2 teachers use sections of the guidance intended for Year 3 pupils, in order to ensure appropriate challenge for the high-attaining pupils. Similarly, the special needs co-ordinator, in working with pupils withdrawn for extra help, covers the same aspect of the work as the teacher, but modified suitably to meet the pupils' needs precisely. In working with pupils solving money problems, she successfully built on the pupils' previous learning to extend their understanding, so that one day they were asked to present the shopkeeper with the correct money, but the next day required the correct change.
3. The teachers' very high expectations of the pupils' commitment and achievement, and very good management of lessons, leads to good pace in pupils' learning. The well-focused lesson planning has clear targets for pupils' progress, and the set tasks challenge different groups of pupils appropriately. The staff's response to the key issue from the last inspection, to link group tasks to the main lesson targets, has been good. Now, these tasks effectively promote further work on the key objectives, at different levels for pupils of differing attainment. This is particularly effective in mathematics, where teachers have observed the co-ordinator developing this approach from her numeracy training.
4. Pupils are taught very good routines from an early age, and this allows the teachers to concentrate on individuals and groups, knowing that the other pupils will work well independently. In the reception classes, children are quickly helped to understand how the school works, and how they should behave in it. The teachers have very high expectations of their developing independence, but they and the classroom assistants offer the children constant support in learning the routines. In a science lesson, for instance, the teacher and the classroom assistant skilfully set up a variety of activities to reinforce the children's understanding of how living things grow. One group used puppets to re-enact the story of 'Jack and the Beanstalk', another drew spring flowers from direct observation, a third planted seeds for experimental observation, and the fourth worked in the 'flower shop'. The two adults encouraged most of the children to work independently, which they did well, whilst they concentrated on particular activities to very good effect. Another instance of supported independence occurred at lunchtime, when the lunch supervisor waited patiently and encouragingly whilst reception pupils sorted out their own tray, cutlery and cup: other pupils also waited patiently for their turn.

5. All the staff have very good knowledge of how young children learn and of the curriculum they teach, particularly in literacy and numeracy. This enables them to pose questions that make the pupils think, and extend their knowledge and understanding. The encouragement of the pupils' speaking and listening skills is of a high standard, and the staff question the pupils skilfully to extend and develop their responses. In a Year 2 mathematics lesson, for instance, the teacher asked pupils to explain their mental strategies in solving money problems. When one boy confidently explained that he worked out  $20p \times 5$  by multiplying 10p by five and doubling it, the teacher extended the question for the whole class by asking how many lots of 20p there are in £2, then £3, and £4. This provided them with challenging work, which they responded to with great enthusiasm, explaining and refining their strategies in answer to the teacher's specific questions. In assemblies led by the headteacher, the reception and Year 1 pupils, many of them four and five years old, listen with rapt attention to stories and accounts well told. When asked for their comments, they showed surprising maturity and understanding, relating the assembly themes to the recent flood disaster in Mozambique, and how their contributions are important.
6. Teachers encourage pupils to present their work very neatly, and develop high standards in handwriting from an early age. However, there are too few opportunities for pupils to decide for themselves how to tackle written problem-solving in mathematics and science, or to record their findings in their own way.

**Leadership and management continue to be very strong and clear, giving strong impetus to the maintenance and improvement of the school's outstanding ethos for learning, in line with its Catholic mission.**

7. The high quality of leadership by the headteacher and other senior staff maintains and develops the high standards recognised in the last inspection. The new headteacher has very clear educational vision, leading to sharply focused development planning. Although she has only been in post for two terms, she has already begun to build on the existing strengths in school administration and organisation, supported well by key management staff. She has also developed a good working relationship with the governing body, which is improving its role in monitoring and evaluating the school's work. An important priority this year is to develop the role of members of staff with management duties, who report that they enjoy the agreed extension of their responsibilities. This wider managerial influence is already having a positive effect on the shared understanding amongst the staff of the importance and impact of the school's priorities for development on the maintenance of high standards, and broadening the school's educational provision.
8. The governing body has improved its involvement in monitoring the effectiveness of its spending decisions, and is seeking with the new headteacher's guidance to implement fully the recommended principles for assuring best value. The finance committee receives regular budget updates, and school development planning includes success criteria against which to check the previous year's targets. There are also evaluative reports from subject co-ordinators about progress in their areas of responsibility. Some of the success criteria in the development plan are very broad, however, and governors should consider setting more specific monitoring questions alongside key development proposals.

9. The governors are well-informed about the school, and fulfil all their statutory responsibilities well. They have an increased understanding of effective monitoring and evaluation of the school's work since the last inspection. For instance, the governor nominated to oversee numeracy developments attended the staff training, and has observed and reported on teaching to the full governing body. Strategic planning is very good, and all staff and governors contribute to the setting of priorities. For instance, constant lobbying for nursery provision has resulted in a recent favourable response from the local authority, for which the governors have been carefully budgeting. The governors are determined to maintain the school's high standards, and to ensure that the mission statement is effectively fulfilled. The pupils' results, the outstanding ethos for learning, and the high quality of education provided amply illustrate how successful they are.
10. The use of assessment and other data to monitor the school's work is an improving aspect of its work. The headteacher has introduced significant new arrangements to use this evidence to set targets in many areas, including for individual pupils. She also has clear understanding of the nationally recommended principles of best value, and is working closely with other staff and governors to ensure that they are applied effectively.

**The pupils' attitudes to their work are outstanding, and their behaviour and personal development are very good.**

11. Pupils love the school, enjoy their work, and commit themselves to the set tasks with high levels of concentration and endeavour. During a Year 1 science lesson, for instance, the pupils concentrated very well, and worked with great interest and enjoyment. They were very willing to explain their work with bulbs, using subject specific language such as 'shoot', 'root' and 'germinate'. They were extremely confident in what they were doing, and worked independently of the teacher very successfully. Year 2 pupils described their time in the school with great affection and pride, recognising, even at their age, how dedicated the staff are to their welfare and progress.
12. From the reception classes on, the pupils learn and accept the school's rules. In moving round the school, in the classrooms, or in the playgrounds, pupils behave very well. They happily wait their turn at lunchtime, or when they have something to contribute to class discussions. Older pupils described how some children in the reception class were being 'haunted' by some boys in Year 2. Once they were tackled about it, they stopped, and the pupils all felt that the situation had been dealt with effectively. That over 100 pupils sit patiently in the hall after school, waiting for the bus, and enthusiastically joining in songs and games, speaks highly of them and the supervising school staff.
13. The high quality of the relationships fostered between pupils, and with staff, supports the pupils' growing independence and personal initiative. During an independent group activity in a reception class, for instance, the children chose characters from a story they had heard, in order to make a puppet. They all chose their favourite, but the 'mother' character was left out. When asked about this, one four-year-old girl said, "I'll choose the mother, and then we'll have all the characters." This illustrates the high expectations in the school that pupils will learn independence from an early age, and that their confidence will develop in an atmosphere of trust and co-operation. In a Year 2 mathematics session, the pupils were determined to work out quickly the mental problem posed by the teacher. Even though they were excited, however, they adhered very well to the agreed stratagem of silently holding up a marker when they had solved it, in order to allow other pupils time to work it out before answers were given. Occasionally, however, teachers do not give the pupils enough opportunities to choose their own materials to work with, or how to record their work in their own way.

**Pupils with special educational needs receive very good support, enabling them to make good, and often very good, progress.**

14. The paperwork supporting the work of the school for pupils with special educational needs is very efficiently organised, focusing directly on pupils' needs and how they are to be met. This very solid platform enables all staff to plan work specific to each pupil, and to assess their progress in detailed short steps. The coordinator provides very good support to the staff, pupils and parents in this, and she liaises well with outside agencies such as occupational therapists, or educational psychologists.
15. Assessment information from teachers' day-to-day observations, and from tests, is used skilfully to identify those pupils requiring extra help. This includes pupils who are high attaining, as well as those with learning difficulties. The special needs coordinator, and teachers and support staff in classrooms, work directly with the identified pupils to the agreed targets. For instance, a group of lower attaining pupils in a Year 1 class used the computer effectively to put in order numbers up to 20. They had been set the task of working independently, and using the mouse accurately to move the numbers on screen, which they did.
16. Pupils with statements of their educational needs make very good progress, particularly in literacy and numeracy and in using the computer. The work is very well planned to meet their needs and is supported by very good direct teaching. Their work is marked thoroughly but encouragingly, and a reward system involving staff throughout the school reinforces their confidence and self-esteem.

**Provision for the pupils' spiritual, moral and social development is exceptionally good.**

17. The school's mission statement is founded in its Catholic faith, illuminating all its work in lessons and other activities, where the strong sense of family and community amongst pupils, staff and parents is a living experience, an expression of shared belief. This was powerfully demonstrated during an assembly led by the headteacher for the reception classes. The deeply spiritual atmosphere was created and developed through a feeling of welcoming reverence, contributed to by all the staff and children. Very effective use was made of multi-cultural displays, religious artefacts, shared ritual, and an apt story linked to concerns for people affected by natural disaster. She discussed Christian belief, moral behaviour and social ethics at a level suited to the children, reinforced in personal and reflective prayer.
18. Pupils are expected to behave properly, and to work together in an atmosphere that fosters personal growth and co-operative activity supporting social development. They are also encouraged to develop responsibility for their own actions, so that when they misbehave, they are expected to explain their actions in order to make progress in understanding them.

## **WHAT COULD BE IMPROVED**

### **The pupils' use of computers to support their work in mathematics.**

19. There are insufficient opportunities for pupils to use computer programs to support their work in mathematics. There are no examples in their books of printed records of such activity.
20. During the inspection, there were occasions where pupils used number and other programs in pairs to solve problems, or to model different situations involving number. Reception pupils were also observed using a programmable floor robot, accurately setting it to stop at a given point.
21. In general, however, teachers' lesson planning in mathematics for the numeracy hour does not include activities which involve the use of computers, which are usually switched on but unoccupied at these times. The co-ordinators for mathematics and information technology are aware of this, and plan to arrange further staff training to improve provision for the pupils.

### **Further opportunities for pupils to use and apply their knowledge and understanding in mathematics and science independently, and to record their findings in their own way.**

22. Teachers do not allow the pupils sufficient responsibility for determining their own written methods for working out how to solve problems in mathematics or science.
23. Most of the pupils' recording in these subjects is on worksheets designed and produced by the teachers. This represents conscientious preparation by the staff, but this sometimes inhibits the pupil's own response to the tasks given. It often sets out a pre-determined process for recording answers, but gives little room for pupils to show how they have arrived at the answer or solution to the set problem.
24. Again, the staff appreciate the effects of this on pupils' independence. These are their ability to decide for themselves sometimes how to tackle a problem, which resources they will need, and how or if they will record their findings. They have been concerned to ensure that the pupils' presentation of their work is accurate and very neat. This is as it should be, but accuracy and neatness should be learned by the pupils so that they present their work so when it is appropriate. There is little evidence of the pupils learning to make notes, to be used for a later, neatly presented piece of writing, or to do preliminary calculations in number to be developed in a more formally presented response in their workbook.

### **Parking arrangements for buses and cars at the end of the school day.**

25. This was an issue from the last inspection. The governors have tried many times to resolve the problem, including recent initiatives involving the local authority and the police.
26. The situation outside the school at the end of the day is hard to describe, and a number of parents, themselves part of the problem, expressed the wish that a better system could be found.
27. Briefly, many pupils travel a considerable distance in cars or on school buses to attend the school. Parent volunteers, on a rota basis, supervise the children on the buses, and these arrangements appear to be very successful. However, as the infant and junior schools close respectively at 3.15pm and 3.30pm, many parents arrive at 3.10pm to meet infants, and wait outside the infant school on school land for juniors. By 3.30pm, when the buses arrive, the area outside the school is chaotic and the unofficial one-way system does not work.
28. Added to this, over 100 infant pupils sit on the floor in the hall, supervised by the infant staff, until the buses arrive. On one evening, one bus did not arrive until 3.50pm.
29. The situation is unacceptable. Notwithstanding the efforts that have so far been made to alleviate the difficulties and to ensure the pupils' safety, the inspection team has serious concerns about the potential dangers to them.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. In order to maintain and further improve the quality of education, pupils' standards of attainment, and ensure the health and safety of the pupils after school, the headteacher, governors and staff should:
1. a. include in teachers' mid-term planning further opportunities for pupils to use information and communications technology to develop their work in mathematics;
  - b. ensure that pupils have appropriate access to information technology in the classroom as an integral part of their work in mathematics
  - c. monitor and assess the development of pupils' skills, knowledge and understanding of the use of ICT in mathematics in line with the school's policies and scheme of work.
  2. allow pupils to organise their work for themselves more often, and in particular to find their own ways of recording their findings in mathematics and science.
  3. a. ensure that pupils' safety is the first consideration in guidance to parents about dropping off and picking up their children from school;
  - b. in consultation with parents and the partner junior school, arrange the end of the school day to prevent an unnecessary wait for pupils;
  - c. in the further development of the site to accommodate the proposed nursery, improve and separate vehicular and pedestrian access, and improve parking facilities and traffic control measures, if funding allows.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

20

Number of discussions with staff, governors, other adults and pupils

10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
15%	40%	40%	5%	0%	0%	0%

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	<b>YR – Y2</b>
Number of pupils on the school's roll (FTE for part-time pupils)	260
Number of full-time pupils eligible for free school meals	9
<b>Special educational needs</b>	<b>YR – Y2</b>
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	27
<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	3
<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	<b>%</b>
School data	3.8
National comparative data	5.9

#### Unauthorised absence

	<b>%</b>
School data	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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	52	44	96

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	52	52	52
	Girls	43	43	44
	Total	95	95	96
Percentage of pupils at NC level 2 or above	School	99 (98)	99 (98)	100 (100)
	National	82 (80)	83 (80)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	52	52	52
	Girls	43	43	44
	Total	95	95	96
Percentage of pupils at NC level 2 or above	School	99 (98)	99 (98)	100 (100)
	National	82 (80)	86 (84)	87 (85)

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	258
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	None	None
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR– Y2**

Total number of qualified teachers (FTE)	11.6
Number of pupils per qualified teacher	22.4
Average class size	28.8

#### **Education support staff: YR– Y2**

Total number of education support staff	7
Total aggregate hours worked per week	137

### **Financial information**

Financial year	1998/99
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	£
Total income	428054
Total expenditure	395610
Expenditure per pupil	1516
Balance brought forward from previous year	9102
Balance carried forward to next year	42026

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	260
Number of questionnaires returned	132

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	21	2	0	0
My child is making good progress in school.	80	19	1	0	0
Behaviour in the school is good.	68	31	0	0	1
My child gets the right amount of work to do at home.	58	39	2	0	1
The teaching is good.	79	20	0	0	1
I am kept well informed about how my child is getting on.	48	40	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	61	34	5	0	1
The school is well led and managed.	83	16	0	0	1
The school is helping my child become mature and responsible.	76	23	0	0	1
The school provides an interesting range of activities outside lessons.	23	27	24	5	21