

# INSPECTION REPORT

**ST. JOHN VIANNEY CATHOLIC PRIMARY  
SCHOOL**

Tottenham

LEA area: Haringey

Unique reference number: 102152

Headteacher: Mrs. R. Kilbride

Reporting inspector: Mr. Robert Greatrex  
19924

Date of inspection: 9-10 May 2001

Inspection number: 193485

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: 3 to 11

Gender of pupils: Mixed

School address: Stanley Road  
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London

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Appropriate authority: The Governing Body

Name of chair of governors: Ms. Jo Olsson

Date of previous inspection: April 1997

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

### **INFORMATION ABOUT THE SCHOOL**

St. John Vianney is a medium-sized urban primary school with 205 boys and girls on roll, from 4 to 11 years of age. In addition, 31 children attend the nursery part-time. The pupils' attainment on entry to the school covers a wide range but is below average overall. Language, a key skill if pupils are to learn, is a particular weakness. About 17 per cent of pupils are known to be eligible for free school meals, a figure broadly in line with the national average. Four in every ten pupils are on the school's register of special educational needs, a high proportion. The proportion of pupils for whom English is an additional language, a little over half, is also high. Very few pupils move during the year and the school is popular within the local community.

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

St. John Vianney is a very successful school. It achieves high standards consistently year-on-year while being faithful to its Catholic mission to develop the whole child. Standards in English are very high, and in mathematics and science they are within the top 5 per cent of schools in the country. The quality of teaching is very good. The headteacher, ably supported by staff and governors alike, gives the school a clear and purposeful direction. The climate for learning is excellent. The school continues to strive to do better and better, and there is no hint of complacency. The school offers very good value for money.

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

- Standards in English, mathematics and science are very high.
- The quality of teaching is very good.
- Headteacher, staff and governors work very purposefully to give a very clear educational direction.
- There is an excellent climate for learning. Staff are committed to doing their best for their pupils. Pupils are very positive in their attitudes and see mistakes as an aid to their learning.
- Very good use of assessment gives clear targets so tasks in lessons are closely matched to pupils' abilities. Pupils themselves are given targets that make them aware of where they should concentrate their energies and look to improve. Consequently pupils learn at a very good rate.
- The school takes great care of its pupils, and relationships between pupils and staff are very good.

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

- Provision for information and communication technology needs further improvement.
- Subject co-ordinators need a more influential role with greater opportunities for monitoring.
- The range and number of activities outside lessons needs to be extended.

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

The points above have all been identified already by the school for improvement in this year's school improvement plan.

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

The school has made good improvement overall since it was previously inspected in 1997. Excellent improvement has been made in assessing how pupils are doing, particularly in order to plan what they need to learn next. There has been some improvement in information and communication technology, but more remains to be done. In some foundation subjects, new schemes of work are now being introduced, generally using the nationally-recognised schemes. Literacy and numeracy initiatives have been fully and very effectively implemented. Given the clear leadership, the very good quality teaching and the pupils' desire to learn, the school has good capacity to improve further.

## STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	B	A*	A	A
Mathematics	B	A	A*	A*
Science	A	A*	A*	A*

  

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

Standards reached by 11-year-olds are very high, and have been for the last few years. In 2000 in English, standards were well above the national average. In mathematics and science, standards were very high (A\*, in the top 5 per cent of schools nationally). The proportion of pupils reaching a level higher than expected by this age was also very high. Even though they were already above the national average, the school's results are improving faster than the national rate. The school exceeded the targets set for it in English and mathematics in 2000. Current work in lessons is of a very high standard and inspectors expect the school to meet targets for 2001. Standards reached by 7-year-olds have been well above average for the last few years. In 2000, they dropped very slightly but were still above the national average in reading, writing and mathematics. This slight dip is explained by the differences between one year group and the next, which can vary a great deal. The proportion of pupils reaching a higher level than expected by this age was above the national average in all three subjects.

All boys and girls achieve well and make very good progress. In each year group there is a very wide range of abilities. The school successfully meets the needs of all. Particularly in English, overall standards show an exceptional rate of improvement through the school. The most able, and those with pupils with special educational needs, make good progress. Their work is closely matched to their needs, they see how well they do and this encourages them to go on and try harder. The needs of pupils for whom English is an additional language are also quickly recognised and met. Again, these pupils have very positive attitudes to their own learning and this is very beneficial to their good rate of progress. The school does not allow limited knowledge of English to restrict how well pupils do. In 2000, for example, all of these pupils reached or exceeded the level expected in all subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very positive and make a very significant contribution to the success of lessons and pace of learning. They are very industrious and hard-working, recognising the importance of using mistakes to help them learn.
Behaviour, in and out of classrooms	Behaviour is very good. In lessons, pupils concentrate hard and listen closely to what they are taught. Whether working with their teachers or learning assistants, they behave very well. Around the school, they play together harmoniously. They are always quick to help one another.

Personal development and relationships	Relationships between pupils, and between pupils and staff, are excellent. There is a real sense of community, of everyone pulling together for the common good. Pupils love to take responsibility. They are fully involved.
Attendance	Attendance is satisfactory; the vast majority of absence is for appropriate reasons. Punctuality is good; pupils want to come to school, they arrive at school on time and are quickly to the day's tasks without wasting any time.

Pupils are very keen learners and this contributes much to their learning. Relationships are close. For example, as a result of a questionnaire to pupils, older pupils look after younger ones at break times.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	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.*

The quality of teaching is very good overall. Every lesson seen was judged satisfactory or better, almost all were good or better, and three-quarters of lessons were very good or excellent. This proportion is much higher than at the time of the previous inspection and represents very good improvement. Parents, too, agree that teaching is good. The strength of teaching, well matched to the pupils' needs, ensures that the pupils learn well whatever their capabilities.

The skills of literacy and numeracy are taught very well. Expectations are very high. Pupils are expected to use precise vocabulary. Teachers ask for full, accurate and detailed answers to their questions. The quality and quantity of work expected are high, for example 'more today than yesterday'. Pupils respond enthusiastically and always do their best. They particularly thrive on challenging and demanding work. The last few minutes of lessons are very effectively used to check learning, often in a different context, so pupils have to apply what they have learnt to a new problem and show the teacher that they have understood.

Teachers fully meet the needs of all pupils. Teachers have very good awareness of the needs of each pupil for whom English is an additional language. Pupils with special educational needs are given good support which generally enables them to use the same texts as other pupils, with tasks matched to their level of ability. More able pupils also enjoy challenging work, on which they thrive. By careful assessment, teachers determine what each pupil needs to do next in order to make good progress. Using this information, they plan tasks so that time is well spent and learning is purposeful and rapid. Marking of one piece of work is used very effectively to plan the next and to check where pupils may need more practice. From the earliest age, there is strong emphasis on developing pupils' abilities to think through problems.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A very good range of stimulating experiences is provided in the Nursery and Reception, but outdoor play space is limited in the latter. There is good emphasis on literacy and numeracy. Sensible adaptations to literacy hour are beneficial. Provision for equal opportunities is very good; however, schemes of work are still needed for one or two subjects. ICT is still developing, and the sex education policy is still in draft. There is little extra-curricular provision.

Provision for pupils with special educational needs	Very good. Individual education plans are clear. These pupils enjoy the same challenging and stimulating curriculum as the other pupils, pitched at their level.
Provision for pupils with English as an additional language	Very good, particularly in quickly identifying and then meeting the literacy needs of these pupils. Limited knowledge of English, particularly in the early stages, does not stop pupils from learning at the right level in other subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is a very strong sense of spirituality to everything the school does. Lots of moral stories are well used, in assembly and literacy, and pupils are given a clear understanding of their responsibilities as well as their rights within the school community. Pupils are encouraged to play and work together harmoniously. Each and every culture is recognised and respected.
How well the school cares for its pupils	The care with which tasks are matched to all pupils' needs is of great benefit to their rate of learning. Parents and pupils alike talk of how useful the targets set for pupils are. They know very clearly where they should concentrate their energies and what they need to achieve next. Pastoral care is very good and pupils feel secure in the warm and trusting environment. Pupils' welfare is carefully considered.

Statutory requirements are fully met. Assessment is used very well indeed, a significant improvement since the previous inspection. The relationship with parents is close and there is a real sense of community.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher combines strong, purposeful leadership with a humanity that encourages and enables all staff to be effective in their roles. Teamwork is strong. Staff responsible for managing subjects do well but need more information in order to know what is effective and what needs to be improved. The monitoring policy, once fully implemented, should resolve this.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very effectively, an improvement since the previous inspection. They have a robust attitude: rightly proud of the school's achievements but determined that there will be no complacency.
The school's evaluation of its performance	The school has a self-evaluative culture. Much of its success is because it checks everything it does to ensure it is beneficial to the quality of education provided. Everyone is open, keen and willing to look for ways to improve.
The strategic use of resources	The school applies the principles of best value to all it does. It constantly looks for value for money and improvement in the quality of education offered from every change or development made.

The school has sufficient staff, who are well trained. Accommodation is satisfactory. The school is looked after very well. Colourful displays of pupils' work give a bright and attractive working environment; however, the hall floor is uneven and this hinders pupils' learning in several subjects. Accommodation for Reception children's outdoor play is unsatisfactory. Plans exist to remedy this shortly. Learning resources are good.

## 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 school has high expectations of their children.</li> <li>• The pupils are able to raise questions or problems comfortably.</li> <li>• The school is well led and managed.</li> <li>• The school helps their children become mature and responsible.</li> <li>• Teaching is of good quality.</li> </ul>	<p>In the questionnaires, parents raised no areas they wanted to see improved. At the meeting, some talked of their desire for more after school provision, while recognising that this needs to be of good quality.</p>

Parents are overwhelmingly supportive of the school. In the categories above, nearly every parent responding to the questionnaire agreed. In all the other categories, at least nine parents in every ten agreed. This represents a very high level of satisfaction. Inspectors agree, both with the parents' positive views, and that the range of activities outside lessons is narrow. In its own parent questionnaire, the school had already identified this and included a review in this year's school improvement plan. This demonstrates that the school listens to parents and wishes to form a close partnership with them, in the interests of pupils.

## **PART B: COMMENTARY**

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

#### **Standards in English, mathematics and science are very high.**

1. Standards are high. In the 2000 national tests for 11-year-olds in English, nine out of every ten pupils reached the level expected by this age and over half exceeded it. In mathematics, slightly more reached the expected level and the same proportion exceeded it. One pupil exceeded it by two levels. In science, nearly every pupil reached the expected level and eight in every ten exceeded it. All of these proportions are well above the national average. Over time, the rate of improvement in the school's results is faster than the national rate of improvement. Very strong and appropriate emphasis on developing pupils' vocabulary and writing skills is very beneficial to pupils' progress in English and other subjects.

2. In the 2000 national tests for 7-year-olds, nine in every ten pupils reached the expected level in reading and in mathematics, and one in three exceeded it. In writing, a similar proportion reached the expected level and two in every ten exceeded it. These results were above the national average, although they had dipped slightly from the previous year. Inspection evidence confirms that the reason for the dip was the difference in year groups. These two years were seen during the inspection both to be working at the right level and making good progress, although the work they were doing demonstrated that their levels of attainment are a little different.

3. All pupils do well in the school. There is no significant difference in how well boys and girls or different ethnic groups achieve. Pupils with special educational needs make good progress. Pupils for whom English is an additional language make good progress throughout the curriculum. In English, their needs are quickly identified. Right from the nursery, they are given an environment rich in language. In other subjects, limited knowledge of English is not allowed to hinder their progress. The most able pupils, too, learn at a very good rate.

4. By the time they leave the school, pupils speak clearly and confidently. Many give detailed replies. They read fluently and with expression. Writing is joined and legible, spelling generally accurate. The pupils write using imaginative vocabulary chosen for effect. Many use complex sentences and some use paragraphs correctly. In mathematics, pupils are quick and generally accurate mentally. They check their answers to see that they are sensible. When working orally, pupils know and use accurately a range of strategies, thinking carefully about which is most useful in the particular circumstances. Most can solve and write their own word problems. They know the meaning of terms such as 'mode' and use them accurately in their discussion. In science, pupils choose from a range of information sources which they need to answer a specific question. Pupils develop a good understanding of a fair test, Year 6 generally being able to identify which are the key factors they must consider. Their predictions are based upon good scientific knowledge and understanding. They are careful in their observations and precise in their measurements.

#### **The quality of teaching is very good.**

5. The quality of teaching is very good overall. All teaching seen during the inspection was satisfactory or better, nearly every lesson was good or better, and three-quarters of lessons seen were very good or better. This last proportion particularly is much higher than at the time of the previous inspection. Parents, too, feel that teaching is good.

6. Lessons are very well structured. Teachers' planning is clear and a factor in the

purposeful flow of lessons. It gives them confidence: they know what they are doing, how they are doing it, how they are using additional adults and resources, and precisely what they are looking to get from the pupils. Within the lesson, tasks are very carefully planned to be stimulating and interesting, without ever losing sight of the lesson's aim. In a very good nursery lesson, for example, a pea pod was used for a counting task. Whilst the children opened the pod and counted the peas, they were also inspired and full of awe as the pod was opened for the first time. In a very good Year 6 literacy revision lesson, pupils were given a very imaginative and interesting task, to 'mark' answers from earlier work. The objective of the lesson, to learn to follow instructions, was fully realised. Pupils recognised that some answers did not address the question, others did so partly and some completely. Their own work improved subsequently, as they took greater care to make sure they answered questions correctly themselves.

7. Teachers have high expectations of pupils' responses. They constantly work to develop speaking and listening skills, very important given the high proportion of pupils with limited English or with special educational needs that are language-based. Teachers rarely accept a one-word answer or a phrase. They often listen to the pupil and then ask them to give more detail. In a very good Year 4 literacy lesson, the teacher regularly asked pupils to clarify their thinking, to give more detail. Teachers are consistently working to develop pupils' oral skills.

8. Teachers are very enthusiastic, and this transmits to pupils too. In a very good Year 2 literacy lesson, the teacher demonstrated different types of speech, from whispering to demanding, giving the pupils a clear picture of each. In an excellent Year 5 literacy lesson, the teacher used the passion in a challenging piece of text to enthuse the pupils and encourage them to explore further.

9. Literacy and numeracy are taught well. In a good Year 3 literacy lesson, clear direction during the introduction was consolidated in group work. Here the teacher guided a group to build upon the earlier work and very effectively promoted pupils' use of varied vocabulary.

10. Teachers know their pupils very well, particularly what they are capable of achieving. They pitch questions at the right level for different pupils, always looking to get the appropriate degree of challenge for that pupil. Support is also well focused. Learning assistants are very skilled and fully aware of what they are expected to do. Consequently pupils learn at a good rate in these groups too.

11. Teachers and pupils enjoy a good rapport. Teachers are able to spend the time they need with individual pupils who are struggling because other pupils are very co-operative and give the teacher the time to do this.

12. Different teaching styles are often used well. Depending upon the task, teachers will organise the pupils differently, possibly into small groups or pairs. This aids the pupils' learning, for example when they discuss questions in pairs before coming back to talk about them as a class. At these times pupils listen carefully to one another, negotiate an agreed point of view and feed back concisely. The different styles and pace of learning help to keep pupils attentive and interested.

13. Visual explanations are used very effectively. Particularly as so many pupils have limited English vocabulary, teachers are very good at explaining practically so pupils have a mental picture of what they learn. In a very good Year 6 mathematics lesson, the summing up session was used to check that pupils had understood different averages. The teacher used a visual approach so that all pupils, whatever their level of English acquisition or

competence, could contribute and learn. In a very good Year 6 science lesson, difficult concepts were first introduced using real objects to classify.

14. Marking is used very well and often leads to very good learning. In an excellent Year 5 mathematics lesson, tasks were modified by the teacher to take account of the marking of the last task. The introduction to the lesson revised the areas that had produced most errors, and teaching points were reinforced. During the lesson the teacher regularly referred to how the class, groups within it or individual pupils had achieved previously. She knew which pupils had not yet understood, and checked their progress more closely as the lesson developed. She challenged the pupils, for example noticing who had done less work than yesterday. When a pupil made a mistake, the teacher gave her time to think through the problem, recognise where her error lay and change her answer.

**Headteacher, staff and governors work very purposefully to give a very clear educational direction.**

15. There are many strengths in the leadership and management. Head, staff and governors work very closely together to the benefit of pupils. Nearly every parent at the meeting and through their responses to the questionnaire agrees that the school is well led and managed.

16. Nothing is done in the school without a clear purpose. No changes are made without an evaluation being carried out. Always central to the evaluation is the question, 'how has this improved our pupils' education?'

17. Teamwork is very strong and an important factor in the cohesiveness of the school, its procedures, policies and curriculum. In literacy, for example, the staff as a whole have discussed the effectiveness of what is being done. Collectively they have discussed what works well and what causes them concern. They have made effective changes that suit the school's pupils' needs better.

18. Staff feel valued. Whatever their role, they are made to feel a member of the team. The headteacher strikes the right balance, supporting staff whilst demanding the best of them. Many staff speak of the encouragement and help they receive from the headteacher. They feel that their needs, particularly those to make them more effective in their roles, are fully met. Equally, they feel that the headteacher expects only their best.

19. The management of support for all pupils is very good. Again, a cohesive, clear and well understood practical approach is the basis for the school's success. Teachers meet regularly to discuss individual pupils' needs. Support is carefully targeted to give maximum benefit to pupils.

20. The Governing Body is very effective, an improvement since the previous inspection. Committees are utilised fully so that the majority of time when the whole body meets can be given to consideration of the school's strategic development. This is very successful in ensuring what needs to be done is done, whilst enabling governors to feel fully involved in setting the school's direction. Governors are rightly proud of the school's achievements, but equally determined that neither they nor the staff will become complacent. What has been achieved so far is seen very much as the starting point for what can be achieved in the future. Governors visit regularly. They monitor standards in subjects, but also look beyond this to ask themselves questions such as 'how involved are the pupils in the activities?' or 'can the pupils explain what they are doing?' This information is shared between governors and helps all to make more informed decisions.

21. The school improvement plan is a very useful tool in clarifying where the school's energies and resources will be focused over the coming year. Each year, the views of all are sought before the plan is updated. Consequently everyone feels it is 'their' plan, and accepts responsibility for seeing it through. All staff are fully involved so that the finished plan is clearly based on their views. They are given very good opportunities to reflect upon the previous year, what has been completed and what still remains to be done. Using this as a base, they are asked where they see the school's priorities over the next year. Views of governors, parents and older pupils, too, are canvassed and incorporated in the plan. Testament to its effectiveness is that all of the issues raised by the inspection have been identified by the school and already incorporated in this year's plan.

**There is an excellent climate for learning. Staff are committed to doing their best for the pupils. Pupils are very positive in their attitudes and see mistakes as helping learning.**

22. Pupils never give up. Even in subjects that they struggle with, they persevere and do their best.

23. From when they first join the school, pupils are encouraged to think for themselves. In a very good Reception mathematics lesson, for example, children were asked questions such as 'how can we check if the number before 10 is 9?' They discussed different ways, and some were already beginning to explain why the answer is correct. These regular opportunities and the high expectations of their teachers are very beneficial, so that by Year 6, pupils in a science lesson can select a suitable approach when trying to answer a scientific question, and choose from a range of information sources.

24. Pupils have very healthy attitudes to mistakes. From an early age, pupils are made aware of the importance of errors. In a Year 2 lesson, the teacher reminded them, 'all answers are good answers; we learn from our mistakes and other people's mistakes'. This very positive attitude stays with pupils throughout the school. No-one is frightened of being wrong. In Year 5 pupils are quick to give the teacher their wrong answers, and look to her to help them learn from them.

**Very good use of assessment gives clear targets so tasks in lessons are closely matched to pupils' abilities. Pupils themselves are given targets that make them aware of where they should concentrate their energies and look to improve. Consequently pupils learn at a good rate.**

25. The assessment and planning cycle is a fundamental and effective basis of teaching and learning.

26. Targets are used very purposefully and sensibly. Pupils' work is assessed against the targets set, and the results are used in teachers' planning. Teachers ensure pupils understand before they move on to new targets. Teachers ask themselves questions such as, 'where do I want the pupil to be?' and 'how do I get there?' The answers to these questions enable staff to bring the targets to a level the pupils can understand. Pupils are then given clear direction about what they need to do to reach the target.

27. Good cohesion within the school ensures that all pupils have a clear direction. A pupil with special educational needs, for example, does not have different targets from both class and support teacher. There are no extra targets to muddle pupils or confuse them or dissipate their energy in a number of directions.

28. The school has an evaluative culture. Everyone is encouraged to look at how they are doing and ways to improve. Pupils, too, are regularly given the opportunity to look at how well they are doing and how far they have met their targets. Parents are also informed and involved. At the meeting for parents held before the inspection, many parents spoke of the very positive impact that these targets make. Their children are clear about the next steps in their learning and they have the information that they need to support them. There is a real partnership between home and school to support the children's learning, and parents feel this is very beneficial.

**The school takes great care of its pupils, and relationships between pupils and staff are very good.**

29. The school listens to its pupils and tries to respond positively to their wishes. The views of older pupils were sought as part of this year's school improvement plan. Previously, pupils have been involved very closely in determining what could be done to improve playtimes. One suggestion, that older pupils 'buddy up' with younger ones, has been a great success. The opportunities for pupils to take responsibility have increased since the previous inspection. Current plans include a school council.

30. The pupils' welfare is paramount. The school places great importance upon the health and well-being of its pupils. All staff, particularly the welfare officer, ensure that pupils' needs are fully met. Pupils themselves are happy knowing that they will be well looked after.

31. Relationships between pupils and staff are very close. Administrative and support staff and midday supervisors all enjoy a good rapport with pupils. The latter regularly join in with their games.

## **WHAT COULD BE IMPROVED**

**Provision for information and communication technology (ICT) needs further improvement.**

32. The school recognises the need to improve provision and raise standards in ICT. The provision for the subject was raised as an issue at the previous inspection. Since then, the school has adopted the nationally-recognised scheme of work and improved record keeping. A 'baseline assessment' of pupils' competence is about to begin. There are more computers, giving pupils greater 'hands-on' experience. Even so, more remains to be done and the key issue has been only partially resolved.

33. Provision is insufficient, hence standards are below expectations. Many older pupils still type using one finger. They have little confidence, and can easily become confused when the program does not do what they expect. Pupils generally have too little time with the computer to develop their competence to the expected level. They also go for long periods of time without using a computer at all. In a very good Year 4 ICT lesson, the teacher gave very clear instructions and the pupils were very attentive; however, most pupils were to undertake the task over the following two weeks. This gap between instruction and when the pupil performed the task adversely affects learning. An excellent Year 6 activity, combining a photograph from the internet with pupils' own writing, is nevertheless time-consuming when the class uses only one computer for roughly half of the day.

34. As yet, the school has not fully resolved the question of how to make the best use of

the computers available. There is much very good whole-class teaching. At these times, computers are rarely used and more frequent use needs to be made of them.

35. Management of the subject is good. The co-ordinator has a clear understanding of how to develop the subject. Very sensible and appropriate emphasis is being given to staff training to raise knowledge, understanding and confidence; however, she has not yet had the opportunity to monitor teaching and learning and so has limited understanding of what is effective, what needs to be developed and the impact of previous staff training.

36. Current plans are very good and, if implemented, should resolve the remaining weaknesses. The school is very clear about what needs to be done. A subject development plan has been written incorporating these needs, defining what needs to be done, by whom and by when.

**Subject co-ordinators need a more influential role with greater opportunities for monitoring.**

37. Initially, and appropriately, the headteacher undertook the vast majority of the monitoring to ensure that whole-school policies were fully understood and implemented. This has been largely responsible for the cohesiveness of the school's teaching and learning, and the consistency of approach in vital areas such as planning.

38. Current plans are very good. Once the new monitoring policy, presently being implemented, is fully in place, present shortcomings should be resolved. Plans include enabling subject co-ordinators to monitor learning directly, whilst the headteacher continues to monitor teaching. Specific times have been allocated in the school calendar for staff to monitor and sample work, with the aims of comprehensively reviewing pupils' progress whilst balancing staff's workload.

**The range and number of activities outside lessons needs to be extended.**

39. The school does much to extend the curriculum. A special focus on one subject or area, such as 'art week', is a regular and popular feature, when great emphasis is placed upon developing and extending pupils' skills and understanding in the chosen area. Pupils speak enthusiastically about these events. The clarity of their recollections demonstrates that they have learnt much.

40. Visits and visitors are used well to enrich the curriculum. Pupils talk enthusiastically of these occasions, and have clearly learnt and retained much. Residential visits are particularly popular, and pupils state that they enjoy the chance to work in a more informal environment.

41. Currently there is one extra-curricular activity held after school, giving the opportunity for pupils to work less formally in a more social atmosphere. The Art and Craft Club is very popular despite the cost to parents.

42. School and parents alike recognise the benefit of good quality extra-curricular activities. Parents at the meeting spoke of the benefits to their children, particularly to their social development, of activities after school. Through its own questionnaire to parents, the school is already aware of their views. A review of provision, and how parents' aspirations might be best met, is already incorporated into this year's school improvement plan. The school's plans, to involve parents and governors in this review and complete it within the near future, should enable it to resolve parents' concerns and meet their wishes.

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

43. In order to continue to build upon the very good progress made, the school should implement the following points, all of which it has already identified in this year's school improvement plan:

- (1) improve provision for information and communication technology (ICT) by:
  - increasing pupil access to equipment;
  - continuing to raise staff understanding and competence;
  - improving the use of ICT in other subjects;
  - further developing and extending the range of equipment so that all aspects of ICT are fully covered;
  
- (2) give staff responsible for subjects greater involvement and better monitoring opportunities by ensuring they have what they need to:
  - recognise what is successful and needs to be maintained;
  - recognise what is less effective and needs to be improved;
  
- (3) look for ways to extend the range and number of activities outside lessons.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	69	21	3	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

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15.5	205
Number of full-time pupils known to be eligible for free school meals		38

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	6	85

English as an additional language	No of pupils
Number of pupils with English as an additional language	117

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

### Attendance

Authorised absence	%
School data	4.4
National comparative data	4.3

Unauthorised absence	%
School data	0.5
National comparative data	0.3

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
		2000	14	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	13	13	13
	Girls	13	13	14
	Total	26	26	27
Percentage of pupils at NC Level 2 or above	School	90 (97)	90 (93)	93 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	13	13	13
	Girls	13	14	14
	Total	26	27	27
Percentage of pupils at NC Level 2 or above	School	90 (97)	93 (90)	93 (93)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	18	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	15	15	17
	Girls	10	10	10
	Total	25	25	27
Percentage of pupils at NC Level 4 or above	School	89 (97)	89 (87)	96 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	15	14
	Girls	10	10	10
	Total	24	25	24
Percentage of pupils at NC Level 4 or above	School	86 (97)	89 (80)	86 (93)
	National	70 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	18
Black – African heritage	57
Black – other	5
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	85
Any other minority ethnic group	38

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

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	1
Other minority ethnic groups	0	0

*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 – Y6**

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	24.1
Average class size	29.3

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

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

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	16

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	8
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	484 941
Total expenditure	479 417
Expenditure per pupil	2 089
Balance brought forward from previous year	13 135
Balance carried forward to next year	18 659

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	176
Number of questionnaires returned	152

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	24	1	0	0
My child is making good progress in school.	76	22	2	0	0
Behaviour in the school is good.	72	28	0	0	0
My child gets the right amount of work to do at home.	62	26	9	1	2
The teaching is good.	82	18	0	0	0
I am kept well informed about how my child is getting on.	70	28	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	28	0	0	0
The school expects my child to work hard and achieve his or her best.	81	18	0	0	1
The school works closely with parents.	61	38	1	0	0
The school is well led and managed.	80	19	0	0	1
The school is helping my child become mature and responsible.	73	26	0	0	1
The school provides an interesting range of activities outside lessons.	31	40	17	3	8