

# INSPECTION REPORT

## **ST AUGUSTINE'S RC PRIMARY SCHOOL**

Coulby Newham, Middlesbrough

LEA area: Middlesbrough

Unique reference number: 111717

Headteacher: Mrs H Barber

Reporting inspector: Mr M Johnstone  
21114

Dates of inspection: 10<sup>th</sup> – 11<sup>th</sup> February 2003

Inspection number: 247141

Short inspection carried out under Section 10 of the School Inspections Act 1996



## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Gunnergate Lane  
Coulby Newham  
Middlesbrough

Postcode: TS8 0TE

Telephone number: 01642 599001

Fax number: 01642 599001

Appropriate authority: The governing body

Name of chair of governors: Mr N Swash

Date of previous inspection: November 1997

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

### **INFORMATION ABOUT THE SCHOOL**

The school is an average sized one-form entry voluntary aided Roman Catholic primary school for pupils aged three to eleven. It is situated in Coulby Newham in the Diocese of Middlesbrough and is part of the South West Educational Action Zone. There are 201 pupils on roll consisting of 94 boys and 107 girls. There are a further 44 children who attend part-time in the nursery. The school is popular in the area and is regularly oversubscribed. The school serves a mixed catchment area with housing ranging from executive style properties to council owned houses. On entry to the nursery, the full range of ability is represented although overall attainment is above average. Almost all the pupils are of white United Kingdom heritage and there are no pupils who have English as an additional language. An average percentage of pupils (eleven per cent) are eligible for free school meals. The percentage of pupils who have special educational needs, the majority of whom have moderate learning difficulties, is below average (ten per cent) but the percentage of pupils who have a statement of special educational needs (three per cent) is above average.

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

This is a very good school. At all stages, the pupils achieve very high standards and make good progress. This is because teaching and learning are good and there is a high level of consistency in the quality of teaching across the school. The attitudes and behaviour of the pupils are exemplary. The school is well led and managed and the staff and governors work together very well. The school provides very good value for money.

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

- Standards in English and science are very high and pupils achieve particularly well.
- Overall, teaching and learning are good and often very good.
- The school is well led and managed. There is excellent teamwork and a very good learning environment has been created.
- The pupils enjoy school, have very good attitudes to learning, behave very well and always try to do their best.
- The spiritual, moral and social development of the pupils is very good.

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

- Opportunities for pupils to apply their skills in information and communication technology to work on classroom computers in other subjects.
- The number of pupils attaining higher levels in mathematics by the end of Year 6.

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

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

There has been good improvement since the last inspection in November 1997. Standards have risen from being above average to well above average in English, mathematics and science, and pupils continue to achieve well. The good quality of teaching and leadership and management has been at least maintained and in key areas it has improved. Good systems for monitoring the quality of teaching have been developed and assessment procedures in English, mathematics, science and information and communication technology are implemented and used consistently in planning. There is now a consistent approach to marking and pupils are informed as to how their work might be improved. Governor training has been developed, although frequent changes in the membership of the governing body have at times disrupted the arrangements. The capacity for further improvement is very good.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A*	A	A
mathematics	C	A	A	A
science	A	A	A	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Most of the children in the current reception class achieve what is normally expected for their age in communication, language and literacy and mathematical understanding and about a third of the children achieve beyond this. By the end of Year 2, standards are well above average in reading and mathematics and above average in writing. By the end of Year 6, standards in English, mathematics and science are well above average when compared to all schools and to schools with similar intakes. When compared with similar schools, standards in science were in the top five per cent of schools. The work pupils were doing during the inspection largely confirmed these standards.

These very high standards have been maintained over the past three years and have improved since the previous inspection. The school's targets for the next two years and inspection evidence of current work in Years 5 and 6 indicate that they are likely to be maintained. The overall trend in the school's results has mirrored the national upward trend. Pupils of all abilities achieve well across much of their work and a high percentage of pupils reach the higher levels of the National Curriculum in English and science. In mathematics, the number of pupils reaching the higher levels is much lower than in English and science and could be better.

Standards in information and communication technology are average and improving. However, there are not enough opportunities for pupils to apply their skills in information and communication technology to work on classroom computers in other subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children in the Foundation Stage (nursery and reception classes) settle quickly into school and are interested, excited and motivated to learn. This very good base is built upon most effectively as pupils move up the school. At all stages, pupils like school and always try to do their best.
Behaviour, in and out of classrooms	In all classrooms, around the school and at playtimes, behaviour is very good. In assemblies, and occasionally in lessons, it is excellent. Pupils are very polite and well mannered.
Personal development and relationships	Relationships are very good and there are good opportunities for pupils to develop responsibility. By the end of Year 6, pupils are well prepared for the next stage in their education.
Attendance	Satisfactory. Some of the absences result from parents taking their

	children on holiday during term time.
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The older pupils learn effectively about citizenship in organisations such as the school council. All pupils take on responsibilities eagerly and approach them in a very mature and sensible way.

### TEACHING AND LEARNING

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

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

On the basis of a scrutiny of pupils' work and observation of lessons, teaching and learning are good and often very good. There is a high level of consistency in the teaching across all year groups and this accounts in large measure for the very high standards and pupils' good progress. Teachers and learning support assistants are very aware of the special learning needs that some pupils have and they provide very good support. This ensures that these pupils also make good progress and are involved fully in all lessons.

Early reading, writing and numeracy skills are taught well in the Foundation Stage and teachers provide good opportunities for children's personal and social development. In Years 1 to 6, English and science are particularly well taught. Teachers provide many opportunities for pupils to develop their speaking and listening skills in discussions, drama and presentations on a larger scale. Reading and writing are well taught and the school's recent emphasis on developing pupils' writing is improving standards. The teaching of mathematics is good, although some of the more able pupils could be pushed a little further to achieve even higher standards.

Key strengths in the teaching across all year groups are teachers' knowledge and understanding, the teaching of basic skills, relationships, expectations of behaviour, classroom management and the pace of learning. There is a very good work ethic in all classrooms that generates interest, concentration and a strong desire to succeed.

Teachers set personal targets for pupils in literacy and mathematics and this effectively promotes pupils' knowledge of their own learning. Most resources are used well but not enough opportunities are provided for pupils to apply their skills in information and communication technology to work on classroom computers.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; all statutory requirements are met and the curriculum provides a broad range of experiences that meet the interests and needs of the pupils well. The curriculum in the Foundation Stage is good and prepares the children well for work on the National Curriculum.
Provision for pupils with special educational needs	There are good systems to identify these pupils and work designed especially for them enables pupils to make good progress. Additional teaching support from learning support assistants is particularly effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	All staff provide very good role models and the promotion of strong Christian values ensures that pupils' spiritual, moral and social development is very good. There is good provision for pupils' cultural development.

How well the school cares for its pupils	This is a school that looks after its pupils well and values them as individuals.
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There is a good range of extra-curricular activities, although many of these are confined to pupils in Year 6. The school is aware of this and is widening the opportunities to include other year groups. There are good systems to find out how well pupils are doing in English, mathematics and science.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is well respected and leads and manages the school well. She has been very successful in creating an excellent co-operative approach to school development and is supported very well by the senior management team.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties well and are developing their strategic role effectively. They are beginning to hold the school accountable for its work and ask critical questions regarding pupils' performance.
The school's evaluation of its performance	The school is very good at evaluating how well it is doing. There is good analysis of pupils' performance in national and school tests and an excellent self-evaluation document provides a clear blueprint for development.
The strategic use of resources	Almost all resources are used well, although in all subjects, more should be made of classroom computers.

The leadership and management of key subjects, the Foundation Stage and special educational needs are good. Co-ordinators work effectively to develop teaching and learning in their subjects and areas of responsibility. They have a clear understanding of strengths and areas for improvement. The school applies the principles of best value effectively. The large carry over on the budget will be taken up by the school's contribution to new building developments.

### 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>• Their children like school and are making good progress.</li> <li>• The teaching is good and their children are expected to work hard.</li> <li>• Behaviour is good and the school is helping their children become mature.</li> <li>• The school is well led and parents would feel comfortable approaching the school with a question or problem.</li> </ul>	<ul style="list-style-type: none"> <li>• A small minority of parents expressed some concern about inconsistency in the setting of homework.</li> <li>• A small minority of parents felt that they were not informed well enough about their children's progress.</li> </ul>

Inspectors agree with the parents' positive comments. Inspection evidence indicates that regular homework is set in aspects of English, mathematics and occasionally in work connected to topics. A letter is sent out to parents of children in Years 1 and 2 explaining the school's arrangements and in Years 3 to 6 there is a homework book that outlines procedures and encourages parents' comments. Annual reports on pupils' progress give a satisfactory outline of progress in all subjects and there are three opportunities for parents to meet formally with teachers. All teachers are available to discuss

pupils' progress at any mutually agreeable time. These arrangements are reasonable and are similar to those in most schools.

## **PART B: COMMENTARY**

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

#### **Standards in English and science are very high and pupils achieve particularly well.**

1. Most pupils enter school with above average literacy skills although the full range of ability is represented. Children also enter school with an above average knowledge and understanding of the world and this acts as a strong base for their work in science. All children make good progress in the nursery and reception classes so that by the time they enter Year 1, most pupils have achieved the early learning goals in communication, language and literacy and in their knowledge and understanding of the world, and about a third are set to exceed them.
2. By the end of Year 2, standards are well above average in speaking and listening and reading and are above average in writing. Standards in science are well above average. When compared with similar schools, standards are equally as high. In the National Curriculum tests and in the work pupils were doing during the inspection, there was little difference in the standards achieved by boys and girls. These high standards have been maintained over the past three years. In the 2002 National Curriculum reading tests and assessments a half of the pupils (well above average) achieved the higher Level 3, compared with a third of pupils who reached this level nationally. This was also the case in the teacher assessments for science. The proportion of pupils reaching the higher level in writing was above the national average. These standards are better than at the time of the previous inspection when they were judged to be above average.
3. In English in Years 1 and 2, pupils develop very good skills in speaking and listening. They talk and listen confidently in different contexts and in discussion show understanding of the main points. Through their own questions and comments, they show that they have listened carefully. They have a good technical vocabulary and pupils in Year 2 use words such as 'venom' and 'fangs' when describing snakes in a literacy lesson. Pupils show enthusiasm for reading and by the end of Year 2, most pupils read a range of texts fluently and accurately. They have good phonic skills (reading by sounding out letters) and this helps them read unfamiliar words successfully. When reading to an inspector, for example, a pupil in Year 2 was able to build up the word 'aquarium' accurately by breaking it up into separate sounds. Pupils know the difference between fiction and non-fiction and are able to use a contents page and index effectively. Writing skills develop well and by the end of Year 2 most pupils write in a range of styles and for different purposes including, for example, story and factual writing, recipes, diaries and dictation. Average and above average pupils write sustained pieces of independent writing using punctuation and grammar correctly. For example, in a story one pupil in Year 2 wrote 'Please can I come in? said the pigeon. Yes but don't mess about when you do, said the dog.' Handwriting and spelling develop well. Most pupils are beginning to write in a clear and legible joined script and common words are spelt correctly.
4. In science, by the end of Year 2 pupils develop very good skills of scientific enquiry. They understand the importance of collecting data, make relevant observations and measure quantities. They are able to carry out a fair test recognising and understanding why it is fair. They are able to record their observations in a variety of ways including tables, graphs, charts and writing. In a topic on healthy eating, for example, pupils in Year 2 drew graphs of their favourite cereals and in a topic on materials drew charts to illustrate the characteristics of various materials. Pupils

develop a very good knowledge of life processes and living things, materials and their properties and physical processes. For example, they develop good understanding of forces in a Year 2 lesson exploring how various materials can be bent, squashed and twisted.

5. In the 2002 National Curriculum tests for pupils at the end of Year 6, standards in English were well above the national average and well above those in similar schools. In science, standards were well above the national average and when compared with similar schools were in the top five per cent. These very high standards have been maintained over the past three years and have improved since the previous inspection when they were above average. The school's targets for the next two years and inspection evidence indicate that they are likely to continue at this level. In the national tests for English, over a half of the pupils achieved the higher Level 5 and two-thirds reached this level in science. In the national tests and in the work pupils were doing during the inspection, there was no significant difference in the standards achieved by boys and girls.
6. Pupils achieve well in the two subjects as they move through the school and the skills and knowledge built in Years 1 and 2 are developed successfully in Years 3 to 6. Speaking and listening skills develop very well and many pupils begin to vary their expression and vocabulary effectively. They pay close attention to what others have to say and make contributions that take account of others' views. They speak clearly and confidently on formal occasions such as assemblies and feedback sessions to the class in lessons. In their reading, pupils show good understanding of a range of texts, selecting essential points and using inference and deduction when appropriate. They recognise humour in a story, for example, when reading a story about a newt, a pupil chuckled aloud at the newt's name 'Minewt'. Average and above average pupils use different voices for different characters and pay appropriate attention to the effect of punctuation on the way a piece of text is read. By the end of Year 6, the writing of most pupils is varied and interesting. Vocabulary choices are imaginative and capture the readers' interest. A pupil in Year 5, for example, wrote imaginatively: 'the engine of the space shuttle roared loudly and Carly sat back in her seat gripping the arms tightly. She shifted uneasily in the big blue chair'. Pupils' handwriting is joined, clear and fluent and words with complex regular patterns are usually spelt correctly. Pupils use their speaking and listening, and reading and writing skills very well to support learning across all subjects.
7. In science, pupils achieve particularly well in the skills of scientific enquiry. They have a well-developed understanding of fair testing principles. They are able to make sensible predictions based securely on their scientific knowledge and understanding. In a lesson for pupils in Year 5, for example, pupils predict the effect of tightening a string on the sound it will make when plucked. All pupils are able to record observations and measurements systematically and, where appropriate, present data as line graphs. Pupils in Year 6, for example, produce line graphs to record the results of an investigation into the effect of gravity on a falling object. Pupils build up an impressive technical vocabulary, for example pupils in Year 3 use the words 'poles', 'repel' and 'gravity' correctly in their work on springs and forces. Pupils in Year 6 write knowledgeably in their science books about Newton meters, circuits in series and parallel, evaporation and condensation and variable resistors.
8. Pupils continue to build on their very good knowledge of life processes and living things, materials and their properties and physical processes.

9. In all year groups, the additional support provided for pupils who have special educational needs helps them achieve well in these subjects. They are fully involved in all the activities and the literacy targets in their individual education plans are well focused on improvement in simple achievable steps. Some of these pupils reach the standards expected nationally in the National Curriculum tests.

**Overall, teaching and learning are good and often very good.**

10. On the basis of a scrutiny of pupils' work and observation of lessons, teaching and learning are good and often very good. There is a high level of consistency in the teaching across all year groups and no unsatisfactory lessons were observed.
11. Teaching in the Foundation Stage is good and contributes to the children's good progress across all the areas of their learning. The teachers have good knowledge of the Foundation Stage curriculum (the curriculum for children up to Year 1 at the start of the National Curriculum) and plan interesting activities that take good account of children's individual needs. In a lesson for nursery children, for example, the children were organised into groups by ability, and they worked on the same topic but at different levels of difficulty to provide them with appropriate challenges. The early skills of literacy and numeracy are well taught and establish strong foundations for pupils' very good standards in English and mathematics at the end of Years 2 and 6. There is good planning for the development of speaking and listening, reading and writing skills and teachers maximise opportunities to develop these skills in all activities. For example, the provision of role-play areas enables children to talk about real-life situations and develop new vocabulary. Children were observed talking in a home corner, and answering the telephone and writing messages in a 'pretend' office. In a lesson for reception children, the teacher skilfully developed aspects of reading and writing around a child's birthday. In both the nursery and reception classes, teachers plan good activities that focus on mathematical development and some that draw out mathematical learning in other activities.
12. In Years 1 to 6, all teachers have a good knowledge of the National Literacy and Numeracy Strategies and the teaching of science. This results in a consistent approach to teaching in these subjects. Lessons have a clear structure with opportunities for pupils to learn as a class, in an ability group and independently. The basic skills of speaking and listening, reading, writing and number are well taught. The teachers provide a wealth of activities to develop speaking and listening in large and small groups. As a result, pupils learn the importance of listening carefully to what others have to say and the need to speak clearly when responding. Teachers make good links between reading and writing. In a literacy lesson in Year 5, for example, pupils prepared a written presentation on an overhead projector of the main features of a Greek myth they had read. Teachers have placed great emphasis on the development of writing since this was a relatively weaker element in pupils' work in English. As a result, there is now a much greater range of writing planned successfully across all subjects. The good teaching of phonics has enabled pupils to develop the confidence and skill to read unfamiliar words successfully.
13. In mathematics, teachers provide good opportunities for pupils to develop knowledge across all the elements required. All lessons have an effective mental warm-up session where pupils' rapid recall of number facts is developed consistently. Work in mathematics is related well to real-life situations and this gives the work more relevance and meaning for the pupils. In a Year 2 lesson on money, for example, pupils worked with real coins on shopping activities and in a Year 6 lesson on area,

activities were linked to a problem for calculating the amount of carpet needed for the classroom.

14. The investigative approach to the teaching of science is very effective in developing pupils' skills of scientific enquiry. Teachers stress the importance of collecting evidence through observation and measurement when attempting to answer a question, the importance of fairness in testing and the value of prediction. These elements were brought together effectively in a lesson for pupils in Year 5 when testing how high and low sounds are made and in a lesson for pupils in Year 3 who were testing various springs.
15. At all stages, and across all subjects, teachers use effective questioning to make pupils think more deeply about their work. This is exemplified in questions such as 'how can I make 13 pence using three coins?' and 'what is it in the story that tells us what the king was like?' There are very good relationships that inspire confidence and self-esteem. The very good work ethic and high expectations of behaviour established by all teachers are key strengths in the pupils' learning. They ensure that classrooms are lively, purposeful environments where pupils enjoy their work and want to succeed. Teachers share with the pupils what they are expected to learn in all lessons and set targets for pupils in literacy and numeracy. This develops pupils' knowledge of their own learning effectively.
16. The teaching of pupils who have special educational needs is good and teachers use the skills of classroom assistants well to support these pupils. This helps them achieve well against the well-focused targets in their individual education plans.

**The school is well led and managed. There is excellent teamwork and a very good learning environment has been created.**

17. The leadership of the headteacher, deputy headteacher and key curriculum co-ordinators is strong and effective. A carefully devised shared view of the school and the direction in which it is going has been developed with the staff. This has resulted in all adults who work in school working to the common purpose of providing a high quality education for all pupils across a broad curriculum.
18. There are good procedures for the monitoring, evaluation and support of teaching, learning and curriculum development. The performance of pupils in national and school-based tests is carefully analysed and there is systematic charting of pupils' progress, and measurement of the added value which the school provides over time. There is excellent teamwork and an openness to discuss what works well and what does not. There is a good system for performance management that recognises the individual needs of the teachers as well as the wider needs of the school. The headteacher and senior managers have a regular programme of lesson observations. These procedures result in an effective sharing of ideas and help the senior management to know what is happening in classrooms and to home in on areas for development. For example, the improvement of pupils' writing and the targeting of specific groups of pupils for additional support in literacy and numeracy have been successful.
19. There is a very good school development plan and the excellent school review document to which all staff and governors contribute. These are incisive and point a clear way forward for the school in all aspects of its work. Curriculum co-ordinators have produced action plans that have resulted in clearly defined targets being agreed for the next stage of development in their subjects. The leadership and management

of special educational needs are good. The co-ordinator has set up effective systems to identify and meet the needs of the pupils and is given the necessary time to fulfil her responsibilities.

20. The governors are developing their strategic role effectively. Their committee structure is effective and allows for efficient delegation. They are supportive of the headteacher and work closely with her. They fulfil their statutory duties well and, since the last inspection, through more critical questioning, are holding the school more accountable for the quality of education it provides. Financial management systems are good. The large underspend on last year's budget represents the school's part-contribution to the much needed building improvements. The current budget is forecast to be in balance by the year end. Day-to-day management and administration are good and clear procedures and routines are well established.
21. A very good learning environment has been created. The appropriate aims of the school are well reflected in its everyday life and they make a strong contribution to the high standards. Parents, governors, staff and pupils know what it means to be part of the school community. Pupils know that they are expected to give of their best and that if they do so, their efforts will be valued. The learning environment embraces a strong Catholic ethic and is characterised by: the way in which learning is strongly supported; a unity of purpose; very good relationships and standards which are uniformly high.

**The pupils enjoy school, have very good attitudes to learning, behave very well and always try to do their best.**

22. Children in the nursery and reception class settle quickly into school and are interested, excited and motivated to learn. A very good learning environment has been developed with an exciting range of well-focused activities to promote learning across all areas of children's development. Children respond well to the teachers' high expectations of behaviour and effort and there is a buzz of activity and purpose in all that the children do. The teachers' very good relationships and encouragement make the children want to succeed and do their best for them.
23. These solid foundations are developed very successfully as pupils move up the school. In all classrooms and around the school, standards of behaviour are very good. This is a key factor in the very high standards and effective learning. In assemblies, and occasionally in lessons, it is excellent. In a mathematics lesson for pupils in Year 6 on area, for example, the excellent behaviour of all the pupils ensured that they learnt rapidly and made good progress throughout the session. Pupils are enthusiastic about their learning and want to do well. They are proud of their achievements. For example, pupils were keen to talk to inspectors about the books they were reading and express opinions about various authors.
24. The school has been very successful in establishing a strong work ethic where the values of enthusiasm, hard work and commitment are celebrated. Classroom relationships are very good and pupils co-operate well with their teachers, classroom support assistants and other pupils. They share resources well and show very good organisation in group and paired activities. For example, one will record while the other carries out a scientific activity. Pupils are good at working independently of the teacher and concentrate well on activities where they are not directly supervised.

**The spiritual, moral and social development of the pupils is very good.**

25. Teachers in the Foundation Stage provide good opportunities, experiences and support that enable the children to develop awareness of their own needs, views and feelings as well as those of others. Children are made aware from the start of what is acceptable behaviour and what is not. The very good relationships and the opportunities for working and playing together provide a strong foundation for the children's social development. This good start to school life is developed very well as the pupils move up the school and provides a cornerstone for their spiritual, moral and social development.
26. The school has a caring ethos that celebrates respect and gives pupils very good opportunities for reflection and the development of their spirituality. Acts of collective worship set the theme for the week and are effective in promoting pupils' self-esteem. They give a focus for pupils to explore the meaning behind Christian values and beliefs. In an assembly celebrating the three virtues of joy, peace and love, for example, the involvement of all pupils in the assembly and the symbolic lighting of candles gave pupils the opportunity for both celebration and reflection. In a class assembly shared with parents and the local priest, the theme of love was explored effectively through drama and music. In the wider curriculum, the spiritual dimension is interpreted to include the inspirational aspects of art and music and pupils gain a sense of wonder in aspects of their work in science and mathematics. In a science investigation activity for pupils in Year 3, for example, pupils were fascinated by the workings of various springs.
27. Pupils' moral development is promoted very well by the good examples set by all adults in the school. Pupils have a very highly developed sense of right and wrong, clearly understand the need for rules and fulfil the school's high expectations for behaviour. Assemblies are used well to show pupils the difference between right and wrong and the respect they should have for all people, whatever their beliefs. This was exemplified in an assembly where the parable of the Good Samaritan was included. All pupils show respect, care and sensitivity for others. In all lessons, pupils listened carefully to what others had to say. In lessons and around the school, they readily help pupils with special educational needs in their work and play. The school's very good programme of personal, social and health development and use of circle times (an activity where pupils sit in a circle and talk about issues with a moral and social emphasis) add much to the pupils' moral awareness.
28. The school sets very high standards in its care for pupils' social development, and its impact on the quality of education is very positive. Politeness and sensitivity are intrinsic to the life and work of the school. There are good opportunities to exercise responsibility, for example as class monitors, on the school council and as house captains. Pupils are given good opportunities to gain a broader view of society through contributions to charity work, for example they recently raised a substantial sum of money for a national charity. Pupils are expected to relate well to one another and to work hard independently, collaboratively and in pairs or groups when necessary. The very good work ethic established in all classrooms results from this expectation. The very good range of extra-curricular activities for the older pupils adds a further and important dimension to their social development.

## **WHAT COULD BE IMPROVED**

### **Opportunities for pupils to apply their skills in information and communication technology to work on classroom computers in other subjects.**

29. Standards in information and communication technology have improved since the previous inspection and are generally in line with the national expectation. Although standards were judged to be above average in the previous inspection, the judgement was based on limited evidence and observation in a narrow band of work in the subject. The co-ordinator has worked hard to develop the subject but the rate of improvement has not been sufficient to keep pace with the rapidly rising national expectation.
30. When working in the computer suite, pupils achieve well in using information and communication technology to generate, develop, organise and present their work and older pupils are able to add to, amend and combine different forms of information from a variety of sources. Pupils in Year 6 have good wordprocessing skills, are able to use spreadsheets and are aware of terms such as cells. Classes have one hour a week in the computer suite and then opportunity for some free time if they wish. This has been successful in developing pupils' basic computing skills and given some opportunities to use the computers to support work in other subjects. However, not enough attention has been given to using the classroom computers to further develop and apply these skills. There are some good examples of current work taking place. Work on display shows computers being used in science, English, art and design and mathematics, and to design and produce a school newspaper. In a mathematics lesson, a spreadsheet was used well to help pupils record work on area. Two classes have recently acquired interactive whiteboards and a projector and these are helping develop both the skills of the teachers and the pupils. Overall, however, the classroom computers are not in regular use. In the large majority of lessons observed, they were not switched on. In the teachers' planning there is little reference to where, when and how the classroom computers might be used in lessons. The potential for classroom computers to build further challenge in the work of the above average pupils and to give further support to pupils with special educational needs has not been explored enough. There is no consistently used system to track pupils' progress when using classroom computers. This makes it difficult to assess what pupils can do and what they need to do next.
31. The school is aware of this area for improvement and is beginning to work on the issue. It features strongly in the school review document and school improvement plan. All the staff have had national training and additional finance for resources and support has been accessed through the South West Educational Action Zone. These developments have strengthened the foundation for improvement.

### **The number of pupils attaining higher levels in mathematics by the end of Year 6.**

32. By the end of Years 2 and 6, standards in mathematics are well above the national average and those in similar schools and have improved since the previous inspection. In the 2002 National Curriculum tests for pupils at the end of Year 6, whilst almost two-thirds of the pupils attained the national Level 4, only a third reached the higher Level 5. In English, over half reached this higher level and in science, more than two-thirds achieved Level 5. This indicates that there is the potential for more pupils to attain even higher standards in mathematics.

33. In the work pupils were doing during the inspection, standards reflected the 2002 results. By the end of Year 2, most pupils are proficient in adding, subtracting, multiplying and dividing, show good understanding of place value to 1000 and have a good knowledge of shape, space and measures and data handling. This knowledge is built on well in Years 3 to 6 so that by the end of Year 6, most pupils are working at high levels in these aspects of the subject. In some lessons and in the scrutiny of pupils' work over the past years, however, the above average pupils are not always challenged to take work to the next stage and the work of the average and above average pupils is often at much the same level. Most pupils are able to devise their own strategies for solving problems and are using these strategies both in working within mathematics and in applying mathematics to practical contexts. This was seen in a lesson for pupils in Year 6 who were using their number skills to calculate the area of complex shapes. Pupils are able to present information and results in a clear and organised way. However, inspection evidence, including lesson observation, discussion with pupils and scrutiny of work, indicates that above average pupils are not so adept at searching for a solution by trying out ideas of their own and checking whether their results are sensible. They find some difficulty in deciding for themselves which numerical operation or problem solving strategy to apply. While there are some examples of computers being used to develop work in mathematics, their potential, and that of other forms of information and communication technology (for example, digital and analogue devices and programmable toys) for extending the work of the above average pupils has not been exploited sufficiently.
34. The school's analysis of standards for the pupils who are now in Year 6 indicates that standards are similar to those achieved in the 2002 tests. It is recognised in the school's self-review document and the school improvement plan that the numbers of pupils reaching the higher levels should be better. Several initiatives have recently been developed, including additional support for pupils at the upper margins of Level 4, some specialist teaching in Year 6 by the co-ordinator and more detailed analysis of results from the national tests. It is, however, too soon for the effects of these to be evaluated. The co-ordinator for the subject recognises the need to place greater emphasis on the use and application of pupils' mathematical skills.

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

35. In the context of what is already a very good school, the headteacher, staff and governors should:
- (1) provide more opportunities for pupils to apply their skills in information and communication technology to work on classroom computers in other subjects by:
- establishing a culture where the classroom computers are seen as an integral teaching resource in all subjects;
  - in general subject planning, identifying opportunities where computers might be used to support learning;
  - devising a whole-school assessment system to track pupils' progress in class-based work on computers;
  - using computers more to extend the work of the above average pupils and consolidate learning for pupils who have special educational needs; and
  - building up software to support learning in all subjects.

(paragraphs 29-31)

(2) increase the number of pupils attaining higher levels in mathematics by the end of Year 6 by:

- ensuring that the work given to the above average pupils offers more challenge;
- providing more opportunities for pupils to develop the use and application of mathematics; and
- making greater use of computers and other forms of ICT to extend learning for the above average pupils.

(paragraphs 32-34)

It is recognised that the school is aware of these issues and has already begun to take some relevant action

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
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
Number	0	10	5	1	0	0	0
Percentage	0	63	31	6	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	44	201
Number of full-time pupils known to be eligible for free school meals	0	22

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	12	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	18	18	18
	Total	29	29	30
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	18	18	18
	Total	29	30	30
Percentage of pupils at NC level 2 or above	School	97 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	13	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	13
	Girls	11	11	12
	Total	21	23	25
Percentage of pupils at NC level 4 or above	School	84 (94)	92 (88)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	11	11	11
	Total	21	22	23
Percentage of pupils at NC level 4 or above	School	84 (88)	88 (88)	92 (94)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	200	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	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)	9.5
Number of pupils per qualified teacher	25
Average class size	25

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

Total number of education support staff	10
Total aggregate hours worked per week	208

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22
Total number of education support staff	1
Total aggregate hours worked per week	20
Number of pupils per FTE adult	22

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
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	£
Total income	569,903
Total expenditure	444,117
Expenditure per pupil	1,898
Balance brought forward from previous year	70,340
Balance carried forward to next year	125,786

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	245
Number of questionnaires returned	118

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	2	0	0
My child is making good progress in school.	52	42	2	0	4
Behaviour in the school is good.	62	31	3	1	3
My child gets the right amount of work to do at home.	35	46	9	2	8
The teaching is good.	61	36	3	0	0
I am kept well informed about how my child is getting on.	46	42	5	6	1
I would feel comfortable about approaching the school with questions or a problem.	65	28	5	2	0
The school expects my child to work hard and achieve his or her best.	61	32	3	1	3
The school works closely with parents.	46	43	7	2	2
The school is well led and managed.	53	39	3	2	3
The school is helping my child become mature and responsible.	60	35	1	2	2
The school provides an interesting range of activities outside lessons.	39	39	8	1	13