

# INSPECTION REPORT

**ST GODRIC'S CATHOLIC PRIMARY SCHOOL**

Durham

LEA area: Durham

Unique reference number: 114271

Headteacher: Mrs C Coxon

Reporting inspector: Fran Gillam  
21498

Dates of inspection: 11<sup>th</sup> –12<sup>th</sup> November 2002

Inspection number: 247444

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

|                              |  |
|------------------------------|--|
| Type of school:              | Infant and junior                              |
| School category:             | Voluntary Aided                                |
| Age range of pupils:         | 4 – 11 years                                   |
| Gender of pupils:            | Mixed  |
| School address:              | Carrhouse Drive<br>Framwellgate Moor<br>Durham |
| Postcode:                    | DH1 5LZ  |
| Telephone number:            | 0191 3847452                                   |
| Fax number:                  | 0191 3864995                                   |
| Appropriate authority:       | Governing Body                                 |
| Name of chair of governors:  | Mrs Mary Harrison                              |
| Date of previous inspection: | 2 <sup>nd</sup> – 5 <sup>th</sup> March 1998   |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                    |                      |
|--------------|--------------------|----------------------|
| 21498        | Fran Gillam        | Registered inspector |
| 14141        | Ernest Marshall    | Lay inspector        |
| 2759         | Derek Sleightholme | Team inspector       |

The inspection contractor was:

### **SCHOOLhaus** Ltd

Suite 17/18  
BPS Business Centre  
Brake Lane  
Boughton  
Nottinghamshire  
NG22 9HQ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

# REPORT CONTENTS

|   | Page      |
|---|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>                  | <b>7</b>  |
| Information about the school                          |           |
| How good the school is                                |           |
| What the school does well                             |           |
| What could be improved                                |           |
| How the school has improved since its last inspection |           |
| Standards   |           |
| Pupils' attitudes and values                          |           |
| Teaching and learning                                 |           |
| Other aspects of the school                           |           |
| How well the school is led and managed                |           |
| Parents' and carers' views of the school              |           |
| <br>  |           |
| <b>PART B: COMMENTARY</b>                             |           |
| <br>  |           |
| <b>WHAT THE SCHOOL DOES WELL</b>                      | <b>16</b> |
| <br>  |           |
| <b>WHAT COULD BE IMPROVED</b>                         | <b>17</b> |
| <br>  |           |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>  | <b>17</b> |
| <br>  |           |
| <b>PART C: SCHOOL DATA AND INDICATORS</b>             | <b>18</b> |



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

### **INFORMATION ABOUT THE SCHOOL**

St Godric's is an average sized primary school in Framwellgate Moor not far from Durham city. It is a Catholic voluntary aided school. There are 207 pupils on roll of which just over half are boys. Thirty children are in the Reception Year. The children's attainment when they first start school is above that expected for their age. There are seven classes and none of these classes have mixed age ranges. All but a few of the pupils come from a white British background. About four per cent come from other ethnic backgrounds, including pupils of Indian, Pakistani, Black African and Italian heritage; all of these pupils speak English fluently. The percentage of pupils entitled to free school meals is 2.4 per cent and very low compared with national figures. The number of pupils on the special educational needs register is 20 per cent and broadly average. Three pupils have statements of special educational need for severe learning difficulties. This is about 1.4 per cent and just below average. There have been 14 changes to the teaching staff in the last two years, including the appointment of the present headteacher. Staff changes have arisen due mainly to some teachers retiring and other teachers being successful in seeking promotion.

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

St Godric's is a very good school with some excellent features. Pupils attain high standards in both their academic and personal development. They do very well during their time in the school because of the very good teaching. Pupils enjoy their work because lessons are exciting and teachers make effective links between the different subjects to make learning interesting. The headteacher gives excellent leadership because she guides and supports the staff most effectively; this enables them to be successful in their work and to develop their strengths. The governors have a very clear overview of the school's work because of the extremely good arrangements for checking how well the school is doing. The evaluation of teaching and its effect upon how well pupils learn provides a clear focus for improvement. The school gives very good value for money.

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

- Pupils do very well during their time in the school and this reflects in the high standards by the end of Year 6.
- Pupils work very hard, behave very well and form excellent relationships.
- Teachers meet the needs of all the pupils very well and this leads to very good learning in lessons.
- The headteacher, senior managers and governors work very well together to maintain standards and bring about improvement.
- The school offers a rich and varied range of activities both in lessons and after school that excite and interest pupils.

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

- There are no areas identified for improvement

*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 very good improvement since the last inspection in March 1998. Standards have risen by the end of Year 2 and have been maintained by the end of Year 6 against an improving national picture. The quality of teaching is now better than it was; the high quality support and guidance staff receive now provide them with the skills to meet pupils' needs successfully. The arrangements for checking how well pupils are doing are much better than they were; they provide clear information for teachers, which they use very well to focus support for pupils. The school's plan for improvement now focuses very clearly upon standards. The careful analysis of test results and the evaluation of teaching and learning ensure that the governors and staff have a clear idea of how well the school is doing and the effectiveness of the decision they make. The quality of the work pupils are expected to do at home is now good and supports their learning successfully.

## 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    | B               |
| Mathematics     | A             | A*   | A    | B               |
| Science         | B             | A    | C    | C               |

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

The school sets realistic targets for standards by the end of Year 6; these are firmly based upon what is known about the pupils' achievements and were met successfully in the tests in 2002. Although standards are lower this year in science, the percentage of pupils at each level is almost exactly the same as those in English and mathematics. The school recognised there would be a drop in standards because there was a higher number of pupils with special educational needs in the group. During their time at St Godric's, pupils do very well. Standards are well above average in mathematics and above average in English and science for the present group of Year 6 pupils; this is very good progress based upon the standards these pupils attained as seven year olds. Pupils throughout the school do well in mental mathematics and in science investigations because of the many planned opportunities they have to develop their skills, knowledge and understanding. Thorough attention to developing reading and writing skills and the use of these to support work in other subjects leads to very good progress in English. Lower attaining pupils and those with special educational needs make particularly good progress because of the effective support they receive. Pupils develop information and communication technology (ICT) skills effectively and use these skilfully, for example to gather information and organise their writing. Throughout the school, pupils of different heritages are fully involved in lessons and their needs are met very well. As a result, they develop the skills of speaking, reading and writing English quickly and achieve good standards in their work. Standards in reading and writing are above average by the end of Year 2. Pupils of different abilities read confidently, fluently and with developing expression. Most of their writing shows a good understanding of when to use capital letters and full stops. In mathematics, standards by the end of Year 2 are also above average and mental mathematics skills develop very well. Higher attaining pupils quickly notice patterns developing when investigating numbers and use these successfully to help them solve problems. Children in the Reception Year make good progress and by the time they start in Year 1 their attainment is above that expected for their age.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Very good: pupils concentrate and listen very well to their teachers. They willingly take part in discussions and offer their ideas and opinions confidently.   |
| Behaviour, in and out of classrooms    | Very good: pupils work and play together happily. They behave very well in lessons and around the school.   |
| Personal development and relationships | Excellent: whether working in pairs or groups, pupils listen and respect the views of others extremely well. They form constructive relationships that lead to the high level of harmony within the school. |
| Attendance                             | Very good: the rate of attendance is much higher than that nationally and reflects the pupils' enjoyment of school.   |

Pupils say they like coming to school because teachers make learning fun and interesting. They like the way the teachers care for them and because of this they want to do well and work hard. The school council provides an effective platform for pupils to voice their opinions and have their views taken into account.

## TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching    | 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.*

Teaching is very good because from the start the basic skills of reading, writing and mathematics are taught thoroughly from Reception Year to Year 2. This gives pupils the firm foundation upon which to develop their learning further across all subjects. Teachers' planning ensures that pupils have very good opportunities to try out their numeracy, literacy and ICT skills, knowledge and understanding to help them, for example, record their results in science, write accounts in history and gather information in geography. The planning is also very effective in meeting the needs of all pupils because it ensures that enough demand is placed upon the higher attaining and average attaining pupils to do as well as they can. For the lower attaining pupils and pupils with special educational needs, care in devising the activities makes sure that they do not struggle with the tasks. This builds their confidence to try things for themselves. Teachers share information clearly with pupils and this leads to pupils settling quickly to their work because they know what is expected from them. Pupils of different abilities, boys and girls and those from different ethnic backgrounds are fully involved in lessons. This is due to the way that teachers ask questions that draw in the different groups and help them to think more deeply or consolidate their learning. Learning support staff provide effective help and guidance to pupils because teachers provide clear instructions which they follow carefully. Pupils are clear about how well they are doing and what they need to do to improve further. This is because teachers' marking points this out to them plainly. Teachers use interactive whiteboards<sup>1</sup> very well to support their teaching and aid pupils' learning; they also make good use of time in lessons to work with the whole class, small groups or individuals. This ensures that they focus their support and guidance when and where it matters most.

## OTHER ASPECTS OF THE SCHOOL

| Aspect   | Comment  |
|--|--|
| The quality and range of the curriculum  | Very good: the strategies for literacy and numeracy support teaching and learning very well. There is an extensive range of activities outside lessons that add very much to the pupils' enjoyment of school.  |
| Provision for pupils with special educational needs  | Very good: support is unobtrusive and gives these pupils the confidence to try things out for themselves. The success of the extra help shows in how well these pupils do during their time in school.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural, development | Excellent: the school successfully encourages pupils to think about the plight of others; to consider the impact of their actions and show them how to work and play together constructively. There is a strong emphasis upon teaching pupils about the beliefs and cultures of other communities. |
| How well the school cares for its pupils   | Very good: checking how well pupils are doing, both in their work and in their personal development, is very good. As a result, teachers know what is needed to help pupils do well and improve even further.  |

The pupils develop respect for each other, their school and the wider world. This is because of the way pupils are treated by the staff and the experiences the staff provide. Reflecting upon the needs of others and having care for their families, friends and those less fortunate than themselves underpins the work of the school and reflects its Catholic ethos. Parents support the work of the school very well, helping their children with work at home, supporting events in school and giving their expertise when helping with clubs or in classrooms. The staff welcome this support and appreciate the contribution the parents make to the children's learning.

<sup>1</sup> Large boards that are used to project information from computer screens and also to write upon, which teachers and pupils can use to show, for example, mathematical calculations, sentences or phrases.



## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good: the headteacher provides excellent support and guidance for staff. Staff new to the school feel well informed and able to carry out their teaching and leadership roles confidently and effectively. |
| How well the governors fulfil their responsibilities             | Excellent: the governors know the challenges facing the school because they question and probe how well the school is doing and evaluate the impact of their decisions upon raising standards.                  |
| The school's evaluation of its performance                       | Excellent: there is a wide range of ways in which the school measures its performance; these are used well to identify areas for improvement and build upon strengths.  |
| The strategic use of resources                                   | Very good: funding is used wisely to focus resources to support teaching and learning successfully.   |

The school compares its standards with all schools and with those of a similar background, and challenges the standards it attains. The headteacher and governors use this information extremely well to identify areas for improvement. There was a higher than recommended carry-forward in the budget, which has now been reduced appropriately to the recommended level by the appointment of additional staff to support lower attaining pupils.

## 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.</li> <li>• The progress their children make.</li> <li>• The good standard of behaviour and how the school is helping their children become mature and responsible.</li> <li>• The quality of teaching.</li> <li>• How the school expects their children to work hard and do their best.</li> <li>• The way the school is led and managed.</li> </ul> | <ul style="list-style-type: none"> <li>• Being kept informed about how well their children are getting on.</li> </ul> |

The team agrees with the positive views of parents. However, the information about how well their children are getting on is clear and helpful; some parents felt that the timing of meetings was not always helpful for the working parents but the school offers parents the chance to meet with teachers at more convenient times if they request.

## **PART B: COMMENTARY**

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

**Pupils do very well during their time in the school and this reflects in the high standards by the end of Year 6.**

1. The children get off to a good start in the Reception class. The basic skills in literacy and numeracy are taught well in the Reception Year and built upon very well in Years 1 and 2. Teachers place a strong emphasis upon providing pupils with chances for repetition and practice to secure their skills, knowledge and understanding and give an effective impetus to the next stage of the pupils' learning. This leads to pupils by Year 2 being competent readers. They have a strong preference for the books they enjoy reading. For example, boys often prefer information books, which they read carefully and with good understanding. Girls often prefer fiction but they too read carefully and show they understand the main points of the story. Pupils of different abilities develop some useful strategies to help them read unfamiliar words such as sounding out groups of letters or reading to the end of the sentence or passage to help them understand the meaning of the word. In writing, they show a good understanding of the function of capital letters and full stops. Higher attaining pupils are developing a clear understanding of choosing words to bring interest to the reader. They are beginning to make some good use of words to connect different parts of their stories such as 'suddenly', 'after a while' and 'eventually'. Average attaining and lower attaining pupils are developing a wider range of words to add excitement and they use ICT well to develop their work further. For example, they amend simple phrases such as 'the cat sat on the mat' to 'the posh cat sat on the golden mat', making a better choice of words to grab the interest of the reader.
2. Throughout Years 3 to 6, teachers develop the pupils' skills knowledge and understanding further in the well-conceived tasks they plan for them. By the time pupils are in Year 6, they are prolific, accomplished and competent readers. They clearly explain the different strategies they use to help them read unfamiliar text and use various means to ensure that they choose books that will interest and challenge them. For example, they read the detail on the back of the book or in the preface to check whether they will enjoy it. They make simple but effective tests to ensure that they are not overstretching themselves by reading short passages; if they find the text very easy or falter on too many words, they reject their choice and seek a more suitable alternative. They show a very good understanding of their own learning. They also use information books competently to skim the text for understanding and scan for specific details. They fully understand how to find books in the library and to narrow their search within the book by using the contents and index pages. By Year 6, the pupils' writing shows maturity and a clear understanding of the use of punctuation, and the structure of their writing is well organised and fits the purpose for which they are writing. The thorough and systematic teaching of the basic skills in the younger classes is built on very well and contributes to the above average standards in English by Year 6.
3. In mathematics, pupils also have a good grounding in the basic skills. They use these skills very well to develop their knowledge and understanding across the range of mathematical experiences. Teachers provide an efficient balance between giving pupils the chance to use and apply their mathematical skills and in developing their knowledge and understanding in shape and measures, number and handling data. This reflects in the very good progress pupils make and the high standards they attain. The balance between sharing information with pupils and allowing them to work as a group or independently ensures that there is time for consolidation and practice for the lower attaining or to extend the learning of the other groups within the class. By the time pupils are in Year 2, they begin to notice patterns emerging. For example, higher attaining pupils could see how the numbers were altering as they moved objects from one group to another yet the total of 11 remained the same. They used this information very well when they came to record the number facts of larger numbers accurately. By Year 6, the lower attaining pupils do very well, quickly developing their skills and working more accurately as the

term progresses. They benefit from the focused support of the part-time teacher who meets their needs very well. There is clear evidence of this group of pupils gaining in confidence and completing accurate and increasingly more difficult calculations. This support allows the class teacher to focus more effectively upon the higher attaining and average attaining pupils who gain from more individual support. In just over half a term, these pupils are also doing very well and standards are high as a result.

4. Pupils' progress is good in ICT and science, because again teachers provide some very good opportunities for pupils to consolidate and then extend their skills, knowledge and understanding. In science the emphasis upon pupils learning through observation and investigation strengthens pupils' scientific knowledge and understanding effectively. By Year 6, pupils present their work neatly. Diagrams are labelled clearly and these support their scientific explanations well. Writing skills support pupils' scientific achievement very well because they write their own accounts of their findings. Useful prompts, for example in how to set out their investigations, ensure that pupils organise their work logically and that they develop their ideas step by step. They use technical terms correctly and consistently because this is taught well. In ICT, pupils experience the full range of the ICT curriculum and this provides a breadth of experience that results in above average standards by the end of Year 6. Pupils competently use computers to word process their writing, organising it carefully and skilfully amending their work when required. Pupils develop reading skills when accessing the Internet and gathering information to extend their learning.

**Pupils work very hard, behave very well and form excellent relationships.**

5. Pupils enjoy school because they feel valued and happy. They find lessons exciting and fun and this captures their interest. This is a significant reason why they enjoy coming to school so much. The children in the Reception class work together happily. They talk confidently about what they are doing and what they like best. For example, some higher attaining children proudly showed the letters they had been practising. They explained the sounds the letters made and showed how they would write them. Other children told a story using the pictures in the book to help them remember what they had heard the teacher read at an earlier time. They showed a real enjoyment in what they were doing, developing a love of books and also a very good understanding of how print carries meaning.
6. The children in the Reception class work well with each other; they share equipment and take turns sensibly. Staff encourage the children's natural curiosity by planning activities that appeal to them and engaging them in conversation. The children concentrate well and this begins to develop some good working habits. Children know how to behave properly and have consideration for others because this is fostered in the way the adults treat the children and through the stories they listen to.
7. Throughout the rest of the school, pupils build very well upon this firm foundation. They continue to develop positive attitudes towards their learning. This shows in the way that they work very hard and concentrate so well in lessons. Their very good behaviour contributes very effectively when they are expected to work together or on their own. They can be trusted to try hard and this is very much due to the way their efforts are acknowledged. Older pupils talked about being "helped if you get 'stuck'" and "how you do not feel humiliated if you get things wrong". Pupils feel that praise is given when it is well deserved and any problems are dealt with fairly. Throughout the school, pupils have a clear understanding of the difference between right and wrong. This is developed well by encouraging pupils to be aware of their actions upon others and the way they are encouraged to care for others. Pupils willingly play together and older pupils make a good job of looking out for those younger than themselves.
8. Pupils listen very well to teachers' explanations. This helps the pupils to tackle activities confidently and settle quickly to their work. Throughout the school, both boys and girls offer their ideas willingly because the excellent relationships with teachers mean they know their efforts

will be valued. Pupils co-operate very well because, in lessons, the organisation of pupils encourages effective working partnerships. Pupils share ideas and respect the views of others; this was very apparent in a science lesson in Year 5. Pupils planned their science investigation very well, their level of talk was very good and they confidently discussed what they were going to do.

9. The way that staff relate to pupils of different attainments, boys and girls and pupils from different ethnic backgrounds, provides a very good example for the pupils to follow. This contributes to the high level of harmony both in the classrooms and around school.
10. Pupils enjoy receiving stickers and certificates for good behaviour and hard work. They are particularly proud to be chosen for the 'star lunch' when their efforts are rewarded by sitting with the headteacher at lunchtime. Pupils' writing and ICT skills are supported well because they reply by either email or letter to their invitation. The school council provides a good opportunity for pupils to voice their opinions and they like the way their ideas are listened to. The post box where pupils and parents, if they wish, can anonymously offer suggestions, make complaints or highlight personal worries is a useful means of communication for those more reticent about voicing their views.
11. The pupils want to learn and the way they concentrate and work hard makes lessons run smoothly, supports how well they do in lessons and contributes very well to the high standards the school attains.

**Teachers meet the needs of all the pupils very well and this leads to very good learning in lessons.**

12. The school aims to help pupils develop lively enquiring minds, to develop the ability to question and argue rationally, and apply themselves to tasks and physical skills. Teachers respond to this aim very well by planning lively and interesting lessons that grab the pupils' attention and that take account of the differing needs of the pupils in their care. Lessons are often interesting because teachers ensure that the pupils are challenged to do well. Staff recognise the strengths of their pupils and provide very good chances for them to extend their skills, knowledge and understanding or to consolidate their learning. This provides pupils of differing abilities with the confidence to work on their own, when necessary, and builds their self-esteem when they do well.
13. The questions teachers ask in lessons probe the pupils' understanding, sometimes to establish the extent of their knowledge and at other times to encourage pupils to think more deeply. For example, in a Year 6 mathematics lesson the teacher asked, "What is symmetry?" The pupils' responses ranged in detail. As a result, the teacher skilfully gauged the pupils' ability and balanced the level of information he shared with the pupils with the amount they had to think through for themselves. This placed enough demand upon the higher attaining pupils but at the same time provided sufficient support for the rest of the class to aid their understanding. In no time at all, pupils of all abilities were able to define what is meant by symmetry and make accurate drawings of the reflections of different shapes. Teachers' questioning skilfully draws in the different groups within the class, sometimes focusing upon a group of pupils such as the lower attaining or boys or girls. Individual well-focused questioning ensures that pupils from different ethnic backgrounds are also included and also ensures that the more reticent pupils have a chance to contribute and do well.
14. Teachers make very good use of resources to support pupils' learning. For example, in a Year 4 mathematics lesson, sheets that asked questions and gave instructions such as:
  - What are you trying to find out?
  - What operation do you need?
  - What calculation is needed?

- Estimate – calculate.
- Check it and answer.

helped pupils to work in a thorough and logical way to solve mathematical problems. The interactive whiteboards are very useful aids to learning, particularly as teachers use them so skilfully to support pupils' learning. For example, in a Year 2 lesson, pupils quickly formulated and organised their ideas to plan the story of a supermarket mishap. The excellent visibility that the whiteboard provided ensured that all pupils could see clearly and feel confident about offering their ideas. The work of the learning support assistant inputting the information made sure that the teacher concentrated her efforts upon talking with and questioning the pupils. The pupils planned a clear beginning, middle and end to the story and were well placed to start writing their own accounts the next day. In Year 1, using masks and reading expressively captured the pupils' interest. They quickly understood what the word 'character' meant when talking about stories and noticed the importance of capital letters and full stops when reading aloud.

15. Teachers provide an efficient balance between whole class work and working either in groups or individually to allow pupils to investigate their ideas further, as in science experiments, or to practise and refine their skills, as in ICT. They make successful links between the different subjects to give purpose to what the pupils are learning, for example, constructing graphs in science using numeracy skills and writing accounts, or making presentations to depict people from history such as Anne Frank.
16. Teachers identify targets for the pupils to achieve. These are shared with the pupils and set out clearly. Learning support assistants are also made aware of these targets so that they can give maximum support to pupils. Regular checking ensures that these targets are current and change in line with pupils' successes. Older pupils, in particular, welcome the targets because they like to know what they need to do to improve further and this helps them to try hard. In Year 6, the pupils like the way the teacher uses symbols to tell them, for example, if something is wrong and they need to try again or whether they need to talk with the teacher about their work. Throughout the school, pupils' work is marked regularly. Written comments summarise how well pupils are doing and what else they need to do to improve even further. Staff know the pupils very well because they assess how well they are doing carefully. They quickly develop excellent relationships with the pupils and gain their respect because they are fair and open with them. Pupils are happy in their work and play because they feel safe and secure and know that adults who work in the school care for them and want them to do well.

**The headteacher, senior managers and governors work very well together to maintain standards and bring about improvement.**

17. The headteacher provides excellent support and guidance for staff. There is a strong feeling of teamwork within the school, which includes all staff and governors. In the time since the last inspection, there have been 14 changes to the teaching staff, including the appointment of the headteacher. This has been managed very well.
18. The arrangements and procedures in place to help staff new to the school ensure that they quickly settle into their roles and responsibilities, because they are clear and easy to follow. For example, mechanisms to support the smooth transition into their new post include most useful documentation such as a staff handbook and school brochure, but in addition teachers meet with the pupils in the term preceding their appointment. They also meet the existing class teachers and have test results and assessments provided to give a clear view of how well the pupils are doing and what they need to learn next. Within the first term an agreed strategy for supporting their introduction to their new post including:
  - a series of lesson observations to focus support and recognise strengths;

- training for their subject responsibility and in one instance shadowing the work of the special educational needs co-ordinator.

This gives these new teachers a strong feeling of belonging, recognises their strengths and supports their further development. This quickly assimilates them to the working procedures within the school. As a result, they feel that they are fully involved in the work of the school and their efforts valued. This has a significant impact upon the team spirit in the school.

19. Support for longer serving staff is also very effective in bringing about improvements to teaching and learning. The head and deputy headteacher use the evaluations of teaching very well to identify where improvements are necessary and to build upon teachers' strengths. This has proved very beneficial in guiding the teaching of children in the Reception class. Help in improving planning and the organisation of activities has given added impetus and confidence to teaching. The provision for children is good because activities are relevant to the ages and interests of the children. This is evident in the progress they are making and the enjoyment they show in their work.
20. The analysis of the test results taken by pupils at the end of Year 2 and Year 6 and of testing in other year groups is excellent. This contributes to the very good job the school does of building on pupils' achievements. The headteacher, deputy headteacher and governors carefully check how well the school compares to all and similar schools and uses this information extremely well to assess how successful the school is in raising standards. From this any areas that look stronger or weaker by comparison are rigorously checked against what is taught to identify what is working well and not so well. This then gives clear pointers to what might need improving. This is a big improvement in the school's work since the last inspection and is a key reason why standards have been maintained by Year 6 and improved by Year 2. For example, writing was identified as an area for improvement after the test results in 2001. Teachers focused more intently upon giving pupils in Years 1 and 2 clear pointers for improvement when marking or talking to pupils about their work. They ensured their planning really placed enough demand upon the higher attaining pupils and built in support for the lower attaining pupils; the headteacher then evaluated the quality of teaching and learning through lesson observations and analysing pupils' work. As a result, standards improved; pupils in the present Year 2 write clearly and use capital letters and full stops accurately in their work.
21. The headteacher, deputy headteacher and governors make most effective use of the information from tests and assessments to direct support and resources for individuals and groups of pupils. This shows in the investment made in appointing extra support to help the lower attaining pupils in Year 6. This is proving successful, with these pupils already doing very well in developing their skills in English and mathematics.
22. The headteacher draws together the information about pupils' achievements and the standards that the school attains very well. This is clearly explained to the governors so that they know exactly the areas to concentrate upon to raise standards further. The governors have an excellent understanding of what the school does and how well it is doing.

**The school offers a rich and varied range of activities both in lessons and after school that excite and interest pupils.**

23. Pupils say how much they enjoy their lessons because they are exciting and interesting. They also appreciate the extensive range of activities they have to choose from outside normal lessons.
24. The strategies for teaching literacy and numeracy are very effective because teachers use them well to develop pupils' skills in reading, writing and mathematics. They give plenty of opportunities for pupils to use their skills to support their work in other subjects. In science, for example, pupils develop their numerical skills by constructing graphs or tables to record their results. This is effective because the higher attaining pupils apply their knowledge of

multiplication tables to choose the best scale to reflect their results clearly. The lower attaining list their results in charts which still allows them to identify patterns and the extremes in their findings. Teachers provide some very good opportunities for pupils to use ICT to support their learning in other subjects. This is evident in the way pupils can organise their writing using word processing skills and gather information to help with geography, science and history investigations.

25. Pupils with special educational needs are provided for very well. Whether working in class, or withdrawn to work in a smaller group, teachers ensure that they follow a similar diet to that of their classmates. Well-focused support, either through booster classes, extra support in lessons or through schemes such as the additional and early literacy strategies, provide pupils with special educational needs and the lower attaining with some very good opportunities to consolidate and develop their skills further. The very good progress they make reflects the high standards the school attains by the end of Year 6.
26. The strong emphasis upon ensuring that all pupils have the chance to take part in lessons ensures that pupils from different heritages are fully involved in activities. The school does much to raise awareness of other cultures and beliefs. They draw upon the parents' willingness to share their experience and expertise to support the pupils' understanding and this is effective, for example, in bringing the different cultures represented within the school to life. The teachers build upon this work very well. For example, in the Reception class, the children develop this understanding further by engaging in role-play in the Indian restaurant and dressing in saris. Throughout the school, activities celebrate different cultures, both ancient and modern, such as in history in Year 3 studying the life of the Ancient Greeks and in Year 2 looking at life on an isolated Scottish island. Links with a school in the Gambia also provide insight for pupils into a life very different from their own. These experiences foster a very good understanding of the wider world in which they live and develop a clear understanding of those who have different beliefs and perhaps values to their own.
27. The extensive range of activities outside lessons supports pupils' sporting, musical and artistic skills very well. Parents support the school's efforts to extend the activities on offer by helping to run some of the after-school clubs. The school very much appreciates this support and the way that parents are keen to see their children taking part in, for example, musical shows and events. The school makes very good use of links with the local university and sixth form college to help support the pupils' sporting achievements. This reflects in the awards the school has received, such as the Activemark award, and in their achievements in local sporting events such as football and athletics competitions.

**WHAT COULD BE IMPROVED**

There are no points for improvement.

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

There are no points for improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

12

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         | 4         | 8    | 0            | 0              | 0    | 0         |
| Percentage | 0         | 33        | 66   | 0            | 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 eight percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y6

|   |     |
|---|-----|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 207 |
| Number of full-time pupils known to be eligible for free school meals | 5   |

FTE means full-time equivalent.

#### Special educational needs

YR – Y6

|   |    |
|---|----|
| Number of pupils with statements of special educational needs       | 3  |
| Number of pupils on the school's special educational needs register | 19 |

#### 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 | 5 |
| Pupils who left the school other than at the usual time of leaving           | 7 |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 3.5 |
| National comparative data | 5.4 |

#### 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)

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2002 | 15   | 10    | 25    |

| National Curriculum Test/Task Results       |          | Reading | Writing  | Mathematics |
|---|----------|---------|----------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | *       | *        | *           |
|   | Girls    | *       | *        | *           |
|   | Total    | 24      | 25       | 25          |
| Percentage of pupils at NC level 2 or above | School   | 96 (97) | 100 (97) | 100 (97)    |
|   | National | 84 (84) | 86 (86)  | 90 (91)     |

| Teachers' Assessments                       |          | English  | Mathematics | Science |
|---|----------|----------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | *        | *           | *       |
|   | Girls    | *        | *           | *       |
|   | Total    | 25       | 25          | 24      |
| Percentage of pupils at NC level 2 or above | School   | 100 (97) | 100 (97)    | 96 (97) |
|   | National | 85 (85)  | 89 (89)     | 89 (89) |

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

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

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2002 | 22   | 10    | 32    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | *       | *           | *       |
|   | Girls    | *       | *           | *       |
|   | Total    | 28      | 26          | 27      |
| Percentage of pupils at NC level 4 or above | School   | 88 (97) | 81 (87)     | 84 (97) |
|   | National | 75 (75) | 73 (71)     | 86 (87) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | *       | *           | *       |
|   | Girls    | *       | *           | *       |
|   | Total    | 28      | 25          | 26      |
| Percentage of pupils at NC level 4 or above | School   | 88 (83) | 78 (87)     | 81 (87) |
|   | National | 73 (72) | 74 (74)     | 82 (82) |

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

\* Because ten or fewer girls took the tests by the end of both Key Stage 1 and 2 the figures are omitted from the tables in line with the governors' reporting requirements to parents.

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

| <b>Categories used in the Annual School Census</b>  |
|---|
| White – British                                     |
| White – Irish                                       |
| White – any other White background                  |
| Mixed – White and Black Caribbean                   |
| Mixed – White and Black African                     |
| Mixed – White and Asian                             |
| Mixed – any other mixed background                  |
| Asian or Asian British - Indian                     |
| Asian or Asian British - Pakistani                  |
| Asian or Asian British – Bangladeshi                |
| Asian or Asian British – any other Asian background |
| Black or Black British – Caribbean                  |
| Black or Black British – African                    |
| Black or Black British – any other Black background |
| Chinese   |
| Any other ethnic group                              |
| No ethnic group recorded                            |

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

| <b>No of pupils on roll</b> | <b>Number of fixed period exclusions</b> | <b>Number of permanent exclusions</b> |
|-----------------------------|--|---------------------------------------|
| 197                         | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 2                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 3                           | 0  | 0                                     |
| 2                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 2                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 0                           | 0  | 0                                     |
| 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) | 8.6   |
| Number of pupils per qualified teacher   | 24:1  |
| Average class size                       | 29.57 |

#### **Education support staff: YR – Y 6**

|   |     |
|---|-----|
| Total number of education support staff | 5   |
| Total aggregate hours worked per week   | 117 |

***FTE means full-time equivalent***

### ***Financial information***

|  |         |
|--|---------|
| Financial year                             | 2001/02 |
|  | £       |
| Total income                               | 424121  |
| Total expenditure                          | 423384  |
| Expenditure per pupil                      | 2055    |
| Balance brought forward from previous year | 51875   |
| Balance carried forward to next year       | 52612   |

### ***Recruitment of teachers***

|  |   |
|--|---|
| Number of teachers who left the school during the last two years   | 6 |
| Number of teachers appointed to the school during the last two years   | 8 |
|  |   |
| Total number of vacant teaching posts (FTE)  | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 207 |
| Number of questionnaires returned | 95  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 71             | 26            | 1                | 0                 | 2          |
| My child is making good progress in school.  | 49             | 41            | 5                | 1                 | 3          |
| Behaviour in the school is good.   | 53             | 43            | 0                | 0                 | 4          |
| My child gets the right amount of work to do at home.                              | 40             | 44            | 8                | 1                 | 6          |
| The teaching is good.  | 56             | 38            | 0                | 1                 | 5          |
| I am kept well informed about how my child is getting on.                          | 44             | 37            | 14               | 4                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 63             | 29            | 3                | 2                 | 2          |
| The school expects my child to work hard and achieve his or her best.              | 66             | 32            | 1                | 0                 | 1          |
| The school works closely with parents.   | 45             | 41            | 8                | 3                 | 2          |
| The school is well led and managed.  | 45             | 46            | 2                | 1                 | 5          |
| The school is helping my child become mature and responsible.                      | 59             | 36            | 2                | 1                 | 2          |
| The school provides an interesting range of activities outside lessons.            | 55             | 32            | 11               | 0                 | 3          |