

## INSPECTION REPORT

**ST LUKE'S C of E VOLUNTARY CONTROLLED PRIMARY  
SCHOOL**

Endon, Stoke-on-Trent

LEA area: Staffordshire

Unique reference number: 124250

Headteacher: Mrs Ann Eaton

Reporting inspector: Mr Alan Fullwood  
21184

Dates of inspection: 25 - 27 February 2002

Inspection number: 242781

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Leek Road Endon Stoke-on-Trent Staffordshire
Postcode:	ST9 9EB
Telephone number:	01782 502369
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs G White
Date of previous inspection:	September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Luke's is a slightly smaller than average sized primary school situated in the village of Endon on the edge of Stoke-on-Trent. There are 212 boys and girls on roll taught in seven single aged classes. Currently, there are slightly more girls than boys. At the time of the inspection there were 28 children in their foundation year in the reception class. The school is popular and is generally oversubscribed in the reception year. Most pupils live in owner-occupied dwellings in the village, although a significant number of pupils are from a wider geographical area. There is little movement of pupils to and from the school. Most pupils attend one of three private nursery schools before admission to the school. Approximately five per cent of pupils are on the school's special educational needs register as needing some form of additional support, which is below the national average. Approximately two per cent of pupils are entitled to free school meals, below the national average. There are a few pupils from ethnic minority backgrounds but none who are at an early stage in learning English. The attainment of children on entry to the school, although wide ranging, is generally above average.

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

St Luke's is an effective school that provides a good education for its pupils and enables them to achieve good standards in English, mathematics and science. The school is led and managed well. It provides good value for money.

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

- Enables pupils to achieve well in English and mathematics at the end of Key Stage 2.
- The provision made for children during the foundation year and the teaching they receive.
- Encourages an ethos where pupils feel cared for and supported and makes good provision for pupils' personal development, encouraging very good attitudes to learning, very good behaviour and positive relationships.

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

- The school's systems for evaluating its performance through the systematic monitoring of the quality of teaching.
- The opportunities for pupils to be aware of the multicultural heritage of Britain today.
- The systems the school has for communicating with parents.

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

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

The school has made good progress since it was last inspected in September 1997. Standards in English, mathematics and science have improved in line with the national trend but remained well above national averages. The procedures for assessing pupils' attainment and progress have improved significantly and good use is made of assessment information when teachers plan work for pupils. School development planning has improved and the plan is a useful tool for moving the school forward with relevant targets. Now that many new staff have had time to settle into the school it is well placed to make further improvement.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	B	C
Mathematics	A	A*	A	A
Science	B	A*	A	A

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

The above table shows that by the end of Year 6, pupils' standards of attainment in mathematics and science at the end of Year 6 in the year 2001 National Curriculum tests were well above average in comparison with all schools and schools which admit their pupils from similar backgrounds. Pupils' attainment in English was above average in comparison with all schools but average in comparison with similar schools. This was because a smaller percentage of pupils achieved the higher Level 5 in English than in mathematics and science. Inspection evidence indicates that the attainment of the current group of pupils in Year 6 in English and mathematics is well above expected levels and that they make good progress in these subjects. Pupils' standards in science are above expectations for their age and pupils make satisfactory progress. Pupils make at least satisfactory progress and attain standards in other National Curriculum subjects in line with national expectations. The school's ambitious targets for 2001 were exceeded in English and achieved in mathematics.

National Curriculum test results at the end of Year 2 in 2001 showed pupils' standards of attainment in reading to be in the top five per cent nationally when compared with all and similar schools. Pupils' attainment in writing and mathematics was well above national averages when compared to all schools. Standards of attainment in writing were also well above average when compared to similar schools and standards in mathematics were above average. Inspection evidence indicates that the attainment of the current group of Year 2 pupils is above expectations in reading, writing and mathematics. Pupils generally make good progress in these areas and in most National Curriculum subjects.

The attainment of the children on entry to the school, although wide ranging is generally above average. The attainment of the current group of Foundation Stage<sup>1</sup> children was average this year. While in the reception classes children generally make good progress and are on track to reach the Early Learning Goals<sup>2</sup> in their personal, social, emotional, physical

<sup>1</sup> The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical development and creative development.

<sup>2</sup> Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own

and creative development and in their knowledge and understanding of the world. Many pupils have already reached the Early Learning Goals in communication, language and literacy skills and in their mathematical development and are working at the early stages of the National Curriculum.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils are eager to learn and develop very good attitudes to their learning. They take an active part in classroom discussions and work well together.
Behaviour, in and out of classrooms	Behaviour in lessons is very good overall. Pupils work well with others and share equipment when required. At breaktimes pupils play well together and move around the school in an orderly manner. Lunchtimes are pleasant social occasions.
Personal development and relationships	Good. Pupils have good relationships with one another and respect others' feelings, values and beliefs. They are encouraged to show initiative and take responsibility including working independently in class. Opportunities to carry out independent research using the library are less well developed.
Attendance	Good. Pupils' levels of attendance are consistently above national averages. They arrive at school on time and are punctual for lessons.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Good	Good	Good

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

The quality of teaching is good overall, and varies from very good to satisfactory. It was at least satisfactory in all lessons during the inspection and was good in approximately half of the lessons observed, and very good in one in ten lessons. It was particularly good in the Foundation Stage and in the Year 5 and 6 classes. The overall good profile of teaching has been maintained since the last inspection.

Strengths of teaching are teachers' secure knowledge and understanding of the National Curriculum, the good relationships they enjoy with pupils and their management of them. A characteristic of the good or better teaching was the teachers' ability to impart their enthusiasm for the subject to the pupils and the tight time structures they use to ensure pupils make good progress through their involvement and motivation. Relative weaknesses

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name and other things such as labels and begin to write simple sentences.

in teaching were when lessons lacked clear learning outcomes and when work was insufficiently matched to the needs of all pupils, particularly the more able.

The quality of teaching of children in the Foundation Stage is consistently good or better. The National Literacy and Numeracy Strategies have been implemented well and pupils make good progress and achieve well in relation to their prior attainment. The quality of teaching in other National Curriculum subjects is generally satisfactory and sometimes good.

Satisfactory use is made of homework to support pupils' learning. However, the amount of homework set varies from class to class, and from term to term. Pupils' work is marked regularly and often contains supportive comments. It regularly includes comments on how pupils could improve their work. The teaching of pupils with special educational needs is good. They are supported well in class by teaching assistants and through the adaptation of the work to meet their needs.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and relevant and caters well for the range of pupils' interests and abilities. The National Literacy and Numeracy Strategies have been implemented well. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils make good progress in relation to the targets set in their individual education plans and are supported well by teachers and assistants
Provision for pupils with English as an additional language	Good. Pupils make good progress in their learning and receive appropriate support from adults. The majority achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for pupils' spiritual development through the school's caring Christian ethos and the good quality daily acts of collective worship. Good role models of staff, and clear codes of behaviour ensure pupils develop a very mature understanding of moral and social responsibilities. Provision for pupils' cultural development is satisfactory but few opportunities are given to pupils to become more aware of the beliefs and customs of the diverse multicultural nature of Britain.
How well the school cares for its pupils	Very good. The staff are caring and supportive of pupils. They are well supervised at lunchtimes and enjoy the extra-curricular activities provided. The arrangements for child protection are satisfactory.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed well. The headteacher provides a clear educational direction to the work of the school. However, systems for monitoring the work of the school are relatively new and the monitoring of teaching is not systematic enough to identify what works well and what could be improved.
How well the governors fulfil their responsibilities	Satisfactory and they meet their statutory requirements. The governing body is supportive of pupils and staff but has yet to develop its own procedures for monitoring the work of the school.
The school's evaluation of its performance	Satisfactory. The school is at an early stage in developing procedures for evaluating its work.
The strategic use of resources	Satisfactory. The school applies the principles of best value when making major purchases but is yet to evaluate the cost effectiveness of major spending decisions and their impact on pupils' standards of attainment.

## 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 enjoy coming to school.</li> <li>• The school expects their children to work hard and helps them to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about how their child is getting on.</li> <li>• The way the school encourages a partnership with them.</li> <li>• The range of activities the school provides outside of lessons.</li> <li>• The amount of homework set.</li> </ul>

Inspectors' judgements support parents' positive views. Some parents thought that the school did not provide an interesting range of activities outside lessons. There is in fact a good range of such activities. Parents have regular opportunities to discuss their child's progress with their teacher and pupils' annual progress reports are appropriately detailed. However, there is clearly dissatisfaction among a minority of parents about the way the school encourages a partnership with them. This is a surprise to the headteacher and one which the school intends to address in the near future. Inspection evidence indicates that some parents are right to draw attention to the inconsistency with which homework is set across the school and the need for better information for parents about what homework has been set. The school wishes to encourage a positive working partnership with all parents.

## **PART B: COMMENTARY**

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

#### **Enables pupils to achieve well in English and mathematics at the end of Key Stage 2.**

1. Results in the national tests in English at the end of Year 6 were above the national average in 2001, and although varying from year to year, have been well above national averages since the time of the last inspection in 1997. The standards attained were average in comparison with schools who take their pupils from similar backgrounds. The percentage of pupils reaching the higher than expected Level 5 was close to the national average. The performance of boys and girls was similar. Inspection evidence indicates that pupils of all abilities are making good progress, particularly in Years 5 and 6. The attainment of the current group of Year 6 pupils indicates that overall pupils are working at well above expected levels for their age and that they are achieving well in relation to their attainment at Key Stage 1.
2. Most Year 6 pupils write extensively in a range of different styles, such as stories, poetry, persuasive texts and play scripts. They make good use of punctuation when using grammatically correct complex sentences and spell correctly a wide range of common and more unfamiliar words. Higher attaining pupils structure their writing well, making good use of paragraphs. They choose their words with care using delightful phrases such as "...feeling slightly dejected at the sight" or "Fireworks lit the night sky, dazzling and sparkling". Average attaining pupils make good progress, particularly in the more secretarial skills of writing, making good use of a range of punctuation such as speech marks, exclamation marks and commas. They are aware of the need to vary their length of sentence in various situations, such as using short sentences when creating a tense atmosphere or describing fast action. They are beginning to structure their work well with paragraphs but are not always able to fully develop their ideas and extend their stories. A few below average attaining pupils, although able to write extensively punctuating their work well and spelling familiar words correctly, often make little use of description in their work and do not sustain their ideas or the structure of their work. However, pupils of all abilities make good progress and present their work neatly and take pride in it. Pupils achieve well because of the good quality teaching they receive, particularly in the Year 2 and 6 classes.
3. In the year 2001 national tests at the end of Key Stage 1, pupils' attainment in reading was in the top five per cent of schools nationally when compared with all schools and those who take their pupils from similar backgrounds. Two thirds of the pupils gained the higher Level 3. Since the last inspection the school has maintained an upward trend in standards, which are higher than at the time of the last inspection. Evidence from the inspection indicates that the current group of Year 2 pupils have made good progress since September and are on track to achieve well above national expectations this year. Teachers' marking consistently encourages pupils to extend the vocabulary they use and pupils make good use of interesting connectives, such as 'sometimes', 'meanwhile' and 'before'. Most pupils write in a range of formats including stories, letters, reports and accounts.
4. The teaching of literacy is satisfactory overall but varies from very good to satisfactory. It was particularly good in the Year 2 and 6 classes and this is where pupils make the better progress. Teachers plan their lessons well and provide suitable activities. Lessons have clear learning outcomes, which are shared with the pupils. In the better quality lessons, teachers impart their enthusiasm for the subject

to the pupils and this increases their involvement and motivation and the progress they make. For example, in a Year 2 English lesson, the teacher made very efficient use of questioning to encourage pupils to remember yesterday's work about the character of Fox in 'Little Red Ridinghood'. She varied the level of questioning from "What do you think?" to 'What words in the text describe his character?' and ensured that all pupils took part in the discussion. In word work, all pupils were encouraged to find alternative words for 'big' and offered 'enormous', 'gigantic and 'large' as alternatives. For 'said' they proposed 'muttered', 'shouted' or 'exclaimed'. A lively pace was maintained throughout the session and pupils made good progress as a result, particularly enjoying two classmates playing the parts of Fox and little Red Ridinghood behind mask and hood. In the Year 6 class, the teacher made very good use of pupils' own reading to bring out the way authors develop character within their books. The teacher's obviously good relationship with the pupils ensured that the quality of discussion was excellent as all pupils talked confidently and fluently about their ideas and opinions. The teacher made good use of praise and encouragement to include all pupils in the discussion and this they did knowing that their contributions would be valued.

5. In all lessons, teachers give good attention to encouraging pupils to make imaginative use of words and widening their spoken and written vocabulary. Pupils are given frequent opportunities to explore and use language well in other subjects of the curriculum, such as in history when writing about the Great Fire of London or Florence Nightingale. The subject is well managed by an enthusiastic and knowledgeable co-ordinator. Resources for the subject are good. However, the library is not used well to promote pupils' independent research skills.
6. Results in national tests in mathematics at the end of Year 6 were well above national averages in 2001 when compared to all and similar schools. Nearly half the pupils achieved the higher than expected Level 5, well above the national average. Results have varied from year to year but have been consistently well above national averages and standards are higher than at the time of the last inspection. Inspection evidence indicates that standards of attainment are above expectations in Year 2 and well above expectations in Year 6. The teaching of mathematics and numeracy is good overall and varies from very good to satisfactory. It was good in six out of ten lessons. It was particularly good in the Year 4, 5 and 6 classes. Teachers plan well and provide challenging activities within the three-part lesson. Staff make clear to pupils what it is they are to have learnt by the end of the session. They make good use of questioning to probe pupils' understanding of mathematical concepts and to explain to others how they have made their calculations to arrive at their answers. Mental arithmetic sessions at the start of lessons are brisk and challenging, and pupils show enthusiasm for the subject. By the end of Year 6, many pupils are competent in using the four operations of number to three decimal places. They mentally calculate well with speed and accuracy. The subject is managed well by an enthusiastic co-ordinator. Pupils, including those with special educational needs, make good progress and achieve well in relation to their attainment on entry to the school and the end of Year 2.
7. Teachers make satisfactory use of homework to consolidate and extend pupils' learning in English, mathematics and science but there is a lack of consistency in setting it. Pupils are generally well supported in their homework tasks by parents, but parents feel that the level of homework does vary in quantity from class to class and do not always feel that pupils are informed about how well they have completed it.

**The provision made for children during the foundation year and the teaching they receive.**

8. The provision made for children at the Foundation Stage is a strength of the school. The small, well organised classroom gives many varied opportunities for children to explore and acquire new skills in a stimulating learning environment. The teaching is consistently good or better and provides a good balance of teacher focused and self-choice activities that encourage enquiry and exploration. For example, in a mathematics lesson children were being taught how to calculate one less than a given number. Children were encouraged to use the mathematical language of subtraction and, by the end of the lesson, most pupils were able to take away one from any number up to 20. Higher attaining pupils could do this with larger numbers. Good use was made of questioning to find out children's understanding and answer the question 'Which number is less?'. A range of resources, such as number lines, was used to support children's learning and consolidate their evidently good knowledge of numbers. In another lesson children learnt the sounds of 'n', 'k' and 'sh' through a range of activities, one of which was to present to the teacher an object beginning with that initial sound. This ensured that all children were involved in the activity and thinking about what they were doing. The teacher dealt very sensitively when mistakes were made, as when one child brought out his object which ended with that particular sound. Good use was made of 'Mr Croaky', a frog hand puppet, to engage children's interest and motivate them to help 'Mr Croaky' when he got things wrong. The children were successfully motivated to complete a collaborative piece of writing about pets with the help of the classteacher.
9. Children develop well as readers as they interpret texts and pictures and use talk to organise, sequence and clarify ideas. They make good progress in their writing and many are beginning to form their letters correctly, although the size of their print varies. Higher attaining pupils write simple words and phrases describing their pets. With adult assistance all can write their names and record what they want to say. Children are also making good progress in observing and finding out about features of their natural world through using their senses to describe materials using terms such as 'rough' or 'smooth', 'hard' or 'soft'. The teacher has high expectations of what the children can achieve and how they should behave.
10. Children are appropriately supported by the learning support assistant, and during the inspection the additional help of a student, who work as part of a team under the guidance of the teacher. Baseline assessments and ongoing observations are used effectively to inform planning in all areas of learning and pupils are making good progress and are in line to achieve or exceed the Early Learning Goals by the end of the Foundation Stage. A number of pupils are working at Level 1 of the National Curriculum. Children have targets for improvement in literacy and numeracy.
11. Plans are well advanced for providing Foundation Stage children with an appropriate outdoor play area which is currently lacking for these children. There is an outdoor area and some suitable large play equipment already in existence but these were not utilised during the inspection because of the very inclement windy, wet weather at that time.

**Encourages an ethos where pupils feel cared for and supported and makes good provision for pupils' personal development, encouraging very good attitudes to learning, very good behaviour and positive relationships.**

12. In their responses at the pre-inspection parents' meeting, all those present felt that their children enjoyed coming to school and supported the attitudes and values that the school promoted. Inspectors found that pupils have positive attitudes to all that the school has to offer. They enjoy lessons and are motivated well by the challenging work set for them. From an early age, Foundation Stage pupils acquire good learning habits and concentrate well in lessons. For example, reception pupils listened very attentively to their teacher and whenever she says "Freeze" they stop what they were doing instantly, listen and follow her instructions. They concentrate well when completing activities, whether self-choice or teacher focused, and become engrossed in their work. Pupils' attitudes to their work improve as they progress through the school and become more mature and independent. By Year 6 pupils are very well motivated when expressing their ideas and opinions, concentrate very well when completing their work and take great pride in their presentation skills. Teachers value pupils' oral contributions to discussions and make good use of questioning to encourage them to extend their answers and fully express their ideas and opinions.
13. Pupils behave very well in lessons and work well together when required. They are clearly aware of the high expectations of teachers and generally enjoy very good relationships with them. Pupils are taught to know the difference between right and wrong and to take responsibility for their own actions through an effective system of rewards and sanctions which is consistently applied by all staff. Staff provide good role models and are always polite in their dealings with pupils. During dinner in the school hall, pupils enter the hall in an orderly manner, chat politely with one another or adults, and enjoy the pleasant social occasion that this period of time allows them.
14. Frequent opportunities are given to pupils to take responsibility and as they grow older, show initiative. From an early age pupils are expected to act as monitors when giving out or tidying away equipment for particular lessons. Even the youngest pupils clear up efficiently after activities and are quickly ready to join in whole-class discussions. As they progress through the school, pupils learn to work well collaboratively and to take turns when sharing equipment. Year 6 pupils carry out supervisory duties as 'prefects' and are made responsible, for example, in helping to supervise younger children during wet breaktimes. Through the effective community links that the school enjoys, pupils have been involved in the Endon well-dressing event with pupils participating in the festivities, such as musicians from the school performing for the community. However, fewer opportunities are given to pupils to use the library to research information for themselves.
15. Relationships are generally very good among pupils and between pupils, teachers and other adults in the school. This contributes to the very positive ethos within the school. Pupils are polite and friendly and generally considerate of others' needs and feelings.

## **WHAT COULD BE IMPROVED**

### **The school's systems for evaluating its performance through the systematic monitoring of the quality of teaching.**

16. Since the last inspection the school has made sound progress in putting in place procedures for monitoring its work. A range of monitoring activities is carried out by all sections of management. However, many of these procedures are insufficiently focused on teaching to provide the school with an effective evaluation of what works and what does not. The school's performance management policy is firmly in place

but few opportunities have been provided for subject co-ordinators to monitor teaching in their subjects, or for senior managers to systematically evaluate the quality of teaching across the school. This limits the spreading of good practice in the school and the addressing of weaknesses where any may exist.

17. Baseline assessments and regular observations inform curriculum planning for the Foundation Stage children and detailed assessment records are maintained by class teachers across the school. Assessment procedures have significantly improved since the last inspection when they were considered a weakness. The hard working and enthusiastic co-ordinator prepares regular reports of how successfully assessment procedures are being implemented by staff and any problems in using them that have been encountered. Group and class targets for improvement have been set and closely monitored. The school has yet to set individual targets for improving performance in literacy and numeracy standards but this is a planned development that the assessment co-ordinator hopes will be achieved by a 'Significant Development' assessment sheet for each child. While pupils' individual progress is monitored and targets set, this valuable data base could be analysed in a more focused way in order to evaluate the impact of teaching on learning for all year groups and being applied to improving the education that pupils receive.
18. The governing body is encouraged to visit to monitor the school's performance for themselves but to date few have done so. They rely entirely, therefore, on what information is given to them at governor meetings. Governors are aware that this is a weakness and identified this as an area for their development when the registered inspector spoke with them before the inspection.

#### **The opportunities for pupils to be aware of the multicultural heritage in Britain today.**

19. The school gives appropriate emphasis to informing most pupils about their own culture through their involvement in community activities, visits to local places of interest and through visitors to the school. Pupils learn something of other people's beliefs in religious education. However, teachers' planning, pupils' work and displays around the school give little emphasis to understanding the wide cultural heritage seen in Britain today. Pupils are insufficiently aware of the different customs and beliefs of the small number of pupils from ethnic minority backgrounds within their own school. The school has few links with other schools in the Stoke-on-Trent area who have a high proportion of pupils from ethnic minority backgrounds. However, Year 1 pupils do visit such a school. The headteacher is aware that this is an area that needs further development.

#### **The systems the school has for communicating with parents.**

20. The school operates an open door policy and encourages parents to undertake a positive partnership with them in the education of their children. Regular monthly newsletters are provided for parents and annual pupil progress reports are satisfactorily informative and set targets for future development. Parental consultation evenings are held each term and parent attendance at these is high. A reasonable number of parents help in school, working in classrooms or assisting with school trips. There is an active Parent Staff Association which meets about twice a term and raises considerable amounts of money for the school. The school administration officer warmly greets all parents who visit the school. The school keeps records of any complaints and the actions taken to resolve them. These procedures are typical of a school enjoying a good working partnership with the parent body.

21. However, a significant minority of parents replying to the inspection questionnaire felt that the school did not work closely with them. They were dissatisfied with the information they received about how their child was getting on and did not feel that the school provided an interesting range of activities outside of lessons. Parents at the pre-inspection meeting expressed anxiety about a number of issues that they thought the school was not dealing well with. This was a complete surprise to the headteacher and her deputy who work hard to ensure a good flow of information between home and school and good communication systems with parents. Inspection evidence indicates that satisfactory systems are in place to ensure that there are appropriate links which involve parents in their child's education. Parental helpers in school, questioned during the inspection, were very happy with the school and the relationship they enjoyed with it. Inclement weather prevented the inspection team from talking to more parents at the start and end of the school day. The headteacher did state that an incident earlier in the year led her to write to parents suggesting that the start of the school day was not the best time to pursue a complaint with a teacher. She asked parents not to do so until after the end of the school day. Whatever the reasons, it is clear that communication between parents and the school is not as effective at the moment as the school thinks it is. There is an urgent need to resolve any problems they have so that a positive partnership with all parents noted at the time of the last inspection can be restored for the benefit of the pupils' education at the school.

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

22. The governors, headteacher and staff, with the support of outside agencies as appropriate, should:
- (1) Establish more systematic procedures for the monitoring of the quality of teaching so that best practice can be more widely disseminated by identifying what the school does well and where improvements can be made.
  - (2) Improve the planned opportunities for making pupils aware of the customs and beliefs of the major cultures in Britain today.
  - (3) Improve the school's systems for communicating with them and re-establishing a positive partnership with all involved in the school.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	12	11	0	0	0
Percentage	0	12	46	42	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 three percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	212
Number of full-time pupils known to be eligible for free school meals	5
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	11
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	4.4
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
	2001	12	15	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	14	14	14
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	96 (97)	96 (97)	96 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	14	14	14
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	96 (97)	96 (97)	96 (97)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	17	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	16
	Girls	17	17	17
	Total	30	30	33
Percentage of pupils at NC level 4 or above	School	91 (100)	91 (96)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	15
	Girls	17	17	17
	Total	31	31	32
Percentage of pupils at NC level 4 or above	School	94 (92)	94 (96)	97 (96)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	1
White	177
Any other minority ethnic group	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26.5
Average class size	30.3

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

Total number of education support staff	6
Total aggregate hours worked per week	132

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.4
Number of teachers appointed to the school during the last two years	1.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

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

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

### **Financial information**

Financial year	2000/2001
	£
Total income	395,789
Total expenditure	421,007
Expenditure per pupil	2,015
Balance brought forward from previous year	61,980
Balance carried forward to next year	36,762

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

### **Questionnaire return rate**

Number of questionnaires sent out	212
Number of questionnaires returned	106

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	46	3	2	0
My child is making good progress in school.	44	46	9	0	0
Behaviour in the school is good.	40	50	1	3	7
My child gets the right amount of work to do at home.	37	47	10	6	0
The teaching is good.	46	43	6	3	2
I am kept well informed about how my child is getting on.	20	59	15	6	0
I would feel comfortable about approaching the school with questions or a problem.	47	42	6	5	1
The school expects my child to work hard and achieve his or her best.	58	34	6	1	1
The school works closely with parents.	23	47	25	5	1
The school is well led and managed.	36	53	5	3	4
The school is helping my child become mature and responsible.	44	51	3	1	1
The school provides an interesting range of activities outside lessons.	21	45	25	2	7