

## INSPECTION REPORT

**Great Crosby RC Primary School**

Crosby

LEA area: Sefton

Unique reference number: 104926

Headteacher: Mr P O'Dowd

Reporting inspector: Mr K P Cassidy  
14848

Dates of inspection: 25<sup>th</sup> to 27<sup>th</sup> January 2000

Inspection number: 188648

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary with Nursery Class

School category: Voluntary Aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: The Northern Road  
Crosby  
Liverpool  
Postcode: L23 2RQ

Telephone number: 0151 924 8661

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Appropriate authority: The governing body

Name of chair of governors: Monsignor J Furnival

Date of previous inspection: 20<sup>th</sup> to 24<sup>th</sup> May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Great Crosby Catholic Voluntary Aided Primary School, is situated in Crosby, near Liverpool. It serves the parishes of Saints Peter and Paul, and Saint Helen. It is very large for a primary school and has 21 classes in addition to the nursery class. There are 648 pupils on roll in the primary school, with a further 30 in the nursery class, with few pupils from ethnic minority backgrounds. There are 126 pupils on the special educational needs register and of these 9 have a statement of special educational needs. Overall attainment on entry ranges from broadly average, to above average. Only a tiny proportion of the pupils have English as a second language.

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

The standards achieved by the pupils throughout the school are very impressive. For example, in the national tests for 7 year olds in 1999, the pupils' results in reading were very high, and in mathematics and writing, were well above the national average. The percentage of pupils achieving the higher level 3 in reading and mathematics, was well above the national average, both in comparison with all schools, and with schools with a similar intake. The picture for the eleven year olds, shows that the results in the national tests in English, mathematics and science, were well above average when compared with all schools nationally. When compared to schools with a similar intake, the results in mathematics were well above average, and above average in English and science. In English and science, the percentage of pupils achieving the higher level 5 was above the average for similar schools, and in mathematics, it was broadly in line with the average.

Overall, the teaching in the school is good. The teachers have a good command of the subjects they teach, and understand the benefits of the national strategies for literacy and numeracy.

The leadership and management are very good, with able leadership from the headteacher, the deputy headteacher and other senior staff. They are strongly supported by the governing body, and in essence the leadership and management in the school, is a function of strong teamwork.

Taking into account the high standards achieved, the good quality of education provided, together with the particular care taken to make the very best use of the available funding, and other resources, the school provides very good value for money.

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

- **Attainment in the core subjects of English, mathematics and science is very high throughout the school.**
- **The teaching is very effective, and helps the pupils learn all they can from their first few days in the school until they leave.**
- **From their entry into school all pupils have full access to a broad and challenging curriculum which encourages them to learn more about the world in which they live.**
- **There are very good systems in place to identify the standards that pupils have reached in English and mathematics, and to target help where it is likely to be most effective. Particularly efficient monitoring, and evaluation strategies are in place.**
- **The school has an excellent climate for learning.**
- **The high quality of the personal and social development of the pupils, together with their very positive work attitudes, contribute significantly to the learning.**
- **The teamwork and positive culture of a dedicated staff, working with the governing body, are instrumental in raising standards further.**
- **There are very strong relationships with parents.**

### What could be improved

- The senior management of the school should ensure that all teachers implement the guidance in the marking policy.
- The involvement of the pupils in the setting of their own targets for improvement.

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

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

When the school was last inspected in May 1996, it was found to be a very good school which set high expectations for pupils' achievements. The school has sustained its high standards in pupil achievement since the last inspection and all the key issues identified have been addressed. There has been particular improvement in assessment practice, and in the monitoring of pupils' progress. There have also been improvements in the premises and site, particularly at Key Stage 1, which now has indoor toilets. The school has successfully built on the previous involvement of the parents, as partners in the educational, social and emotional development of their children.

### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	A	A	B
mathematics	A	A	A	B
science	A	A	A	B

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The pupils are achieving high standards throughout the school. At Key Stage 1, performance in writing, though still above national expectations, is not as good as the scores in reading and mathematics. The school has done well to identify this as an area for development throughout the school. Although standards are already high, trends over the past three years indicate a slight improvement in mathematics, and over the past two years some improvement in writing. There is a particular improvement in reading over the last two years, where standards are now very high.

For the 11-year-old pupils, trends over the last three years show a slight improvement over the high standards already achieved, in English, mathematics and science. Realistic targets are set for improvement in the school's standards.

There is an appropriate emphasis on the subjects of English, mathematics and science, and the quality of the pupils' work seen during the inspection, confirms the high standards indicated by the national test results. In addition, the pupils enjoy a broad range of curricular activities which meet statutory requirements at both key stages.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive attitudes indeed. The pupils are happy, very interested in their work and extremely keen to learn
Behaviour, in and out of classrooms	Very good in classes, around the school and in the playground. A tiny amount of mischievous behaviour was observed.
Personal development and relationships	Very good. The pupils show respect for each other, and are tolerant of the values of others.
Attendance	Good. The attendance rate is above the national average.

## TEACHING AND LEARNING

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

There is no doubt that the teaching in the school is very effective. This is because in 80% of the lessons seen, the teaching was judged to be either good, or better, with none being unsatisfactory. Nor was there any significant difference between year groups. The teaching of the under fives in the nursery was very good. At Key Stage 1, more than a third of the lessons were very good, and a quarter of the lessons good. There was also a pleasing picture at Key Stage 2, where almost a third of the lessons were very good, and over a half good.

The best teaching captures the interest of the pupils in a way that is relevant to the subject being taught, and to the age of the pupils. The teachers make it clear to the pupils what they have to do, and when they are expected to finish. No time is wasted in the lessons, and the pupils are continually encouraged to try that little bit harder, and to put in extra effort to see the task through. The delight on their faces when they surpass their own expectations is visible to all, and they are justly praised for their efforts by the teachers, and by their classmates too.

English and mathematics are taught well, and very good use is made of the national guidance for the teaching of literacy and numeracy. In some classrooms, there is a real buzz of excitement as the pupils learn new ideas, and have to think quickly, for example in their mental mathematics sessions. In others, the atmosphere is calm and studious, and the pupils are encouraged to become reflective thinkers, for example in poetry lessons. The teachers have worked hard to establish very effective routines and expectations, so that in some classes behaviour management seems effortless, and the pupils are controlled by a raised eyebrow, rather than a raised voice.

In the lessons that were judged to be perfectly satisfactory, the teachers showed that they had good grasp of the subject they were teaching, but they did not expect quite enough from the pupils. In consequence, the pupils did not learn as much in the lessons as they might have done.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school has worked hard to maintain a broad, balanced and relevant curriculum, where all subjects of the National Curriculum are included. The National Literacy and Numeracy Strategies have been introduced well. There is a wide range of extra curricular provision, which is planned to be extended further.
Provision for pupils with special educational needs	Very effective. Early identification through the school's own programme is a strong feature, enabling focused individual work, leading to good progress.
Provision for pupils with English as an additional language	There is only a tiny proportion of pupils in this category and their needs are met well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the pupils' spiritual, moral, social and cultural development is very good. Overall these aspects contribute substantially to the full development of each pupil.
How well the school cares for its pupils	Very well indeed. The pupils are treated as individuals, and are known very well by the teaching and non-teaching staff. The parents express approval of this aspect of the school's work.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very ably led by the headteacher. In essence the leadership and management in the school, is a function of a very effective team. Included in this team are a strong deputy headteacher, committed senior staff, and an involved and interested governing body.
How well the governors fulfil their responsibilities	The governing body takes its mission very seriously, and fulfils its responsibilities well. With the school it is dedicated to caring for the pupils and the staff, and to creating an effective environment for learning.
The school's evaluation of its performance	This is impressive. The headteacher and senior staff lead, and take a whole school approach to evaluation of performance. Thus all staff feel involved in this centrally important aspect of school life.
The strategic use of resources	Although the school is not well funded, when compared nationally, it is very effective in applying the best value principles, to make the most efficient use of its available resources. This is enhanced particularly through the good quality of the school development plan, which is appropriately costed and monitored. The school acknowledges, with especial gratitude, the considerable financial support of the parents and the PTA, which enables valuable extra resources to be provided.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The standards achieved by the school.</li> <li>• The very good behaviour and attitudes of the pupils.</li> <li>• They feel welcome in the school, and positively involved through the PTA, and as a result of the home, school agreement..</li> <li>• The happy, caring atmosphere and that their children are happy at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency throughout the school in homework provision and its marking.</li> <li>• To be afforded more opportunity to attend assemblies and celebrations in school.</li> </ul>

The inspection team agrees with the parents' positive comments. There is a good homework policy, and the staff are aware that homework should be consistent, and are making positive efforts to do this. The school already offers some opportunities for parents to attend assemblies and celebrations, but is considering extending this area of involvement. It is in the nature of schools that not every parent is happy about all aspects of the school, but the overwhelming majority of the parents agree that they do have opportunities to be heard, and feel that any concerns will be dealt with. Some individual parents raised issues at the parents meeting which might be resolved by them approaching the headteacher.

## **PART B: COMMENTARY**

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

**Attainment in the core subjects of English, mathematics and science is very high throughout the school.**

- 1 The school's results speak for themselves. It was clearly demonstrated by the outcome of last year's national tests for 7 year olds, that the pupils' attainment in reading was very high, and in mathematics the results were well above the national average. Performance in writing, though still above national expectations, is not as good as the scores in reading and mathematics. The school has done well to identify this as an area for development throughout the school. Additionally, the percentage of pupils achieving the higher level 3 in reading and mathematics, was well above the national average, both in comparison with all schools, and with schools with a similar intake.
- 2 The picture for the eleven year olds, shows that the results in the national tests in English, mathematics and science, were well above average, when compared with all schools nationally. When compared to schools with a similar intake, the results in mathematics were well above average, and above average in English and science. In English and science, the percentage of pupils achieving the higher level 5 was above the average for similar schools, and in mathematics, it was broadly in line with the average
- 3 The headteacher justly feels that this level of attainment is a reflection of the fine quality, and high expectations of a committed staff, and the support of the parents, for example, with homework. The pupils are diligent, switched on to the expectations of school and home, and respond very positively.
- 4 The whole culture of the school is one of hard work and high expectations. Painstaking evaluation and interpretation of the previous year's test results support the learning, with planning based upon the findings. For example, it was found that last year the boys did not achieve as well at the higher level 5 as the girls in English, but trends over time show this outcome to be unusual. However, careful evaluation has helped the school to focus on this area.
- 5 Assessment was found to be in need of development at the time of the last inspection. Since then, considerable effort has been put in to assessing the pupils' work, and this has been largely successful.
- 6 The school has particularly thorough systems in place to identify and support pupils with special educational needs. There are more classroom assistants and voluntary helpers than is generally found, and this extra help is very well utilised to support individuals and small groups with the acquisition of literacy and numeracy skills. Additionally, when these pupils are withdrawn from lessons, care is taken to ensure that the work undertaken is relevant to what is being done in the classroom. These systems support the pupils well, and pay dividends in terms of whole school results.

**The teaching is very effective, and helps the pupils learn all they can from their first few days in the school until they leave.**

- 7 The teachers do their jobs very well indeed, and their skills will have lasting impact on the children in their care. They are good all-rounders, who are confident in all the subjects they teach. This confidence shines through in their lessons, so that the pupils are inspired to try their hardest, knowing that their teacher will be able to help them out if they need it.

- 8 The teachers help the pupils to have a "can do" attitude to their work. They are good at setting the pupils just the right amount of challenge. In consequence, the pupils have to think hard, and apply themselves thoroughly to the task in hand. Many of the teachers have excellent questioning skills, which help maintain a brisk pace in whole class discussions. Even when the pupils come up with really good answers, some of the teachers expect even more. For example, when a boy was asked to suggest a sentence to introduce a story about being lost, he replied; *"Tom's hands were frozen; the usual landmarks were obliterated as a thick blanket of snow began to fall."* Not content with this, the teacher asked him to think deeper, and then used the sentence to question the rest of the class about aspects of its grammar. This high level of expectation is very beneficial, because it keeps the pupils on their toes and discourages complacency.
- 9 There are well-established routines within their classes, which help make the day run smoothly with minimal disturbance for changing lessons. Even the very youngest children in the nursery know that after working, they are expected to tidy up quickly before they have their story and snack. In the reception classes, most of the children are used to the conventions of school, like putting up their hands before speaking, and sitting quietly at register time. This is the beginning of those kind of work habits, which strongly support learning. Throughout Key Stages 1 and 2, the teachers are good at moving the lessons along quickly, so that the pupils' interest is captured and tasks are completed on time.

**From their entry into school all pupils have full access to a broad and challenging curriculum which encourages them to learn more about the world in which they live.**

- 10 The pupils enjoy a broad range of curricular activities that meet statutory requirements at both key stages. While appropriate emphasis is placed upon literacy and numeracy, the pupils are also given opportunities to explore, and develop their learning across the full curriculum. Discussions with pupils at the end of Key Stage 2 show that they have knowledge and understanding of a range of subjects, and have developed the skills to become independent learners.
- 11 Particular and successful attention has been given to improving the provision of resources to widen the curriculum in information technology. This includes the facility to enter into video conferencing with other schools and agencies. A very impressive example of this was seen when pupils using this live-link, questioned a representative of the parks and leisure services about his job, exploring with him the facilities available. The pupils enjoyed this, and they showed great enthusiasm when using the new technology.
- 12 The early identification and intervention with pupils who have special educational needs means that they make good progress through the school. At Key Stage 1, the Accelerated Learning Programme (ALPS), makes a significant contribution to the high standards of literacy. At Key Stage 2, the effective use of Additional Literacy Strategy funding, contributes well to the progress. The expertise of staff, organisation of support, and use of outside agencies combine to make special educational needs provision a strength of the school.
- 13 The school's overall provision for the pupils' spiritual, moral, social and cultural development is very good and is a strong feature of the school. It is a place where the gospel values, traditions and beliefs of the Catholic Church are evident each day. The pupils are encouraged to reflect on important issues that influence their lives, and those of others, in lessons, assemblies, and through displays around the school. The extracurricular provision in the school is very good and also makes a significant contribution to the pupils' personal development.

- 14 The beliefs and values of other faiths and cultures are explored and respected. Their rich traditions are pursued through literature, art, and music, together with festivals and celebrations of the world's major faiths and cultures such as Diwali and the Chinese New Year.
- 15 The strong social development of the pupils is apparent in the encouragement they are given to take responsibility for themselves, their school, and for the wider community. The qualities of responsibility and initiative are well demonstrated, for example in their support of a range of local and national charities, and when the *Children's Parliament* explored the issues of safer play in the local area. Year 6 pupils show particular maturity when helping in the nursery and taking responsibilities for the younger pupils at playtimes and lunchtimes.
- 16 There are very positive relationships throughout the school, and the pupils show a well-developed moral sense of right and wrong, which is deeply embedded in the school's ethos. The pupils feel secure in the extremely supportive environment of the school.

**There are very good systems in place to identify the standards that pupils have reached in English and mathematics, and to target help where it is likely to be most effective. Particularly efficient monitoring and evaluation strategies are in place.**

- 17 The headteacher is well organised, and has amassed an impressive collection of data about the performance of each pupil in English and mathematics. For example, he has information about each pupil's present reading level, spelling age, writing level and the level they are currently attaining in mathematics. For some pupils, particularly those with special educational needs, the information is even more detailed. The younger children too, have their abilities assessed shortly after they start school, and the reception class teachers put this information to good use.
- 18 The staff in consultation with the management team, use the data to draw up targets for each pupil. This information is then used by the headteacher to give the governors a clear idea about the likely performance of the school in years to come. For example, what might happen, if all the pupils who only just reached level two in writing in the Key Stage 1 tests, did not receive extra help during their time in the junior department. The governors are then in a strong position to make informed decisions. For example, whether or not they can dedicate an element of the school's budget to appoint extra staff to help those pupils who need a little additional support. This system, although time consuming, is both simple and effective, and it is a strong feature that such care is taken to monitor and evaluate school standards.
- 19 Other effective forms of monitoring go on in the school. For instance, the headteacher and deputy headteacher look at the teachers' weekly planning to promote consistency in approach. Their written comments are beginning to have beneficial results, in helping teachers to identify assessment opportunities, and to use these to help plan the next steps for their pupils. The subject coordinators also monitor, and this helps them to have a grasp of how well their subject is taught, and the standards achieved. The special educational needs coordinator has time out of her class to monitor the progress of the pupils who have some difficulty in learning, and to advise her colleagues of alternative approaches. Regular opportunities are sought by the senior management team to look at the pupils' work to monitor standards, and to identify how well the school's policies are being implemented.

**The school has an excellent climate for learning.**

- 20 There is an exceptionally strong spirit in the school, reflective of its Christian ethos, which helps to create an excellent, almost tangible climate for learning. For example, a visitor remarked, “*You could cut the ethos with a knife.*”
- 21 The very positive Mission Statement and aims of the school are not mere words, but are actively reflected in its every day life, impacting positively on the high standards achieved. The school, community of parents, governors, staff and pupils stand together as one, proud to be part of Great Crosby school.
- 22 The pupils understand that good behaviour and hard work are expected of them, and they respond accordingly. It was clear in a good work assembly, that the pupils knew that their contributions were welcome and valued by the whole community. The dignity of this occasion was remarkable, and its effective affirmation of the pupils as achieving individuals, contributed particularly to the raising of their self-esteem. A similar excellent example of the respect and value they have of the work of others, was demonstrated by the spontaneous and sincere applause given, when a Year 6 pupil read out a poem he had written.
- 23 It is very true that, as the headteacher claims, “*The school takes a pride first and foremost in its children - their achievements attitudes and values. It is proud of the relationship between staff and parents which contributes to and supports the Catholic ethos of the school.*” These words are the very essence of what has helped to create such an excellent climate for learning. The positive impact of this is demonstrated in the manner in which the pupils’ learning is strongly supported, through a solidarity of purpose, resulting in standards which are consistently high in all that pupils undertake.

**The high quality of the personal and social development of the pupils, together with their very positive work attitudes contribute significantly to their learning.**

- 24 The behaviour of the vast majority of the pupils in the classrooms and around the school is very good indeed. They display maturity, civility, tolerance and restraint. Teachers and fellow pupils are treated with appropriate respect, and visitors are received with courtesy and good humour. Children, however, can never be expected to be perfect, and very occasionally in class, pupils misbehave. But such is the self-discipline and high standard of behaviour of the other pupils, that the very few who stray away from their work, stand out like a sore thumb. They are then dealt with extremely positively, and effectively by the staff.
- 25 The teachers and support staff have high expectations of the pupils, and provide good role models for them. They value the pupils’ work and contributions to school life, and show the same courtesy to the pupils as they expect to receive in turn.
- 26 The pupils are well motivated and work hard responding to the challenges set. They listen well, contribute to class discussions and apply themselves conscientiously through the duration of lessons. They frequently show that they do not require the direct supervision of the staff, to show interest and application. Work is presented with care and pupils show considerable pride in their achievements.

- 27 The quality of relationships, of all within the school community, is very good. The atmosphere is one of relaxed industry, where a sense of trust and responsibility contributes significantly towards the excellent ethos of the school. It is unsurprising that attendance figures are above national expectations, and that there have been no exclusions.

**The teamwork and positive culture of a dedicated staff, working with the governing body, are instrumental in raising standards further.**

- 28 The headteacher, deputy headteacher, senior staff and the governing body inspire clear educational direction through very effective teamwork. The headteacher acts as the custodian of a very clear vision of what sort of school he wants this to continue to be. He leads sensitively, and motivates a highly performing management team. His determination to continue to move forward with his team is evident in his promise that, "*The school will continue to deliver a curriculum of the highest quality which meets the expectations and aspirations of parents, children, governors, and staff.*" Consequently, the whole staff conscientiously work towards the school's goals of maintaining and improving high standards of academic and personal achievement.
- 29 The teachers organise non-teaching staff and helpers well, with effective delegation of tasks. This enables the teachers to get on with other jobs, for example, with monitoring and planning for the individual needs of the pupils. These features of teamwork have made a major contribution to improving the quality of teaching and learning since the last inspection, and in maintaining and raising standards in the national tests.
- 30 The school is keen to promote the self-worth of all its pupils, and the team approach to taking the school forward successfully ensures that staff have a good working knowledge of the needs of each individual pupil. They provide particularly well for their welfare. The leadership of the school ensures that the detailed programme of personal and social development, helps the pupils to leave the school, well prepared for the next stage of their education.
- 31 The governors are knowledgeable about the school's targets for improvement, and about their own individual roles. They are well organised, and have properly constituted and effective committees. The designated governors for monitoring the school's work in literacy and numeracy, keep a close watching brief on what is happening in the school. The governing body questions and challenges the school's plans, ensuring that they are realistic enough to bring about continuous improvement. The headteacher refers to them as "*critical friends.*" It is good to see how governors are always very welcome when they come to help in the classrooms.
- 32 The governors clearly work in harmony with the headteacher, the management team, and staff. They identify cost effective ways of supporting the priorities in the school's plans, and are successful in ensuring that the best value for the money available is achieved. The governors also see themselves as being accountable to the parents and the whole school community for the school's performance. In discharging their responsibility, they visit the school and offer comment and feedback on what they have seen.

### **There are very strong relationships with parents.**

- 33 The school has worked hard to improve the key issue from the last inspection, “*to continue to involve parents as partners in their children’s learning development.*” The success of this effort is very evident, as relationships with the parents are a strong feature of the school, impacting positively on the standards achieved by the pupils. A good and specific example of the interest that parents take in the school, was found at Key Stage 1, where mothers came in for an afternoon, to cook and share a sumptuous Chinese meal with the pupils. Both pupils and adults found this to be an enjoyable and informative session. Extreme concentration and amusement were shown on the faces of the children, as they valiantly battled to use their chopsticks, with a varying amount of success. In fact one pupil burst out laughing, saying “*Miss, I can’t eat my noodles with my stickchops.*” This was so indicative of the happy outcome of a really worthwhile learning experience.
- 34 The headteacher, however, is determined to keep moving forward. He holds the view of, “*parents as partners in their children’s education,*” and he is still, “*working to develop this area further.*” For example, “*Parents as Educator*” courses, are held in literacy and numeracy, especially to enable parents to be more fully informed, and therefore more meaningfully involved, with their children’s work at home.
- 35 It is very clear, that just as the Mission Statement proclaims, “*the children are heart of the school,*” that this also true of the parents. The choice of the quotation from Saint John, depicted on much of the documentation of the school, “*that they may have life and have it to the full,*” is apt. It is implicit in these words that the role of the parents is absolutely central, if indeed their children are to have a full life.
- 36 The parents are pleased with the information given to them about school life. For example, the regular letters sent home and the monthly newsletter are welcomed. Further solid support for learning is provided by the parents being informed each September of the major topics the children will be taught.
- 37 The large number of parents attending the meeting with the inspection team before the inspection, together with the many questionnaires returned, clearly demonstrate their considerable interest, and the recognition that they should work with their children and the school. There is a high quality of work undertaken by the very enthusiastic PTA, which raises substantial sums of money to help school developments, for example in literacy, numeracy and information technology. Additionally, the valuable help of parents in the classrooms, and around the school, is strongly supportive of the pupils’ learning. The home and school agreement which was drawn up in partnership with the parents, is a very positive feature of the school, and drew praise from the parents at their meeting.

### **WHAT COULD BE IMPROVED**

#### **The senior management of the school should ensure that all teachers implement the guidance in the marking policy.**

- 38 The guidance the school has produced for marking pupils' work is clear, appropriate, and simple to understand. There should be no doubt in any teacher's mind as to what is expected of them in the ways that they respond to their pupils' work.



- 39 The guidelines require teachers to tell the children before they begin, "*particular aspects of the work which will be assessed and the criteria which will be applied*". Some teachers do this. For example, in an English lesson, the teacher said that she would be looking to see the use of metaphors and similes in the pupils' writing. In the nursery, the teacher made her expectations clear to the children at circle time, by telling them to put up their hand if they wanted to act out a part, and then reinforced this by choosing someone who had obeyed her request. In some other classes however, the pupils are not given such good guidance. An example of this occurred when a class had to write about the characters in a traditional tale and some of them were not sure whether to re-tell the story, make notes about the characters, or draw a picture.
- 40 Some of the teachers are good at helping the pupils understand more about the essence of different subjects by the way that they mark the work. Many good examples could be found in English books. For example, one teacher wrote, "*You start well, but you are not developing the plot in your story. Add detail. Remember the middle should be more than two paragraphs.*" However, other subjects do not generally have such pertinent comments. For example, in a piece of historical diary writing, a pupil received the sparse comment, "*very neat*". This told the pupil nothing about the way she had tried hard to record faithfully the historical elements of a day in the life of a household servant. The teacher's comment, "*very neat*" praised the pupil for her handwriting, but did not help her to extend her knowledge about history, or improve her empathetic writing skills.
- 41 The school guidelines request that teachers should, "*use marking as a springboard for children to improve their work, not just a proof-reading exercise*". In some books this is plain to see. Comments like, "*You could improve your poem by adding more adjectives;*" "*Look at the diagram and check where the equator is;*" "*Check "their" and "there" in a dictionary;*" leave pupils in no doubt about what they could do to improve their work. However, books and homework which contain little other than ticks give insufficient feedback on what the teacher thought about the standard of the work or how it might be improved.
- 42 Some books contain work that is not marked at all, or negative comments, for example, "*this is not how I told you to set it out*". This demoralises rather than informs, and does not adhere to the school's guidance to "*use appreciative and supportive written comments to build self-esteem.*"

#### **The involvement of the pupils in the setting of their own targets for improvement.**

- 43 The school has recognised the need for clear individual targets for improvement, and the teachers have made a start on helping the pupils to understand what these are all about. However, as yet the pupils are not fully involved in setting their own targets to help them to progress.
- 44 The teachers usually have a very clear view of what the pupils need to do next to achieve higher standards. There are examples of this good practice evident in the school, as in Year 6, where the pupils talked enthusiastically when discussing their targets with the teachers, and recording them in their books. However, such positive practice is not yet uniform throughout the school. The headteacher recognises the value of enabling the pupils to influence their own targets. He sees major benefits in encouraging the pupils to "*own*" their targets in order for them to take responsibility for elements of their own learning.
- 45 The last inspection required more consistency in reporting to parents. The annual reports are now consistent throughout the school, are useful documents, but sometimes lack detail on specific aims for the pupils' to enable them to move on in their learning.

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

The school should now:

- Ensure that all teachers implement the clear guidance given in the marking policy.
- Enable all the pupils to be more fully involved in setting their own targets for improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	11

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	28	52	20	0	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	648
Number of full-time pupils eligible for free school meals		39

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR -Y6
Number of pupils with statements of special educational needs	1	8
Number of pupils on the school's special educational needs register		126

<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	26
Pupils who left the school other than at the usual time of leaving	7

### *Attendance*

<b>Authorised absence</b>	%
School data	4.29
National comparative data	5.4

<b>Unauthorised absence</b>	%
School data	0.12
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	46	50	96

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	46	46	45
	Girls	50	50	50
	Total	96	96	95
Percentage of pupils at NC level 2 or above	School	100 [ 98]	100 [96]	99 [99]
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	46	46	46
	Girls	50	50	50
	Total	96	96	96
Percentage of pupils at NC level 2 or above	School	100 [ 99]	100 [100]	100 [100]
	National	82 [80]	86 [85]	87 [86]

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	45	49	94

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	43	41
	Girls	47	48	47
	Total	85	91	88
Percentage of pupils at NC level 4 or above	School	90 [85]	97 [77]	94 [88]
	National	70 [65]	69 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	36	33
	Girls	46	45	45
	Total	77	81	78
Percentage of pupils at NC level 4 or above	School	81 [86]	86 [84]	83 [88]
	National	68 [65]	69 [65]	75 [71]

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

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

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	641
Any other minority ethnic group	2

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y 6**

Total number of qualified teachers (FTE)	25.7
Number of pupils per qualified teacher	26
Average class size	30.7

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

Total number of education support staff	14
Total aggregate hours worked per week	335

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	44.5

Number of pupils per FTE adult	15
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	98/99
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	£
Total income	970060
Total expenditure	928671
Expenditure per pupil	1384
Balance brought forward from previous year	8375
Balance carried forward to next year	49764

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

**Questionnaire return rate**

Number of questionnaires sent out	648
Number of questionnaires returned	198

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	41½	4½	½	½
My child is making good progress in school.	48	45½	4½	0	2
Behaviour in the school is good.	48	47½	2½	½	1½
My child gets the right amount of work to do at home.	31	48	13½	2	5½
The teaching is good.	54	43½	1½	0	1
I am kept well informed about how my child is getting on.	39½	47	11	1½	1
I would feel comfortable about approaching the school with questions or a problem.	64	29	4½	2	½
The school expects my child to work hard and achieve his or her best.	62	36	½	0	1½
The school works closely with parents.	42	49½	6½	1½	½
The school is well led and managed.	53	37½	2½	1	6
The school is helping my child become mature and responsible.	48	47	2½	½	2
The school provides an interesting range of activities outside lessons.	27	36	17	4	16