

# INSPECTION REPORT

## **ST MARY'S CATHOLIC PRIMARY SCHOOL**

Harborne, Birmingham

LEA area: Birmingham

Unique reference number: 103438

Headteacher: Ms H Cusack

Reporting inspector: Mr M F Bucktin  
15484

Dates of inspection: 15<sup>th</sup> – 16<sup>th</sup> January 2001

Inspection number: 188960

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Catholic
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Vivian Road Harborne Birmingham
Postcode:	B17 0DN
Telephone number:	021 427 2141
Fax number:	021 427 8312
Appropriate authority:	The Governing Body
Name of chair of governors:	Miss C Bentley
Date of previous inspection:	July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Mary's Catholic Primary School has 208 pupils on roll. This is almost exactly the same as at the time of the last inspection and the school remains about the same size as most other primary schools in the country.

The vast majority of pupils are white and come from the parish of St. Mary's. This is in Harborne, a suburb about three miles from the centre of Birmingham. The immediate area is well established and most pupils come from secure family backgrounds. When they start school, pupils' attainment is better than that normally expected of four-year-olds.

Close to five percent of pupils are eligible for a free school meal. This is below the national average. A similar proportion of pupils is on the school's register of special educational needs. This is well below the national average and the majority have moderate learning difficulties. Two pupils have a statement of special educational needs.

The headteacher is very new in post, the previous headteacher having retired at the end of the term immediately prior to the inspection.

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

St Mary's is an excellent school and provides very good value for money.

Since its last inspection, the school has sustained or improved its previously high performance. Standards of attainment in Key Stage 1 National Curriculum tests have consistently been above or well above the national average and the average for schools with a similar intake of pupils. In Key Stage 2 National Curriculum tests, results have also been sustained at an impressively high level. They are very high compared with the national average and well above the average achieved by similar schools.

The previous headteacher provided excellent leadership, inspiring a dedicated and skilled staff. Together they have worked hard to ensure that high performance in the core subjects is balanced by similarly high achievement in all other aspects. Teaching is consistently good with a high proportion of very good and excellent teaching. This enables pupils to become confident learners. The Catholic ethos of the school is very influential in achieving very high standards of personal development and pupils have positive attitudes to themselves and to others.

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

- The school enables pupils to maintain high standards of attainment and make very good progress through high quality teaching and excellent assessment procedures.
- The recently retired headteacher provided excellent leadership and created an ethos in which staff readily contribute their skills and expertise for the common good.
- The school's rich curriculum inspires pupils' excellent attitudes to learning and high standards of behaviour.

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

- The auditing of health and safety procedures

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in July 1996 judged the school to be excellent and noted high standards in many aspects of its work. Since then the school has made very good progress, seeking to improve on already high standards. The 2000 test results at Key Stage 1 show a slight improvement on that achieved in 1996. Results at Key Stage 2 show significant improvement to the extent that the trend in the school's improvement since 1996 is above the national trend. To improve on already high standards and to do so over a sustained period is a notable achievement and a credit to all those involved.

The quality of teaching has also improved. At the last inspection, teaching was judged to be good overall. Now it is very good. All the lessons seen during the inspection were good or better. However, the proportion of teaching that is very good or excellent has significantly improved since the last inspection. In 1996 one lesson in four was so judged; now it is up to three lessons in four. Again, this is a significant and notable achievement and is the main reason why the school is able to improve on already high standards.

There were two areas for improvement identified in the last inspection. In design and technology, the school has successfully implemented a very intensive programme of development so that standards are now better than those expected nationally. Indeed, the school is frequently asked to provide samples of pupils' work to exemplify good practice to other schools in the area. In health and safety, the school has improved two out of the four highlighted shortcomings. However, there is still a need to ensure that the policy and practice is regularly and routinely audited.

## STANDARDS

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

Performance in:	compared with				<i>Key</i>
	All schools			similar schools	
	1998	1999	2000	2000	
English	A	A*	A	A	well above average A above average B Average C below average D well below average E
Mathematics	A*	A	A*	A	
Science	A*	A*	A*	A	

Note: A\* indicates that standards are very high.

Upon starting school, pupils' attainment is better than that normally expected. Pupils' achievements systematically gather pace through Key Stage 1 and Key Stage 2 until, as shown in the table above, 11 year olds leaving the school achieve standards that are well above the national average and the average for similar schools. Its performance in 1998 and 2000 in mathematics and in 1999 for English places it in the highest 5% of schools in the country. In science, it has consistently achieved some of the highest results in the country. These standards have been maintained over a sustained period which stretches back even further than indicated by the table above. In 2000, high proportions of pupils (two thirds in English and mathematics; three quarters in science) attained higher than

expected levels upon leaving the school. Indeed, in mathematics some pupils attained standards more normally associated with brighter 14 year olds than 11 year olds.

There are two main reasons why standards are so high. First, there are excellent procedures for assessing pupils' abilities and ambitious targets are set for each pupil as they move through the school. Their progress towards these targets is then systematically tracked. Second, teachers have very high expectations and, through skilled and focused teaching, enable the vast majority of pupils to achieve these ambitious targets. In 1999 and 2000, the school has achieved the targets it set for itself and it continues to set challenging targets for 2001 and 2002.

Work seen in lessons confirms that the school is on course to meet these targets. At this, the mid point of the academic year, significant numbers of pupils are attaining better than expected standards and samples of pupils' work in Year 6 indicate a wide and impressive range of work both in quantity and quality.

Since its last inspection, the school has very successfully improved standards in design and technology to the extent that pupils in Year 6 now attain better than expected standards. Art teaching continues to be a significant strength of the school. It is of the highest possible quality and enables pupils in both key stages to produce work that is significantly better than expected from similarly aged pupils.

Displays and other observations also indicate that standards are at least in line with, if not better, than, expected in subjects such as history, geography, music and information and communications technology.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Excellent. Pupils have very positive attitudes to their work and the life of the school. They take great pride in everything they do.
Behaviour, in and out of classrooms	Excellent. In classrooms and around the school, pupils conduct themselves in an exemplary fashion.
Personal development and relationships	Excellent. Pupils readily help and support one another, gain in confidence as they get older and respond well to their teachers.
Attendance	Very good

The very high standards noted in the last inspection have been continued. There are numerous examples of pupils' positive attitudes. They immerse themselves in the lesson content, talk confidently about their work, expressing preferences and take obvious pride in their many and various achievements. These attitudes build up as pupils get older and show themselves in the care and support shown by older pupils for their younger counterparts and in increasing levels of responsibility and involvement in school routines. Attendance is well above the national average.

## **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>Aged 7-11 years</b>

Lessons seen overall	Good	Very good	Very good
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*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.*

Twenty-two percent of teaching is excellent, 50% is very good and 28% is good. This represents a high standard of teaching quality. English and mathematics are taught particularly well. In English, letter sounds are taught in a systematic and structured way and, together with the implementation of the Literacy Hour, has had a positive impact on both reading and writing. The daily three-part mathematics lesson is organised well and taught confidently. All lessons are well planned and the skills of the teachers in assessing pupils' abilities enables them to plan challenging work for all pupils. They also create the ethos in which mistakes are seen as natural and something to be learned from. The teaching of art is of the highest quality.

Pupils respond very well. They quickly become immersed in the content of the lesson, both ask and answer questions and are keen to make other contributions. Above all, they become confident in their own abilities, able to venture opinions and unafraid to make mistakes. When required, they can work studiously or with flair and imagination.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Very good. There is a broad and balanced curriculum, which is enriched by many activities beyond the immediate school environment. Great emphasis is given to widening pupils' experience as they progress through the school.
Provision for pupils with special educational needs	Very good. Clear procedures for assessment and monitoring pupils' progress ensure that pupils' needs are fully met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The Catholic ethos of the school permeates throughout and provides a strong foundation for pupils to understand their place in the world and their responsibilities to themselves and others.
How well the school cares for its pupils	There are excellent procedures for assessing pupils' attainment and progress and then using the information to inform planning. Similarly, personal support and guidance is of a high order. However, the policy for health and safety is not routinely and regularly monitored.

The school is committed to providing a broad and balanced curriculum that is enriched by many opportunities and experiences within the school and beyond. High achievement in basic skills and core subjects is because of this wide experience. Subjects such as art, music and drama are given equal priority and valued because of the unique contribution they make to pupils' personal development. The procedures for assessing pupils' abilities and tracking their progress indicate a high level of concern for the care and well being of all its pupils.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
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Leadership and management by the headteacher and other key staff	The recently retired headteacher has provided excellent leadership and has been very well supported by a dedicated and skilled staff.
How well the governors fulfil their responsibilities	Good. The governing body is well organised and has a clear understanding of the strengths of the school and the challenges it faces. Some issues remain to be addressed with regard to health and safety requirements.
The school's evaluation of its performance	Very good. Assessment and other information is carefully considered and used to identify areas for improvement.
The strategic use of resources	Very good. The school has sensibly and wisely invested its resources to ensure that pupils achieve the best results possible.

The contribution of the recently retired headteacher has been immense. The success of the school reflects her powerful and determined leadership based on the highest expectations of what the school could and should achieve. She has enabled staff to exercise leadership in key areas of the schools work. They have a clear understanding of strengths and weaknesses and the school is well placed to maintain its high standards. The governing body has a good understanding of its responsibilities and the principles of best value are very well applied.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school</li> <li>• Standards of behaviour</li> <li>• The quality of teaching</li> <li>• Approaching the school with questions or problems</li> <li>• The high expectations the school has</li> <li>• The partnership with parents</li> <li>• The way the school is led and managed</li> <li>• The way children are helped to become mature and responsible</li> <li>• The range of activities outside lessons.</li> </ul>	No significant concerns were raised through the questionnaire returns or at the meeting for parents.

The questionnaire and the meeting for parents revealed very high levels of approval for almost every aspect of the schools work. The inspection fully confirms these views. Parents have every right to be pleased with the way the school enables pupils to achieve very high standards of work and behaviour.

## **PART B: COMMENTARY**

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

**The school enables pupils to maintain high standards of attainment and make very good progress through high quality teaching and excellent assessment procedures.**

1. The last inspection judged standards of attainment in the core subjects of English, mathematics and science to be consistently high. Since then the school has successfully improved these further.
2. In the 2000 Key Stage 1 National Curriculum tests, results in reading, writing and mathematics were all ahead of where they were in 1996. All pupils attained at least the level expected of seven-year-olds. Over half exceeded the expected level in reading, a third did so in mathematics and a fifth in writing. Teachers' assessments in science show that almost half of all pupils attained more highly than nationally expected. The 2000 results in writing and mathematics were well above the national average and that achieved by schools with similar intakes of pupils. In reading, they were very high against the national average and well above that of similar schools.
3. In the 2000 Key Stage 2 National Curriculum tests, results in mathematics and science were very high against the national average and well above average in English. In all three subjects, results were well above the average achieved by schools with similar intakes of pupils. The trend in Key Stage 2 results since 1996 is better than the national trend which, given the high levels of attainment at the end of Key Stage 1, is a significant achievement. In each of the years since the last inspection, results in two out of the three core subjects have been in the highest 5% of schools across the country. This was the case for English in 1999, for mathematics in 1998 and 2000 and science results have been consistently so. The proportion of pupils exceeding expected standards is similarly high. In English and mathematics, two out every three pupils did so. In science it rose to three out of every four. Indeed, in the 2000 tests in mathematics, some pupils attained at a level more normally associated with brighter 14 year olds than 11 year olds.
4. Whilst the attainment of pupils when they enter the school is better than normally expected of four-year-olds, the school still enables pupils to make very good progress. Through setting ambitious targets, tracking pupils' achievements carefully and high quality teaching, progress systematically increases as pupils move through the school. This is best illustrated by evidence from the most recent Key Stage 2 tests. This shows that St Mary's pupils progressed at a rate well above other schools with similar Key Stage 1 results in 1996.
5. Pupils in the current Year 6 reach levels of attainment that maintain these high standards. At this, the mid-point of the academic year, many pupils are working well beyond the levels expected of 11 year olds in English and mathematics.
6. This sustained high performance is mainly due to high quality teaching and excellent assessment of pupils' progress.
7. Most teaching is very good, a quarter is excellent and the remainder is good. This quality of teaching is based on thorough subject knowledge, very good planning and assessment, continuing teacher comment and questioning and valuable support from classroom assistants.
8. Teachers' very good subject knowledge and understanding is especially noticeable in the teaching of letter sounds. All teachers have had specific training for this and throughout the school, pupils become skilled in identifying letter sounds. For example, pupils in the Reception class picked out sound patterns during the class reading of "Brown Bear Barney" whilst Year 5

pupils know that a quadrigraph is four letters combining to make a single sound and can identify a range of words that contain the sound. This also helps them to have a very analytical approach to spelling and standards are high. Subject knowledge is also strong in mathematics to the extent that teachers can draw on work more usually attempted in secondary school to enable Year 6 pupils to attain well beyond nationally expected standards. The same is true in art and design and technology resulting in very high quality work being produced.

9. Lessons are very well planned and organised. The Literacy Hour and daily three-part mathematics lesson provide pace and purpose to learning. Teachers give very clear introductions and explanations leaving pupils in no doubt as to what is required. Resources are well prepared, for example the teacher has collected samples of wood and objects made from wood to support Year 1 pupils in their study of materials. At the start of every lesson, the objectives for the lesson are shared with the class and pupils use them in judging their own learning and progress.
10. Teachers assess pupils' work very thoroughly to give them a clear picture of each pupils' capabilities and to raise expectations. It also allows teachers to spot where understanding has not quite been achieved and to adjust subsequent lesson plans accordingly, as in a Year 5 lesson on multiplication.
11. Teachers provide excellent commentaries on pupils' progress during the lesson. For example in a Year 2 art lesson, the teacher gave careful coaching in pencil control and observation. This helped pupils to move from very stylised pictures of flowers to carefully studied representations of what was before them. Teachers use marking of pupils' work very well to guide the next steps in learning. For example, in the English book of a Year 2 pupil, the teacher commented on her improving handwriting by drawing comparisons with her earlier work. Comments also identify the need for improvements such as noting where better punctuation was needed in the work of a Year 6 pupil with special educational needs. In making excellent oral and written comments, teachers actively promote the notion that mistakes are a natural part of the learning process.
12. Teachers also use high levels of questioning. For example, Year 4 pupils in a mathematics lesson were asked to explain how they worked out their answers. This encouraged them to use their powers of reasoning and share a variety of mental strategies. This keeps pupils alert and enables them to become immersed in the subject content of the lesson.
13. Classroom assistants play a valuable role in supporting the work of teachers and pupils. For example, in the Reception class, the classroom assistant led a practical task which extended pupils' vocabulary. In Year 1, the classroom assistant confidently led a science activity enabling pupils to observe more closely and to notice the texture of the bark of a tree in contrast to the sawn surface of the wood. In Key Stage 2, the classroom assistant works across all classes providing a high level of support. In addition, she ensures the library is kept well-organised and that teachers have the necessary resources, such as photocopies, available for lessons.
14. Teachers are very skilled in making day to day assessments of pupils' progress and are supported by excellent whole school procedures for recording and analysis. The information from assessments is used to guide teaching plans and to identify particular groups of pupils who might need greater support to reach nationally expected standards.
15. Through a combination of teachers' own assessments, the use of standardised tests and materials and support provided by the Local Education Authority, the school has a very clear picture of pupils' standards of attainment and their progress. This enables them, at the end of each year, to set, for each pupil, ambitious targets for the following year. The teacher taking the class the following year, reviews these targets early in the Autumn Term, adjusts them if required and

plans the teaching accordingly. Progress through the year is assessed, carefully recorded and reported to parents. A senior team of teachers oversees the process. Teachers are very clear about their contributions and how they build up to the statutory targets the school is required to set for attainment at the end of Year 6. Consequently, the school has been able to set and achieve ambitious targets for pupils transferring to secondary education.

16. At an early stage, staff identify pupils with particular needs, including those with special educational needs, and take positive steps to support their progress. On four mornings a week, the Key Stage 1 staff, work for the last half-hour of the session in Key Stage 2 whilst their classes are having lunch. This enables targeted support to be given to those pupils in Key Stage 2 with particular literacy needs. This is successful because all this group of pupils have, up to now, attained nationally expected standards or better at the end of Key Stage 2. Their Key Stage 1 results suggested that this might not have been the case for all of them.
17. This approach typifies the high level of commitment by the staff. The achievement of pupils leaving the school, particularly the high levels of attainment, is seen as something that all staff contribute to and take pride in.

**The recently retired headteacher provided excellent leadership and created an ethos in which staff readily contribute their skills and expertise for the common good.**

18. The previous headteacher retired shortly before the inspection and her powerful vision and personal example has provided the basis for the sustained success of the school. All concerned - staff, governors, parents and pupils - speak warmly of her dedication and commitment to the school. She believed that high achievement and attainment was the result of patient work across a wide spectrum and built up in a cumulative and systematic way. Through ensuring that pupils had the right skills at the appropriate stage of their development, she confidently balanced the national drive for high and improving standards with concern for each individual child. She challenged staff to reach the highest levels of professional performance and created a strong, demanding partnership in which skills and expertise are shared and focused on achieving common aims.
19. This is exemplified by the work of staff in leading specific areas of work. The co-ordinators for English and mathematics have ensured that the national strategies for literacy and numeracy have been implemented in a way that best fits with the philosophy and practice of the school. They have observed lessons and led discussions about the best approaches to teaching these areas. The co-ordinator for assessment has led the development of clear processes that enable pupils' progress to be clearly tracked. The co-ordinator for design and technology has worked hard to ensure that work in this area was improved following the last inspection. The fact it now is a strength of the school is testament to the staff's shared determination. It also shows that the school uses the principles of best value because it targets resources to achieve improvements in its work. Other processes for management are similarly strong. For example, the thorough induction of teachers new to the school indicates a confident school, clear in its philosophy and practice.
20. This shared ethos will be a key element in taking the school through the next stages of its development. The new headteacher, in post for only a week before the inspection, has a clear view of the task that faces her. She has drawn up a plan of action to take her through the immediate future and beyond. She has correctly identified where the existing good practice can be developed further, such as including a more strategic element to the school's development planning. The governing body also recognises the significant challenges the school faces and its

role in the induction of the new headteacher. Though it is far too early to judge the impact of these intentions, it does suggest that the school has the capacity to sustain its high standards.

**The school's rich curriculum inspires pupils' excellent attitudes to learning and high standards of behaviour.**

21. The high standards achieved in the core subjects have not been at the expense of other subjects, indeed quite the reverse. The school's philosophy and practice are that a wide curricular experience contributes to high achievement and provides many opportunities for pupils to develop their interests and self-confidence.
22. A major strength of the school is the provision made for art and design. Since its last inspection, the school has created a studio for the specialist teaching of art. This creates high expectations of what is possible and, coupled with the excellent teaching, helps to motivate pupils to achieve very high standards. Other touches, such as pupils "signing" their work also adds to the importance of their efforts. The work on display reflects these standards. In the school hall are examples from each class showing an aspect of art during the last millennium, for example, illuminated manuscripts from the Middle Ages. Also on display is work leading to the design and production of a mosaic in celebration of the new millennium. The finished piece provides an awe-inspiring and stunning centrepiece in the entrance foyer of the school.
23. Since its last inspection, work in design and technology, as already noted, has been considerably improved. For example, Year 6 pupils produced working fairground models using reversing electric motors so raising their skills to a high standard. Work on display also suggests that pupils achieve at least appropriate standards in subjects such as history and geography.
24. Pupils' spiritual development is excellent and the school's Catholic ethos is used very positively to promote pupils' awareness of their place in the world and their responsibilities to themselves and others. For example, an assembly focused on how words communicate feelings. Art, music and literature all feature strongly in the curriculum and the wider life of the school. They also contribute to pupils' understanding of human feeling and existence as do special events such as sleepovers for midnight masses and a bi-annual pilgrimage to Lourdes. Participation in Birmingham's "Citizenship Week" and contribution to a wide range of charities also signal the widest provision for social and moral education. The school is acutely aware that it is largely made up of pupils from a single culture and faith. Consequently, it takes every opportunity to help pupils recognise and appreciate the diversity of faiths and cultures found locally.
25. Extra-curricular activities are a popular feature and pupils have many opportunities to develop their musical, artistic and sporting interests. For example, a drama club held after school attracted over 60 pupils and expert teaching enabled them to express feelings and emotions in a mature and considered way. During a choir practice pupils tackled demanding work and sang tunefully.
26. These examples reflect a commitment to education in its fullest sense and make a strong contribution to the pupils' all round achievement and development.
27. An important part of the school's curriculum is the way literacy is used to develop pupils' learning in all subjects. The school believes that literacy is the most important element in the primary curriculum. This vision has been actively promoted and provides an excellent foundation for work across all subjects.

28. All teachers are expected to attend training and gain accreditation in a specific approach to teaching reading, handwriting and spelling skills. They use these teaching skills in a systematic and structured way throughout the school and enable pupils to become very proficient in the use of English across a wide spectrum. For example, Year 6 pupils read a full range of challenging material and higher attaining pupils sustain extended discussions about their reading choices and preferences. Each class has a dedicated library session and pupils use many reference sources, including the internet, when researching particular topics or themes. This wide experience translates to their writing with pupils' building up their ability to write for different audiences and in different styles. This results in pupils in Year 6 having a massive portfolio of writing, which is sophisticated, not only in technical requirements but also in content. For example, the Year 6 class produced well-reasoned arguments, mostly against capital punishment. The sample included a passionate piece by a pupil with a statement of special need, which very movingly conveyed the depth of her feelings on the issue.
29. This strong grounding promotes learning in other subjects. There are many examples of this in their writing, especially in religious education where stories, accounts and personal views show pupils' growing awareness of the Catholic faith. Pupils use specialist and technical vocabulary in subjects such as mathematics. Oral work is used to emphasise understanding as in the Year 4 lesson on adding three digit numbers. In science, pupils write factual accounts of experiments and can say why they have reached a particular conclusion as in a Year 3 lesson on the absorbency of paper. In art, they use language to share ideas about their work and to explore feelings that art appreciation evokes.
30. Pupils' response to this rich and challenging provision is excellent. Their attitudes to learning, highly praised in the last inspection, continue as a school strength.
31. They are interested in the content of lessons, take an active part and are keen to check their own learning against the objectives the teachers have set. As they move through the school they become confident learners. This shows in their readiness to learn from mistakes, recognising that they are an integral part of the learning process. The youngest pupils are willing to sound out words and to have a go at new or unknown words. They are very supportive of each other's efforts. This continues throughout the school. For example, Year 4 pupils readily shared their ways of completing mental calculations with the rest of the class who were quick to pick these up and use them themselves. When required, pupils work independently and with great concentration, keen to produce high quality work. Art lessons are a good example of this. They can also work collaboratively and take great pleasure in joint endeavours such as Year 6 pupils producing fairground models in design and technology.
32. Consequently, the oldest pupils are mature learners who have a good understanding of their abilities, have a strong desire to improve and are an excellent example to others. For instance, two higher attaining Year 6 pupils talked knowledgeably about their reading, they knew the work of many authors and were able to reflect on what they had read.
33. Pupils behave responsibly throughout the school. Behaviour is exemplary in lessons. Only rarely do teachers need to remind pupils of what is expected and, even then, only a quiet, discreet word is required. In the playground, pupils of all ages mix easily and older pupils provide a very good example for their younger counterparts. There are many instances of pupils helping with school routines. For example, Year 5 and 6 pupils act as library monitors, using the computer database and bar coding to issue books and to shelve them on return.

## **WHAT COULD BE IMPROVED**

### **The auditing of health and safety procedures**

34. The last inspection indicated a number of health and safety issues which needed improvement. The school has since taken steps to address two out of the four areas highlighted in the report. The procedure for recording lateness is in line with requirements and warning signs are displayed when cleaning is in progress.
35. The school is a safe environment for pupils. Teachers and support staff are aware of safe practice in subjects, for example a Year 1 lesson in design and technology emphasised the safe use of scissors. Day to day working practices ensure that all who work at the school, staff and pupils, are safe.
36. However, the policy for health and safety is not effectively audited to ensure that practice matches the policy. Consequently, those checks, which should be a matter of routine, are not administered regularly enough.

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

To develop further the school's effectiveness, the governing body should

- (1) Ensure that the health and safety policy is regularly audited to ensure that practice in the school is in line with the policy. Particular attention should be given to those checks which should be regularly and routinely carried out.  
(para 36).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
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
22	50	28	0	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)	N/A	207
Number of full-time pupils eligible for free school meals	N/A	10

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	10

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<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	3

### *Attendance*

#### **Authorised absence**

	%
School data	3.4
National comparative data	5.2

#### **Unauthorised absence**

	%
School data	0.3
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
		2000	11	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	19	19	19
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	19	19	19
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	13	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	15	14	16
	Total	28	27	29
Percentage of pupils at NC level 4 or above	School	93 (97)	90 (90)	97 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	15	14	16
	Total	28	27	29
Percentage of pupils at NC level 4 or above	School	93 (97)	90 (93)	97 (97)
	National	70 (68)	72 (69)	80 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	171
Any other minority ethnic group	5

*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)	10
Number of pupils per qualified teacher	25.9
Average class size	29.6

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

Total number of education support staff	3
Total aggregate hours worked per week	98

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

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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*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	1999 -2000
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Total income	427619
Total expenditure	446426
Expenditure per pupil	2147
Balance brought forward from previous year	45071
Balance carried forward to next year	13766

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

### **Questionnaire return rate**

Number of questionnaires sent out	207
Number of questionnaires returned	120

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	26	0	0	2
My child is making good progress in school.	43	50	3	0	0
Behaviour in the school is good.	69	30	1	0	0
My child gets the right amount of work to do at home.	40	57	2	0	1
The teaching is good.	50	48	1	0	2
I am kept well informed about how my child is getting on.	32	47	3	0	18
I would feel comfortable about approaching the school with questions or a problem.	51	42	3	0	3
The school expects my child to work hard and achieve his or her best.	68	31	1	0	1
The school works closely with parents.	69	27	3	1	0
The school is well led and managed.	71	28	1	0	0
The school is helping my child become mature and responsible.	76	22	0	0	2
The school provides an interesting range of activities outside lessons.	62	32	0	0	7

### **Summary of parents' and carers' responses**

As indicated by the table above, there are strong levels of support for almost every aspect of the schools' work. The inspection evidence supports the views of parents who have every right to be pleased with the way the school enables to reach high standards of achievement across a wide spectrum.