

# INSPECTION REPORT

**OUR LADY OF PITY CATHOLIC  
PRIMARY SCHOOL**

Greasby, Wirral

LEA area: Wirral

Unique reference number: 105083

Headteacher: Mr R P Ward

Reporting inspector: Mr M Greenhalgh  
10422

Dates of inspection: 20<sup>th</sup> – 22<sup>nd</sup> March 2000

Inspection number: 189499

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

© Crown copyright 2000

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 5 to 11 years

Gender of pupils: Mixed

School address: Rigby Drive  
Greasby  
Wirral  
Merseyside

Postcode: CH49 1RE

Telephone number: 0151 677 6262

Fax number: -

Appropriate authority: The governing body

Name of chair of governors: Mr P Caswell

Date of previous inspection: 8<sup>th</sup> July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr M Greenhalgh	Registered inspector
Mr G Ellis	Lay inspector
Mrs E Wilson	Team inspector
Mr R Greenall	Team inspector

The inspection contractor was:

Bench Marque Limited

National Westminster Bank Chambers  
Victoria Street  
Burnham-on-Sea  
Somerset  
TA8 1AN

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
Pupils achieve very well and attain very high standards in all aspects of English, mathematics and science.	
Leadership and management are very good. The headteacher, staff and governors are determined to maintain and improve the high standards already achieved.	
The quality of teaching and learning is very good. Lessons are delivered at a very good pace and are lively and interesting.	
Pupils' attitudes, behaviour and personal development are very good. Pupils are happy and keen to come to school.	
The school's provision for spiritual, moral and social development is very good.	
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
The quality, range and balance of the curriculum.	
Standards in information and communication technology.	
The outside learning environment.	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a large Catholic primary school for boys and girls aged 4-11 years old. It has 408 full-time pupils, a number that is far greater than at the time of the last inspection. Pupils' attainment on entry is above the national average. The proportion of pupils with special educational needs (sixty-five) and with statements of special educational needs (two) is below the proportions found nationally. There are very few pupils from minority ethnic backgrounds.

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

This is a very good and effective school. The governing body and headteacher have high expectations and are determined to maintain and improve the high standards already achieved. There is a clear vision that is shared amongst all that work with the school. The quality of teaching and learning is very good and pupils have very good attitudes towards the school. The school provides very good value for money.

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

- Pupils achieve very well and attain very high standards in all aspects of English, mathematics and science.
- Leadership and management are very good. The headteacher, staff and governors are determined to maintain and improve the high standards already achieved.
- The quality of teaching and learning is very good. Lessons are delivered at a very good pace and are lively and interesting.
- Pupils' attitudes, behaviour and personal development are very good. Pupils are happy and keen to come to school.
- The school's provision for spiritual, moral and social development is very good.

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

- The quality, range and balance of the curriculum.
- Standards in information and communication technology.
- The outside learning environment.

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

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

High standards have been maintained and improved upon since the last inspection, with significant improvements in mathematics and science. The quality of teaching remains a strength of the school and has improved further. These improvements, particularly in planning and assessment, ensure a very good number of pupils achieves above average levels of attainment and that the most able pupils are sufficiently well challenged. Facilities for the teaching of information and communications technology (ICT) have improved and a new ICT suite is being built. However, standards in ICT are below the national expectation and not all areas of the information technology curriculum are covered effectively and therefore improvement in this area has not been sufficient. The accommodation has improved considerably. The governors have made this a priority and all concerns expressed at the time of the last inspection have been addressed. The outside learning environment is being improved, but nevertheless, is rather barren and could make a more effective contribution to learning. The budget was a concern in the last inspection because of the level of funding and

the amount being carried forward by the school into the next financial year. The present situation is similar as a result of the school's income per pupil being in line with the lowest funded 25 per cent of schools in the country. The finance available is, however, managed well and the school makes very good use of the monies it has available. There is likely to be a small but healthy carry forward into the next financial year. Learning resources in the classroom have also improved for the teaching of literacy and numeracy but remain barely adequate overall across the curriculum. The school has made very good progress since the last inspection and has very good capacity for further improvements and the maintenance of high standards.

## STANDARDS

The table shows the standards achieved by eleven-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*	A
Mathematics	A*	A*	A*	A*
Science	A	A	A	A

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

*The similar schools category compares this school with other schools nationally that have a similar proportion of pupils on free school meals.*

These particularly high standards have been maintained since 1997 and have improved significantly since the last inspection. Results in 1999 show further significant improvements in mathematics and science. Inspection evidence shows that the pupils continue to attain very well in English, mathematics and science. Standards in ICT are, however, below that expected because the school does not deliver the whole of the information technology curriculum. Standards in some aspects of physical education are also below the national expectation for pupils of similar ages.

By the age of seven (at the end of Year 2) a similar picture is maintained with the standards well above the national and similar school averages in reading, writing and mathematics. A very good proportion of pupils attains above the expected level (Level 2). In speaking and listening, although the proportion of pupils attaining the expected standard is high the proportion attaining above the expectation is low in comparison to the national average. Inspection findings show that teachers provide good opportunities for pupils to develop their speaking and listening skills to which pupils respond well and attain standards at least in line with that expected nationally, with a good proportion attaining above.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They show high levels of interest in their work and contribute well to lessons. Presentation of work is very good.
Behaviour, in and out of	Pupils behave very well, with very few instances of pupils

classrooms	wasting time in lessons. Movement around the school is very orderly. There have been no exclusions.
Personal development and relationships	Pupils throughout the school have a mature attitude to learning and develop very good relationships with each other and with adults.
Attendance	Attendance levels are above average. Pupils arrive to lessons promptly.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

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

The quality of teaching and learning is very good. Teachers provide very good support and guidance to which pupils respond very well and make very good progress. Work is well matched to the different abilities of the pupils enabling all to be challenged effectively. This leads to pupils having confidence in their ability to succeed if they work hard. All teachers have very good knowledge and understanding of English, mathematics and science and have high expectations for learning and behaviour. The teaching of basic literacy and numeracy skills is very strong. All pupils are set individual targets based on very good assessment systems. As a result, lessons proceed at a very good pace and are lively and busy. During the inspection 100 per cent of teaching was satisfactory or better with 26 per cent very good or better.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has focused time effectively on delivering the National Literacy and Numeracy Strategies. The amount of time spent in these areas is more than you would see in most schools, and therefore the time spent on other areas of the curriculum is below that expected. The National Curriculum requirements for information technology are not fully met.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported and make very good progress.
Provision for pupils' personal, including spiritual, moral, social & cultural development	The school's provision is very good. All members of staff apply the school's aims consistently throughout the school.
How well the school cares for its pupils	All health and safety procedures are efficient. Members of staff know the pupils very well. The school's assessment of pupils' progress is very good.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led effectively by the headteacher who is very well supported by the senior management team and teaching staff. All members of staff work effectively as a team and are consistent in their approach to ensure the school's aims are met in full.
How well the governors fulfil their responsibilities	The governing body is very supportive of the school. Key governors, such as the chair of governors, the chair of finance and the special needs governor, are very effective in their roles.
The school's evaluation of its performance	The school is keen for its pupils to do well. Their achievements are monitored closely through a thorough analysis of the school's performance in relation to other schools.
The strategic use of resources	The school's financial resources are below the national average. This has had an adverse effect on the level of learning resources and the amount of administrative support for the day-to-day management of the school. These resources are used very effectively. The governors ensure that the principles of best value are applied well.

## 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>• Children like school</li> <li>• Children make good progress</li> <li>• Behaviour is good</li> <li>• The teaching is good</li> <li>• The school expects the children to work hard and do well</li> <li>• The school is helping children to become mature and responsible.</li> <li>• The school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>• Children get too much homework</li> <li>• Parents not kept sufficiently well informed about how well their children are doing</li> <li>• The school does not work closely with parents</li> <li>• The school does not provide an interesting range of activities outside lessons</li> </ul>

The inspectors agree with the positive comments provided by parents and carers. Homework is not monitored effectively by subject co-ordinators and therefore the school is not fully aware of whether homework matches the needs of the pupils. Information to parents is of a good quality; particularly the annual reports on the progress pupils make. There are, however, few informal opportunities for parents living in Hoylake to meet teachers at the main school. The school does provide opportunities for parents to voice their opinions although there could be more opportunities for parents to be consulted on areas for school improvement. There is a satisfactory range of extra-curricular activities at Key Stage 2, but none for pupils up to seven years of age.

## **PART B: COMMENTARY**

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

#### **Pupils achieve very well and attain very high standards in all aspects of English, mathematics and science**

1. Overall, standards compared with the national averages in English, mathematics and science are very high by the time pupils reach the age of eleven (the end of Key Stage 2). In comparison to schools with a similar pupil profile, standards are well above the national average. These high standards have been maintained since 1997 and are an improvement on standards at the time of the last inspection. The trend of improvement follows a similar pattern to that found nationally, with especially good improvements in mathematics and science between 1998 and 1999. Standards in the present Year 6 remain high with a very good proportion of pupils continuing to attain levels above the nationally expected Level 4; in 1999 this was approximately half of the pupils. The school has set itself very challenging targets for the number of pupils to attain Level 4 and Level 5 at the end of this academic year. At this stage of the year the school is well on line to achieve over 90 per cent of pupils attaining Level 4 or above in English, mathematics and science.
2. There is a similar picture of high attainment for pupils reaching the age of seven (the end of Key Stage 1) in reading, writing and mathematics. This trend of high attainment and achievement at the end of both key stages is the result of the very good progress made by pupils during lessons and over time in all classes and year groups. The school has emphasised the teaching of the basic skills in its curriculum framework and a large proportion of time is spent teaching literacy and numeracy to each age group. The setting of pupils by ability, and then further setting within each class, enables teachers to match challenging work closely to the needs of the pupils. This system also enables the school to set accurate targets for key stages, year groups and individual pupils. These factors alone make significant contributions to the progress pupils make throughout their time in school.
3. In English, pupils of both key stages structure a variety of writing forms well in relation to their abilities and maturity. They use vocabulary, within the different forms, to good effect demonstrating their development of style. A good example of thoughtful writing is that of Year 5 and 6 pupils' sensitive accounts of their memories of their first day at school. Pupils throughout the school use a range of punctuation correctly and spell accurately. Their handwriting is very well developed and by the age of eleven the large majority of pupils use a fluent, joined style that is very well presented and easy to read. For example, the House Captains have produced self-portraits for display so that the other pupils have an understanding of their backgrounds, interests and ideas. Pupils read a wide variety of books, such as recipe books, as seen in a guided reading lesson in Year 3. Such a rich reading experience makes pupils confident about tackling new texts. Younger pupils develop a variety of strategies to make sense of unknown words and to read complicated passages carefully. Pupils use their good reading skills successfully in other curricular areas, such as science and history when completing research to share with the rest of the class. Ample opportunities are provided for pupils to develop speaking and listening skills across all areas of the curriculum enabling them to order their thinking and explain their reasoning clearly. A good example of this is their ability to explain their working methods in mathematics. Older pupils develop a good range of debating skills and use them well to debate, for example, the advantages and disadvantages of vivisection.

4. In mathematics throughout the school, pupils practise and consolidate their mental agility regularly and this enables them to tackle problems with confidence. They demonstrate a range of strategies to calculate the answers to questions and are keen to discuss these with their teacher and the rest of the class. Pupils make good gains in their understanding of number relationships and in their speed of recall, demonstrated at the beginning of lessons when teachers use quick fire questions to stimulate their mental agility. This understanding is also well used when pupils transfer their learning to more practical problems to do with shape and measuring. For example, pupils in a Year 5 class were able to calculate the surface area of a cube by multiplying the surface area of one face by six. Pupils also make good use of data handling skills in using information from scientific investigations to put into graphs to present their results to other members of the class. The use of information technology in mathematics is, however, very limited with little evidence of pupils demonstrating their skills, such as data handling.
5. In science throughout the school, pupils make good gains in their ability to gather information and make accurate conclusions. Teachers provide good guidance on how pupils should structure their investigations and pupils follow these well enabling them to think logically. For example, Year 3 and 4 pupils were successful in putting forward their own ideas on how to investigate the hardness of different materials. By the time pupils reach the end of Year 2, they have a very good understanding of all aspects of the National Curriculum for science. This range of very good knowledge and understanding is built on successfully during the pupils' time in Key Stage 2 as a result of the teachers' very good assessments of the progress pupils make.

**Leadership and management are very good. The headteacher, staff and governors are determined to maintain and improve the high standards already achieved**

6. A major strength of the school is the commitment of the headteacher, senior management team, teaching staff and governing body not only to maintain the high standards already achieved by the school, but also to raise them further. This is a commitment shared by the teaching and non-teaching staff, particularly in relation to the pace at which the pupils work and the way in which they behave. The success of this aim is clear to see in the results achieved by the oldest pupils in the school whose performances have consistently put the school amongst the top five per cent of schools in the country. To achieve this success the headteacher has ensured that the school gathers together a wide selection of data so that its performance can be compared with that of other schools, including National Curriculum assessments at the end of each year from Year 2 to Year 6 and other standardised tests. This data is examined thoroughly to enable the strengths and weaknesses of individuals, classes, year groups and school to be analysed and a programme of action to be organised. The most recent analysis has revealed a trend at Key Stage 2 in particular, of girls outperforming boys. As a result, the school has already had staff meetings where the issues have been discussed, and a variety of strategies have been identified to help rectify the situation by actively raising standards amongst the boys. These strategies include making sure that boys pay attention in group sessions, and ensuring boys know the clear purpose behind the task, are effectively challenged and have a clear understanding of what achievement is expected. The end result of the analysis is that targets are set for each individual pupil, for each class and for each year group. The targets are reviewed regularly and are revised depending on the findings.

**The quality of teaching and learning is very good. Lessons are delivered at a very good pace and are lively and interesting.**

7. Overall, the quality of teaching and learning, particularly in English, mathematics and science is very good. Teachers provide very good support and guidance through the effective assessment of the pupils' progress. Lessons are delivered at a very good pace and are lively and buzzing with activity, for example in a Year 2 science lesson, the teacher set clear time-scales within which the pupils had to work, and gave constant reminders as to how long they had left to complete the task. This type of encouragement enables pupils to make very good progress throughout the school and to build year on year on the good standards already achieved. All teachers have a very good knowledge and understanding of the literacy and numeracy strategies and this helps them to assess the achievements of the pupils accurately and to set realistic and challenging targets for each individual pupil, including those with special educational needs and the highest achievers. Pupils respond very effectively to this by working extremely hard in lessons to acquire new knowledge and skills and to meet their personal targets. Very good guidance and support is given by teachers to ensure that the thinking of the pupils is challenged in the right way. There are especially good planning sheets in English and science which pupils follow closely and this enhances the quality of their work, such as the writing up of scientific investigations and in the creation of sensitive poetry. In all lessons, the support given is not at the expense of pupils using their own initiative or working independently, which they do very well.
8. All teachers set high expectations of the effort pupils apply and in the presentation of their work. As a result, all pupils write in a very neat and legible way and present tables and diagrams precisely enhancing the ease at which their work can be read. Teachers also set fine examples through the way all work is marked and assessed. Good questioning challenges pupils to think hard about the answers they give. Comments on the pupils' work are helpful to the pupils and teachers often expect pupils to respond by thinking further about their work and how they can improve it.
9. Relationships in the classroom are very good. All teachers set good standards of discipline in a friendly but firm manner. In all but a few instances, pupils respond extremely well by concentrating hard on the task to ensure they finish work on time. Teachers also help to stimulate learning by using a wide range of resources in the teaching of literacy. This is particularly effective during guided reading lessons when teachers provide pupils with many different types of books for the pupils to read. In one Year 3 lesson, pupils read different types of recipe books to try to identify verbs and adverbs, and in a Year 2 lesson the books were very well matched to the pupils' abilities giving them confidence when tackling new words, thus enabling them to make very good progress.
10. Homework is used effectively to support learning in school. It is set regularly throughout the school and includes work that can be completed with parents. In one Year 6 science lesson, the completion of experiment sheets at home was discussed well by the whole class enabling good links to be made with the work completed in the classroom.

**Pupils' attitudes, behaviour and personal development are very good. Pupils are happy and keen to come to school.**

11. The very large majority of pupils are happy and keen to come to school, which is reflected in the above average attendance rates. In lessons, they demonstrate very good levels of interest in their work, for example in Year 5, pupils read a wide range of

text with very good levels of concentration to extract the morals of the stories and then to discuss them with their group. Their high levels of interest in school extends to a variety of extra-curricular activities provided for them at Key Stage 2. These popular activities includes chess, which is proving not only to be popular but also is enabling pupils to compete in national competitions in London. All pupils are confident in their approach to work mainly because of the very good planning of the teachers to ensure the work is challenging but also achievable if pupils work hard. Pupils demonstrate a good deal of pride in their work, which is always presented in a very neat and tidy fashion.

12. Behaviour in and around school is very good. Pupils show good levels of respect for each other especially when listening to what others say during whole-class discussions and, for example, when they are trying to explain which strategy they used to solve a mathematical problem. Pupils always settle down quickly to group and individual tasks with very little time wasted. They then sustain very good levels of concentration and do not disrupt each other. Movement around the school is very good with especially good attention given to safety issues by Year 5 pupils as they move up and down the stairs to and from their classroom. In the dining hall, pupils are very sociable and collect their food from the serving hatch in a very sensible and well- behaved manner.
13. Pupils are very helpful in and around the school. They are keen to help to put desks back into classrooms after extra-curricular activities, and Year 3 and 4 pupils show good levels of responsibility when helping teachers to put out large apparatus and mats for a physical education lesson. All pupils have mature and sensible attitudes to learning. They are rarely in need of reminders to concentrate on their studies when working in groups or on their own; this is particularly evident when the teachers are working with focused groups during literacy and numeracy time. In a Year 3/4 lesson, pupils acted very responsibly when discussing the hardness of different materials. In this lesson, pupils were happy to listen to and reflect on each other's ideas and to collate them for the whole-class discussion that came later.

### **The school's provision for spiritual, moral and social development is very good**

14. The school promotes its Roman Catholic faith very effectively throughout the school. There is a consistent emphasis throughout the day on the school's aim to develop the children's potential; spiritually, academically, creatively and physically, in the true spirit of hard work, self-reliance, co-operation and respect for each other, and its commitment to the spirit of truth and justice, the care for the environment, and the pursuit of excellence in all aspects of life. Nevertheless, the school also promotes a very good awareness and tolerance of other religions, such as Buddhism, that are most commonly found in this country. As pupils get older this is explored more fully, including the exploration of the faiths practised by important historical communities, such as the Aztecs and Vikings.
15. The principles of right and wrong are very well promoted by all the teachers and other adults that work in the school. The teaching of these principles is very consistent and all staff promote positive behaviour very well so that pupils are expected to follow the good examples set, particularly when related to honesty, fairness and respect.
16. There is very good promotion of the pupils' social development. In lessons, there is much encouragement for pupils to take responsibility for their own learning. There are many opportunities for pupils to work independently, particularly during group activities. In literacy lessons for example, pupils are given books to read quietly and are expected to do so without distracting others. All teachers constantly reinforce how pupils should

relate to each other throughout the day. Teachers also have high expectations of how pupils should value each other's contributions and how they should work co-operatively when in groups. There is much time offered to pupils to discuss and reflect upon their daily lives, this is particularly so at the start of a lesson when the teacher may be recapping on the previous lesson, and at the end when the teacher encourages pupils to share their ideas. There is, however, no school council that offers real opportunities for pupils to voice their opinions and to have their views discussed at open meetings with other pupils and staff.

## **WHAT COULD BE IMPROVED**

### **The quality, range and balance of the curriculum**

17. The school has followed national guidelines successfully and has put much emphasis on the teaching of the basics through the National Literacy and Numeracy Strategies. The school also follows local guidelines produced by the diocese to allocate a significant amount of time to the teaching of religious education. A satisfactory amount of time is also given to the teaching of science across all age groups. The success of this policy is clear to see in the results of the National Curriculum tests and in the promotion through religious studies, of the school's determination for pupils to be trustworthy, to respect and tolerate each other and to develop secure and beneficial relationships. However, the school has already recognised that other areas of the curriculum are squeezed on the amount of time allocated to them. A policy of integration into the literacy hour has begun to enable greater amounts of time to be spent in areas such as history and geography. The school has also taken significant steps to improve provision for information and communication technology (ICT) by appointing a specialist co-ordinator for the subject and providing funds to build a new ICT suite.
18. The present situation is, however, unsatisfactory in that the National Curriculum requirements for information technology are not fully met and the unsatisfactory balance of the curriculum means that insufficient time is spent on other areas of the curriculum, especially physical education. The school has also been restricted in the amount of time being devoted to indoor physical education as the hall has been utilised as a class base since September 1998. The most significant effect of this imbalance is that standards in information technology and physical education are below those expected for pupils of similar ages. In physical education, although members of the teaching staff have a good understanding of the necessary structure of lessons so that skills are developed from individual activities to small group activities, basic skills such as a forward roll are not taught. All Key Stage 2 pupils have swimming lessons at the local pool to ensure coverage of this aspect of the National Curriculum.
19. There are satisfactory opportunities for Key Stage 2 pupils (Years 3 to 6) to be involved in extra-curricular activities; chess, football, netball, cross-country and cycling proficiency have all been offered in recent times and have proved very popular. The school also offers peripatetic music tuition. The most adventurous extra-curricular activities take place during activities week when pupils have opportunities to participate in activities such as orienteering, sailing, canoeing, horse riding and dry slope skiing. There are, however, no opportunities for Key Stage 1 pupils to participate in extra-curricular activities, and at present, there is a need for more opportunities for the oldest pupils to test their skills in matches against other schools.

## **Standards in information and communications technology**

20. Overall, standards are below the national expectation. Throughout the school the use made of information and communications technology is unsatisfactory, with the exception of the way technology is used to develop writing and listening skills. Teachers do not have sufficiently detailed records to ensure that the progress pupils make is at least satisfactory, and in some instances the computer is used as a reward, thus compounding an inequality of access. During the inspection, very little use was made of computers across the curriculum and only one class identified a class teaching session for the week. There was, however, good evidence of teachers promoting the use of listening equipment to enhance pupils' listening and reading skills. In fact, the school has a good supply of tape and headphone sets for use throughout the school.
21. There is some effective use of computers mainly to enhance literacy and research skills. In one Year 3/4 class the teacher had prepared text and a disk for pupils to research information on space, and in a Year 1 class good use was made of a parent helper to develop basic mouse control skills, such as 'click and slide'. The curriculum enhancement in Year 6 as a result of their weekly visits to a secondary school, are mainly focused on the developing and refining ideas by bringing together text and pictures. Other aspects of the curriculum, such as monitoring, refining sequences and the use of simulations to explore the effect on data when information is changed, are not well covered.
22. The school is well aware of the present situation and has already put in to place a series of actions to improve provision. An experienced information and communications technology co-ordinator has been appointed and a new ICT suite is planned to be built in the very near future. The co-ordinator has had little time to affect delivery across the school, but has worked hard at developing a structure which teachers will be able to follow and ensure that the skills being developed are successfully built upon year after year. Class records with clear links to the National Curriculum expectations have been developed and this will be an extremely useful starting point towards ensuring a consistency of delivery between each class.

## **The outside learning environment**

23. The school has extensive grounds surrounding the Key Stage 1 and 2 buildings on the main site. There is a good natural hedge along one side of the school field and there are a few small shrubs around parts of the Key Stage 2 playground which are used to support the teaching of science. The school has recently started to create a nature area and made excavations for a new pond. There are also plans to provide seating for Key Stage 2 pupils and to create a millennium garden for which pupils have made designs. The school has a large football pitch, which was, however, covered in overlong grass at the time of the inspection. Apart from these limited resources and plans the school's immediate environment is neither spiritually uplifting nor effective in supporting learning across a wide range of curricular areas. Due to the governors focusing their energies on developing the buildings, playground and car parking, improvements to the outside learning environment are not systematically planned or costed to ensure continued development over a long period of time. The use made of the school grounds to enhance the quality and provision of the curriculum is therefore unsatisfactory.

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

24. In order to raise standards further and improve the quality of education the school

should:

□ **Improve the quality, range and balance of the curriculum by:\***

- Providing greater opportunity for pupils to study all areas of the curriculum;
- Improving the number of extra-curricular activities available to the pupils, particularly for pupils in Key Stage 1.

*(Paragraphs: 17 – 19)*

□ **Improve standards in information and communications technology (ICT) by:\***

- Ensuring all elements of the National Curriculum for information technology are covered at each key stage;
- Ensuring all subjects make effective use of information and communications technology at each key stage;
- Producing a scheme of work for ICT that promotes the school's aims, and ensures that the pupils' learning is effectively built on year by year as they move through the school;
- Monitoring classroom practice in ICT to ensure that pupils have equality of opportunity and that teachers keep informative records of pupils' access and progress.

*(Paragraphs: 20 – 23)*

□ **Improve the outside learning environment by:\***

- Developing and implementing a long-term plan;
- Ensuring maximum use is made of the environment to promote a sense of spirituality and to support learning in a wide range of curricular areas.

*(Paragraph: 24)*

*\* Indicates that the school has already identified the issue and was in the process of addressing the weakness before the inspection started.*



## 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	13

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	22	52	22	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

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		408
Number of full-time pupils eligible for free school meals		27

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		65

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### ***Attainment at the end of Key Stage 1***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	34	26	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	34	34
	Girls	26	26	26
	Total	57	60	60
Percentage of pupils at NC level 2 or above	School	95	100	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	34	34
	Girls	26	26	26
	Total	60	60	60
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	86	87

### ***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	31	15	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	30	31
	Girls	15	14	14
	Total	45	44	45
Percentage of pupils at NC level 4 or above	School	98	96	98
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	26	28
	Girls	14	13	13
	Total	39	39	41
Percentage of pupils at NC level 4 or above	School	85	85	89
	National	68	69	75

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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	1
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	405
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		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

*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 – Y6**

Total number of qualified teachers (FTE)	15.5
Number of pupils per qualified teacher	26.32
Average class size	28.13

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

Total number of education support staff	5
Total aggregate hours worked per week	135

### ***Financial information***

Financial year	1998/99
	£
Total income	484,479
Total expenditure	490,891
Expenditure per pupil	1,452
Balance brought forward from previous year	634
Balance carried forward to next year	-(5,778)

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	570
Number of questionnaires returned	177

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	34	8	1	0
My child is making good progress in school.	53	40	6	1	1
Behaviour in the school is good.	47	49	3	1	1
My child gets the right amount of work to do at home.	36	46	8	9	1
The teaching is good.	66	31	2	0	2
I am kept well informed about how my child is getting on.	45	40	10	5	1
I would feel comfortable about approaching the school with questions or a problem.	60	28	6	5	2
The school expects my child to work hard and achieve his or her best.	75	22	1	1	1
The school works closely with parents.	45	38	11	5	2
The school is well led and managed.	63	28	5	2	2
The school is helping my child become mature and responsible.	60	34	1	1	3
The school provides an interesting range of activities outside lessons.	21	25	24	9	21