

# INSPECTION REPORT

**OUR LADY OF LOURDES CATHOLIC  
PRIMARY SCHOOL**

Rottingdean

LEA area: Brighton & Hove

Unique reference number: 114544

Headteacher: Mrs E Prior

Reporting inspector: Paul Missin  
19227

Dates of inspection: 2<sup>nd</sup> – 3<sup>rd</sup> July 2001

Inspection number: 194539

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	The Green High Street Rottingdean Brighton
Postcode:	BN2 7HA
Telephone number:	01273 306980
Fax number:	01273 308809
Appropriate authority:	The governing body, Our Lady of Lourdes Catholic Primary School
Name of chair of governors:	Mr N Wright
Date of previous inspection:	March 1997

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
19227	Paul Missin	Registered inspector
9446	Helen Griffiths	Lay inspector
16760	Dorothy Latham	Team inspector

The inspection contractor was:

Phoenix Educational Consultants  
"Thule"  
60 Joy Lane  
Whitstable  
Kent  
CT5 4LT

01227 273449

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

### **INFORMATION ABOUT THE SCHOOL**

Our Lady of Lourdes Catholic Primary school educates boys and girls aged between four and 11 years. There are currently 212 pupils on roll, 113 boys and 99 girls. This is broadly the same as most other schools of the same type. There is a high proportion of boys in some classes in the school. Forty-five pupils are on the school's special educational needs register (21 per cent) which is broadly average. Two pupils have statements of special educational need (0.9 per cent). This is below average. About eight per cent of pupils are from minority ethnic backgrounds and 14 speak English as an additional language. The largest proportion of these are from Greek and Sinalese backgrounds. These are higher than in most schools. However, most of these pupils now speak English well enough to have full access to the National Curriculum without further support. The youngest 30 children are in the Foundation Stage and are taught together in the Reception class. Seventeen pupils are eligible for free school meals (eight per cent). This is below the national average. Pupils are admitted from a wide geographical area. When they enter the school, most are achieving average standards for their age. Analysis of the recent data obtained from the assessment of children on their entry to the school shows that there have been significant differences between the attainment of different year groups. During the previous year, 20 pupils entered the school other than at the usual time of first admission and 12 left other than at the usual time of transfer. This is a higher rate of mobility than in most schools.

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

Our Lady of Lourdes is a good school that provides good value for money. By the time they leave the school, pupils attain standards in English, mathematics and science that are well above average. This is achieved by the consistently good teaching across the school, particularly at Key Stage 2 where about two thirds is very good, and as a result of the very good attitudes which the pupils show to their work. The new headteacher has made a good start to her time at the school. Her leadership is good and she is well supported by the deputy headteacher and other senior staff.

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

- Pupils achieve well and make good progress as they move through the school, so that standards achieved in English, mathematics and science at the end of Year 6 are well above the national average.
- The good learning of pupils across the school is promoted well by the good teaching and by the very good attitudes which they have to their work.
- Provision for children in the Foundation Stage is good, as their curriculum is well organised and taught and meets the needs of all the children.
- The good provision for pupils' spiritual, social and moral development enables the school to function as an effective and caring community.
- The very good partnership established with parents encourages them and enables them to become more involved in their children's learning.
- The work of the learning support assistants makes an important contribution to the standards pupils attain and the progress they make.

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

- There are shortcomings in the current school development plan which limit its effectiveness as a means of planning and evaluating the school's further improvement.
- The standards achieved by pupils across the school in information and communication technology are not as high as they could be because of lack of consistent access to a sufficient number of computers.
- Assessment data are not fully used to provide a clear picture of the progress made by each pupil.
- The physical development of children in the Foundation Stage is limited by lack of regular access to an appropriately resourced outside play and activity area.

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

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

Since it was last inspected in March 1997, the school has made satisfactory improvement. Schemes of work for all National Curriculum subjects have been reviewed and the ancillary support for children aged under five has been improved. Effective assessment systems have been

introduced, and these have recently been targeted on higher attaining pupils. However, the progress made in providing appropriate outdoor facilities for children aged under five has been unsatisfactory. Since the last inspection, the quality of teaching across the school has improved significantly, and no unsatisfactory teaching was observed during the current inspection. Standards achieved in mathematics have been improved and in science, they have been maintained. In English, standards at Key Stage 2 have been improved but for the current Year 2, they have fallen. Overall, the vision and enthusiasm of the new headteacher, the support provided by the deputy headteacher and other senior teachers and the sound involvement of the governing body mean that the school has good capacity for these improvements to be continued.

## 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
	1998	1999	2000	2000
English	B	A	B	C
mathematics	A	A	A	B
science	A	A	A	A

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

The table above shows that, when compared with all schools, standards are well above average in science and mathematics and above average in English. Over the period covered by the table, standards have been consistently above and well above the national average across all three subjects. The school exceeded its published targets for attainment in the 2000 tests for English and mathematics, and indications are that they have also been exceeded in 2001. Further analysis of assessment data is enabling the school to set more realistic and challenging targets for 2002 and beyond. The findings of this inspection are that, by the end of Year 6, pupils are on course to achieve standards in English, mathematics and science that are well above those expected nationally. This is in line with the preliminary results from the 2001 tests for 11 year olds.

At Key Stage 1, pupils attained similar standards to those found in most schools in the 2000 national tests in writing and mathematics and exceeded them in English. However, when compared with similar schools, standards were below average in reading and mathematics and well below average in writing. The inspection's findings are that the current Year 2 group is on course to achieve above average standards in reading and mathematics and average standards in writing. This is similar to the preliminary results of the national tests for seven year olds in 2001.

Children in the Foundation Stage achieve standards that are above those expected for their age in all areas of learning except for their physical development where standards are average. This is because of the lack of opportunity for children to have regular access to a separate outdoor play and activity area. Pupils with special educational needs and those with English as an additional language make good progress and reach good standards relative to their previous ability. Across the school, pupils reach average standards in information and communication technology. Progress towards higher standards is limited by lack of access to a sufficient number of computers.

Across the school, pupils achieve well and make good progress. Pupils in the current Year 2 have made good progress from very low levels of attainment on entry to the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very interested in their work. They are keen to do well and they try hard. This makes a positive contribution to the good progress they make.

Behaviour, in and out of classrooms	Good. Pupils show respect for staff and are welcoming to visitors. This enhances the quality of their learning.
Personal development and relationships	Good. Pupils are aware of the personal choices they make as they share responsibility for the wider school community. Relationships across the school are good. They contribute to the good standards pupils achieve.
Attendance	Good.

The very positive attitudes pupils show to school and their work contribute significantly to the good standards they achieve and the progress they make.

### TEACHING AND LEARNING

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

During the inspection, six per cent of the teaching observed was excellent, 38 per cent very good, 44 per cent good and 12 per cent was satisfactory. No unsatisfactory teaching was observed. Teaching is strong in the Foundation Stage where, in a quarter of the lessons observed, teaching was very good, but very strong at Key Stage 2, where nearly three-quarters of the teaching was very good or excellent. The quality of teaching of English, including literacy, and mathematics, including numeracy, is good. The teaching of pupils with special educational needs and those with English as an additional language is also good. The quality of pupils' learning and the progress they make is the same as the quality of teaching and the progress they make across the school. In the Foundation Stage and at Key Stage 1, it is good, and at Key Stage 2, it is very good.

There are several significant strengths in the teaching which directly influence the quality of pupils' learning in the Foundation Stage and at Key Stage 1, but particularly at Key Stage 2. Teachers' lesson planning is clear and detailed. The learning intended in the lesson is identified and shared with the pupils, and activities are planned to match the different levels of ability of pupils in the class. This ensures that pupils are learning the right things and that they understand clearly what is expected of them. Teachers have high expectations of pupils' behaviour and what they can achieve. This encourages them to aim as high as possible. Teachers are knowledgeable and enthusiastic and teach their lessons at a brisk pace. This ensures that pupils remain well challenged and motivated. The school meets the needs of all its pupils well.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The National Literacy Strategy and the National Numeracy Strategy are being implemented well. The school provides a good number of additional curricular experiences and a sound range of extracurricular activities. Insufficient opportunities are provided for the physical development of children in the Foundation Stage.
Provision for pupils with special educational needs	Good. Provision is well managed; pupils' individual learning plans are clear and relevant and they are appropriately reviewed and revised. There is good liaison between the co-ordinator, class teachers and learning support assistants and with parents and outside agencies when required.
Provision for pupils with English as an additional language	All pupils speaking English as an additional language have received appropriate help and support and now their command of English is good enough to allow them to have full access to the National Curriculum and to take a full part in the life of the school.

Provision for pupils' personal, spiritual, moral, social and cultural development	Good. Pupils' spiritual awareness is developed well through opportunities for prayer and in appreciating the wonders of nature. Pupils know right from wrong and develop a good appreciation of the school community and wider social responsibilities.
How well the school cares for its pupils	Good. The school has effective systems for the care and well being of pupils. Assessment procedures in English and mathematics are good. Procedures for monitoring attendance and analysing trends in absence are insufficiently rigorous.

The school's partnership with parents is very good. This assists the progress pupils make and encourages parents' involvement in their children's learning.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership of the school is good. In the short time that she has been at the school she has taken time to assess its strengths and weaknesses and has introduced several important initiatives. The deputy headteacher is knowledgeable and effective. The whole staff team is enthusiastic and keen to move the school forward.
How well the governors fulfil their responsibilities	The governing body gives satisfactory support to the school and fulfils all of its statutory responsibilities. Governors have worked hard to oversee the recent building improvements. Individual governors are beginning to get a clearer view of the working of the school as they take responsibility for the oversight of subjects and aspects of the school.
The school's evaluation of its performance	This is satisfactory. Several shortcomings in the current school development plan make it more difficult for the school to monitor and evaluate the success of planned initiatives, particularly those relating to curricular developments. The further analysis of assessment data is providing a clearer picture of the progress made by pupils as they move through the school.
The strategic use of resources	The school has made good use of its learning resources to raise the standards that pupils achieve. Funds provided for pupils with special educational needs are used well, and these aid the good progress they make. When major purchases are made, especially those relating to building maintenance or improvements, governors are concerned to ensure that they get value for money and they do so satisfactorily.

### 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 pupils achieve.</li> <li>• The support given to pupils of all abilities.</li> <li>• The provision of work to be done at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Procedures for informing parents about pupils' progress.</li> <li>• The range of activities outside lessons.</li> </ul>

The findings of the inspection support parents' positive views of the school, but not the concerns expressed. The school provides satisfactory opportunities for parents to be informed about their children's progress. The curriculum is supported by a good range of outside visits and satisfactorily by extracurricular activities.



## **PART B: COMMENTARY**

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

**Pupils achieve well and make good progress as they move through the school, so that standards achieved in English, mathematics and science at the end of Year 6 are well above the national average.**

1. Standards achieved by the current Year 6 are well above average in English, mathematics and science. This is similar to the results of the 2000 national tests and maintains a trend in high standards since 1997. Standards achieved by the current Year 2 are average in reading and writing and above average in mathematics. This is broadly the same as the results of the national tests for seven year olds in 2000, except that then reading was above average and mathematics was average. The results for 2000 and 2001 are lower than previous years because the 2000 group contained a very high proportion of boys with special educational needs. The current Year 2 group entered the school at a very low level of attainment.

2. In English, at Key Stage 2, pupils listen very attentively to others and make perceptive comments in class discussion. They used words accurately and expressively. At Key Stage 1, pupils listen well and speak confidently. For example older pupils were involved well with discussions about the book on Whale watching that they were studying. Across the school, pupils read well. Most enjoy taking their books home and talk confidently about the stories they have read. Older pupils are able to discuss their reading preferences and identify their favourite authors and parts of stories they like most. Throughout the school, pupils write for a wide range of purposes which includes letters, stories, reports, reviews and descriptions. At Key Stage 2, pupils choose their words precisely for the exact effect and many are able to adapt their style and choice of vocabulary for the required purpose. At Key Stage 1, pupils use some interesting vocabulary and higher attaining pupils sequence their work well and use basic punctuation correctly.

3. In mathematics at Key Stage 2, pupils have good opportunities for investigating number patterns and applying what they know in different situations. For example, older pupils investigate a range of number sequences including Pascal's triangle and the Fibonacci sequence. They have a good understanding of number and they investigate and record a range of measurements showing decimal and imperial equivalents. They develop a good appreciation of handling data as they work out a probability scale and add and subtract negative numbers. At Key Stage 1, pupils have the opportunity to experience all the required elements of the subject. They devise and solve interesting word problems and develop their estimating skills well. Most deal confidently with number facts with totals up to 50 and they round up and down to the nearest ten. Pupils measure objects using standard and non-standard units of measurement and collect information on the favourite chocolate bars of others in the class and draw colourful block graphs to show their results.

4. In science, at Key Stage 2, pupils have good opportunities to devise and undertake a range of experiments and investigations. They are aware of the functions of the heart and the main organs of flowering plants. Pupils develop their understanding of materials well as they investigate the conductivity of different metals. Older pupils apply what they know about electrical circuits well as they construct a 'burglar alarm' in the entrance to their classroom. At Key Stage 1, as pupils undertake their investigations, they are taught well to observe carefully and to record what they see in a variety of ways. They learn about the importance of healthy food and exercise for our bodies and that a complete circuit is

required to make a bulb light. They understand some of the changes affecting materials as they observe how a raw egg changes as it is heated and cooked.

5. Pupils make good progress as they move through the school and achieve well. Most children enter the school achieving average standards and leave reaching above average or well above average standards. Pupils in the current Year 2 are achieving well although they are attaining only average standards in English. This is because the assessment of this year group when it entered the school represented one of the lowest combined scores of any school within the authority.

**The good learning of pupils across the school is promoted well by the good teaching and the very good attitudes which they have to their work.**

6. The quality of teaching and the quality of pupils' learning across the school are good. This is an important reason for the high standards in English, mathematics and science at Key Stage 2 and the good levels of achievement across the school. Teachers' planning is detailed and thorough. The learning intended in each lesson is clearly identified and this is shared with the pupils at the beginning of the lesson and continually referred to as the lesson proceeds. This ensures that pupils are clear about what they are expected to learn and important concepts are regularly reinforced. Teachers' plans also make reference to activities which are matched to the different levels of pupils' ability in the class and to resources to be used. Many lesson plans make reference to the new vocabulary to be used. These are then introduced carefully, reinforced well and improve pupils' learning.

7. The quality of teaching and the quality of pupils' learning at Key Stage 1 are good. Teachers begin their lessons with lively introductions, which quickly gain pupils' interest. Teachers manage their classes well and cleverly establish good working atmospheres in their classes. They use praise and encouragement effectively. They smile and value the contributions which individuals make in class discussion. This helps pupils to feel relaxed and ready to learn, and to maintain their interest and involvement in the lesson. A literacy lesson to older pupils where the class was considering the text 'Whale watchers' illustrated several features of good teaching. Appropriate time and emphasis were given to the introduction to the lesson, the main activities and the summing up time. The conversation where pupils were suggesting alternatives for descriptive words in the given text was handled well. Other skills, such as the use of the thesaurus and the appreciation of alphabetical order, were also taught. These different elements came together in an effective lesson.

8. The quality of teaching and the quality of pupils' learning at Key Stage 2 are good with some very good and excellent features. At this key stage, teaching is very good or excellent in nearly seven out of ten lessons observed. A feature of the strong teaching at this key stage is the very good management of the pupils by the teachers. They ensure that lessons begin promptly and effectively and, by careful questioning, they make sure that all pupils remain fully involved. They are sensitive to pupils' individual needs. For example, in a mathematics lesson to older pupils, one pupil was hesitant in answering the teacher's question. This was accepted and used well by the teacher as the pupil was asked to nominate a friend who would help her to answer. This technique was a clever way of valuing the response of both pupils. A literacy lesson to older pupils illustrated several features of very good and excellent teaching. The class was writing an extended story which had been started previously. The teacher demonstrated excellent subject knowledge as she cleverly encouraged pupils to be more adventurous in their choice of expressive words. She was very enthusiastic and this was clearly transmitted to the pupils who were engrossed in their work and determined to do well. During the group activities and the

discussion at the end of the lesson, pupils were encouraged to share reactions and feelings as they suggested different endings to their story.

9. Pupils' learning is encouraged well by the very good attitudes which they show in their lessons and to their teachers. In the lessons observed across the school, the pupils' response to their teachers was good or better in over eight out of ten lessons taught. Pupils are interested in their work; they listen attentively and are keen to do their best. Most put up their hands well before speaking in class discussion and appreciate others' contributions. Pupils wait patiently and sensibly as equipment is given out and they co-operate well when required. For example, older pupils at Key Stage 2 played a counting game with two dice as a warm-up activity for their mathematics lesson. As well as agreeing their own rules for the game, they took turns well, encouraged each other and competed with good humour. Pupils settle quickly to their work at the beginning of lessons and move promptly to their working groups during activity times. This ensures that lesson time is used to the full. Pupils' very good attitudes improve their willingness to learn and add significantly to the good progress they make as they move through the school.

**Provision for children in the Foundation Stage is good as their curriculum is well organised and taught and meets the needs of all the children.**

10. Provision for children in the Foundation Stage is good. The co-ordinator, who is also the class teacher, has a good understanding and appreciation of the needs of these young children and makes sure that appropriate activities are planned and taught. The curriculum is based on the nationally recommended framework. This ensures that all the areas of learning are addressed and that children are learning the right things. An important strength of the provision is the way in which very good attention is given to the development of children's communication and language skills. At every opportunity, the teacher and her support assistants emphasise the importance of speaking and listening and encourage children's interest in, and enthusiasm for, words. The level and quality of ancillary support are now good. This has fully addressed a weakness identified at the previous inspection. The quality of teaching and the quality of children's learning are good. A literacy lesson demonstrated several features of good and very good teaching. The class was looking at an appropriate text, 'Don't Forget the Bacon'. Several interesting and challenging activities were devised, such as writing out a shopping list, painting your favourite food and discussing why some foods are healthy and others unhealthy. The teacher managed the introduction well, taught enthusiastically and the lesson proceeded at a brisk pace. Learning support staff were well prepared and supported children effectively. The result was that children were involved, interested and keen to do well, and they made good progress in their learning. By the end of the Reception Year, most children are on course to achieve good standards in all areas, except for their physical development, where standards are average.

**The good provision for pupils' spiritual, social and moral development enables the school to function as an effective and caring community.**

11. The provision for pupils' spiritual development is good. The promotion of the spiritual aims of the school and the strengthening of this important part of its work have been a priority of the headteacher since her recent appointment. This has been successfully achieved. Careful thought has been given to the impact of the entrance to the school. This now provides examples of pupils' work, information about the school, a religious display with an attractive water feature, all of which have been carefully and thoughtfully arranged. The playing of appropriate music in the entrance provides a feeling of tranquillity as well as making a positive spiritual statement. The headteacher's own spiritual awareness is a good

example for staff and pupils. Acts of collective worship are important social and spiritual occasions. In assemblies, pupils' spiritual awareness is enhanced by an interesting worship focus, by playing appropriate music and through the sharing of several prayers which are well known to the pupils. Pupils across the school say prayers before lunch and to share prayers at the end of the day for themselves and their families with each other. Pupils are encouraged to reflect on what they learn. For example, older pupils at Key Stage 2 were encouraged to consider the wonder of nature as they thought about the theme 'nothing in nature is wasted' when they observed the seeds contained in the plants and the fruits they were looking at in their science lesson.

12. The provision for pupils' moral development is good. The school develops an important sense of community and pupils understand the rules on which the community is based. There is a clear behaviour policy through which pupils are made aware of acceptable and unacceptable behaviour. Rules for each class and for playtime are promoted across the school and these encourage the pupils' understanding of right and wrong. This is reinforced well in the Key Stage 1 classes where pupils' good work and positive response is associated with a 'smiley face' on their class whiteboard and inappropriate behaviour means a tick against a 'frowning face'. The importance of making the right moral choices is emphasised well in assemblies. For example, in an assembly during the inspection, a signpost was used well to contrast attitudes, such as helpfulness and prayer, with qualities such as meanness and selfishness. Across the school, the consistent and fair way in which pupils are treated by all the adults in the community provides good models for them to copy.

13. The provision for pupils' social development is good. Assemblies, the entrance hall and the attractive classrooms all help to develop pupils' appreciation of the school community. Pupils work together in class when required and play constructively at playtime. Pupils' social awareness is further developed by the school's involvement in village activities, such as the Easter bonnet parade. Pupils have opportunity of visiting other schools and of representing the school as they take part in football, athletics and cross-country competitions with other schools. Individual pupils are nominated to be team captains. Some pupils are given the opportunity to act as class and school monitors. Pupils' social skills are developed well as they take part in residential visits. Year 6 has been to a residential centre in York and Year 5 has visited Swanage. Pupils' appreciation of their wider social responsibility is developed well as they make charitable collections for those less fortunate than themselves. They support projects such as Catholic Fund for Overseas Development and Blue Peter appeals and make collections for a local hospice.

**The very good partnership established with parents encourages them and enables them to become more involved in their children's learning.**

14. The school has developed a very good partnership with parents. The overwhelmingly positive replies from their questionnaire and the supportive comments made by parents at their pre-inspection meeting are evidence of the confidence which parents have in the school. Parents agreed that the school responded promptly to any concerns and that teachers were available for comments to be made before and after school. The school keeps parents well informed of events through regular newsletters which are friendly and informative. Appropriate opportunities are provided for parents to become familiar with curricular changes, such as the introduction of the literacy and numeracy hours. Twice yearly consultation times are arranged for parents to discuss their children's progress, and there is the opportunity for a third meeting following the publication of the yearly written reports in the summer term. Parents' support has also been achieved by the implementation of a useful home/school agreement. Parents are encouraged, whenever

possible, to work within the school. At the time of the inspection, about 12 parents helped in areas such as hearing reading, helping in the library, school visits and sporting events. Important links with the community are established as the school supports pupils making their first communion and the work of the Parent Teacher Association which organises several social events. All these activities help to encourage parents' commitment to the school and its work and supports the schools' work towards achieving higher standards.

**The work of the learning support assistants makes an important contribution to the standards pupils attain and the progress they make.**

15. The work of the learning support assistants across the school has a positive impact on the pupils' learning and the standards they achieve. It contributes significantly to the smooth running of the school and the sense of community which exist. There are currently 12 educational support staff working a total of over 125 hours per week. They are appropriately deployed. Some support individual pupils with statements of educational need, some support groups of pupils on the special educational needs register and some act as general classroom helpers. Although some of the roles overlap, individuals are clear as to their roles and responsibilities. Their work is co-ordinated well. Those with named responsibility for particular pupils liase weekly with the Local Education Authority's special educational needs support officer. She prepares individual work programmes for the pupils and the learning support assistants oversee these programmes during the week. They monitor pupils' progress and this is reviewed at the subsequent weekly meeting. Others meet regularly with the special educational needs co-ordinator who oversees pupils' individual educational plans and all liase closely with each class teacher. Observations of activities during the time of inspection indicate that the learning support assistants are well prepared and that they relate well to the pupils in their group. The learning support assistants show confidence in their work, demonstrate good knowledge of the pupils and treat pupils fairly and sensitively. All pupils respond positively to this approach; they are well motivated and keen to do well. For example, a learning support assistant with a group of younger pupils at Key Stage 2 was helping them with their library retrieval skills. They were being challenged well to identify key words in a reference book and then to use these words as the basis of an information search in the books about the Romans.

## **WHAT COULD BE IMPROVED**

**There are shortcomings in the school development plan which limit its effectiveness as a means of planning and evaluating the school's improvement.**

16. The school development plan, which the current headteacher inherited, has some strengths but also some important shortcomings. These shortcomings make it more difficult for the plan to support the school's educational direction effectively, to be a useful management tool and be easily understood and appreciated by staff, governors and parents. The most significant weakness is an over emphasis on issues related to buildings, and a lack of emphasis on curricular issues, particularly those relating to improving standards. An illustration of this is that in the 1999 – 2001 development plan, the first 17 items refer to finance and building issues, the next four to management issues and only the last six to issues related to the curriculum. The current development plan identifies appropriate roles and responsibilities but lacks sufficient detail about success criteria and procedures for monitoring and evaluating initiatives. Without these, it is difficult for the school to judge the effectiveness of their implementation and whether further work is required in each area. Further limitations make it more difficult for the plan to be at the heart of the school's work. The timescales defined are too general. They are not specific enough for the school or governors to be clear about the priorities which need to be addressed each term. Governors do not ensure that there is a regular school development plan item on the agenda of each of their meetings. The current school development plan makes reference to some general costings and includes a brief reference to developments beyond the current year. But neither of these aspects is developed with sufficient clarity. There is also insufficient detail about the curricular initiatives to be undertaken during the year. Some of the current subject co-ordinators, including those for English, mathematics and information communication technology, have devised useful action plans but these are not part of the formal development plan of the school.

**The standards achieved by pupils across the school in information and communication technology are not as high as they could be because of lack of consistent access to a sufficient number of computers.**

17. The standards achieved by pupils across the school are average for their age but are not as high as those in English, mathematics and science. Average standards have been achieved as a result of the appropriate use of existing resources, some determined application by teachers and support staff and the significant improvement in resources for the subject in the previous year. This input has brought the school up to the national average ratio of pupils to computers on a whole school basis. However, the school's computers are not distributed evenly across the school and not all classes have easy and equal access to a sufficient number of computers.

18. Across the school, pupils are introduced to appropriate knowledge and concepts. Work is based on a good policy and a comprehensive scheme of work where relevant assessment opportunities are identified. Pupils at Key Stage 1 write accounts of their stories 'In My dreams' on the computer; they devise and display data showing how they travel to the sea-side and they produce artistic designs for their Christmas cards. At Key Stage 2, pupils combine pictures and text in their reports of their recent residential visit to York. They work out the range of heights of pupils in the class and then display the results in several ways. They also confidently program a robotic toy to move over a predetermined course. The use of E-mail and the Internet is relatively underdeveloped.

19. The effect of the lack of easy access to a sufficient number of up-to-date computers is that it is difficult for teachers to teach the full curriculum effectively. For example, in Year 1, there is one computer and two in Year 2 that use up-to-date facilities. Two older computers that lack more recent facilities are still being used in the Key Stage 1 classes. Years 3 and 4 and Years 5 and 6 share small banks of computers. This arrangement makes it difficult for classes to be taught new concepts and for pupils to have sufficient opportunities for them to access a computer to practise and reinforce their newly learned skills. As a result, pupils achieve average standards and several of them at both key stages are capable of reaching higher standards.

**Assessment data are not fully used to provide a clear picture of the progress made by each pupil.**

20. A satisfactory response has been made to the key issue at the last inspection which required the school to develop assessment procedures further, particularly those relating to higher attaining pupils. Assessment work is now based on an agreed policy and a yearly timetable. Each class now has an assessment file where the results of assessment tests are maintained. These include the results of standardised tests and teachers' assessments of pupils' achievement in reading, English and mathematics. Assessments are also made against the key objectives in English, mathematics and science which have been taught during each term.

21. The main shortcoming in the school's assessment work is in the use to which assessment data are put. Until very recently, there has been insufficient analysis of the results of the national tests for seven and 11 year olds or a clear analysis of the information gained from the Local Education Authority's assessment on entry to the school programme. This headteacher has recently begun to address this deficiency. Assessment data are now beginning to be used to provide individual targets for higher attaining pupils in writing and mathematics. This is good practice. The school intends to extend this to all ability groups from the beginning of the next term. The headteacher has also very recently introduced procedures for tracking the attainment of pupils in each year group in writing and mathematics as they move through the school. Similar procedures in science are planned to be included during the next academic year. As these data become available, the school will get an increasingly detailed picture of trends in pupils' attainment and the progress that they are making. There is currently insufficient collection and analysis of data according to ethnicity or gender. This means that the school does not have a clear enough picture of the attainment in those classes which have an unusually high proportion of boys. Assessment procedures are not yet extended sufficiently widely across the full curriculum.

**The physical development of children in the Foundation Stage is limited by lack of regular access to an appropriately resourced outside play and activity area.**

22. By the end of the Foundation Stage, children achieve average standards for their age in their physical development. Better progress in this area of learning is limited by the lack of regular access to an appropriately resourced outside play and activity area. Children make good progress in the development of some physical skills. For example, they are able to manipulate small construction materials well and they demonstrate good hand/eye co-ordination in their writing and drawing. However, children's climbing, running and jumping skills are less strongly developed. There was evidence in a physical education lesson of some lack of control by several children as they were running and stopping, jumping and landing and finding space for themselves. Children do have opportunities for developing these skills in formal physical education lessons, and as groups are taken out to the infant playground. However, they do not have sufficient regular access to clambering, climbing and riding activities for higher standards to be reached.

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

- (1) Improve the effectiveness of school development planning by ensuring that:**
  - (i) greater emphasis is put on curricular matters, particularly those relating to raising standards;
  - (ii) success criteria and evaluation procedures are made clearer;
  - (iii) governors develop more rigorous procedures for monitoring the progress of the school development plan and for judging its effectiveness;
  - (iv) closer links are made with budget planning, including providing an outline beyond the current year. (See paragraph 16.)
- (2) Raise standards in information and communication technology across the school by further improving pupils' access to computers. (See paragraphs 17 – 19.)**
- (3) Improve the use of assessment data, especially to track pupils' attainment and progress and to provide a clearer picture of the progress made by pupils as they move through the school. (See paragraphs 20, 21.)**
- (4) Improve the physical development of children in the Foundation Stage by ensuring that they have access to a separate outside play and activity area, which is appropriately resourced. (See paragraph 22.)**



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	38	44	12	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	212
Number of full-time pupils known to be eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	45

English as an additional language	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	12

### Attendance

Authorised absence	%
School data	4.6
National comparative data	5.2

Unauthorised absence	%
School data	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
	2000	22	7	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	25	28	26
Percentage of pupils at NC level 2 or above	School	86 (90)	97 (97)	90 (97)
	National	[83] (82)	[84] (83)	[90] (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	90 (93 )	90 (100)	90 (100)
	National	84 (82)	88 (86)	88 (87)

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

\* Data omitted because of small year groups.

### 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	17	11	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	10	8	10
	Total	25	24	26
Percentage of pupils at NC level 4 or above	School	89 (97)	86 (90)	93 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	16
	Girls	10	8	10
	Total	24	24	26
Percentage of pupils at NC level 4 or above	School	86 (94)	86 (90)	93 (97)
	National	70 (68)	72 (69)	79 (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	3
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	187
Any other minority ethnic group	5

*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 – Y6**

Total number of qualified teachers (FTE)	7.49
Number of pupils per qualified teacher	28.3
Average class size	30.3

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

Total number of education support staff	12
Total aggregate hours worked per week	125.7

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000
	£
Total income	430558
Total expenditure	424152
Expenditure per pupil	2031
Balance brought forward from previous year	-3638
Balance carried forward to next year	2768

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	212
Number of questionnaires returned	70

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	43	3	0	0
My child is making good progress in school.	54	40	4	0	1
Behaviour in the school is good.	53	43	4	0	0
My child gets the right amount of work to do at home.	27	54	9	4	6
The teaching is good.	51	49	0	0	0
I am kept well informed about how my child is getting on.	43	43	11	3	0
I would feel comfortable about approaching the school with questions or a problem.	69	23	3	1	4
The school expects my child to work hard and achieve his or her best.	64	34	1	0	0
The school works closely with parents.	39	50	9	1	1
The school is well led and managed.	53	36	4	0	7
The school is helping my child become mature and responsible.	44	47	4	0	4
The school provides an interesting range of activities outside lessons.	21	36	21	6	16

### Other issues raised by parents

- Parents were pleased with the standards pupils achieve.
- They thought the school supported pupils of all abilities well.
- Most were pleased with the school's provision for homework.
- Some parents were not satisfied with the procedures for informing parents about pupils' progress.
- They thought the range of activities provided outside lessons could be extended.