

# INSPECTION REPORT

**ST JEROME'S R.C. PRIMARY SCHOOL**

Formby

LEA area: Sefton

Unique reference number: 104938

Headteacher: Mrs E. Peat

Reporting inspector: Mrs G. Crew  
22837

Dates of inspection: 22<sup>nd</sup> – 23<sup>rd</sup> October 2001

Inspection number: 195058

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

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## INFORMATION ABOUT THE SCHOOL

|                              |  |
|------------------------------|--|
| Type of school:              | Primary                                  |
| School category:             | Voluntary aided                          |
| Age range of pupils:         | 4 - 11                                   |
| Gender of pupils:            | Mixed                                    |
| School address:              | Greenloons Drive<br>Formby<br>Merseyside |
| Postcode:                    | L37 2LX                                  |
| Telephone number:            | 01704 871838                             |
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| Appropriate authority:       | Governing body                           |
| Name of chair of governors:  | Mrs P. Starkey                           |
| Date of previous inspection: | 9 <sup>th</sup> June 1997                |

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The number of pupils on roll is 201, which is about the same as other primary schools. The school serves the local community. During the last eight months the school has faced considerable disruption following a devastating fire. At the time of the inspection, the staff and pupils had been in new premises for only six weeks. Provision is for children from age four to eleven. Children begin in the Reception class, the Foundation Stage, in the year in which they are five. Attainment on entry to the school is generally in line with expected levels, although literacy skills are below this. One per cent of pupils are eligible for free school meals, which is well below the national average. All pupils come from white ethnic backgrounds and there are no pupils for whom English is an additional language. Ten per cent of pupils are on the register of special educational needs. This is below the national average. Pupils who have been assessed as gifted or talented have their needs identified early and attended to appropriately.

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

This is an excellent school. Over the last eight months, following the fire, the strengths have been put to test time and time again. The school has proven beyond any doubt how systems, policies and procedures are unshakable. Standards that pupils attain at the end of Year 6 are very high. Achievement, from the levels they are working at when they start school, is very good. The contribution of the headteacher in managing the school is outstanding. The drive with which she leads is unwavering and focused on supporting all pupils so that they achieve the best they can. This is upheld by the work of all the staff in creating a happy, caring community in which there is a crusade for success. The personal development of pupils is excellent. All pupils are valued for their individual achievements and contribution to the school. This permeates all the school does and underlies the school's excellent ethos. Teaching and support staff are very hard working and use their skills to the very best effect. The curriculum is highly relevant to the needs of all pupils. Accommodation and resources are used with excellent results to provide a rich learning environment. The school does not stand still; it is constantly seeking to improve standards further. The strengths of the school all link together to produce a highly effective quality environment. Very good value for money is provided.

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

- Leadership and management are outstanding. As a result, this school is exceptional and provides an exemplary model of primary education.
- The quality of teaching is very good and results in highly effective learning. Expectations of pupils' performance are very high and pupils rise to challenges set by teachers.
- Pupils make very good progress in their time at the school. By the age of eleven, standards are very high.
- The provision for personal development, and pupils' response to this, is excellent. Outstanding relationships support this.
- The school provides a very rich curriculum with excellent features that enhance the range of learning opportunities.
- The parents' views of the school are excellent.
- The school's monitoring and evaluation of its performance, and the action that is taken as a result, is excellent.

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

- The inspection team found no areas where significant improvement was needed.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was inspected in 1997 excellent improvement has been made. The school has most effectively implemented national initiatives required of it. Issues raised in the previous inspection report have been tackled with outstanding success. Standards have been maintained. Areas that were identified as strengths have been further improved. Schemes of work have been successfully implemented and comprehensive records of pupils' attainments are used to plan challenging lessons that ensure pupils make progress. These areas are now strengths. Procedures for monitoring and evaluating work in the classroom and the effectiveness of the school's performance are now excellent. The school's ability to reflect, identify and deal with difficulties is a major force in its success. Pupils' skills, knowledge and understanding in information technology have improved and are used effectively to support learning across the curriculum. In addition to the improvements made by addressing the key issues, other areas have improved markedly. For example, the quality of teaching and learning, the progress pupils make, pupils' personal development and relationships.

## STANDARDS

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

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

**Key**

in the highest 5per cent A\*

well above average A

above average B

average C

below average D

well below average E

At the end of the Foundation Stage, a significant number of pupils do well in literacy, numeracy and personal skills due to the very high emphasis placed on developing these aspects. Attainment in the other areas of learning is within the normal range expected for pupils of this age. At the end of Year 2, attainment is well above average when compared to all schools and to schools with similar characteristics. Significant numbers of pupils aged seven attain the level expected of nine year olds. Pupils continue to do very well in Key Stage 2. At the end of Year 6, pupils' attainment is in the highest five per cent in the country. The numbers of pupils attaining the level expected of 13 year olds is significant. When compared to similar schools, pupils attain well above the average levels in English and within the highest five per cent in mathematics and science. Over the last five years standards have been consistently high.

The school sets realistic targets for what the pupils can achieve by the time they leave the school. The targets are sufficiently challenging, as they are based on a careful analysis of the varying prior attainment of each year group. As a result of the arrangements made by the school, all pupils are considered individually; they all achieve very well. Pupils with special educational needs attain standards that are in advance of those which might

normally be expected of them, especially in literacy. Pupils who are gifted or talented are encouraged to develop thinking and reasoning skills beyond those expected for their age. Inspection findings confirm that standards, even early in the school year, are high in English, mathematics and science. In addition, good standards of work were seen in art and design, information and communication technology, geography, history, and music. In the other subjects, there was insufficient evidence available to judge standards at present because of the fire.

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

| <b>Aspect</b>                          | <b>Comment</b>   |
|--|--|
| Attitudes to the school                | Very good. Pupils are highly motivated and keen to succeed.  |
| Behaviour, in and out of classrooms    | As a result of the very good procedures and consistent management, behaviour is very good. Pupils show respect for each other, for adults and the school. They are friendly, kind and understanding. |
| Personal development and relationships | Excellent. Pupils take responsibility and show a high level of initiative. Outstanding relationships are at the heart of all the school does.  |
| Attendance                             | Good. Pupils really enjoy coming to school.  |

Pupils have a confident approach to their work, which has a positive impact upon the standards that are achieved. They are greatly interested in work that is presented to them and show a delight in being at school. They work really well independently or collaboratively. They are also very good at working together for the benefit of the community. This is exemplified by their excellent involvement in the work of the local National Trust and the Sefton Rangers.

### **TEACHING AND LEARNING**

| <b>Teaching of pupils in:</b> | <b>Reception</b> | <b>Years 1 – 2</b> | <b>Years 3 – 6</b> |
|-------------------------------|------------------|--------------------|--------------------|
| Quality of teaching           | 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 overall quality of teaching is very good due to the consistency of teaching that is good or better. Excellent aspects of teaching were seen in a number of lessons when pupils' contributions were carefully considered and used to improve pupils' learning. This was particularly evident in two excellent lessons when pupils made links with previous work to hypothesise in history and model language in literacy. Teaching of English and mathematics is very effective. Lessons are carefully planned and very well prepared so that the skills of literacy and numeracy are taught very well. In all lessons teachers maintain very high expectations of pupils' behaviour and performance. Care is taken to provide appropriate challenges for pupils according to their particular stages of development. Suitable demands are placed on them and they are always encouraged to 'take risks' and learn through their mistakes. This results in very effective learning for all pupils, including those who are gifted or talented or have special educational needs. Teachers are very adept at providing opportunities for pupils to use literacy, numeracy, information and communication technology and citizenship skills across the curriculum. The proportion of high quality teaching is significantly better than at the time of the last inspection. This



reflects the emphasis the school has placed on discussing how pupils learn best and how they can make their teaching more effective.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | A very rich and varied curriculum is provided. An excellent range of educational visits, visitors and activities outside lessons significantly enhances learning opportunities.  |
| Provision for pupils with special educational needs   | Excellent. Pupils requiring support are identified early. Tasks are tailored to pupils' particular learning needs exceptionally well.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Personal development is excellent. Pupils are encouraged to reflect sensitively on issues that affect their lives and lives of others. Social and moral development is of the highest order. The programme for Guardianship of the Environment makes an excellent contribution to this area. |
| How well the school cares for its pupils  | Very good. All staff show great care for the pupils and the procedures related to this are of a high quality. All pupils' progress is very carefully monitored and programmes of learning adapted appropriately as a result.   |

The curriculum is highly relevant to pupils' needs and provides firm foundations for the next stage of their education. Pupils flourish within the very thoughtful and caring learning environment provided by the school. The school works in excellent partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides outstanding leadership. She has a depth of insight and vision for the future of the school that is rare. The senior staff provide excellent support. All staff work together very well and there is outstanding 'team spirit' within the school. |
| How well the governors fulfil their responsibilities             | Excellent. They help to give the school clear direction through outstanding support and in their approach as 'critical friend'.   |
| The school's evaluation of its performance                       | Excellent. The work of the school is an object lesson in how to evaluate performance and achieve optimum progress.  |
| The strategic use of resources                                   | Excellent. Resources are used particularly carefully and always with a view about how their use will influence learning opportunities.  |

The school has developed an excellent ethos based on Christian values and teachings. It is rooted in commitment to high attainment and to ensuring that all pupils do their personal best. Finances are used extremely efficiently and the principles of best value are used very well to ensure cost effectiveness. The school has used the new accommodation to excellent effect and created a stimulating, purposeful learning environment, using the pupils' own work, in a very short period of time.

## 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>• That the staff are approachable.</li><li>• Their children like coming to school and behaviour is good.</li><li>• The teaching is good and expectations of the pupils are high.</li><li>• The school is well led and managed.</li><li>• Children are encouraged to become mature and responsible.</li></ul> | <ul style="list-style-type: none"><li>• The amount of homework that is given, although it is unclear whether they think it is too little or too much.</li><li>• Information about how their children are getting on.</li><li>• The closeness with which the school works with parents.</li><li>• The range of activities outside lessons.</li></ul> |

Inspectors agree with the parents' positive comments. Inspection findings disagree with the concerns shown by parents. They find that the school works very closely with them and provides a wealth of information about pupils' progress. Pupils are provided with the right amount of homework. This increases progressively as pupils move through the school. An excellent range of visits, visitors and activities outside lessons are strengths of the school as they contribute to the overall quality and richness of the curriculum.

## **PART B: COMMENTARY**

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

**Leadership and management are outstanding. As a result, this school is exceptional and provides an exemplary model of primary education.**

1. The headteacher is highly efficient and effective. Her role in leadership and management is outstanding. She ensures clear educational direction for the work and development of the school and for the promotion of high standards. She has managed change to improve the school extremely effectively. The headteacher leads by example and takes overall responsibility for day to day running of the school, as delegated by the governors. She has excellent support from the deputy headteacher and senior teacher, who have a clear sense of purpose based on raising standards. As a result, leaders share a common purpose; they put pupils and their achievements first.

2. The headteacher, along with other school managers, has created and secured a stated vision for the school. This is firmly reflected in the mission statement and aims, which are brought to life in the daily running of the school. This contributes to an excellent ethos securely based on Christian values and teachings.

3. The headteacher is exceptionally adept at thinking strategically. She has very good support from the senior management team to formulate development plans that reflect this. Long-term plans reflect the school's aims and objectives and are securely linked to excellent financial planning. In order to put plans into action, best use is made of the skills of staff and governors. Roles and responsibilities are delegated according to needs. As a result, high standards are promoted. For example, teaching assistants are given responsibility for supporting different aspects of pupils' development depending on their individual training and expertise. The headteacher is strongly influential in introducing a culture of self-evaluation into the school. In partnership with the management team, she ensures that staff and governors are reflective and analytical when discussing whether they have achieved all they expected to and the overall effectiveness of the school. The headteacher balances this with recognition of what the school is doing well, and compliments those involved, so that the ethos of the school is positive and forward looking.

4. The headteacher inspires, motivates and influences staff and pupils, thus giving a firm steer to the school's work. The impact of this is evident in the response the staff, parents and pupils have in their involvement in all the school sets out to achieve. The senior management team shares the philosophy that everyone is good at something. The governing body echoes this. A team of high performing staff and governors has been developed and they work most effectively as a team. All staff and governors observed at their work or spoken with during the inspection are committed to continuous improvement and this is consistent with the philosophy of the headteacher. They support the headteacher in the determination to raise standards and know what needs to be done to improve, as this is shared on a regular basis. A very good example of this is the way in which the school continues to improve the quality of pupils' writing even though standards are high.

5. The governing body supports and shares in shaping the direction of the school with the headteacher and senior management team. Duties required of them are carried out exceptionally well. They act as a critical friend and hold the headteacher to account for standards achieved and quality of education accomplished. The thorough way in which

governors carry out their duties gives them an excellent knowledge of the strengths and weaknesses of the school. This is due to their involvement in monitoring and successful communication with the headteacher. The governors have a very good mix of personal skills and experience as governors that help them to support the headteacher in school developments so competently. They show their commitment in a wide variety of ways. These range from regular involvement in daily and weekly activities to offering advice on such matters as health and safety. Through formal and informal links, governors find out for themselves what is going on in the school. In partnership with the school staff, the governing body has responded exceptionally well to the previous inspection, national and local initiatives and the difficulties posed by the recent fire.

6. Subject co-ordinators, and those staff with additional responsibilities, are given time to carry out their roles according to school priorities. Their responsibilities are clearly defined. This helps them to know what needs to be done to improve the quality of provision, or standards in individual subjects, and to ensure that the outcomes are linked to the needs of the school. Highly effective discussion between staff increases the impact on further improving practice and standards. All staff have a very good knowledge of their roles in the day-to-day running of the school and in longer-term developments.

**The quality of teaching is very good and results in highly effective learning. Expectations of pupils' performance are very high and pupils rise to challenges set by teachers.**

7. The quality of teaching and learning across the school is a strength. This results in high levels of pupil performance throughout the school. All teachers create a purposeful working atmosphere in classrooms. This reflects their very high expectations of academic performance and standards of behaviour. During the inspection, teaching was always satisfactory or better; it was good or better in 94 per cent of lessons and very good or better in 53 per cent. Excellent teaching was seen in two lessons. Teachers' planning is very thorough. This ensures progression in what is taught and helps to maintain the high standards achieved. Lessons are carefully sequenced to ensure full coverage of a topic or a programme of study. Plans include precise detail about what it is teachers want pupils to learn. This is always communicated to the pupils so that they know what they are going to learn and what they are expected to achieve. Individual lessons are planned in such a way as to seize pupils' interest.

8. Aspects of teaching that underpin the school's philosophy and pupils' effective learning are the care that is given to presenting work at a level that challenges and the belief in the ability of all pupils to succeed. These features can be seen in all lessons and results in a consistency of approach. Staff give regular praise or constructive help to encourage pupils to give of their best. This contributes to the ethos that is rooted in a commitment to achieving high standards. Grouping is considered very carefully in all lessons. As a result, pupils are working at or near to their capacity and learning is very good. For example, in a literacy lesson for pupils in the Reception class the same focus is planned for all pupils. However, the activities for each group are adapted according to ability and their prior knowledge of the sound associated with a specific letter. Groups work independently, concentrate well and complete tasks successfully. Pupils who need to consolidate their learning do so, while others are challenged to use more recently learnt skills.

9. During lessons, teachers constantly challenge pupils by asking relevant and probing questions. For example, "What do you notice about..." or "How do you know to sing quietly?" Very good expectations and challenge require pupils to put effort into their work.

As a result, they work at a very good pace, even when they are not explicitly told to do so. For example, in a Year 2 numeracy lesson seen, one group worked diligently without any adult support and got on with the task independently. They knew they were expected to “try to think it out for ourselves or ask a friend” if they were having a problem. Pupils concentrated hard and this contributed to good achievement.

10. All teaching makes demands on the pupils, but teachers maintain the sense of fun and enjoyment in learning. For example, in an excellent history lesson in Year 5 the teacher jokingly made sure the pupils knew they were ‘detectives’. After giving the pupils clear information she said, “Be dedicated. Leave no stone unturned.” In response, pupils were immediately absorbed in the task. Pupils were confident to tackle the work independently, but also collaborated with each other to find out information. They were not worried about making a mistake because this was a ‘finding out activity’ when they did not have to worry about writing correctly, but had to ‘get ideas on the paper’. As a result, pupils shared their work confidently at the end of the lesson and appreciated each other’s answers.

11. The teaching of literacy and numeracy is very effective. The curriculum for both subjects is taught with a very good depth of understanding of the key skills that pupils are required to know and understand. Explanations are extremely well structured. Teachers analyse pupils’ particular needs and, as in other lessons, they are grouped by ability to promote higher standards. Teachers provide brisk, focused activities that promote most effective learning. Organisation of lessons allows teachers to work with all pupils at some time, including the highest attaining, so that they can be challenged as their individual needs demand. Practical activities and investigations are used to allow pupils to apply and extend their learning in a range of ways. For example, lower attaining pupils in Year 1 have extra resources for counting and all the pupils have visual aids to help them practise in mathematics lessons. During all elements of literacy and numeracy lessons, teachers use questioning very well to assess pupils’ knowledge and understanding and to challenge thinking. This is particularly evident in the final part of lessons when pupils review whether they have achieved what they should have. This contributes very well to pupils’ understanding of their own learning.

12. Pupils with special educational needs receive very good extra help in class lessons. The warmth of relationships ensures that they make very good progress. Teaching assistants carry out their individual roles most effectively and give pupils very good support. For example, children in the Reception class who have yet to develop confidence in speaking in front of the class are gently encouraged to do so. Assistants are extremely well versed in the purpose of lessons or group activities. They use their initiative exceptionally well and spend their time profitably to support learning. There is very good support for extending the learning of the highest attaining pupils from both teachers and teaching assistants. Pupils’ thinking skills and imagination are stretched. Due to this, pupils learn to consider different ways of thinking for different situations or tasks.

13. Careful records are kept of all pupils’ achievements. Teachers and teaching assistants use these to reflect on the varying learning styles displayed by different pupils. Several children display, for example, unconventional learning patterns. These are taken into account as teachers prepare and teach their lessons and as assistants work with groups or individual pupils. This genuine interest in the way pupils learn, and in the performance of all pupils, promotes a mutual trust, understanding and respect.

14. It is clear where assessment of pupils’ learning and evaluation of the strengths and weaknesses of a lesson influence future planning and the setting of targets for learning. Especially high expectations of neat and orderly presentation of work are maintained

throughout the school. Pupils of all abilities are encouraged to produce meticulous, careful work and they almost always do so. Pupils' books are marked with very helpful and encouraging comments from the teachers. In work seen, it was evident that the high quality of teachers' marking is consistent and makes a strong contribution to effective learning. Work is marked in such a way as to ensure that pupils know exactly what it is they need to do next to improve. 'You built up the mystery and suspense really well. A variety of complex and simple sentences are used to vary the pace. Gemmas' sense of fear is conveyed to the reader, well done.' is an excellent example of the way in which teachers use their assessment of the pupils' work to further motivate them. Pupils are set targets and know what they have to do next to improve their individual performance. One pupil said, "It is important to know what to do to make your work even better so that you can move on to the next work."

15. Teachers and their assistants are enthusiastic and reflect seriously on the quality of their performance and how they might improve pupils' learning opportunities. All staff are allocated time to observe their colleagues teaching, which contributes to sharing of good practice. This results in teachers and teaching assistants feeling comfortable to use their initiative and bring new ideas to their work. Observation of lessons during the inspection shows that philosophies promoted by the headteacher are reflected in teaching. For example, lessons have a very good sense of purpose and there is genuinely high expectation that all pupils should achieve their best.

**Pupils make very good progress in their time at the school. By the age of eleven, standards are very high.**

16. Very good foundations for learning are laid in the classes for the four to seven year olds. Pupils' achievements are very good from the time they start school to the time they leave Key Stage 1, particularly in literacy as skills in this area are generally below the expected level when pupils start school. In the National Curriculum tests at the end of Year 2 in the year 2001, pupils' performance in reading, writing and mathematics was well above the national average. There was no significant difference between the attainment of boys and girls.

17. In the Reception class, pupils quickly become familiar with the early skills for speaking and listening, reading and writing. These are further developed during the pupils' time in Year 1. By the time they are seven, pupils do very well in all aspects of literacy. For example, pupils in Year 2 use their knowledge of rhyming words to 'brainstorm' ideas for a poem. They organise their writing well and use imaginative words to describe 'Rain'. Pupils extend their ideas logically and use phrases chosen for variety and interest to improve their work.

18. Mathematical skills are also very well developed throughout the Foundation Stage and Key Stage 1. For example, in Year 1, pupils apply their knowledge of addition to present number problems to each other and to check the answers given. They understand that the numbers in the sum can be in any order and give the right answer. The pupils are confident to use subject specific language, such as add, equal and plus.

19. Pupils' scientific knowledge and understanding are equally well developed by the time they leave Year 2. They are confident to put forward their own ideas about how to find the answer to questions and understand the importance of collecting data to prove an answer. They use their knowledge and understanding of materials to describe a variety of ways of sorting and explain why some materials are more suitable for specific purposes than others. Pupils' understanding about life processes and living things is particularly well

developed due to the environmental study in Year 1 that is undertaken as part of the partnership with the National Trust.

20. Pupils' progress continues to be very good throughout Key Stage 2. This contributes significantly to the standards attained at the end of Year 6. The more recent test results are consistent with previous scores and the findings of the inspection, that at the age of eleven:

- attainment in English, mathematics and science is very high, in the highest five per cent, when compared to the nationally expected level for pupils of this age;
- attainment is very high when compared to schools with similar characteristics;
- a significant number of pupils attain the levels expected of 13 year olds;
- boys and girls reach equally high standards.

21. Due to the consistency of very good teaching and the progressive way in which subjects are taught, pupils' performance in the National Curriculum tests at the end of Year 6 has been consistently high over the last five years. When taking the performance of boys and girls together over this period the average National Curriculum point scores have exceeded the national average for their age group. The scores show that pupils' achievement in English, mathematics and science is very good from the time they start school to when they leave.

22. Throughout the school, pupils' achievements are enhanced by the effective ways in which literacy, numeracy, information and communication technology and citizenship are integrated into pupils' work. They are provided with many opportunities to use the skills they have learnt across the curriculum. For example, pupils use their literacy skills in writing associated with other subjects of the curriculum, such as geography, history and religious education. A very good example is seen when pupils in Year 5 write pieces associated with the Ancient Greeks. Pupils use their knowledge of this period of history and citizenship, to make comparisons between then and now, and their knowledge of different styles of presenting work. They write postcards home from Sparta using descriptive anecdotes such as 'they have beautiful buildings here, unlike our simple ones, and spend most of their lives enjoying music and theatre'. Very effective use is made of computers to 'publish' their work. This helps to encourage very good presentation and range of styles.

23. Speaking and listening skills are very well developed, as exemplified by the particularly articulate way in which pupils express their thoughts about the local environment. For example, they talk about and listen to views about the possibility of a sea wall in Formby. At the end of Year 6, pupils have a very good understanding of how to use different types of speech for different situations. This may be in preparation for discussion or debate and also for communicating in a variety of ways, for example, letter writing and recording of activities. Throughout the school, pupils read a wide range of material, both fiction and non-fiction. They study traditional tales, myths and legends and use these to influence their own story writing. Different year groups are introduced to classic children's literature, including poetry. Pupils in Year 6, for example, study the work of Charles Dickens.

24. Pupils are skilled at writing letters for different purposes, descriptive passages, complex instructions and poetry. In a lesson in Year 3, pupils demonstrate their ability to write stories effectively. They have a good understanding of story structure and the factors that bring each part of the story together, in this case the repetition of the title in the dialogue of the story. As pupils progress through the key stage their writing skills develop very well. For example, pupils in Year 4 use imagery such as 'as cold as the silence after an argument' to present their ideas in a more exciting way. Higher attaining pupils in Year 5 paint pictures with words such as, 'its wings as delicate as a new baby's skin sleeping in its cradle'. Lower attaining pupils write sensitive sentences such as, 'it's as quiet as a feather falling from a robins nest'. Throughout the school, pupils use words sensitively and



understand how to choose words carefully in order to create an accurate image or an effect that has a strong impact on the reader. Pupils in Year 6, give careful consideration to creating mood when they learn about personification. They understand how this strategy can enrich their writing and compose inventive phrases such as, 'the wind leapt through the window and prowled around Amy so she was wearing a cloak of leaves'.

25. By the time pupils are in Year 6 the scope of vocabulary used in writing is very good. For example, as they draft their ideas they come up with phrases like 'night brooding' and 'silk cloth over the sky'. In an excellent lesson, pupils in Year 6 extend their ideas to create poetry and use sentences such as 'playing with the moon, tossing it around' and 'a thick fog engulfs the world like so many diseases. Not a person is safe, the silence speaks of its merciless victory'. They have a very well developed understanding of using vocabulary for effect in story writing. This was seen in the work of a higher attaining pupil who wrote 'the sky's clouds were black and murky and whichever way she turned, she did not see one familiar lane or pathway'.

26. Pupils build on their mathematical skills throughout the key stage. For example, in Year 3 they show a good understanding of place value in numbers up to 1000. They use decimal notation and understand negative numbers. They have a very good mental recall, for example of multiplication tables and associated division facts. Pupils in Year 4 use their knowledge of 2D and 3D shapes to categorise shape, for example, by the number of given faces or edges. They find the perimeters of shape and calculate the areas.

27. In Year 6, higher attaining pupils understand how to convert fractions to decimals and percentages. They apply their knowledge well in realistic situations and discuss the meaning of 'equivalence'. Lower attaining pupils understand and use the term 'inverse operation' accurately and understand the tests for divisibility. Their work shows that they tackle algebraic problems using deduction, for example, to find the area of a shape. Pupils of all abilities work on place value, and link this to their knowledge of factors and rules of division, angles and definitions of shape and their properties.

28. In all classes, pupils use a range of strategies when solving problems mentally or when using written calculations. They explain why they have chosen to use particular methods, are confident to 'have a go' and respond quickly. They check their work through carefully and use alternative methods to correct their mistakes. Work is very well presented. This helps pupils to understand the principles of arithmetical calculations and recognise where they have made mistakes in their reckoning. Throughout the school, pupils use their numeracy skills in other subjects, such as geography and science, and use mathematical programs on the computer to support their learning.

29. All aspects of the science curriculum are developed during Years 3 to 6. Pupils in Year 3, for example, classify teeth, name the species of animals that might eat particular food types and use specific language in the correct context. They carry out experiments and predict, using their previous knowledge, and record their findings in a variety of different formats depending on the type of data collated. By the time pupils leave Year 6 they have well-developed knowledge, understanding and skills that helps them to achieve the high levels of attainment at the end of the key stage.

30. In Year 6, pupils understand the difficult concept of the phases of the moon. Pupils talk with confidence about how the position of the sun appears to change during the day and how shadows change. They understand how day and night are related to the spin of the earth. Higher attaining pupils know that the earth spins on its own axis and lower attaining pupils know how long the moon takes to orbit the earth. Pupils understand what

happens to water when it falls on different surfaces and use this knowledge to predict what will happen. They relate this to their knowledge about absorption and record using a scientific format. Pupils know about, and describe, the properties of solids, liquids and gases. Higher attaining pupils talk confidently about dissolving solids to give solutions. Discussion with pupils shows that they have used their prior knowledge to decide how mixtures might be separated. Lower attaining pupils know that some materials are better conductors or insulators than others. Pupils use information technology to communicate their findings in appropriate ways, such as tables, bar graphs and diagrams.

31. A key feature of science study is linked to the use of the school's local environment. Throughout the school, pupils follow a specific programme planned to gain knowledge and understanding of life processes and living things through this study. Due to the depth of progressive coverage pupils have very good levels of understanding of classification, micro-organisms and of how plants and animals adapt to their environment. Pupils value the study of the local environment highly. This is demonstrated by all pupils' commitment to Guardianship of the National Trust.

32. Pupils are attaining well in aspects of information and communication technology currently being covered. Work seen during the inspection linked effectively with other subjects. For example, pupils in Years 1 and 5 use information technology in association with mathematics work. The younger pupils use data bases to sort and the older ones produce bar graphs and pie charts to present statistics they have collated about how other pupils come to school. Pupils in Year 4 link their current work to literacy. They show good confidence in re-ordering text. They highlight, cut and paste, re-edit, order and categorise. At present, most classes are using the digital camera to support their learning, for example, pupils photograph the natural habitats of Formby Point, the Squirrel Reserve and the River Alt.

33. Good work is produced in art and design. This begins in the Reception class. Children create good paintings in primary colours and mixed media after considering shapes. In Year 1, pupils show a good level of understanding of background and composition in their work in the style of Picasso. Effective links are made with other subjects. For example in Year 5 and 6, work is linked to geography when pupils create 'The Journey of a River' in 2D multi-media collage. Links to mathematics are made when pupils in Year 3 consider pattern after studying the work 'Orchard Tambourines' by Sir Terry Frost. They extend their work by finding repeating patterns and representing these with great attention to detail using thin brushes and watercolour. Pupils also create fine observational drawings in pastel, using smudge and blend techniques, when they look for patterns in fruit and vegetables.

34. Art is also used to promote pupils' understanding of citizenship. For example, Year 6 pupils work in the style of Gabriele Munter and learn about the difficulties women artists faced in the 19<sup>th</sup> Century. They know about the 'expressionist' art movement and use their knowledge to work in that style. They consider the arrangement of people in their compositions as well as background colours and shapes that make it appear as if an object is moving. Art and design is enhanced by the influence that visits and visitors have in inspiring pupils or introducing them to the art of different cultures.

35. Standards in humanities, history and geography, are above expectations because the programmes of work are carefully planned in a progressive way and subjects are taught through a 'first-hand' approach, which helps the pupils to experience and understand. For example, pupils in Year 2 compare local buildings in the town and those near to the seaside. They show good levels of understanding of different land use depending on

location. In their study of history, pupils in Year 2 look at seaside holidays and show a good knowledge of the differences and similarities between now and the past. They sequence events in chronological order, for example in creating a 'holiday timeline' associated with their personal development. In Years 5 and 6, they know about geographical features associated with river formation. They understand and describe flood plains, meanders, tributaries and confluence, for example. Map making skills are well developed. This is seen when pupils represent catchment areas, rivers and tributaries following local study of the area around the River Alt. In Year 6, pupils have a good understanding of the water cycle and link this to work they have covered on evaporation and condensation in science. Throughout the school, very good use is made of pupils' literacy skills to support their learning in humanities.

36. Pupils attain good standards in music. For example, pupils in Year 1 respond to a range of signals to make their performance louder or softer. They know the names of a wide range of un-tuned percussion and can describe the sounds they make. For example, a higher attaining pupil said, "The instrument sounds like a woodpecker" and a lower attaining pupil said, "That's because it is loud". All pupils have the opportunity to play at least one from a range of instruments. A great many pupils gain awards for the standard they achieve and the pupils frequently combine their expertise to perform as an orchestra. Pupils listen and respond to a wide range of music in assemblies and lessons. For example, pupils in Year 6 perform their own compositions by ear, which reflect the way in which composers create mood. They demonstrate good knowledge of ostinato patterns. They are aware of how they need to use their voices to achieve the effect and express their own ideas about music using appropriate vocabulary. All pupils are involved in musical performances during their time in school. These frequently involve the pupils in performing with other local children for example, at the Sefton music festival and an evening of music for local parishioners.

**The provision for personal development, and pupils' response to this, is excellent. Outstanding relationships support this.**

37. The aims of the school are reflected in its every-day life. This makes an exceptional contribution not only to high standards, but also to outstanding relationships and excellent personal development. As a result, everybody who contributes to the school knows exactly what it means to be part of the community where achievements are valued and respected. Pupils know they are important and that they are expected to give of their best. They know that their contribution to the school, whether it is academic, creative or sporting will be welcomed and appreciated.

38. The personal development of each pupil is given an especially high priority and this begins before the children even start school through links that are established with parents and carers. The headteacher and the staff have a personal interest in every pupil and they communicate very well with families. They quickly learn about pupils' interests and try to extend their skills or talents. From the Reception class onwards pupils' personal development is fostered by their involvement in the daily routines of the school and everyone in the school community helps each other. Pupils notice what needs to be done in their classrooms, or around the school, and do it. Pupils plan and organise their work and their confidence and independence grow as they move through the school.

39. Throughout the school, pupils are thoughtful and reflective and personal development flourishes in the secure learning environment that the school creates. Central to personal development is the school's recognition that positive self-esteem and confidence are crucial to being a valuable member of a society and an effective learner.

The school has a structured programme in place for developing this, which is regularly taught through planned lessons. Pupils learn the importance of social and moral issues and that all people have 'rights' that should be respected by all. This is exemplified by the depth of understanding the older pupils have of different viewpoints. For example, pupils in Year 4 consider their own needs and those of local residents when thinking about ways in which to improve the local environment.

40. Pupils' levels of personal development help them to have remarkable confidence and they discuss their work and social issues in a mature manner. Pupils' experiences as Guardians for the National Trust contribute to this in an exemplary way. This feature of the school's provision is excellent. Pupils apply their knowledge about environmental management to the local coastline and woodland. They understand that the principles they know can be applied to worldwide locations. Pupils' understanding of citizenship is developed from the time they start in the school and they have a deep respect for the environment for which they have responsibility. For example, they take an active role in monitoring the pinewood site, such as checking on the progress of saplings and deciding ways in which litter can be reduced. All pupils thoroughly enjoy the role they have as 'Sefton Rangers' and take on this job with the greatest of responsibility and respect.

41. Very positive attitudes reflect pupils' high levels of self-worth. Staff enjoy teaching and plan experiences that make learning challenging and exciting. As a result, pupils respond to this very enthusiastically, enjoy their work and tackle activities with determination. Pupils concentrate hard and seek to do their best in all aspects of their work. They are conscientious and diligent, whilst maintaining a balanced good-humoured approach to all they do.

42. Pupils' very good attitudes to learning are based on a mature understanding of the aims of individual lessons, their knowledge of their own learning and a very good knowledge of their own strengths and areas for improvement. Pupils understand the significance of paying attention in lessons, which contributes to their strong motivation. This is supported by the pupils' knowledge of their own learning targets and the use of very effective marking that informs pupils what they need to do to improve.

43. Pupils say how important it is for good 'things' to be shared and celebrated. They say that they are encouraged to do their best throughout the school. Pupils enjoy the 'awards' they receive. Assemblies provide an opportunity to acknowledge pupils' achievements publicly and they have a significant impact on pupils' confidence and feelings of self-esteem. The assembly seen during the inspection showed that pupils are rewarded for a range of accomplishments, and also how much they appreciate being told of their success. The way in which pupils responded to the achievements of their peers showed how aware they are of others' feelings and how mature they become during their time at the school.

44. Relationships within the school are outstanding. This is of crucial importance in forming pupils' attitudes to their work and play. The adults who work and help in the school provide powerful examples for pupils. They model values that reflect the aims of the school, for example courtesy and respect, and their response to other adults and the pupils is excellent. The relationship between adults is exemplified in the way in which they work together collaboratively as a team and this gives excellent encouragement to pupils to do likewise. Adults encourage pupils to work together and use their initiative, but also provide opportunities for pupils to learn to compete fairly. One pupil said, "It is important to work together so that you can share your strengths." Staff know the pupils very well and offer sensitive advice and support. They also encourage pupils to understand the feelings and

beliefs of others and the differences between people in a constructive way that contributes to pupils' personal development.

**The school provides a very rich curriculum with excellent features that enhance the range of learning opportunities.**

45. The school provides an extensive range of learning opportunities through a very rich curriculum that meets national requirements very well. A major strength is the teachers' awareness of the cross-curricular possibilities in lessons. These are outlined very well within the high quality planning and developed throughout lessons. This results in pupils' improving their knowledge and skills and deepening their understanding in a number of subjects simultaneously. Due emphasis is given to the English and mathematics curriculum. The skills pupils learn in these subjects have a significant impact on their ability to make progress in other subjects.

46. The considerable emphasis on developing literacy, numeracy and personal, health and social education does not lessen the breadth of the curriculum. There is a strong emphasis on science, where the pace of learning is very good. The curriculum for information and communication technology has been steadily improving. Skills learnt in this area are used across the curriculum. The curriculum is enhanced in an outstanding way by the partnership with the National Trust. Teachers and staff from the Trust teach specific programmes of work, particularly in Years 1 and 4, that educate pupils about their environment both in the classroom and through first hand experiences at local sites. These aspects of work contribute in an excellent way to pupils' understanding of their responsibilities and citizenship.

47. Pupils' personal development, including spiritual, moral, social and cultural development, is of an exceptionally high order. The range of learning opportunities across the curriculum provides pupils with knowledge and insights into values and beliefs that help them to reflect on their experiences, and those of others, in an excellent way that develops their spirituality. This occurs during lessons such as science, history, and geography and through the study of music, art and literature. Time is set aside for pupils to discuss moral and social issues that affect themselves, the wider community or, as pupils move through the school, national or world issues. Through important times in the school week, which may include assemblies, pupils develop self-knowledge, an understanding of what is right and wrong, an enlightenment of the principles that govern society and what it means to live in a community to a level that exceeds that expected for their age. These aspects of pupils' development are excellent. Pupils are taught to appreciate their own cultural traditions very well through the imaginative delivery of lessons, visits and visitors. Prominence is also given to developing pupils' awareness of the multi-cultural nature of society.

48. An excellent range of visits, visitors and activities outside lessons contributes to the overall quality of the extensive curriculum. These are intrinsically linked with the programmes of academic work and personal and social education. Visits within the immediate locality take place as well as some further a field. For example, the residential visit to Crosby Hall Educational Trust in Year 4 gives the pupils chance to live and work together while developing knowledge linked to the subjects of science, geography and history. Visitors to the school support educational studies and give pupils first hand experiences. For example, the 'Bug Man' teaches the youngest pupils about mini-beasts as part of their science work and a local historian teaches pupils in Years 3 and 4 about Roman games as part of their history study.

49. In line with the school's philosophy of 'all pupils being capable of good achievement in some area', pupils are given scope to develop their particular skills through the opportunities provided both in and outside of lessons. Through the excellent range of experiences the school helps pupils to recognise their successes and develop their belief in themselves. For example, in music and drama in Christmas plays or through art in displays linked with the 'Christian Way of Life Exhibition'. Many pupils have the opportunity to develop their musical talents during club activities and through the provision of musical tuition. Pupils are encouraged to perform to each other and in public. They participate in assemblies, music festivals and in religious celebrations. The school frequently participates in activities such as 'National Maths Day' and 'National School Grounds Day'. These initiatives give pupils the opportunity to develop skills in areas where they may have individual gifts or talents.

50. All pupils have the opportunity to attend clubs at some time. These cater for pupils' interests in sports or the arts, for example, tag rugby, sailing or public speaking. Activities contribute extremely well to pupils' academic performance as well as social and personal development. Pupils also develop their understanding of team spirit and enjoyment to a high level by working together to create or perform.

### **The parents' views of the school are excellent.**

51. Overall, the school has strong links with parents and their views of the school are excellent. This is based on a secure understanding of what the school is trying to achieve. Comments from parents make it clear that they are very happy that the aims and values of the school are reflected in the pupils' attitudes, values, personal development and high levels of achievement.

52. At a meeting with inspectors prior to the inspection, all parents in attendance paid over-whelming tribute to the staff of the school and especially the headteacher. They were very keen to point out that the response to the recent fire was no less than they would expect from the exceptionally diligent staff, and that their work and dedication at all times was greatly appreciated. One parent summed up the feelings of the meeting by saying, "Such hard work, encouragement and understanding from the staff reflects the true nature of St Jerome's and we feel fortunate to have had such dedicated and caring teachers and headteacher." Comments to the school from parents reflect this. For example, "In what has been a horrendous year, with the fire and the resultant upheaval, you have coached my son, nurtured him and instilled confidence in him, which has enabled him to grow and achieve such good results" and "Although surrounded by the devastation of her little world and the dramatic changes and adaptations, the continuity of such dedicated teaching has led my daughter to do very well."

53. The majority of parents are extremely pleased with the quality of information provided for them, which is excellent. There are regular newsletters that are informative. Letters are written in an 'easy to read' style and parents do not feel over-whelmed by them. Parents say they are quickly told of any major decisions regarding the organisation of the school or of activities that are taking place. This is particularly well exemplified by reports of how the school responded sensitively and effectively following the fire. Written reports are of a high quality. Parents are confident that they make it clear to them what it is their child can do, what they need to do to improve and how they can help. Reports incorporate the views of parents, and they feel this is an example of the school's commitment to taking account of what parents know about their child's learning patterns. Parents of pupils with special educational needs, and those who are identified as the highest attainers, are properly informed. Discussion about the support the school gives occurs regularly.

54. The school has an 'open door' policy, which is upheld by all staff. This is exemplified by a parent, who recognises that she is 'over-anxious', who said, "May I express my gratitude for always making me feel so welcome and spending so much time with me." If staff cannot respond to a request for a meeting immediately one is planned at the first available opportunity. Parents who cannot come into school regularly, due to personal commitments, report that they are kept well informed through newsletters, informal notes, for example in reading diaries, or by telephone. Parents are also kept informed of school initiatives through curriculum meetings and links with the parent governors. The majority of parents report that the exchange of information between home and school works very well.

55. Parents are consulted regarding specific policies, for example behaviour and homework, and asked for their views. Most parents are pleased that information from them, and feedback given to the school about specific initiatives, helps to inform what happens in the future and they can see where it has influenced school organisation.

56. Links with parents, including the use of home and school agreements, make an exceptional contribution to pupils' learning at school and at home. The majority of parents work with their child at home on topics that support learning in school, and with specific homework. Parents understand what the school is trying to achieve and how this will happen. One parent, when talking about his child's successes states, "The hard work and joint partnership between home and school has paid off." The impact of parents' involvement, in a wide variety of ways, and their contribution to children's learning at home and school is exemplary.

57. Parents appreciate helping their children to learn in reading and maths games sessions and feel these gatherings are of great benefit not only to the children, but also for them. They feel welcomed and valued. Both the school and parents recognise that these sessions have a significant impact on achievement in lessons. A noteworthy number of parents come into the school on a regular basis to support in classrooms, on visits and with extra curricular activities and they truly appreciate the opportunities to do this. Parents are really grateful for their involvement in class masses, services and music assemblies. They also welcome the fact that they can use these occasions to see their children's work and talk with staff. These features demonstrate the excellent partnership between parents and the school.

**The school's monitoring and evaluation of its performance, and the action that is taken as a result, is excellent.**

58. At the time of the last inspection, monitoring and evaluation of the school's work, performance and cost effectiveness was a key issue. It is now a key strength. The school's evaluation of its performance is excellent and contributes to the high standards and overall effectiveness of the school, which is also excellent. Rigorous monitoring, evaluation and development leads to the school identifying and drawing on the approaches that work best, knowing and using the strengths and taking appropriate steps towards further improvement. All staff and governors are involved in self-evaluation at some level and as a result, the school knows how good standards are and how good teaching contributes to this. The school is in an excellent position to continue with its work at this level.

59. The school regularly monitors priorities highlighted in the school development plan. The effect of action taken is evaluated and the reasons for success, or the lack of it, are diagnosed. The results are used as a tool for appraising the progress the school is making and for setting future priorities. For example, how the implementation of the literacy

strategy impacted on standards. Since the last inspection the school has successfully monitored the progress made towards addressing the issues arising and also the progress in implementing national and local initiatives, as well as developments highlighted by the school as priorities. They have used the results as a basis for action and made excellent improvement.

60. In response to a key issue of the last inspection, the school has developed assessment procedures in order that they have information about how well pupils are doing in all subjects. There are now very good procedures in place to collect data and to track pupils' progress. The school has sufficient information on all pupils to monitor whether they achieve their performance targets. Staff regularly discuss how well children in their classes are doing. Along with the profiles of pupils' performance, this gives the school very valuable information about how well individual pupils are doing and enables teachers to judge whether they are helping each child to make the maximum gains in learning that they can. Information is used for the school to ask itself questions, for example, about why pupils may be achieving better in some aspects of a subject than another, and to decide if improvements are needed. As a result of very good assessment, the school has an objective view of standards attained, whether pupils achieve as well as they could and the progress pupils have made during their time in school. They measure standards against other schools, both nationally and of similar type, to see what the school is doing well and what still needs to improve. As a result, they set challenging targets for improved performance.

61. The school believes that monitoring of teaching and learning are fundamental to its work and essential to improving school effectiveness. The school reviews policies and practice regularly. This ensures that everybody involved in the school has a clear understanding of where it is going and for what reasons. For example, the monitoring of teachers' planning ensures that knowledge, skills and understanding are taught progressively as pupils move through the school. As a result of monitoring teaching, good practice is shared and training needs are identified. Monitoring and evaluation of teaching are firmly cemented in acknowledging how pupils learn well. Pupils' involvement in lessons, the demands placed on them and the pace of work are all judged to see if they are appropriate. Knowledge of pupils' learning gives the school staff a comprehensive knowledge of what they need to do to raise standards further.

62. The headteacher, deputy and governors visit each class informally. They use these times to gather information about teaching and learning. The headteacher and senior staff assess whether particular teaching strategies and organisation are effective in ensuring that individuals and groups of pupils are achieving appropriate standards, and implement changes if not. School managers view it as important to give pupils, teachers and teaching assistants praise when they observe successful practice.

63. Pupils' work is regularly monitored to ensure that teaching is effective and to make sure that pupils are learning the right things. This involves looking at work from all year groups, across the range of abilities, to assess whether the pupils are making appropriate progress. In addition, the headteacher builds in time to talk to pupils about how they think they are getting on, how they like to work, what it is they have learnt as a result of a particular activity, what was difficult and what was fun that they enjoyed. As a result, she gathers valuable information that is used when staff are planning future work.

## **WHAT COULD BE IMPROVED**



64. The inspection team found no areas where significant improvement was needed. Inspection evidence shows that minor issues for improvement observed are already in the school's development plan. These are currently being addressed or are due to be in future developments.

65. There are no issues for the school to consider because of the excellent leadership and management and the excellent procedures for self-evaluation and the action that is taken.

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 17 |
| Number of discussions with staff, governors, other adults and pupils | 52 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 2         | 7         | 7    | 1            | 0              | 0    | 0         |
| Percentage | 12        | 41        | 41   | 6            | 0              | 0    | 0         |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents six percentage points.

### Information about the school's pupils

|  |              |
|--|--------------|
| <b>Pupils on the school's roll</b>   | YR – Y6      |
| Number of pupils on the school's roll (FTE for part-time pupils)             | 201          |
| Number of full-time pupils known to be eligible for free school meals        | 3            |
| <b>Special educational needs</b>   | YR – Y6      |
| Number of pupils with statements of special educational needs                | 0            |
| Number of pupils on the school's special educational needs register          | 21           |
| <b>English as an additional language</b>                                     | No of pupils |
| Number of pupils with English as an additional language                      | 0            |
| <b>Pupil mobility in the last school year</b>                                | No of pupils |
| Pupils who joined the school other than at the usual time of first admission | 6            |
| Pupils who left the school other than at the usual time of leaving           | 4            |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 4.0 |
| National comparative data | 5.2 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.0 |
| National comparative data | 0.5 |

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

### Attainment at the end of Key Stage 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  |      | 2001 |       | 20    |

| National Curriculum Test/Task Results       |          | Reading   | Writing  | Mathematics |
|---|----------|-----------|----------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     |           |          |             |
|   | Girls    | 20        | 19       | 20          |
|   | Total    | 28        | 27       | 28          |
| Percentage of pupils at NC level 2 or above | School   | 100 (100) | 96 (100) | 100 (100)   |
|   | National | 86 (83)   | 85 (84)  | 90 (90)     |

| Teachers' Assessments                       |          | English  | Mathematics | Science  |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     |          |             |          |
|   | Girls    | 19       | 19          | 19       |
|   | Total    | 27       | 27          | 27       |
| Percentage of pupils at NC level 2 or above | School   | 96 (100) | 96 (100)    | 96 (100) |
|   | National | 85 (84)  | 89 (88)     | 89 (88)  |

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

Figures have been omitted from the above table where they are 10 or fewer.

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

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

| National Curriculum Test/Task Results       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 15      | 15          | 16       |
|   | Girls    | 17      | 17          | 17       |
|   | Total    | 32      | 32          | 33       |
| Percentage of pupils at NC level 4 or above | School   | 97 (87) | 97 (93)     | 100 (97) |
|   | National | 75 (75) | 71 (72)     | 87 (85)  |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 15      | 14          | 15      |
|   | Girls    | 17      | 17          | 17      |
|   | Total    | 32      | 31          | 32      |
| Percentage of pupils at NC level 4 or above | School   | 97 (87) | 94 (93)     | 97 (93) |
|   | National | 72 (70) | 74 (72)     | 82 (79) |

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

### **Ethnic background of pupils**

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

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

### **Teachers and classes**

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

|  |    |
|--|----|
| Total number of qualified teachers (FTE) | 9  |
| Number of pupils per qualified teacher   | 25 |
| Average class size                       | 29 |

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

|   |     |
|---|-----|
| Total number of education support staff | 6   |
| Total aggregate hours worked per week   | 156 |

*FTE means full-time equivalent.*

### **Recruitment of teachers**

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

*FTE means full-time equivalent.*

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

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

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

### **Financial information**

|  |         |
|--|---------|
| Financial year                             | 2000/01 |
|  | £       |
| Total income                               | 409992  |
| Total expenditure                          | 405696  |
| Expenditure per pupil                      | 1951    |
| Balance brought forward from previous year | 39158   |

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

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 201 |
| Number of questionnaires returned | 84  |

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

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 58             | 36            | 5                | 1                 | 0          |
| My child is making good progress in school.  | 45             | 45            | 5                | 0                 | 2          |
| Behaviour in the school is good.   | 55             | 44            | 1                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 40             | 42            | 10               | 0                 | 4          |
| The teaching is good.  | 61             | 33            | 2                | 0                 | 2          |
| I am kept well informed about how my child is getting on.                          | 36             | 40            | 13               | 5                 | 2          |
| I would feel comfortable about approaching the school with questions or a problem. | 71             | 24            | 2                | 1                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 71             | 25            | 2                | 0                 | 0          |
| The school works closely with parents.   | 46             | 39            | 10               | 2                 | 1          |
| The school is well led and managed.  | 71             | 24            | 1                | 0                 | 2          |
| The school is helping my child become mature and responsible.                      | 55             | 39            | 4                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 29             | 32            | 24               | 4                 | 10         |

A blank response is indicated where figures do not add up to 100.