

# INSPECTION REPORT

**BISHOP DAVID SHEPPARD CHURCH  
OF ENGLAND PRIMARY SCHOOL**

SOUTHPORT

LEA area: Sefton

Unique reference number: 104942

Headteacher: Mr A Marston

Reporting inspector: Mrs M Gough  
22361

Dates of inspection: 17<sup>th</sup> – 19<sup>th</sup> September 2001

Inspection number: 196206

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Devonshire Road Southport Merseyside
Postcode:	PR9 7BZ
Telephone number:	01704 227987
Fax number:	01704 232698
Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor B Rimmer
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22361	Mrs Marina Gough	Registered inspector
31753	Mrs Dianne Thomas	Lay inspector
8263	Mrs Margaret Forsman	Team inspector
22556	Mr Eifion Morgan	Team inspector

The inspection contractor was:

Lynrose Marketing Limited  
Bungalow Farmhouse  
Six Mile Bottom  
Newmarket  
Suffolk  
CB8 0TU

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a larger than average voluntary aided primary school with three hundred and sixteen pupils between the ages of three and eleven. Almost all pupils are of white ethnicity, although the school currently has on roll a few refugee pupils from Kosovo. Nineteen pupils have English as an additional language, which represents 5% of the school population, and nine of these pupils are at an early stage of English language acquisition. Most pupils come from the local area, which is mixed in terms of socio-economic circumstances. Eighty-four pupils (26.5%) are known to be eligible for free school meals, which is just above the national average. One hundred and twenty-two pupils are on the school's special educational needs register, including ten Nursery children. This represents 35% of the school population and is well above average. Two pupils have statements of special educational needs. In addition to the mainstream provision, the school has a designated special educational needs unit, which has ten places for pupils with emotional and behavioural difficulties. This unit is a local education authority provision for pupils in the area. The attainment of children when they start both the Nursery and Reception classes is well below average, especially in terms of their spoken language and social skills.

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

This is an effective school that provides a good quality of education for pupils of all ages. Pupils' attainment in mathematics and science is in line with the national average when they leave school at the age of eleven, and their attainment is above the national average in English. Pupils of all ages and abilities make good, and often very good, progress as they move through the school, and achieve their full potential. The school caters equally well for pupils who have special educational needs and for the average and higher attaining pupils. The quality of teaching is good in Key Stage 1 and Key Stage 2, and during the inspection, the teaching was very good in a high proportion of lessons seen. The teaching in the Nursery and Reception classes is of a consistently very good standard. The leadership and management of the school by the headteacher are very good, and he enjoys the full support and commitment of a hard-working staff and Governing Body. The school gives good value for money.

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

- The school enables pupils of all ages and abilities to achieve their full potential, especially in English where pupils perform particularly well in the end of Key Stage 2 national tests.
- The provision for pupils who have special educational needs is very good.
- The quality of teaching and learning is very good in the Nursery and Reception classes, and good in Key Stage 1 and Key Stage 2.
- The school provides a good curriculum for Key Stage 1 and Key Stage 2 pupils which is enriched and enhanced by a variety of additional learning opportunities. The curriculum for Foundation Stage children is of very good quality.
- The school is very well led and managed by the headteacher, deputy, key staff and Governing Body.

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

- The school's procedures for tracking the progress, attainment and personal development of pupils are too informal.
- The use made of information and communication technology to support pupils' learning across the curriculum.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since that time, the key issues identified in the previous inspection report have been fully addressed, and the school has made good progress in developing many other aspects of its life and work. The overall quality of teaching and learning has improved since the last inspection, especially in the Foundation Stage where teaching is now of a very good standard. The provision for pupils who have special educational needs has improved and is now very good. The school has made good progress in developing the curriculum for Key Stage 1 and Key Stage 2 pupils, and now provides a good range of additional learning opportunities that enriches the statutory curriculum and enhances the pupils' learning. The curriculum for the Foundation Stage children in the Nursery and Reception classes is now of very good quality and ensures that children receive a very good grounding in basic language, mathematics and social skills. A computer suite is due to be installed in the very near future, and this will provide more opportunities for pupils to develop their information and communication technology skills, which although satisfactory, could be extended further. The school has been successful in extending its links with parents, and the partnership between home and school is very good. Assessment and recording are ongoing areas of development within the school, and although some systems and procedures are in place, more could be done to track the personal and academic progress of individual pupils. The hard work and commitment of the staff, Governing Body and headteacher mean that the school is very well placed for further improvement.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	B	B	A	well above average A above average B average C below average D well below average E
Mathematics	C	B	C	A	
Science	D	A	D	C	

The 2000 end of Key Stage 2 tests show that pupils' attainment is in line with the national average in mathematics, above the national average in English and below the national average in science. Over the past four years, the school's results have varied significantly because of differences in the groups of pupils entered for the tests. The test results have been affected by the percentage of pupils who have special educational needs, high levels of pupil mobility, including the placement of refugee children from Kosovo, and some changes in staffing. In comparison with similar schools, the pupils' performance in 2000 was well above average in English and mathematics and average in science. Pupils of all abilities achieve well in relation to their prior attainment and make good progress as they move through the school. The 2001 results show an overall improvement for the school in English and science, although the results for mathematics are lower overall than they were in the previous year. National figures for 2001 are not yet available for comparison. The school's targets for 2001 were appropriate, but were not achieved in mathematics.

On the basis of the 2000 end of Key Stage 1 tests in reading and writing, pupils' attainment is in line with the national average. In mathematics, pupils' attainment is below the national average. As in Key Stage 2, the results for Key Stage 1 pupils have varied considerably over the last four years, and range from well below the national average to average. In comparison with similar schools, the pupils' performance is well above average in reading and writing, and average in mathematics. The school's results for 2001 show that the pupils' performance is not as good as in the previous year, because the year group has a particularly high percentage of pupils who have special educational needs.

The inspection findings indicate that pupils' attainment at the end of Key Stage 1 is below average in English, mathematics and science, and that pupils' attainment at the end of Key Stage 2 is above average in English, and average in mathematics and science.

When they join the school in the Nursery class, the attainment of the vast majority of pupils is well below the expected level, and this picture is the same when pupils are retested when they start the Reception year. From a very low baseline, pupils make good and sometimes very good progress, and make good gains in their learning across the curriculum as they move through the school.

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

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. Pupils enjoy coming to school, and the vast majority have positive attitudes to their work.
Behaviour, in and out of classrooms	Good. Pupils respond well to their teachers, and know and follow the classroom rules. Most pupils behave well in lessons and at playtimes, although a small number of pupils lack self-discipline.
Personal development and relationships	Good. Relationships amongst pupils are good, and relationships between adults and pupils are very good. Pupils are encouraged to develop personal study skills and independent learning skills and to take responsibility for some aspects of their learning.
Attendance	Unsatisfactory. Attendance is below the national average despite the school's best efforts.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	very good	good	good

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

The quality of teaching and learning is good in Key Stage 1 and Key Stage 2, and very good overall in the Foundation Stage. Teaching has a positive impact on the progress pupils make and the standards they achieve. One of the main strengths of teaching is the way in which teachers respond to the needs of individuals, enabling all pupils to achieve their full potential. The teaching of pupils with special educational needs is very good, and pupils' learning is significantly enhanced by the additional support provided by classroom assistants. The teaching of English and mathematics is good, and the National Literacy Strategy and the National Numeracy Strategy have been effectively implemented. There are some good opportunities in Key Stage 1 and Key Stage 2 for pupils to use their literacy and numeracy



skills in their work in other subjects, but there are not enough opportunities for pupils to develop and practise their information and communication technology skills in this way. Teachers' planning is thorough and lessons are well planned and prepared. In the best lessons seen during the inspection, teachers made very effective use of learning resources to enliven the lesson and to capture and hold the pupils' concentration and interest. The vast majority of pupils enjoy learning and are keen to take an active part in lessons. However, a few pupils in each class are reluctant to offer their ideas and opinions, and teachers are very skilled at including these pupils by asking them focused questions and encouraging them to participate. Relationships between adults and pupils are very good and pupils have the confidence to ask for further clarification and help if they are not sure of how to complete the set tasks. From an early age, pupils are encouraged to develop independent learning skills, and older pupils are effective in working together in pairs and small groups. The teaching of children in the Nursery and Reception classes is very good overall and ensures that the children have a good start to their education.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for the Foundation Stage children is of very good quality, and there is a very good combination of teacher directed and free choice activities that promote effective learning. The curriculum for pupils in Key Stage 1 and Key Stage 2 is good. All subjects are taught regularly and for an appropriate amount of time. The statutory curriculum is enhanced by a good range of extra-curricular activities and by the school's involvement in the 'ECO' project, a national environmental initiative.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs are identified as soon as possible, and their individual needs are fully met. The very good additional support of classroom assistants makes a significant contribution to the quality of pupils' learning, and to the progress they make. The communication with parents of pupils who have special educational needs is very good.
Provision for pupils with English as an additional language	Good. Despite limited finances, the school makes good provision for pupils who have English as an additional language, enabling them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes good provision for pupils' personal spiritual, moral, social and cultural development.
How well the school cares for its pupils	Very good. Pupils' welfare and happiness are the shared concern of staff and governors. Teachers know their pupils very well and this enables them to provide effective individual support and guidance. More could be done, however, to formally track the progress, attainment and personal development of individual pupils so that additional classroom support could be targeted where the need is greatest.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and management for the school. He is ably supported by key members of staff and the Governing Body, and good progress has been made in developing the role of curriculum co-ordinators since the last inspection.
How well the governors fulfil their responsibilities	Good. The Governing Body takes an active role in the management of the school and is very supportive and well informed about its duties. The Governing Body is very effective in the way in which it acts as 'critical friend' to the headteacher. The Governing Body ensures that the school secures best value for money.
The school's evaluation of its performance	Good. The school effectively evaluates its own performance through a good programme of monitoring, and is swift to address areas which are identified as needing further development.
The strategic use of resources	Very good. Teachers are effectively deployed, and very good use is made of classroom assistants to provide additional support to pupils and teachers in class. The school's finances are well managed and designated funding is appropriately used.

## 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>• Parents state that their children enjoy coming to school.</li> <li>• Parents agree that the school is welcoming to parents and visitors, and that there is a friendly, happy and caring atmosphere.</li> <li>• Parents are enthusiastic about the ECO project and about their role in this aspect of the school's work.</li> <li>• Most parents are pleased with the range and number of extra-curricular activities.</li> <li>• Parents are pleased with the positive values and attitudes promoted by the school and state that behaviour is good.</li> <li>• Most parents are pleased with the level of communication between home and school, and agree that they are encouraged to become involved in their children's learning.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents would like more information from the school.</li> <li>• Some parents are not happy with the level, frequency and amount of homework provided in some year groups.</li> </ul>

The inspection findings fully endorse the parents' positive views of the school. However, whilst a few parents would like more information about the school's work, the inspection findings indicate that the school makes very good efforts to keep parents informed through newsletters, parents' meetings and curriculum evenings. The inspection findings indicate that there is some variation in homework between year groups, and the school is keen to monitor this aspect of its work more closely in the future to ensure greater consistency within year groups and key stages.

## **PART B: COMMENTARY**

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

**The school enables pupils of all ages and abilities to achieve their full potential, especially in English where pupils perform particularly well in the end of Key Stage 2 national tests.**

1. The standards attained by pupils at the end of Key Stage 1 and Key Stage 2 vary from year to year and from subject to subject because of the very diverse nature of individual groups of pupils. In some years, such as the current Year 3 group, there are very high levels of pupils who have special educational needs. In other groups, such as the Year 6 group that left the school two years ago, the number of boys was more than double the number of girls. In other year groups, there are unusually high levels of pupil mobility, and this situation was further compounded last year when the school took in twelve Kosovan refugee children. This very inconsistent profile of year groups makes it difficult to draw definitive conclusions about the pupils' overall attainment in the school and to make reliable comparisons with the national average. However, the school's assessment data indicate quite clearly that pupils' performance when compared with similar schools is often well above average, and that pupils at the end of Key Stage 2 perform very well in relation to their prior attainment.
2. Pupils start school with very low levels of attainment, especially in terms of their language and personal and social skills. This is confirmed by the baseline assessments which are carried out soon after the children join the Nursery and Reception classes. Very few children attain above the county average, and a significant proportion of pupils attain very low scores. The Foundation Stage children enjoy very good provision in the Nursery and Reception classes which enables them to do their best, and to acquire and practise basic skills. The teaching is of a consistently very good standard and the vast majority of children make very good and rapid progress in their first two years at school. By the time they transfer to Key Stage 1, although the attainment of most children is below the expected level across all areas of learning, the children have an enthusiasm for learning, and the capacity to develop and extend their knowledge, understanding and skills.
3. The school's provision for pupils who have special educational needs is very good, and ensures that pupils' needs are fully met, enabling them to achieve their best. Very good use is made of classroom assistants who provide additional targeted support for pupils with special educational needs. The school's policy of inclusion means that pupils with special educational needs are rarely withdrawn from their class group, and their inclusion in all class activities gives them confidence to succeed, and to tackle new learning, and reassures them that they are valued members of the class.
4. Although there is currently no additional financial support for pupils who have English as an additional language, the school provides good support for these pupils. Very good use is made of learning resources to support the pupils' learning and to enhance their understanding. Teachers and classroom assistants are conscious of the specific individual needs of these pupils, and try hard to meet them. Pupils who have English as an additional language make good progress and achieve well in relation to their age and ability.
5. Teachers effectively support average and higher attaining pupils to enable them to attain the best standards possible. The school provides booster classes for Year 6 pupils, and these have been successful in increasing the percentage of pupils attaining Level 4 in the end of Key Stage 2 national English tests. End of Key Stage 1 and Key

Stage 2 test results are carefully analysed each year to highlight areas of weakness in pupils' knowledge and understanding, and teachers are very effective in targeting these aspects to improve standards. For example, the analysis of the 2001 end of Key Stage 2 English national tests has shown that pupils need more practice in learning how to 'read between the lines' to gain a more comprehensive understanding when they are reading, and this has become an area of focus for this year. The homework club has been introduced for older Key Stage 2 pupils to encourage them to develop personal study skills, and to provide additional opportunities for pupils to consolidate their learning. This club is particularly helpful for those pupils who do not have study facilities at home, and reflects the school's understanding of and commitment to the notion of inclusive education.

6. Standards in English at the end of Key Stage 2 have improved steadily in the school over the last few years, apart from in 1998, when standards dropped. The end of Key Stage 2 test results for 1999 and 2000 show that pupils' attainment is above the national average, and this picture is confirmed by the inspection findings. The school is very proactive in developing new strategies to help to raise standards in English, and uses its resources well to support new developments. For example, currently the school is focusing on developing reading and writing skills in Key Stage 1 through role-play. Although this initiative has only been recently introduced, it is already having a positive impact on the pupils' learning, and is helping them to see reading and writing as pleasurable and meaningful activities. The school also intends to produce 'story sacks' in the near future, which will encourage Key Stage 1 pupils in their reading. This project is also strengthening links with parents, as they volunteer to help to make the sacks, and the items of interest, such as puppets, pictures and models which will go into them. Through the analysis of test results, the school has recognised the need to give more time in both key stages for extended writing, and this is benefiting pupils of all abilities, but especially those who have difficulty in producing writing within a limited timescale.
7. Although standards of attainment are variable from year to year, pupils of all ages and abilities achieve their full potential and do their best. The raising of standards is an ongoing target for the school, and pupils make good and often very good progress from a very low starting point.

**The provision for pupils who have special educational needs is very good.**

8. The percentage of pupils in the school who have special educational needs is higher than the national average, and the school has worked hard since the last inspection to improve the provision for these pupils. The provision for pupils with special educational needs is now very good. The school has recognised that a growing number of pupils have learning and behavioural difficulties, and the special educational needs co-ordinator has a good amount of non-contact time to enable her to fulfil her role effectively.
9. The school makes good use of its special educational needs funding, which is supplemented from the school budget, to employ classroom assistants who work with pupils during most of the literacy and numeracy sessions. The input of classroom assistants is crucial in enabling teachers to meet the needs of individual pupils who have special educational needs. Classroom assistants work closely with small groups of pupils, helping them to achieve the targets stated in their individual education plans, and enabling them to progress at a similar rate to their classmates. During the inspection, pupils with special educational needs were able to make much more rapid progress when they enjoyed this level of additional support than in sessions when

teachers were by themselves with the class. The special educational needs co-ordinator works closely with classroom assistants to ensure that they understand their role, and to keep them fully informed about national and local initiatives. Classroom assistants are generally well qualified and are keen to undertake further training as and when the need arises.

10. Communication with the parents of pupils who have special educational needs is very good, and parents are fully involved in all review meetings. Although individual pupils are not present at review meetings, Key Stage 2 pupils complete written reports about the progress they believe they have made, and these reports are considered during the reviews. Individual education plans are of very good quality and contain specific and measurable targets which show the pupils' progress from term to term. The plans are devised with the parents so that they know how they can best help support their children at home. The needs of pupils with statements of special educational needs are fully met.
11. The management of special educational needs by the co-ordinator is very good. Very good systems and procedures are in place to ensure careful tracking of pupils' progress towards their targets. The practice of identifying pupils with behavioural difficulties is proving to be very successful, and these pupils have individual behaviour plans which help them to manage their own behaviour and to be aware of the progress they make. The school has established very good links with the LEA special educational needs service, and the input of specialist help contributes to the pupils' progress.
12. In addition to the mainstream provision, the school has a designated special educational needs unit which has ten places for pupils with statements who have emotional and behavioural difficulties. This unit is an LEA provision for pupils in the area. Pupils from the unit are successfully integrated into mainstream classes as and when appropriate, and there are very good links between the unit and mainstream staff.

**The quality of teaching and learning is very good in the Nursery and Reception classes, and good in Key Stage 1 and Key Stage 2.**

13. The teaching of children in the Nursery and Reception classes is very good and ensures that the children have a good grounding in basic skills. Teachers provide a very good balance of activities between those that are guided by adults, and those that the children select and organise themselves. Very strong emphasis is placed on the children learning early pre-reading and pre-writing skills through practical activities, often involving role-play, and this is proving to be most successful. For example, during the inspection, Reception children took on the role of 'shoppers' in the classroom shop. This activity spurred them on to write 'shopping lists', using pictures and their own marks to represent the various items they intended to buy.
14. The development of the children's personal and social skills is an ongoing priority, and throughout the day there are many very good opportunities for the children to practise and consolidate these skills. For example, during the inspection, Nursery children were reminded to say 'please' and 'thank you' when they were offered teacakes at snack time, and were encouraged to wash their hands in pairs, so that one child could press the tap whilst the other washed their hands. Teachers in the Nursery and Reception class make good ongoing evaluations of the children's progress and match tasks carefully to the children's individual needs. Very good use is made of classroom assistants who are well primed so that they know exactly how much to intervene when

the children are working. The Nursery and Reception children learn through a wide variety of practical tasks which help them to gain a very secure grasp of new concepts. They derive great pleasure from their learning, and benefit from the exciting learning opportunities that are provided, and the stimulating learning environment in which they work.

15. Teaching in Key Stage 1 and Key Stage 2 is good overall, and during the inspection, the teaching and learning were very good in almost half of the lessons seen. No unsatisfactory teaching was seen during the inspection. The quality of teaching and learning has improved significantly since the last inspection when it was satisfactory overall.
16. The teaching of English, mathematics and science is good throughout the school, and teachers ensure that pupils have frequent opportunities to learn through practical experience. Literacy and numeracy skills are effectively promoted in other subjects, and there are some good opportunities for promoting pupils' spiritual, moral, social and cultural development through some of the writing tasks. For example, pupils are encouraged to write about their feelings, and to empathise with the plight of others, such as evacuees during World War II, or the working conditions of Victorian children. The teaching of information and communication technology has improved since the last inspection, and is now satisfactory overall.
17. One of the main strengths of teaching is the way in which teachers respond to the individual needs of pupils. Tasks are carefully matched to pupils' levels of ability, especially in literacy and numeracy lessons, enabling pupils to achieve their best, and to make good progress. Teachers cater equally effectively for pupils who have special educational needs, and those who are higher attaining pupils. The best lessons are often enhanced by the imaginative use of learning resources, and these are particularly valuable in capturing and maintaining the interest of pupils who find it difficult to concentrate for long periods of time. Some good examples of this were seen during the inspection in a Key Stage 1 literacy session, for example, where pupils were captivated by the objects being drawn out of the 'sound box', and in a Year 5 numeracy lesson, where pupils' learning was enhanced when they used 'digit cards' to build up patterns of numbers.
18. Lessons are always carefully planned, and teachers make good use of a range of schemes of work to guide their planning and to ensure that pupils in the same year group who are taught in different classes receive the same range of experiences. Teachers' subject knowledge is good, and this enables them to be confident when presenting new learning, and to answer questions with confidence.
19. In all Key Stage 1 and Key Stage 2 classes, teachers make very good use of questions to probe the pupils' understanding and to extend their thinking. Where the best teaching occurs, teachers are extremely skilful in the way in which they pose open-ended questions which really extend the higher attaining pupils. In some cases, such as in a Year 4 literacy lesson seen during the inspection, the teacher used questions quite persistently to ensure that the pupils had fully grasped the concept being explained, and firmly but pleasantly encouraged more reluctant members of the class to answer, ensuring full participation from all pupils.
20. In most classes, pupils respond well to the enthusiasm of their teachers, and are keen to take an active role in discussions and practical activities. Pupils are often confident performers, who, because of the encouragement and praise given to them by their teachers, are keen to talk about, explain and demonstrate their work. For example, in a Year 6 music lesson seen during the inspection, pupils were very keen to play

instruments for the rest of the class, and to play their compositions. Most pupils show a sense of pride in their written work, and try to present their work neatly. They complete homework tasks conscientiously, especially reading practice, which the vast majority of pupils in Key Stage 1 and Key Stage 2 understand is a nightly task. In those classes where teachers set individual targets for pupils, the pupils have a good understanding of the progress they are making and the strengths and weaknesses in their learning. This awareness is heightened further by very effective marking in some upper Key Stage 2 classes which shows pupils the levels they are achieving and the way in which they can improve their work further.

21. Relationships between teachers and pupils are very good and contribute significantly to the happy atmosphere in the school. Pupils are confident about approaching their teachers with problems and are willing to seek further clarification and help if they are unsure about how to complete their work. Teachers give freely of their time to support the pupils' learning by offering extra-curricular activities, including revision classes and a homework club for older Key Stage 2 pupils.
22. Classroom support assistants make an important contribution to the quality of teaching and learning, and they are well guided by teachers so that they are clear about their role and the way in which they should support individual and groups of pupils.

**The school provides a good curriculum for Key Stage 1 and Key Stage 2 pupils which is enriched and enhanced by a variety of additional learning opportunities. The curriculum for Foundation Stage children is of very good quality.**

23. The school has worked hard since the last inspection to develop the curriculum, and to extend the range of learning opportunities for pupils of all ages. In Key Stage 1 and Key Stage 2, all subjects of the National Curriculum are taught for an appropriate amount of time, and statutory requirements are fully met. The planning of units of work for each year group has been well considered to ensure that pupils in the same year group who are taught in different classes share a similar range of learning experiences. Good quality schemes of work guide teachers' planning, and ensure that pupils' skills, knowledge and understanding are progressively developed as the pupils move through the school. Teachers take great care to ensure that tasks are well matched to pupils' levels of ability and maturity, and this ensures that pupils are able to achieve their full potential. There is good provision for pupils to develop literacy and numeracy skills through their work in other subjects, and for the promotion of their spiritual, moral, social and cultural development.
24. Since the last inspection, the school has developed its provision for personal, social and health education and this is now taught in all classes. Pupils are encouraged to express their opinions about chosen topics, and to learn that problems can be shared and solved in a rational and calm manner. As an extension of the school's personal, social and health education programme, Year 6 pupils benefit further from taking part in the 'Going for Gold' initiative, which has been running in the school for the past four years. The initiative was introduced as a result of the school's involvement in the local Education Business Partnership, and has proved to be very successful in preparing pupils for their transition to secondary education. The 'Going for Gold' project helps pupils to organise their learning, to set personal targets for development, to consider their achievements both in school and out of school, and to care for others.
25. The school is very committed to the 'ECO' project, a national environmental initiative, which the school became involved in three years ago. In addition to giving pupils a greater understanding and knowledge of ways in which they can contribute to making

the environment safer and 'greener', the project has been very effective in bringing together pupils, parents, governors, staff and members of the local community. Through the 'ECO' project, pupils have a greater awareness of the need to take care of the environment through ground conservation, recycling and energy saving strategies. Those pupils who are involved, have become much more confident about taking on responsibilities, and acting upon their own initiative. The 'ECO' committee has recently designed and created a mosaic garden, which enhances the school grounds, and which is a great source of pride to the pupils. The award of the much sought after 'ECO' flag reflects the school's hard work and commitment, and has encouraged the pupils to continue with their 'ECO' work.

26. The school has done much to improve its provision for extra-curricular activities since the last inspection, and there is now a good range of interesting activities for Key Stage 1 and Key Stage 2 pupils. The headteacher is keenly aware of the need to target the activities to match the needs of all pupils, and the homework club, for example, was designed to support pupils who have difficulty carrying out tasks at home. The school formally monitors pupils' attendance at the various clubs, all of which are well attended.
27. The curriculum for the Nursery and Reception children has improved significantly since the last inspection. There is now a much greater focus on children learning through practical experiences, and less emphasis is placed on children formally recording their work before they have fully understood the concepts involved. There is a very good combination of activities that are directed by the teacher or other adults, and activities that the children select themselves. The ongoing provision of activities across all areas of learning means that the Foundation Stage children have daily experience of art, music, 'writing', role-play, construction and mathematics, and these regular opportunities enable the children to acquire, practise and consolidate a wide range of skills.

**The school is well led and managed by the headteacher, deputy, key staff and Governing Body.**

28. The headteacher provides very good leadership, and this has ensured the continued development of the school since the time of the last inspection. He has established a very strong senior management team which meets regularly, and he is very well supported by his deputy, whose role is well defined. The professional development of staff is encouraged, and in this the senior management team sets a good example, with senior members of staff attending a range of management courses to help them in their work. The role of the curriculum co-ordinators has been effectively developed since the last inspection, and co-ordinators now have a much clearer brief, and a greater input into the development of their subject areas. The monitoring of teaching and learning by curriculum co-ordinators is in the early stages of development, but co-ordinators have a good overview of their subjects, and provide good guidance to colleagues.
29. The school has fully addressed each of the key issues arising from the last inspection, and has made good progress in developing other aspects of its life and work. The quality of teaching and learning has improved and this is having a positive impact on pupils' achievement and attainment. The provision for pupils who have special educational needs is now very good, and the curriculum for Key Stage 1 and Key Stage 2 pupils has been extended and enriched by a range of additional learning opportunities. The provision for children in the Foundation Stage has improved



significantly, and is now very good, ensuring that these pupils have a good start to their education.

30. The headteacher, staff and Governing Body are very effective in the way in which they identify areas for development within the school, and act upon their findings to improve the overall quality of education. The School Development Plan is of good quality and clearly shows the next stages of development. The headteacher and Governing Body have recognised that the number of pupils in the local area is decreasing, and have made sensible long-term staffing plans which take account of this factor. The installation of a computer suite is planned for the very near future, and this should have a positive impact on pupils' learning and attainment in information and communication technology.
31. One of the headteacher's particular strengths is his knowledge of the pupils and their families, and his relationship with parents. This enables the school to target additional support for pupils as and where necessary, and makes it easier for parents to come into school to share their concerns and problems. The level of support and guidance provided for the pupils is very good, and pupils and parents find the staff to be approachable, accessible and willing to listen. Staff are vigilant of the pupils in their care and are alert to unusual patterns in pupils' behaviour, or their approach to work, which may indicate that they have a problem. The school's links with parents have continued to develop since the last inspection and are very good. Courses are provided for parents by a local college, and these are proving to be popular, and provide a means of encouraging more parents to come into the school. The school's 'Resource Centre' is open to families one evening per week, and parents and pupils come into school to look at and to borrow books. There are firm plans for the computer suite to be open to parents when it is operational, and this will provide a further opportunity for pupils and parents to share some aspects of learning.
32. The school is highly committed to raising standards, and staff make good use of the analysis of national test results to highlight areas where improvements can be made. Over the past four years, the school's end of Key Stage 2 test results show that, despite the fluctuations within subjects and year groups, the overall trend of improvement has been in line with the national trend. The school is very successful in enabling pupils to achieve their potential, and to make good progress in all areas of their learning.
33. Good use is made of the school's resources to support educational development, and specific funding, such as that designated for special educational needs, is appropriately spent. The decision to employ a greater number of support staff to work with pupils in literacy and numeracy sessions is proving to be very cost effective, and is having a significant impact on pupils' achievement, progress and attainment. Support staff are particularly well briefed by teachers, and this means that they have a very clear understanding of their role, and that their work in the classroom is purposeful and productive. Those classroom assistants who work with pupils who have special educational needs are well informed, and they receive very good levels of support and guidance from the special educational needs co-ordinator.
34. The ethos of the school is very good. Pupils of all ages and levels of attainment are well motivated and have positive attitudes to work. The school is very successful in the way in which it promotes equal opportunities, and pupils know that they are valued as individuals. The atmosphere in the school is warm, welcoming and friendly, and relationships between adults and pupils are very good.

## **WHAT COULD BE IMPROVED**

**The school's procedures for tracking the progress, attainment and personal development of pupils throughout the school are too informal.**

35. The school makes good use of a range of standardised tests to measure pupils' progress and attainment as they move through the school, and teachers are effective in highlighting strengths and weaknesses in the learning of groups of pupils. However, much of the information that teachers gather about pupils is passed on in an informal manner, and is not formally recorded. Not enough use is made of the information provided by these tests to formally record and track the progress, attainment and personal development of individual pupils. Currently teachers rely heavily on their intuition when matching work to pupils' needs, and whilst this is effective with the current staffing, it is an unreliable method when staff are absent and when classes are taught by supply teachers.
36. Pupils' personal development is noted informally by classteachers, and passed on to the next class, but no formal records are kept as pupils move through the school. This makes it more difficult for classteachers to closely match work in personal, social and health education sessions with pupils' individual and collective needs.

**The use made of information and communication technology to support pupils' learning across the curriculum.**

37. Overall standards in information and communication technology have been maintained at a satisfactory level since the last inspection, but not enough has been done to encourage pupils to use information and communication technology to support their learning across the curriculum. This is due to a lack of computers, and this will be remedied when the computer suite is installed in the very near future.
38. Although some older Key Stage 2 pupils use CD ROMs for research, the lack of Internet and 'e-mail' facilities makes it difficult for pupils to fully develop research skills. Some pupils in both key stages use computers for word-processing to produce drafts and final copies of their ongoing literacy work but, in the main, not enough use is made of computers for drafting and editing written work. The use of computers to support pupils' work in mathematics and science is particularly weak.

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

As stated in the School Development Plan, the school should:

- introduce tracking systems so that the progress, attainment and personal development of individual pupils can be effectively monitored and tracked as they move through the school;
- provide more frequent and regular opportunities for pupils in Key Stage 1 and Key Stage 2 to use information and communication technology to support their learning across the curriculum.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	-	11	8	3	-	-	-
Percentage	-	50	36	14	-	-	-

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 more than four percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	59	316
Number of full-time pupils eligible for free school meals	0	84

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	10	112

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	19

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	34

### Attendance

#### Authorised absence

	%
School data	5.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	18	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	17	17
	Girls	16	17	17
	Total	31	34	34
Percentage of pupils at NC level 2 or above	School	89 (70)	97 (68)	97 (83)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	17	17	17
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	97 (72)	97 (83)	97 (66)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	34	16	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	27
	Girls	14	14	14
	Total	39	39	41
Percentage of pupils at NC level 4 or above	School	78 (80)	78 (81)	82 (96)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	26
	Girls	14	13	13
	Total	39	38	39
Percentage of pupils at NC level 4 or above	School	78 (80)	76 (81)	78 (96)
	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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	7
Chinese	2
White	270
Any other minority ethnic group	0

*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	1
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)	11
Number of pupils per qualified teacher	28
Average class size	28

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

Total number of education support staff	13
Total aggregate hours worked per week	201

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	15

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	854563
Total expenditure	848947
Expenditure per pupil	2258
Balance brought forward from previous year	11493
Balance carried forward to next year	17109

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3
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.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	263
Number of questionnaires returned	62

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	3	0	0
My child is making good progress in school.	56	39	4	0	1
Behaviour in the school is good.	31	65	3	0	1
My child gets the right amount of work to do at home.	27	46	19	5	3
The teaching is good.	53	41	5	0	1
I am kept well informed about how my child is getting on.	41	37	18	1	3
I would feel comfortable about approaching the school with questions or a problem.	49	46	1	1	3
The school expects my child to work hard and achieve his or her best.	51	41	3	0	5
The school works closely with parents.	41	51	5	3	1
The school is well led and managed.	42	48	3	0	7
The school is helping my child become mature and responsible.	55	42	0	0	3
The school provides an interesting range of activities outside lessons.	41	46	5	5	3