

# INSPECTION REPORT

## CHURCHTOWN PRIMARY SCHOOL

Southport

LEA area: Sefton

Unique reference number: 104861

Headteacher: Mr D Walker

Reporting inspector: Mr P T Hill  
6642

Dates of inspection: 18<sup>th</sup> - 19<sup>th</sup> June 2002

Inspection number: 198875

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

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: St Cuthbert's Road  
Churchtown  
Southport  
Merseyside

Postcode: PR9 7NN

Telephone number: 01704 508500

Fax number: 01704 508501

Appropriate authority: The Governing Body

Name of chair of governors: Mr G Cottrell

Date of previous inspection: December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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31718	Mrs Denise Shields	Lay inspector
1272	Mr Ian Hocking	Team inspector
16761	Mr Melvyn Hemmings	Team inspector

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a very large county primary school catering for pupils aged 3 to 11. It is amongst the largest primary schools in the country. There are 707 pupils on roll with 60 children attending the nursery on a part-time basis. The socio-economic circumstances of the majority of pupils' families are above the national average and the proportion of pupils who are entitled to free school meals, at 8%, is below the national average. The vast majority of pupils come from a white indigenous background with only a very small number of pupils of different ethnicity. 190 pupils are on the school's register of special educational needs, including 4 children in the nursery. Six of these pupils have statements of special educational need. Overall, children enter the nursery with a higher level of attainment than that generally found nationally.

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

This is a very good and very effective school with several excellent features. By the age of 11 pupils attain standards which are well above the national average. Teaching is very good overall with a significant amount of excellent teaching. Leadership and management are excellent and pupils' attitudes and behaviour are frequently of the highest standard. The school provides very good value for money.

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

- Leadership and management are excellent.
- By the age of 11 pupils standards are well above the national average.
- Teaching is very good overall with a significant amount of excellent teaching.
- Pupils' attitudes and behaviour are frequently of the highest standard. Throughout the school, relationships are of a very high quality.
- The school's procedures for child protection and for ensuring their welfare are excellent.
- The school's involvement in educational initiatives, and especially the far-reaching focus on Emotional Literacy, are of a very high quality.
- The school provides a very good curriculum to support and provide for pupils' all round development and education.
- Improvement since the last inspection has been very good.

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

- There are no significant weaknesses which constitute major areas for development.

*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 December 1997. Since that time the school has made very good improvement in many areas. The response made to the key issue highlighting the need to improve and develop the accommodation has been excellent and the school now provides a very high quality environment with many exciting features. The response to the development of design and technology and to raise standards in the subjects has been outstanding and standards now match those of other subjects. Besides being very successful in meeting the key issues, the school has continued to develop in many areas, a very good example of which is the involvement in a range of national and local initiatives, and especially the involvement in the very exciting local education authority initiative on Emotional Literacy.

## 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	B	C
mathematics	A	A	A	B
science	A	A	B	C

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

By the age of 11, pupils' standards in the core subjects are well above the national average and overall are above those of similar schools. Standards have been consistently very high for a number of years. The standards shown in the table for 2001 are slightly lower than those of previous years as a result of the considerable amount of change, including the extensive building work, that the school has recently been through. Pupils' attainment in mathematics, at the end of Key Stage 1 in 2001, was well below average. However, the school has made a thorough analysis of the reasons for this and is confident that this is a 'one off' result. Inspection evidence confirms that there is a clear and marked improvement in mathematics in Key Stage 1. All groups of pupils achieve well in relation to their prior attainment. The trend of results being well above the national average has been maintained over the past few years.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very interested and enthusiastic learners who want to come to school.
Behaviour, in and out of classrooms	Very good. In a significant number of lessons behaviour couldn't be bettered.
Personal development and relationships	Excellent with considerable respect for the feelings and values of others.

Attendance	Good. Above average.
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In over half of the lessons observed in this short inspection pupils' attitudes and behaviour were excellent and in another third were very good. This is an area of exceptional and very significant strength and clearly contributes to the high level of attainment. Virtually every pupil is eager to learn and very keen to participate in all the activities offered. Pupils enjoy their lessons and the additional activities that are offered. Pupils' excellent personal relationships with each other and with adults are another significant area of strength.

### TEACHING AND LEARNING

Teaching of pupils in:	Nursery Reception	and Years 1 – 2	Years 3 – 6
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.*

Even though this was a short inspection the majority of teachers were observed teaching. From these observations it is clear that the quality of teaching is very good throughout the school. In eight tenths of the lessons seen, teaching was very good with a significant proportion being excellent. This is a great strength of the school and contributes directly to the high standards achieved and the excellent attitudes, behaviour and relationships of pupils. Overall in lessons, teachers' management of pupils is outstanding and their expectation of what their pupils can do is appropriate and very high. Lesson planning is very good and the skills of numeracy and literacy are very well taught. The needs of all pupils, including those with special educational needs, are very well met. Relationships are of a very high quality: pupils are trusted and expected to work independently, collaborating and being responsible for their own learning.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good.
Provision for pupils with special educational needs	Very good. This area of the school's work is very well organised and very effective. The school strives to meet the needs of all its pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is a major part of the school's philosophy and ethos and permeates all aspects of school life.
How well the school cares for its pupils	The school takes exceptionally good care of all its pupils. Procedures for monitoring and supporting pupils' personal development are excellent.



The structure of the curriculum is very good and besides meeting all the requirements of the National Curriculum it is enriched and extended in a significant number of areas including a modern foreign languages club providing experience of French, Spanish and Italian as well as a range of other activities. The school places a huge emphasis on personal development and on helping others. The school council is very effective, having a genuine say in school issues.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The partnership between the headteacher and deputy is of the highest quality and is a significant factor in the smooth and effective running of the school and in continued school improvement.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very well and have a very good understanding of the strengths and areas of development of the school.
The school's evaluation of its performance	Excellent. The school's managers have thoroughly evaluated its performance and have taken very effective action resulting in improving standards and the school being a very effective one.
The strategic use of resources	Excellent. Resources are very well managed and targeted at meeting needs in line with the school's aims. A very good example is the way in which senior management have ensured that the new building has been altered to meet the needs of the pupils and that resources have been carefully selected to enhance the new provision.

Leadership and management by the headteacher, exceptionally well supported by his deputy and key staff, is outstanding. The headteacher leads by example and through total commitment. This is clearly recognised by pupils, parents and staff. The school is well staffed with a very good level of very effective support staff, working very successfully with teachers to the considerable benefit of pupils. The accommodation is now excellent, very well maintained and with a high level of very good display. The school is well resourced overall and has two very high quality ICT suites. The principles of best value are very well applied to all aspects of school life.

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

What pleases parents most	What parents would like to see improved
<p><i>over 90% of parents who returned questionnaires agree or strongly agree that:</i></p> <ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children are making good progress.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• Parents feel comfortable approaching school about problems and suggestions.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• The school works closely with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents did not identify any significant areas that they would like to see improved.</li> </ul>

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• The school is well led and managed.</li><li>• The school is helping children become mature.</li></ul> |  |
|---|--|

The return rate for parents' questionnaires was over 43% and very positive. Inspectors agree with all the positive responses made by parents.

## **PART B: COMMENTARY**

1 The school was identified, by OFSTED, on the basis of good levels of improvement in most areas of its work, as one which qualified for a short inspection. As a result not all subjects and areas of the school were inspected in detail, but most subjects were sampled. The inspection found many areas of strength and highlighted the following areas to be significant strengths.

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

#### **Leadership and management are excellent**

2 The leadership and management by the headteacher, exceptionally well supported by his deputy and key staff, is outstanding. The partnership between the headteacher and deputy is of the highest quality and is a significant factor in the smooth and effective running of the school and in continued school improvement. They both lead by example and through total commitment, a situation clearly recognised by pupils, parents and staff.

3 The senior managers meet frequently and there is a very close working relationship between them. As a result of extremely effective delegation by the headteacher, the contribution of staff with management responsibilities is excellent and is an important factor in the smooth and effective running of the school. Consequently the school has clear direction, has a very effective school improvement plan which guides future developments, and clearly makes very good use of available finance and resources. An excellent example of the way in which financial and development opportunities are maximised can be seen in the consultation and resultant modifications to the accommodation and the tremendous improvements brought about as a result.

4 Both the long and short-term needs of the school are very well managed. In the long term, the exceptionally well-managed improvements to the school accommodation have been very well linked to future need and developments. In the short term, the headteacher, supported by governors, have recently reacted very well to the slightly lower standards (but still well above the national average) attained in 2001, analysing the situation and taking very effective action. The strong and caring leadership is a major factor in ensuring that pupils achieve highly and there has been an overall upward trend in the standards attained since the last inspection. The leadership and management has ensured that the school has an exceptionally strong ethos firmly based on ensuring pupils are secure, enjoy school, and on a commitment to high standards. The management is very forward-looking and well informed about both national and local initiatives. The school's involvement in the Local Education Authority's Emotional Literacy initiative is a very good example of this.

5 The school is clearly aware of, and applies well, the principles of best value. This is very evident in the way in which standards and progress are evaluated and compared and resources are provided to ensure best value for expenditure, as in the case of the new build and the provision of resources to enhance the environment and provide for pupils' present and future needs.

6 The school's evaluation of its performance is very good. A major part of this is the way in which the school monitors and evaluates pupils' progress and uses the results to further improve standards. This is a considerable strength of the headteacher who is clearly aware of, and has very good knowledge of, national trends and strategies in this aspect. As a result the assessment and monitoring of pupils' levels of attainment is very good. Lessons are carefully planned to take into account pupils' needs, to reflect those areas which are successfully taught and those areas where a fresh or different strategy or teaching approach is needed.

7       Governors are very committed to their roles and fulfil their responsibilities diligently and with a very clear sense of direction. They support the school's development and play a significant and appropriate part in its quest for continued improvement. Governors play a full part in planning the way forward and are kept well informed about what is happening in school.

**By the age of 11 pupils standards are well above the national average.**

8       By the age of 11, pupils' standards in the core subjects are well above the national average and overall are above those of similar schools. Standards have been consistently very high for a number of years. The standards shown in the table for 2001 are slightly lower than those of previous years as a result of the considerable amount of change, mainly as a result of the extensive building work, that the school has recently been through. Pupils' attainment in mathematics, at the end of Key Stage 1 in 2001, was well below average. However, the school has made a very thorough analysis of the reasons for this and is confident that this is a 'one off' result. Detailed plans and changes in strategy have been successfully implemented. Inspection evidence confirms that there is a clear and marked improvement in mathematics in Key Stage 1 and that the standards of pupils work, as seen in lessons and in a scrutiny of their books, is above the national average. All groups of pupils achieve well in relation to their prior attainment. The trend of results being well above the national average has been maintained over the past few years.

9       Standards achieved by 11-year-olds in the core subjects of English and science are above the national average and in mathematics they are well above average. Furthermore, the percentage of pupils reaching National Curriculum Level 5 is also above the national average in English, mathematics and science.

10      The standards achieved by 7-year-olds in reading and writing are well above national average and in mathematics were well below in 2001 national tests. The percentage of pupils achieving a higher level, level 3, is well above the national average in writing, in line with the average in reading and was just below the average in mathematics. There has been a marked improvement in standards in mathematics and especially the number of pupils achieving level 3, with, at the time of the inspection, over a third of 7-year-olds achieving this level.

11      These results maintain and even improve the standards at the time of the last inspection and are clearly based on very good teaching, careful and informed assessment of where pupils are in terms of National Curriculum levels and planning lessons to meet their needs.

12      The pupils' levels of attainment, in both key stages, in all other areas of the curriculum, are of a similar high standard. In design technology, a key issue at the time of the last inspection, the school has made an outstanding response. This is detailed further in the paragraph on improvements since the last inspection. The result is that the standard of pupils' design and technology work in both key stages is now well above average. A group of Year 4 pupils won the local area final of a national competition and went on to the regional finals. This is a very good indication of the importance of design and technology throughout the school and the standards now being achieved.

13      In all lessons pupils make good progress. They listen with interest to what teachers have to say and are eager to play a part in the lesson. Even the youngest pupils are keen to express points of view and to answer questions. Older pupils are eager to answer questions and play an active part in lessons. By the time they are eleven, pupils are able to put forward clear explanations and rational, clearly argued hypotheses.

14 Pupils' good progress in numeracy and literacy is clearly enhanced by the detailed planning for the development and use of these skills in other curriculum areas.

15 Pupils who are identified as having special educational needs are well catered for throughout the school. Teachers and support staff plan targets for these pupils very carefully and, in all lessons observed, pupils made good progress towards attaining these targets.

16 In summary, the high standard of pupils' work across the school, and especially in English, mathematics and science, represent good achievement for all groups of pupils and clearly demonstrate the pride and interest that pupils display towards their work.

**Teaching is very good overall with a significant amount of excellent teaching.**

17 Even though this was a short inspection, most teachers were observed teaching. From these observations it is clear that the quality of teaching is very good throughout the school. In the majority of the lessons seen, teaching was very good with a significant proportion being excellent. This is a great strength of the school and contributes directly to the high standards achieved and the excellent attitudes, behaviour and relationships of pupils.

18 Throughout the school, teachers' management of pupils is outstanding and their expectation of what their pupils can do is appropriate and very high. Pupils are treated with respect and understanding and as a result they are secure and confident and want to take part in lessons, to answer questions and to put forward their ideas. In many lessons the teachers' relationships with their pupils are excellent: teachers listen with care to what pupils have to say and value every word. Pupils are trusted and expected to work independently, collaborating and being responsible for their own learning. Lessons are characterised by highly enthusiastic and expert teaching with teachers having a very good knowledge of their subject matter. In many lessons the use of humour plays a significant part in making learning fun for the pupils. In such an atmosphere all pupils thrive.

19 All staff demonstrate high levels of commitment to the pupils' academic learning and personal growth. Opportunities are maximised for the development of social skills and moral principles. In particular, the example set by adults has a profound effect on the development of mutual respect which underpins the excellent relationships that exist at all levels in the school. The Emotional Literacy initiative provides a foundation for lessons across the school and teachers are very clearly aware of the principles involved and use them to great and very positive effect.

20 Pupils' attitudes and behaviour in lessons is excellent. This is often as a direct result of the very high quality of teaching, and, although difficult to measure in a short inspection, almost certainly as a result of the co-ordinated approach, through Emotional Literacy, that the school has taken to developing pupils' self awareness, including awareness of others, responsibility for their own actions and how they manage emotions and relationships.

21 Lesson planning is of a very high order; it is at least very good and much of it is excellent. Assessment of pupils' learning is integral to planning and to the course taken within a lesson. Lessons all have very clear objectives and these are shared with pupils at the start of the lesson. As a result they know what they are to learn and what is expected by the end of the lesson. Lesson content is clearly based on pupils' previous learning. Pupils' work is marked thoroughly, and helpful comments are given to help pupils know what needs to be done to improve their work. Teachers are constantly exploring ways to make lesson exciting and interesting.

22 The needs of all pupils, including those with special educational needs, are very well met, not only in lessons where they are well supported and catered for but at the lesson planning stage where work is carefully and skilfully matched to their individual needs. The teamwork and relationships between teachers and supporting staff are very good and considerably enhance learning in all areas of the school.

**Pupils' attitudes and behaviour are frequently of the highest standard. Throughout the school, relationships are of a very high quality.**

23 In over half of the lessons observed in this short inspection pupils' attitudes and behaviour were excellent and in another third were very good. It is unusual to have such an extremely high level of behaviour so widely and evenly spread throughout the school. It is an area of exceptional and very significant strength and clearly contributes to the high level of attainment. Virtually every pupil is eager to learn and very keen to participate in all the activities offered. Pupils enjoy their lessons and the additional activities that are provided for them. Pupils' personal development and relationships, with each other and with adults, are excellent with considerable respect for the feelings and values of others. This is yet another significant area of considerable strength.

24 Pupils have very positive attitudes to all the school has to offer and to their work. They listen very well when they are being addressed and show considerable interest when working on the activities set for them. In lessons, and at other times throughout the school day, pupils' behaviour is invariably very good and contributes significantly to the excellent relationships and to the very good learning that takes place.

25 Pupils' level of self-motivation was judged to be very high in almost all lessons seen. They needed no prompting to begin work or to sustain effort on a task. Pupils demonstrate initiative, independence and provide lots of support for each other. They treat equipment and resources with great care and they have a strong and well-developed sense of responsibility.

26 Excellent relationships abound in the school and are a major strength. The quality of these relationships, and mutual respect shown, form the foundation upon which this school achieves much of its success.

27 As with many other very positive aspects of the school, the excellent ethos and the increasing influence of Emotional Literacy can be clearly seen to be having a considerable and extremely positive effect. Much of the high quality of pupils' attitudes, behaviour, relationships etc. are as a result of pupils taking responsibility for their own actions, for understanding their own worth and the worth of others and the high quality of personal relationships.

**The school's procedures for child protection and for ensuring their welfare are excellent.**

28 The school takes exceptionally good care of all its pupils. Systems and procedures for monitoring and supporting pupils' personal development are excellent. Emotional Literacy links many of the aspects of care, procedures for monitoring and promoting good behaviour, eliminating oppressive behaviour and supporting pupils personal development together. The headteacher, supported by all staff, is very positive about the underpinning philosophy on which this aspect of the schools work is based. The school has an exceptionally caring ethos which permeates all aspects of, not only pupils' school life, but that of all adults as well. All documentation and policies, for example the Child Protection Policy, are well developed and reviewed and updated regularly and the school constantly evaluates practice and tests effectiveness.

29 Pupils with special educational needs are very well provided for, as are pupils who are gifted or talented. The school has very clear, high quality, procedures and practice for meeting the individual needs of these pupils with very well co-ordinated provision.

**The school's involvement in educational initiatives, and especially the far-reaching focus on Emotional Literacy, are of a very high quality.**

30 The school's senior management makes very good use of a wide range of initiatives, both national and local. These are very well managed to contribute to, and benefit, the school and its pupils. The development of a curriculum for Emotional Literacy, a social and emotional learning framework being piloted in four schools and led and co-ordinated by the Local Education Authority, is one which currently is having a far-reaching effect. In a short inspection it is not possible to make an absolute judgement about the overall effectiveness of such an important initiative. However, the key elements of Emotional Literacy permeate all aspects of teaching and learning and are clearly having an extremely positive effect on the school as a whole. Pupils' attitudes and behaviour, as measured against the Ofsted framework, are at least very good and, in an exceptional 54 percent of lessons, were excellent. In a further 36 percent of lessons pupils' attitudes and behaviour were very good. These are exceptionally high percentages and well above average. Pupils' personal development and relationships and their respect for the feelings, values and beliefs of others were all similarly judged to be excellent and the way in which they take initiative and personal responsibility for their own actions judged to be very good.

31 Teaching is skilfully planned to embrace a wide range of objectives, all carefully identified and defined, to develop pupils' self awareness, the way in which they manage their emotions, their motivation, their handling of relationships and the way in which they are able to empathise with others. The inclusion of this in teachers' planning and the way that they teach has been brought about after much thought and many in-service training sessions. In discussion, teachers are clear that the inclusion of the key aspects of Emotional Literacy in their thoughts and lesson planning has changed and further improved their lessons. Clearly, in those lessons observed, the quality of all aspect of teaching is very high throughout the school and as a result learning is very effective and of a similar high quality.

32 The school's keenness to be involved in this initiative and to use it as an integral part of all aspects of school life is clearly linked with the overall highly developed philosophy which values each pupil as an individual and to the desire to develop all aspects of an all round education, including pupils' ability to recognise, understand, handle and appropriately express their emotions.

**The school provides a very good curriculum to support and provide for pupils' all round development and education.**

33 The structure of the curriculum is very good and, besides meeting all the requirements of the National Curriculum, it is enriched and extended in a significant number of areas including modern foreign language clubs as well as a range of other activities.

34 The modern languages clubs, after school clubs held each evening for pupils from Years 4, 5 and 6, provide pupils with the opportunity to take part in developing their linguistic skills in French, Spanish and Italian. These are very popular with well over 100 pupils enthusiastically attending them.

35 The range of extra curricular activities is long and includes a wide range of physical and sporting opportunities, for example a fitness program, soccer school, netball teams and practice, football teams, dance group, maypole dancing, hockey club, gymnastic team and tennis. Other activities include recorder groups, drama clubs, talented art group and school choir.

36 The school places a huge emphasis on personal development and on helping others. This can clearly be seen in all lessons and activities throughout the school where the development of the far reaching Emotional Literacy approach is enabling pupils of all ages to recognise and manage emotions, both their own and others, is enhancing pupils' self esteem, encouraging them to be confident and express themselves in the secure knowledge that they will be listened to and respected by their peers and by adults.

37 The school council is very effective, having a genuine say in school issues. At a school council meeting observed as a part of the inspection pupils were very articulate, secure in what they were saying and are obviously making a strong and very valued contribution to the life of the school.

38 Matching the curriculum and all pupils' experiences in school to their individual needs is very good. Differentiation, i.e. matching lesson content, resources and teaching and learning to meet pupils' needs and style, is a whole school thrust and is planned for in every lesson and activity. Pupils, including those in the nursery, have individual targets and these are very well used to meet their requirements. Provision for gifted and talented pupils is very well organised and, besides meeting their needs in lessons, provides a summer school, in conjunction with another local school, with a focus on mathematics and science.

39 The provision for pupils with special educational needs is very good with the school striving to meet the requirements of all its pupils. This area of the school's work is very well co-ordinated and organised and is very effective. Again, the curriculum is flexibly and carefully modified to meet pupils' needs and they all have access to all that the school has to offer. The school has eight learning support assistants who work closely with the special needs co-ordinator and teachers to provide very effective high quality support for pupils with special needs, thus ensuring that they make very good progress in all areas of the school.

### **Improvement since the last inspection has been very good.**

40 Since the last Ofsted inspection in December 1997 the school has made very good improvements in many areas. The School Improvement Plan is a very comprehensive and far-reaching document providing an excellent tool for school development. Integral to the plan is the school mission statement and a clear identification of the school's priorities and areas for development and improvement. All concerned, that is governors and staff as well as senior management, are very involved in the identification of areas and the analysis of priorities and the school's performance

41 The most obvious, and one of the most difficult, areas to improve was the accommodation. The response made to the key issue highlighting the need to improve and develop the accommodation has been excellent and the school now provides a very high quality environment with many exciting features. This has been a considerable challenge to all concerned, including staff and pupils. The school has come through this difficult period with flying colours and has continued to move forward on many other fronts besides the accommodation. The governing body and the senior management have been central to the improvements in accommodation, exploring, together with the Local Education Authority (LEA), possible avenues and areas of funding. In March 1999 the LEA and school governors were successful in a joint bid to remove the temporary accommodation and, in four phases, improve the accommodation by providing a new early years centre, a new junior block including new



kitchens and large dining hall and the refurbishment of the main part of the school. ICT provision and facilities, i.e. cabling throughout, was considerably improved as an integral part of the refurbishment.

42 The improvements in the design and technology curriculum, identified in the last report as an area in need of development in order to match the standards in other subjects, have been considerable. The school sought external advice, has produced a new scheme of work carefully based on existing practice, there has been extensive in-service training for staff, new resources have been provided and above all there is very good leadership by the subject manager.

43 The work done to implement the key issue to meet the needs of higher attaining pupils and to ensure that work is pitched at sufficiently challenging level has been very thorough and successful. There are many enriching opportunities in all subjects: teachers plan carefully for pupils' needs and ensure appropriate challenge in the work set and in lesson planning; the curriculum provides many opportunities for all pupils, and; the developments in Emotional Literacy have further improved all aspects of lesson planning, meeting the needs of higher attaining pupils as well as all others.

### **WHAT COULD BE IMPROVED**

44 There are no significant weaknesses which constitute major areas for development.

## 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	10

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	15	3	1	0	0	0
Percentage	14	68	14	5	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	30	673
Number of full-time pupils known to be eligible for free school meals		55

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	2	190

<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	21
Pupils who left the school other than at the usual time of leaving	22

### *Attendance*

**Authorised absence**

%
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**Unauthorised absence**

%
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School data	5.3
National comparative data	5.6

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	39	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	36	32	35
	Girls	47	48	46
	Total	83	80	81
Percentage of pupils at NC level 2 or above	School	91 (91)	88 (88)	89 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	36	36
	Girls	48	47	49
	Total	81	83	85
Percentage of pupils at NC level 2 or above	School	89 (92)	91 (94)	93 (91)
	National	85 (84)	89 (88)	89 (88)

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

### 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	50	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	49	50
	Girls	34	33	34
	Total	76	82	84
Percentage of pupils at NC level 4 or above	School	87 (89)	94 (91)	97 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	48	49
	Girls	34	32	34
	Total	75	90	83
Percentage of pupils at NC level 4 or above	School	90 (88)	94 (90)	93 (91)
	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	1
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	561
Any other minority ethnic group	1

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

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

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y7**

Total number of qualified teachers (FTE)	24
Number of pupils per qualified teacher	24.9
Average class size	30.7

#### **Education support staff: YR – Y7**

Total number of education support staff	16
Total aggregate hours worked per week	340.96

#### **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	2
Total aggregate hours worked per week	42.54
Number of pupils per FTE adult	15

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001
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	£
Total income	1509555
Total expenditure	1488471
Expenditure per pupil	2170
Balance brought forward from previous year	69545
Balance carried forward to next year	90629

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	707
Number of questionnaires returned	306

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	31	5	1	0
My child is making good progress in school.	63	30	5	1	1
Behaviour in the school is good.	50	46	2	1	2
My child gets the right amount of work to do at home.	42	43	11	2	2
The teaching is good.	62	31	3	2	2
I am kept well informed about how my child is getting on.	45	40	12	2	1
I would feel comfortable about approaching the school with questions or a problem.	62	31	5	1	1
The school expects my child to work hard and achieve his or her best.	71	26	1	0	1
The school works closely with parents.	48	42	7	1	3
The school is well led and managed.	64	33	2	0	1
The school is helping my child become mature and responsible.	60	34	2	1	3
The school provides an interesting range of activities outside lessons.	46	37	10	3	4