

# INSPECTION REPORT

## **ST CATHERINE'S RC PRIMARY SCHOOL**

Manchester

LEA area: Manchester

Unique reference number: 105524

Headteacher: Mrs J Duffin

Reporting inspector: P B McAlpine  
21552

Dates of inspection: 27-28 November 2000

Inspection number: 224785

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:	School Lane Didsbury Manchester
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Appropriate authority:	The governing body
Name of chair of governors:	Rev Fr David McGarry
Date of previous inspection:	10 June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This Roman Catholic Aided primary school is located in a relatively prosperous suburb to the south of Manchester centre. The school shares the same site as the church, presbytery and social club and space is at a premium. The buildings have been adapted over the years and there are several temporary classrooms. There is no grassed area for the pupils to play sports. In September 2000, the school became a Beacon School because of its high standards in core subjects.

The school is well above average size. There are 394 pupils aged four to eleven years, organised into 14 classes. A further 28 pupils attend a nursery class. Pupils attend the nursery part time and transfer to the Reception Year in September or January. A small proportion of the pupils are from minority ethnic backgrounds. Four pupils speak English as an additional language; this proportion is about the same as most schools. About one child in ten is eligible for a free school meal, which is below average. Around fifteen per cent of the pupils are on the special educational needs register, which is below average, and three pupils have statements of special educational needs, a figure that is about the same as most schools of this type. The proportion of pupils who enter the Reception Year with typical or better attainment is above average.

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

This is a good school. What is done well by the teachers significantly outweighs areas for improvement; they effectively build on the overall above average standards on entry, increasing them to well above average by the time the pupils are transferred to secondary education. The teaching is good. The ethos of the school strongly reflects Catholic beliefs and community values. Leadership and management are generally effective in providing purpose and direction to the work of the school. Value for money is good.

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

- The test results in English, mathematics, and science are very high for eleven-year-old pupils and have been sustained at this level since the previous inspection.
- Compared to their attainment on entry, the achievement of the pupils by the age of eleven, a measure of the educational value added, is very good in mathematics and science and good in English.
- The pupils have good attitudes to school and their behaviour is good.
- The teaching is good and the teachers have high expectations of their pupils.

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

- The provision for pupils with special educational needs, and its management, pays insufficient regard to the Code of Practice.
- The teaching and the planning do not always meet the needs of the pupils whose attainment is below national expectations, nor is their progress tracked sufficiently.

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

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

The previous inspection was 10-15 June 1996. The inspection was successful. Since then, there has been a period of more than one year in which the headteacher at that time was absent through illness. A new headteacher has now been appointed and has been in post for about two years. Since the previous inspection, standards in all core subjects have risen each year in line with improvements nationally and this has enabled the high standards to be sustained. The National Literacy and Numeracy Strategies have been effectively implemented over the course of the last two years and this has led to an improvement in the quality of teaching. Shortcomings in meeting the needs of the pupils who are more able have been remedied and the high expectations of teachers are a strength of the school. The deficit budget has been eliminated and is now in surplus; the procedures for managing the finances have improved. The school development plan, which is satisfactory in quality, contributes to the sense of direction to educational developments but the targets it sets are not always measurable.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				
	all schools				similar schools
	1997	1998	1999	2000	2000
English	A	A*	A	A	A
Mathematics	A	A*	A*	A*	A*
Science	A	A	A	A*	A

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

Results among the eleven-year-olds have risen in line with the national trend and this has enabled the position relative to other schools, including schools with pupils from similar backgrounds, to be sustained over the past four years. The results in 2000 in mathematics and science were in the top five per cent of schools nationally. The achievements of the pupils are very good in mathematics and science. Achievement is good in English but a satisfactory rather than quick pace to progress in writing reduces the overall achievement in English. Nevertheless, in broad terms, the teachers are managing to raise the better than average overall standard on entry to well above average in the core subjects by the age of eleven. Most of this increase in standards occurs in the eight to eleven age groups, with the bulk of the improvement occurring after the age of nine. The eleven-year-old boys are doing much better in English than boys generally, and better than the girls at the school, which is very different to the national picture.

These standards are not wholly replicated in the results for seven-year-old pupils. The overall proportions at expected or higher levels in reading, writing and mathematics for this age group were considerably larger than most schools in 1995 but have gradually reduced in size by one or two pupils each year, partly reflecting an increase in pupils with special educational needs. Nationally the proportions at expected levels have increased and so the gap compared to other schools at age seven is no longer as great as it was. This is particularly noticeable in the results in reading and mathematics. In 2000, the results at age seven were above average in writing because 17 per cent of the pupils exceeded the expectation, which is double the proportion in the average school, but were close to the average in reading and mathematics.

The standard of current work in literacy and numeracy among eleven-year-old pupils is consistent with the most recent test results. The work shows that the pace of learning is good for pupils that are more able and for those with typical attainment for their age, which is the vast majority. However, the few pupils whose attainment is lower than national expectations, together with those with special educational needs, do not always make the progress that they should, reflecting shortcomings in the provision. The standard of current work at age seven is higher than last year and the pupils are on course to improve on the test results in 2000. All but one of the pupils with English as an additional language speaks English fluently and their current work is similar in standard to their peers; one pupil is in the early stages of learning English. The statutory targets for the eleven-year-olds in English and mathematics were exceeded in 2000. The targets for 2001 are broadly consistent with the standards already achieved in 2000 and, for this reason, are no longer challenging and should be revised upwards. No targets have been set for the proportion exceeding expectations, which is not a requirement, but these should be introduced so that high standards compared to other schools can be sustained.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Almost all pupils are keen to learn and well motivated by the teaching.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons. They are orderly when moving about the building. Playtimes are boisterous but there is no oppressive behaviour. No bullying, racist or sexist behaviour was seen and none reported by the pupils. There have been no exclusions during the latest reporting period.
Personal development and relationships	Good. Relationships between pupils are good. Levels of respect for one another are high. The pupils are courteous and there is a strong sense of community.
Attendance	Good. Above average attendance and no unauthorised absence.

## TEACHING AND LEARNING

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

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

The teaching is good; all of it is satisfactory or better, with 63 per cent good or better, including 13 per cent that is very good. There is good teaching in each of the key stages, with more than average amounts in the three to five age range and in the seven to eleven group; the very good teaching is in the ten-year-old and eleven-year-old age groups. The overall quality of the teaching has improved since the previous inspection and is just better than the typical national picture reported in Her Majesty's Chief Inspector of Schools' most recent annual report. The skills of literacy and numeracy are well taught, especially in the eight to eleven age group. The learning needs of the pupils who are more able and those with typical attainment are well met throughout. The needs of those pupils whose attainment is below national expectations and those with special educational needs are not always met effectively and these pupils sometimes struggle with their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. All subjects of the National Curriculum are taught and the provision includes all required elements. Lessons are generally interesting and build relevantly on previous teaching for nearly all pupils. There is a very good range of extra-curricular activity.
Provision for pupils with special educational needs	Not as good as it should be. The quality of the provision is mixed and is insufficiently coordinated. The teaching in withdrawal groups is effective but these pupils miss three of the literacy hours each week. The individual education plans for pupils that do not have statements lack measurable learning targets.
Provision for pupils with English as an additional language	Only one pupil is in the early stages of learning to speak English. The provision is satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual development is very well provided for and pupils gain good insights into values and beliefs. Pupils are effectively taught right from wrong. Community values are strongly promoted and levels of respect among pupils are high. A very good range of opportunities is provided for pupils to learn about Western and Eastern cultures and traditions.
How well the school cares for its pupils	Child protection procedures are appropriately in place. There is a satisfactory regard for health and safety. Arrangements for assessing attainment are appropriate and the deputy headteacher undertakes detailed analysis that is helping to identify school development priorities. The systems for tracking progress are underdeveloped.

The quality and range of learning opportunities is satisfactory in the foundation stage and generally good in the infant and junior key stages, albeit with shortcomings in the curriculum for pupils with special educational needs. Statutory requirements related to the National Curriculum are met. The effectiveness of the strategies for teaching literacy and numeracy is good. The evidence in information and communications technology is limited. In most lessons, computers were switched on but not used; this indicates shortcomings in the provision. All subjects have long-term plans that provide an adequate framework for teaching the National Curriculum programmes of study. The medium term plans are satisfactory overall but, except in literacy and numeracy, do not subdivide the long-term plans into weekly units, each with a specific learning target, and this has potential for some learning needs not being met. The weekly plans for literacy and numeracy conform to national guidance but do not always identify learning targets for pupils with different levels of attainment. Extra-curricular activities have recently been expanded to include Latin, French and Spanish.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The broad educational priorities are clearly established by the headteacher. The deputy headteacher is very effectively carrying out her responsibilities. The literacy and numeracy coordinators have successfully led the introduction of the national strategies in these subjects.
How well the governors fulfil their responsibilities	Satisfactory. The business of the governing body is appropriately conducted. Statutory requirements are met apart from those for special educational needs. The school development plan is relevant to the needs of the school and adequately sets out the actions to be taken.
The school's evaluation of its performance	Satisfactory. The headteacher has introduced appropriate arrangements to check the quality of teaching and the pupils' work. The planning is checked but only after the teaching has taken place and this limits its usefulness. The deputy headteacher analyses attainment and this is contributing towards the identification of development priorities.
The strategic use of resources	Satisfactory. The governors have introduced appropriate systems to oversee the budget and obtain best value for money. They have reduced the overspend of previous years and now have a surplus.

## 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>• Their children like the school and they work hard.</li> <li>• Children make good progress.</li> <li>• The behaviour of the pupils is good.</li> <li>• The teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The end-of-year written reports on pupils' progress do not contain enough information.</li> <li>• The amount of information about the curriculum is limited.</li> <li>• The lack of a playing field and a computer suite restricts the curriculum.</li> <li>• The provision for special educational needs.</li> </ul>

The inspectors agree with all of the parents' positive views. The end-of-year written reports meet statutory requirements but the quality of information they contain could be improved. The amount of information provided about the curriculum is typical of most schools. It was not possible to evaluate the effect that a lack of a playing field is having on standards in physical education. The situation is similar with regard to provision for information and communications technology; very few computers were seen being used even though they were switched on and this indicates that best use is not being made of the current resources. The governors, from their own monitoring of physical education and information and communications technology, have noticed that the limited facilities are restricting the provision and preventing standards from being as high as they would like them to be in these subjects; the governors' views support those of parents. The inspectors agree with parents that the provision for special educational needs is not as good as it should be.

## **PART B: COMMENTARY**

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

**The test results in English, mathematics, and science are very high for eleven-year-old pupils and have been sustained at this level since the previous inspection**

1. In the tests for eleven-year-old pupils in 2000, about 95 per cent of pupils either attained or exceeded the expected national level in English, mathematics and science and this proportion is well above that found in most schools. Slightly more than half the pupils in English exceeded expectations and virtually two-thirds did so in mathematics and science. Such proportions are very high compared to other schools. When the results at expected and above expected levels are taken together, the performance in mathematics and science ranks among the top five per cent of schools nationally. Performance in English is lower because standards in writing are not as high as in reading and this is affecting the overall test results in the subject. In writing, 80 per cent of pupils attained or exceeded expectations and 28 per cent exceeded them, which is much better than the national picture but significantly lower than the overall results these pupils attained in English and shows an element of underachievement compared to attainment in reading.

2. The trend of improvement over time is broadly in line with the national trend. The proportions that are attaining the expected or higher level in English, mathematics and science have increased substantially since 1995, the year that the results included in the previous report were published. At that time, about half the pupils attained or exceeded national expectations. Since then, the overall proportion in each subject has almost doubled and the proportion exceeding expectations has increased approximately five-fold, because of the effectiveness of the teaching, enabling high standards compared to other schools to be sustained throughout this period.

**Compared to their attainment on entry, the achievement of the pupils, a measure of the educational value added, is very good in mathematics, and science, and good in English by the age of eleven**

3. The backgrounds of the pupils are relatively advantaged compared to the typical national picture and this is reflected in the large proportion of pupils who enter the Nursery and the Reception Year with levels of knowledge that are appropriate or better for their age. Even when compared only to schools that have pupils from similar backgrounds, the results at age eleven are still very high and this suggests that the educational value added is good. Analysis of the 2000 test results at age eleven shows that the long-term achievement of that particular cohort, a specific measure of the educational value added by the teachers for those pupils, was very good in mathematics and science, good in reading, and satisfactory in writing. In mathematics and science, 98 per cent of the pupils increased their attainment by at least the two National Curriculum levels expected between the ages of seven and eleven and about half of them increased their attainment by three levels, which is much more than expected. In reading, 88 per cent of pupils increased their attainment by two levels and 17 per cent did so by three levels. Data relating to the present Year 6 indicates that the extent of value added is similar to previous years.

4. On entry to the Reception Year, baseline assessments show that more than 85 per cent of the pupils attain or exceed expected levels in literacy and numeracy, including about 25 per cent exceeding them. Compared to other schools in the authority, the baselines show that the typical child at the school has an advantage of about one term's progress when compared to the authority's average. The pace to learning is satisfactory in Years 1 and 2. By the age of seven, the advantage for the typical child at the school compared to the typical child nationally has increased slightly to about one and a half term's progress. The pace of learning increases significantly in Years 3 to 6. By the age of eleven, the advantage has increased to almost a year in English and more than a year in mathematics.

5. Boys are doing particularly well compared to other boys nationally and this is one of the reasons why standards are so high. In English, the results since 1995 show that the boys have caught up on girls' standards to the extent that there is no substantive difference in the results. In mathematics and science, the boys have overtaken the girls. The statistically average boy now has an advantage in English of almost four term's progress compared to the typical boy nationally; girls have an advantage of two term's progress compared to girls nationally. The picture in mathematics is similar for boys but the girls' advantage increases to about one year's progress compared to the typical girl nationally. This analysis confirms that nearly all pupils, especially the pupils that are more able, are extended appropriately by the teaching.

## **The pupils have good attitudes to school and their behaviour is good**

6. The responses to the parents' questionnaire show that 96 per cent think their child likes school, including 70 per cent who hold this view strongly. The pupils' responses to lessons confirm the views of parents. In all lessons, the pupils worked hard and showed enthusiasm. In a very good literacy lesson in Year 6, the pupils had to consider how the events surrounding Macbeth's murder of Duncan might be reported in a modern newspaper. Their eager suggestions of suitable attention grabbing, alliterative headlines for an article on the murder showed that they had been very attentive during the teacher's explanation of the basic characteristics of such genres. There is good participation in extra-curricular activities.

7. Pupils behave very well in lessons. That is the general expectation of all teachers and is very much part of the ethos of the school. In a good mathematics lesson in Year 3, the pupils were quiet and cooperative, joined in well with each other, and got on with their work. This benefited all of them and was a significant factor in enabling nearly all of them to complete their tasks by the end of the lesson. These good attitudes were a consequence, in the main, of that teacher's firm, positive, encouraging manner and clear communication of her expectations. In all lessons, the pupils are kept very busy and there are always follow-on tasks when initial tasks are completed. This helps to inculcate a strong work ethic. Behaviour when moving about the buildings, in the hall, at breaks and midday is generally good. Outdoor play is often boisterous but no oppressive behaviour was seen.

8. Relationships between pupils are good. There are good levels of mutual respect and courtesy. Pupils are regularly given opportunities to work collaboratively and this helps with personal and social skills. In English, for example, in a lesson in Year 2, the pupils were asked to discuss with their partner and agree predictions about what might happen next in a story and this extended their skills of cooperation. Pupils show a willingness to take responsibility and appropriate levels of personal development; as they get older, they take the initiative in common courtesies such as greeting people and opening doors for them. The teachers help the process of personal development by giving pupils responsibility for every day routines, such as collecting and distributing registers, completing rotas, and setting out and putting away equipment. Parents at the meeting spoke highly of the caring, community ethos and of the absence of bullying and racist behaviour. No bullying or racist behaviour was seen and none reported by the pupils. The headteacher maintains a log of racist behaviour and it details five incidents since it was started in 1998. Keeping a log is good practice. The incidents that are detailed in the log were dealt with appropriately by the headteacher. There have been no exclusions during the latest reporting period. Attendance is good and there is no unauthorised absence.

## **The teaching is good and the teachers have high expectations of their pupils**

9. The high standards attained by the pupils reflect the good overall quality of the teaching. The quality is never less than satisfactory; about two thirds of the teaching is good or better; this includes about one in eight lessons that are very good. There is no unsatisfactory, poor, or very poor teaching. There is good teaching throughout the school. The very good teaching is in Years 5 and 6. The teaching in literacy and numeracy is good. The teaching meets the learning needs of more than 90 per cent of the pupils, particularly those with typical or greater ability for their age. The needs of less able pupils and those with special needs are not always effectively met in lessons, especially in writing, and this is commented on in detail elsewhere. The quality of additional literacy support and of the teaching of pupils with special educational needs when withdrawn from lessons is generally good.

10. There are variations in the pace of learning between the key stages and this is reflected in the different national test results at ages of seven and eleven. The teaching in the Foundation Stage is mainly good and nearly all pupils enter Year 1 having attained or exceeded the national targets for their age, such that the proportion at expected or greater levels is above average. Records show that very few pupils enter Year 1 with special educational needs. The teaching in the five to seven age group is mainly satisfactory and the pace of learning for nearly all pupils is sufficient for them to attain or exceed expected levels in reading, writing and mathematics by the age of seven. Slightly more pupils exceed expectations at the end of Year 2 than do so when they enter Year 1 at about the age of five, showing that the teaching in Years 1 and 2 is meeting the needs of the pupils that are average and more able.

11. The pace of learning in literacy and numeracy accelerates among the eight to eleven year olds, the junior year groups, and is particularly quick among the ten and eleven year olds. By the end of the junior key stage, the proportion of pupils that exceed the national level expected of a typical eleven-year-old has increased considerably compared to the proportion entering the juniors at age eight. This is the case in reading, writing, mathematics and science, with about half the pupils in mathematics and science making more than expected progress.

12. The National Literacy and Numeracy Strategies are implemented effectively and this is one of the reasons for the sustained high standards. All of the teachers have very good explanation and questioning skills. Shared work, whether

in literacy or numeracy, is managed well by all the teachers and is leading to pupils acquiring a broad basic knowledge of language and number at a good overall pace. The teachers expect pupils to learn and understand relatively advanced knowledge for their age and this is another reason why high standards are sustained. These expectations are inappropriate only for a minority of pupils. The teachers' ability to organise and manage pupils, including maintaining discipline, is generally good.

13. In a very good literacy lesson in Year 5, the knowledge and understanding of all pupils, including those with lower ability and special educational needs, were very well extended by carefully phrased and targeted questions. The questions and explanations were pitched at a range of attainment levels and this enabled everyone in the class to follow the teaching and make quick progress, with no one left to struggle. The quality and range of teacher's questioning throughout the lesson showed that she was making constant assessment of pupils' understanding and this enabled her to intervene quickly to remedy misconceptions where these arose.

14. Asking a wide range of questions to meet the different learning needs of pupils was a strong characteristic of a very good numeracy lesson in Year 6. During the introductory oral and mental mathematics session, the pupils were initially asked to work out the number that is added to 25+30 to make 90? The size of the numbers in this type of calculation was then gradually increased so that the pupils were finding three numbers that added to 180 and 360 and at the same time increasing their confidence, speed and accuracy. This work was extended to include multiplication and decimals during mental work but then cleverly coupled to the main teaching objective, which involved calculations linked to triangles and the measurement of angles. At one stage, the pupils were asked how they could demonstrate that 360° is a full rotation. The strategies for sustaining pupil interest and motivation were wide-ranging and very effective. Pupils were asked to demonstrate their thinking so that others might benefit, there was strong insistence that questions posed were answered, and praise was used extensively to reward effort, with clear explanations of why something was praised.

15. In a good literacy lesson in Year 2, the planning was based on an evaluation of the previous day's lesson and the pupils' response to it. This meant that new learning was particularly effective and relevant to the pupils' existing knowledge. The learning targets were shared with the pupils, as they are in all lessons throughout the school, and this helped the pupils understand the purpose of the work and see how well they had done by the end of the lesson. Resources had been very well prepared. The flip chart, for example, had partly complete sentences already written, which saved time, and there was a word-bank containing a relevant vocabulary. By the end of the lesson, all of the pupils had extended their knowledge of words with 'aw' and 'or' in them and were predicting alternatives for missing words based on their comprehension of the text.

## **WHAT COULD BE IMPROVED**

### **The provision for pupils with special educational needs, and its management, pays insufficient regard to the national Code of Practice**

16. The provision, especially in the seven to eleven age groups, has not kept pace with national developments and is undertaken in relative isolation from the remainder of the teaching. The previous report found that statutory requirements were met, pupils with special educational needs made satisfactory progress, and withdrawal did not interfere with pupils' access to the full curriculum. These are no longer wholly the case. Statutory requirements continue to be met in respect of pupils with statements of special educational need. However, the requirement to have regard to the Code of Practice is not met in relation to pupils who do not have, and may not need, statements; and withdrawal does interfere with the pupils' access to the teaching of the National Literacy Framework.

17. Limited provision is made between the ages of seven and eleven for pupils whose special educational needs relate to mathematics. Provision is made in the four to seven age groups, and this is satisfactory. Seven to eleven year olds who are experiencing difficulties with writing are not making the progress they should because what is taught in withdrawal groups is not followed up in the classroom. The weekly planning in several classes does not contain specific learning targets for the less able pupils or those with special needs and the learning needs of the few in these categories are not always met through the class teaching. In a lesson in Year 3, for example, a pupil's individual education plan identified as a priority the need to work with numbers up to 30 to consolidate basic addition and subtraction; instead, the child had been given a task involving fractions that she could not do.

18. Pupils with special educational needs are withdrawn from the whole of a literacy hour on three out of the five days each week. This is unsatisfactory because the withdrawal prevents pupils with special educational needs having access to the same shared text as the other pupils or participating in any follow-up that enhances knowledge of the shared text. Withdrawing pupils from shared work in lessons where the National Literacy or Numeracy Frameworks are being

taught is very much against the inclusive principle that is at the heart of these national strategies. The quality of teaching and learning in the withdrawal groups is good but the groups comprise pupils from different years and the learning is not adequately linked to the rest of their teaching through careful planning.

19. Records show that there is confusion over what constitutes a special need. Teachers raise concerns with the special educational needs coordinator but placement on the register does not always follow and the list of concerns is greater than the list of pupils on the register. Provision in withdrawal groups is restricted by the spaces available and these are limited to eight pupils. The list includes a small number of pupils of junior age who have recently transferred to the school with recognised difficulties, one of whom has not been found a place in a withdrawal group. This shows that a small number of pupils in the juniors are not having their needs adequately met and that too much delay is inherent in the system. Parents are not fully involved as partners in the process and this is inconsistent with the Code of Practice. Parents are informed in writing when a place in a withdrawal group becomes available. They do not automatically participate in review meetings when individual education plans are written or when decisions about provision are made except when a child is moved to a stage of assessment that involves outside agencies. No appropriate record is kept of dates of meetings with parents or of their views, and this is unsatisfactory.

20. The special educational needs coordinator does not have any management time during the taught week and this makes it very difficult for her to carry out her duties. Insufficient time is available for her to review individual education plans with class teachers or to check the quality of the plans. The plans for pupils without statements do not contain clear targets, making the measurement of progress difficult. These shortcomings are ones of omission rather than intent but they are undermining the very strong levels of care for pupils that are provided in most respects. They reflect a system for managing the provision for pupils with special educational needs that has been established too long and become out of date.

**The teaching and the planning do not always meet the needs of the pupils whose attainment is below national expectations, nor is their progress tracked**

21. The extent to which the planning and the teaching identifies and provides for the learning needs of the small number of pupils with attainment that is below national expectations varies from class to class. In a numeracy lesson in Year 1, for example, all pupils were adding money at broadly the same level of difficulty. The teacher worked with the lower attaining group for part of the time and helped them completed the initial task. Extension work was then given to everyone but it was too difficult for the lower attaining pupils and they struggled to complete it on their own. In contrast, a numeracy lesson in Year 2 provided addition and subtraction tasks at three levels and the needs of all pupils were met; they were able to complete the work with relative independence.

22. The absence from the weekly planning of specific learning targets for pupils at different levels of attainment increases in frequency with the age of the year groups. The effect on learning is greatest during the tasks that are completed independently after shared teaching. The high levels of teachers' questioning and explanation skills means that all pupils are involved during shared work and momentum to their learning is appropriately maintained. During independent activities, however, the difficulties faced by those with lower than expected attainment are often unrecognised in the tasks and these pupils are left struggling on their own with work that is too hard.

23. Analysis of test results reveals the impact on the long-term achievement of pupils whose attainment is lower than expected. It is particularly apparent in writing in the juniors, where one child in ten, about two thirds of those who just managed to attain the expected national level at age seven, albeit with a low score, were unable to repeat their success in attaining national expectations at age eleven.

24. The teachers are maintaining satisfactory assessment records of attainment but the information is not yet appropriately used to track the progress of individual pupils. Because of this, they are not in a position to identify individuals or groups whose progress slows and then take action to speed their progress up, nor to compare effectiveness of the teaching between subjects. Analysis of the test results of eleven-year-olds who have now left the school shows, for example, that progress is best in mathematics and science and that progress in writing is much slower in comparison.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The headteacher and her staff currently meet the needs of the more able pupils very well. This is a significant improvement since the previous inspection and is one of the reasons why high standards have been sustained since that time. To help sustain high standards, and meet statutory requirements, the headteacher and her staff, with the support of the governing body should improve provision for the pupils with special educational needs and for pupils whose attainment is lower than national expectations. They should:

- **Key issue 1:** increase the effectiveness of the provision for pupils with special educational needs, and its management, by:
  - making the programme of provision available to all who need it, including those in the juniors with special educational needs in mathematics;
  - providing relevant training for all teachers to increase their knowledge of the Code of Practice and of effective methods and organisational strategies to help them meet the special educational needs of pupils in all lessons;
  - introducing arrangements for individual education plans to be written mainly by class teachers, in consultation with the special educational needs coordinator, the special needs teacher, and the parents of the pupils concerned;
  - improving the quality of the individual education plans so that the learning targets are very specific, measurable, and achievable within a clearly defined and appropriate period of time;
  - reviewing regularly the progress that pupils make towards the specified learning targets in the individual plans and the effectiveness of the provision to meet those targets;
  - ensuring that the withdrawal teaching does not interfere with the pupils' access to the National Literacy Framework or access to the basic curriculum in other subjects; clarifying and extending the role of the special educational needs coordinator so that it includes direct oversight of all aspects of the assessment, reviewing, recording, reporting, planning and teaching for these pupils;
  - providing appropriate periods of management time for the special educational needs coordinator during the teaching week;
  - introducing rigorous systems for monitoring the quality and effectiveness of the provision;
  - maintaining accurate, complete and accessible records, including dates of all relevant contact with parents and of their views;
  - involving parents fully as partners.  
(Paragraphs 16-20)
  
- **Key issue 2:** increase the effectiveness of the teaching for pupils whose attainment is lower than national expectations by:
  - introducing rigorous systems to track the progress of all pupils and to take prompt action to increase progress where this is necessary;
  - including appropriate and relevant learning targets for low attaining pupils, and for those with special educational needs, in the weekly lesson planning;
  - set specific and measurable targets for improvement; check regularly on progress towards their achievement and report periodically to the governing body.  
(Paragraphs 21-24)

26. In additions to the key issues above, the governors should consider the inclusion of the following areas for development in their action plan:

- raising the achievements of the pupils in writing, to the same level as their achievements in reading, mathematics, and science (page 7, paragraphs 1 and 3);
- increasing the frequency and rigour with which computers are used (pages 8 and 9).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	30
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
0	13	50	37	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28	394
Number of full-time pupils eligible for free school meals	0	48

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	59

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

### Attendance

Authorised absence	%
School data	5.2
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	35	24	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	32	34
	Girls	20	21	21
	Total	53	53	55
Percentage of pupils at NC level 2 or above	School	90 (95)	90 (95)	93 (98)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	35	34
	Girls	21	23	22
	Total	54	58	56
Percentage of pupils at NC level 2 or above	School	92 (93)	98 (96)	95 (95)
	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	32	24	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	30	31
	Girls	22	23	23
	Total	52	53	54
Percentage of pupils at NC level 4 or above	School	93 (92)	95 (96)	96 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	29	31
	Girls	24	23	23
	Total	53	52	54
Percentage of pupils at NC level 4 or above	School	95 (92)	93 (95)	96 (98)
	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	12
Black – African heritage	1
Black – other	0
Indian	6
Pakistani	0
Bangladeshi	0
Chinese	0
White	349
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only (ie the table omits pupils in the Nursery and Reception Year).*

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

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

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

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

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

Total number of qualified teachers (FTE)	18.2
Number of pupils per qualified teacher	21.65
Average class size	28

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

Total number of education support staff	7
Total aggregate hours worked per week	208

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

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	28

Total number of education support staff	2
Total aggregate hours worked per week	48.5

Number of pupils per FTE adult	14
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
	£
Total income	761516
Total expenditure	742713
Expenditure per pupil (438 NOR)	1696
Balance brought forward from previous year	38379
Balance carried forward to next year	57186

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	422
Number of questionnaires returned	164

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	26	4	0	0
My child is making good progress in school.	63	32	4	1	0
Behaviour in the school is good.	63	34	0	1	3
My child gets the right amount of work to do at home.	45	41	9	4	2
The teaching is good.	67	27	2	2	2
I am kept well informed about how my child is getting on.	33	48	13	5	1
I would feel comfortable about approaching the school with questions or a problem.	60	34	3	3	0
The school expects my child to work hard and achieve his or her best.	68	29	1	2	1
The school works closely with parents.	38	46	7	8	1
The school is well led and managed.	57	33	3	2	5
The school is helping my child become mature and responsible.	59	36	5	0	1
The school provides an interesting range of activities outside lessons.	37	36	9	6	13

### Other issues raised by parents

No other issues were raised by parents other than those reported in the table in the summary.