

## INSPECTION REPORT

### **ST MARY'S CATHOLIC PRIMARY SCHOOL**

Broadway

LEA area: Worcestershire

Unique reference number: 116871

Headteacher: Ms J Lavery

Reporting inspector: Mr J G F Parsons  
22546

Dates of inspection: 27-28 November 2001

Inspection number: 225189

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:	5-11
Gender of pupils:	Mixed
School address:	Leamington Road Broadway Worcestershire
Postcode:	W12 7DZ
Telephone number:	01386 853337
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Anne Evans
Date of previous inspection:	25 <sup>th</sup> June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Mary's Catholic Primary School is a small voluntary aided school for boys and girls aged 5 to 11 years. There are 70 pupils on roll. The school is over-subscribed. There are 6 full-time equivalent pupils in reception. The school is situated in a residential area of Broadway village and takes pupils from the surrounding area and outside. A significant number of them travel considerable distances to school. Pupils have a range of backgrounds. Children start school with skills that are similar to those expected for their age. A significant number of them have above average speaking and listening skills. Employment in the area is high. Very few pupils are eligible for free school meals. There are no pupils from ethnic minority groups or who have English as an additional language. Twenty per cent of pupils are on the school's register for special educational needs. The great majority are at the early stages of the Code of Practice, requiring minimum support<sup>1</sup>. There are no pupils who have Statements of Special Educational Need.

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

This is a very good school that offers good value for money. Very good teaching across the school ensures that pupils have achieved high standards, especially in English, mathematics and science. Children in reception get a good start and the Foundation Stage curriculum has been fully developed. The leadership and management of the school are very good. The headteacher is supported by a strong team of teachers and support staff and is answerable to the governing body. Strong teamwork has enabled the school to overcome the difficulties caused by the unexpected departure of the previous headteacher and to sustain high standards. The school is well placed to develop further.

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

- The high quality teaching and organisation leads to very good achievement, particularly in English and mathematics.
- The clear priorities and procedures set by the headteacher and governing body are having a positive effect on the school and are helping to raise standards.
- The very good attitudes of pupils and the strong relationships within the school contribute to the school's success.
- Teachers know their pupils very well and plan work that effectively challenges them to achieve high standards. High quality assessment procedures inform this planning process.
- The quality of information for parents, especially about pupils' progress, is very good. The school tries hard to establish good links with parents.

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

- The quality of teaching in information and communication technology and its use across the curriculum is inconsistent.
- The level of provision for physical education is inadequate, as pupils do not have the opportunity to participate in gymnastics.
- There are insufficient opportunities for the development of pupils' awareness of the cultural diversity in Britain today.

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

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<sup>1</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act. Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the previous inspection and has addressed all the issues raised:

- standards overall have improved, especially in English, mathematics and science;
- standards in the national tests at the end of Year 6 have been well above the national average for a significant period of time;
- there is a full range of curriculum policies and planning, and the curriculum is based on national guidance in all subjects;
- pupils are systematically and regularly assessed so that teachers know their pupils well; pupils are set individual targets for improvement;
- there is a programme of lesson observations and analysis of pupils' work that ensures the monitoring and evaluation of teaching and learning;
- the newly appointed headteacher is taking steps to improve the school's relationship with parents;
- the behaviour and relationships in the school are very good; there is an effective behaviour policy;
- the school complies with statutory requirements for health and safety, child protection and registration procedures.

## STANDARDS

**The small cohort size, year on year, of pupils taking the national tests makes direct comparison to the national average invalid.**

### **In reception:**

- children start school with standards that are in line with those expected for their age;
- they frequently have speaking and listening skills that are above average;
- children make very good progress in the Foundation Stage learning, reaching or exceeding the early learning goals.

### **In Years 1 and 2:**

- over the past three years pupils' performance in the Year 2 national tests in reading, writing and mathematics has been above average;
- in 2001 there was an uncharacteristic decline in results in reading and writing;
- these fell to below the national average and well below average compared to \*similar schools;
- these results were due to the group taking the test having been identified by the school as lower than average attainers;
- in mathematics, results were above the national average and in line when compared to similar schools;
- teacher assessment in science shows results that were in line with the national average.

The inspection found good standards in English and mathematics in the current Year 2 and pupils make good progress.

### **In Years 3 to 6:**

the results at Year 6 in the 2001 national tests were as follows:

- in English results were above the national average and in mathematics and science they were very high;
- of particular note is the number of pupils who achieved the high Level 5 results
  - 40 per cent compared to 28 per cent nationally in English;
  - 50 per cent compared to 25 per cent nationally in mathematics;
  - 80 per cent compared to 34 per cent nationally in science;
- the trend of results over time shows that, since 1997, standards have been rising faster than those nationally in English, mathematics and science;
- in science and mathematics at the high Level 5, pupils' results are in the top 5 per cent in the country.

The inspection found very good standards in English and mathematics in the current Year 6. Pupils make good progress in English and exceptionally high progress in mathematics and science from Year 3 to 6.

*\*The comparison with similar schools is based on the number of pupils eligible for free school meals*

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very good attitudes and enjoy coming to school
Behaviour, in and out of classrooms	Very good. Pupils are exceptionally well behaved, are attentive and concentrate very well for significant periods of time
Personal development and relationships	Good overall. Relationships are very good both between pupils and between pupils and adults. There are opportunities for pupils to take responsibility, and older pupils look after younger ones
Attendance	Good. The attendance rate over the last complete year was 94.9 per cent compared to 93.9 per cent nationally. Pupils arrive at school on time

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	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.*

Teaching is very good across the school. In this very small school all the teachers take mixed age group classes. Features of the very good teaching in the combined reception, Year 1 and Year 2 class include very detailed, high quality planning. This enables setting of work to match each year group. Teachers use very good skilled support assistants effectively. Teachers have very good subject knowledge. They have effectively implemented the Foundation Stage curriculum and early learning goals for reception children<sup>2</sup>. Teachers make very good use of probing questioning to extend pupils' learning and to assess their progress. They use of assessment effectively to evaluate pupils' progress and track them individually. The good use of individual target cards for pupils extends their learning. Accommodation is used creatively.

There are particular features in the very good teaching in Years 3 to 6. Teachers use probing questioning very effectively to develop lessons. This ensures pupils' full understanding. At all times teachers show acute awareness of the differing levels of maturity in the classroom through the carefully pitched questioning that takes place. Teachers ensure that all pupils are given appropriate amounts of work to extend learning, including those who are gifted and talented or have special educational needs. The very effective planning ensures the correct pitch of work. Care is taken to develop pupils' independent learning skills, thus enabling teachers to concentrate on one age group while another is actively engaged on learning independently. Across the school, the teaching of information and communication technology is less effective than other subjects. Teachers' knowledge and skills are variable and less effective in this subject. The school is aware of this and is addressing this weakness through staff training.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The majority of learning opportunities are good. There is insufficient opportunity for pupils to experience gymnastics in physical education. Information and communication technology is not used enough across the curriculum.
Provision for pupils with special educational needs	Good. The provision for these pupils is well developed, and they are given good support.

<sup>2</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.



Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Social and moral development is very good, set within a framework of Catholic expectations. There are good opportunities for pupils to develop their spirituality in lessons and assemblies. Pupils have good opportunities to participate in village culture but there are few opportunities for them to experience the multicultural nature of society.
How well the school cares for its pupils	Good overall. There are satisfactory child protection procedures, which the school is to improve on. The recently adopted pupil assessment procedures are very effective and a major factor in contributing to the high quality planning.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The newly appointed headteacher has introduced very effective new whole-school procedures aimed at improving standards. These were welcomed by the strong team of teachers and their assistants, who all work closely with the headteacher.
How well the governors fulfil their responsibilities	Good. Governors are fully involved in the life of the school and hold it and the headteacher to account.
The school's evaluation of its performance	Good. The planned procedures for monitoring teaching and learning, and pupils' assessment, have been carefully introduced and are effective.
The strategic use of resources	Good. The school carefully prioritises the school development plan and costs initiatives to ensure that the best use is made of resources. The principles of best value are used to ensure value for money when purchasing goods and services.

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

There were 17 parents questionnaires returned approximately 24 per cent. There were 13 parents at the meeting held for them.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The majority agree that their children like school, that they make good progress and that behaviour is good.</li> <li>Most consider that teaching is good that the school has high expectations of pupils and helps their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>A few consider the school does not give the right amount of homework.</li> <li>Some parents consider that they are not kept well informed about their children's progress. They would not be comfortable approaching the school and do not feel the school works closely with them.</li> <li>A few parents consider that the school is not well led and managed and that there is not a good range of out-of-school activities. Some consider that there are insufficient physical education lessons for their children.</li> </ul>

The inspection team agrees with parents and carers positive views. It found that homework set was appropriate and extended learning. The level of information given to parents and carers is good. The new headteacher is making a considerable effort to improve parent/school links. The range of out-of-school activities is adequate. However, gymnastics is not taught as part of the curriculum, which is a weakness.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

#### The high quality teaching and organisation leads to very good achievement, particularly in English and mathematics.

- The quality of teaching is very good across the school. Literacy and numeracy are very effectively taught and all teachers are aware of both the national strategies for literacy and numeracy. These have been modified and teachers have used their professional judgement to make sure that the strategies work effectively with mixed age classes. For example, in the class including reception, Year 1 and Year 2 pupils, each group had a different learning objective in a literacy lesson:

  - reception was to sit and respond to the poem about *Kakadu Jack* the parrot;
  - Year 1 was to read this poem with enjoyment and expression. Pupils were to understand the use of full stops and capital letters in the poem;
  - Year 2 was to use punctuation to enable them to read the poem with greater expression and understanding.

This was a very effective lesson. The teacher ensured that pupils fully understood the objectives and effectively developed the lesson through good questioning at a brisk pace, and appropriately pitched written work. The objectives were achieved. In a very good mathematics lesson the teacher concentrated on the Year 1 and Year 2 age groups while reception worked on a separate activity. Two objectives were set:

  - in Year 1, pupils were to count reliably to at least 20 and recognise simple number patterns and relationships;
  - in Year 2, pupils were to count on in twos, threes and fives, recognise odd and even numbers and count forwards and backwards to 30.

In this lesson, the planning was very thorough and very effective for pupils with special educational needs, giving the support assistant effective guidance to support these pupils. The pace of the lesson was brisk and the teacher used effective questioning to develop pupils' understanding. The objectives were achieved.
- Features of the very good teaching in reception, Year 1 and Year 2 class include:

  - very detailed, high quality planning enabling careful pitch of work to each year group;
  - very good use of skilled support assistants to enable the planning to be effectively implemented;
  - the teachers' very good subject knowledge and the effective implementation of the Foundation Stage and early learning goals for reception children;
  - very good use of probing questioning to extend pupils' learning and to assess their progress;
  - very good use of assessment to evaluate pupils' progress and track them individually;
  - very good use of individual target cards for pupils to extend their learning;
  - the creative use of the accommodation.
- In the reception, Year 1 and Year 2 class, an assistant successfully uses a second classroom. This enables reception children to carry out planned play activities for the Foundation Stage, in an increased space that is appropriately resourced. For example, during play directed by the teacher children learn to develop their speaking and listening skills. During role-play, children act out their ideas. They dress up and talk about what they are doing as they play with a good range of resources. This enhances their *communication language and learning*, one of the early learning goals. They play with sand and water and building bricks, thus supporting their *mathematical development*. Support assistants in the reception, Year 1 and Year 2 class are well briefed and work closely with their allocated year group to ensure the correct pitch of work.

4. In the subjects seen during the inspection, teachers' knowledge is frequently very good and the school cleverly uses additional teachers. For example, it uses a skilled teacher on a part-time basis to teach music. It also uses another skilled teacher to work with the small Year 6 group to boost its standards, for example by developing pupils' understanding of problem solving in mathematics. Very high quality teaching was seen in both of these lessons.
5. The high results in the national tests indicate the success of these arrangements. For example, by the end of Year 6 in the 2001 national tests in English and mathematics, standards were as follows:
- in English results were above the national average and in mathematics they were very high;
  - of particular note is the number of pupils who achieved the high Level 5 results
  - 40 per cent compared to 28 per cent nationally in English;
  - and 50 per cent compared to 25 per cent nationally in mathematics.
  - the trend of results over time shows that, since 1997, standards have been rising faster than those nationally in English, mathematics and science;
  - in mathematics at the high Level 5, pupils' results are in the top 5 per cent in the country.
6. Features of the very good teaching in Years 3 to 6 are as follows:
- teachers use probing questioning very effectively to develop lessons, this ensures pupils full understanding;
  - at all times teachers show acute awareness of the differing levels of maturity in the classroom through the carefully pitched questioning that takes place;
  - teachers ensure that all pupils are sufficiently extended including those who are gifted and talented;
  - through very effective planning teachers develop pupils' independent learning skills;
  - this means that the teacher concentrates on one age group, while another is actively engaged on learning independently.
7. In an example of a very good Years 5/6 English lesson, the teacher had two main objectives that were clearly stated on the blackboard:
- in Year 5 it was to develop in pupils an active attitude to reading;
  - and in Year 6 it was to develop pupils' abilities in autobiographical and biographical writing.
- The teacher had a very good relationship with the pupils. She used very good questioning. This developed pupils' understanding of the preface or *blurb* on the cover of a book that gives an indication of its contents. She involved all pupils in the discussion very well. The teacher used a variety of techniques to develop pupils' understanding. These included using a large print version of the book that pupils were reading, to enable group reading. During the lesson there were frequent reminders given about grammar and punctuation. As part of the lesson pupils identified the frequency with which vowels were used in the text. Pupils were encouraged to predict the story of *Tom Tiddler* and to determine whether it is true or not.
8. In a very good mathematics lesson designed to extend the problem solving strategies for the seven pupils in the Year 6 group, the learning objectives were to:
- revise the vocabulary associated with the four operations of number (addition, multiplication, subtraction and division);
  - revise and further develop strategies for solving problems using words;
  - practise solving real life problems involving the four operations, and money;
  - start to use inverse operations (working backwards) to check answers.
- This very good lesson was given by a part-time supply teacher while the Year 5 pupils were taught by the class teacher. This effective organisation and creative use of staff

enabled the high attaining pupils to achieve at an appropriate level and was most effective in developing pupils' understanding of written problems.

**The clear priorities and procedures set by the headteacher and governing body are having a positive effect on the school and are helping to raise standards.**

9. The skilled staff work closely as a team and show commitment and dedication. This enabled the school to successfully weather the difficulties caused by the unexpected departure of the previous headteacher approximately 18 months ago. The newly appointed, but experienced, headteacher has very quickly established herself in the school. Her appointment followed a significant period acting as a consultant headteacher to the school. She has developed strong working relationships within the school. She has been successful in raising morale and in maintaining good standards.
10. The headteacher works closely with the whole staff in this very small school, both formally and informally, and involves them closely in the decision making process. Additionally, she works closely with the chair of governors to ensure the governing body are fully aware of the rapidly developing situation. For example, the headteacher and the governors helped to formulate the school development plan. This is a comprehensive and effective document that shows a commitment to the achievement of high standards, costing of initiatives and criteria for success. The headteacher evaluated the use of accommodation to ensure it is used to the best advantage. This resulted in two classrooms being made available to the reception, Year 1 and Year 2 class, making accommodation more flexible and effective for this mixed age class. This enabled the school to provide a wider range of activities for the reception class, and the Foundation Stage curriculum to be fully implemented. At the heart of the headteacher's development of the school is the improvement of the school's links with parents, which had deteriorated during the sudden departure of the previous headteacher. The headteacher and governors have also involved all staff in the development of the curriculum and there are now policies in place for all subjects.
11. Other particularly important developments implemented by the headteacher and governing body are:
  - the development of a programme of lesson observations and evaluation of teaching and learning;
  - the analysis of data to monitor progress and to track pupils individually;
  - the involvement of staff in the process of data analysis and setting individual pupil targets;
  - the involvement in restructuring the governing body and the co-opting of new personnel to make the governors more effective;
  - the establishment of a committee structure for the governing body;
  - the governors to become more involved in the life of the school and the decision-making process;
  - the definition of the roles and responsibilities of the governing body;
  - attendance by governors at courses about management and curriculum priorities;
  - developing the role of governors in monitoring teaching and learning, and the curriculum, to enable them to hold the school to account.
12. The headteacher and governors have sharpened procedures for financial management to ensure that the issues identified in the audit by the local education authority are addressed. Governors help to formulate the budget and set spending limits for each area of the school development plan. The finance sub-committee regularly analyses spending patterns using the figures provided by the local education authority and the school. The governors use the principles of best value when purchasing goods and services to ensure value for money. This careful husbandry of resources ensures that expenditure is always aimed at raising standards.

**The very good attitude of pupils and the strong relationships within the school contribute to the school's success.**

13. Attendance is above the national average and pupils enjoy coming to school. Punctuality during the inspection was very good. This is a very small school that operates very much as an extended family. Pupils are known as individuals and treated as such. The very good assessment procedures ensure that teachers know their pupils very well. They help teachers to establish strong, caring relationships within the classroom. There is a strong behaviour policy based on Catholic principles. Pupils have their say when establishing class rules. These features ensure that the school functions within a strong ethical framework.
14. Pupils are keen and eager to learn. What is noticeable, even amongst the youngest pupils, is their ability to concentrate for long periods, listening intently to the teacher and to each other. For example, pupils in the combined reception, Year 1 and Year 2 class frequently have to listen to the instructions for three groups before they depart to work with their own year group. A feature of this attentiveness is that, if pupils are unsure of what they have to do they will quickly and clearly ask the teacher for further explanation. They are encouraged to do this by the teacher. Pupils of all ages show self-confidence when doing this. The sensitive teaching ensures that pupils are encouraged to learn from their mistakes. The ability to do this is regarded by teachers as an important part of the learning process.
15. Both in lessons and around the school pupils' behaviour is good. They show an unusual degree of courtesy to each other and to adults. In one instance, a Year 2 pupil asked another one, '*May I please use your rubber?*' When the pupil asked replied he was using it himself the questioner simply said, '*Thank you anyway*' and asked another pupil, this time successfully. Humour is often evident in the classroom, especially in the Years 5/6 class. The teacher will use this approach to keep lessons interesting, and pupils involved and inspired. On many occasions in the playground older pupils look after younger ones. Although pupils are active at playtime they are also careful and considerate of each other. Parents indicated in their meeting that any instances of bullying are very quickly dealt with. There have not been any exclusions of pupils.
16. The school is a harmonious place with pupils who are enthused, keen to learn and have high self-esteem. These are major factors in the high standards achieved.

**Teachers know their pupils very well and plan work that effectively challenges pupils to achieve high standards. High quality assessment procedures inform this planning process.**

17. An advantage in this small school is that teachers have always known their pupils very well through informal observation and knowledge of their performance in class. The newly appointed headteacher has been the catalyst in formalising this assessment approach. She has made it more accurate and effective by gathering and analysing test and other data that is available on pupils. The whole-school procedures to assess pupils' progress ensure that teachers are now fully aware of their strengths and weaknesses. This enables staff to track individual pupils' progress. It also ensures that the organisation of lessons and pitch of work challenges appropriately pupils of all abilities. All the teachers take mixed age group classes. Great care is taken to ensure that pupils work at the appropriate level for their age. For example, in the Years 3/4 class, in a good numeracy lesson, Year 3 pupils revised their knowledge of mental addition to ten. Year 4 pupils revised mental addition of multiples of ten and two-digit numbers. This gives a link to the work of both age groups but extends the work of the older age group.

18. In the Years 5/6 mixed age class, the teacher has deliberately developed pupils' independent skills. This enables her to teach one age group while another is working independently. For example, in a very good science lesson the Year 6 group worked independently and effectively writing up their findings on experiments with yeast. The teacher worked closely with the Year 5 group on a topic about *pitch*, *volume* and *vibration*. The lesson was very effectively organised, the progress of all pupils was very good and the lesson productive. The planning of this lesson took closely into account the abilities of the individuals. The careful pitch of work that Year 6 pupils were asked to do independently ensured that they all succeeded and the lesson was most productive.

**The quality of information for parents especially about pupil progress is very good. The school tries hard to establish good links with parents.**

19. During the autumn term, teachers invite parents to attend a meeting to discuss how well their children are settling into school and their new individual targets. Later in the year, parents are given the opportunity to discuss their child's progress towards these targets. During the summer term full reports are sent home, and parents are invited to discuss these with teachers. Parents are informed that any difficulties experienced by a child should be discussed immediately with the class teacher or headteacher in order to resolve the issue. Curriculum evenings are held regularly. During the inspection a visiting headteacher and friend of the school held a curriculum information evening about mathematics and numeracy. The school welcomes parents to help in the school, but they are not encouraged to work in the same class as their children. Parents help with various activities, including reading, art, sewing and design and technology.
20. Since her appointment the headteacher has taken effective steps to improve relations with the parent body. She held a meeting early in her tenure to discuss the hopes and aspirations for the future of the school. This meeting was well attended and raised a number of valuable ideas and concerns that were acted upon. The governors held a number of 'parent surgeries'. These were initially informative but did not last long due to lack of support.
21. The following successful procedures have been implemented by the headteacher and the governing body to improve the relationship of the school with the parent body:
- there is an induction afternoon prior to new pupils being admitted in September;
  - annual editing of the prospectus takes place to ensure correct information is being given to parents;
  - weekly newsletters are distributed;
  - there are regular teacher reviews with parents of pupils with special educational needs to examine pupils' individual education plans and progress;
  - encouragement is given to the very active Friends of St Mary's Association;
  - there are individual discussions between parents and teachers about pupils' progress during the autumn and spring terms;
  - at the end of the summer term a comprehensive and evaluative report is written about each pupil.
22. Pupils have a very useful reading/homework diary that includes comments from the parent and teacher. In the books for older pupils it includes their comments. This is a very useful tool for keeping parents informed about their children's progress. A good feature of the books is that parents are invited to work with their children on the homework set so that they know what their children are expected to do. Each parent is given a copy of their child's academic and social targets and is encouraged to talk with their child about them.

## **WHAT COULD BE IMPROVED**

### **The quality of teaching of information and communication technology and its use across the curriculum is inconsistent.**

23. Only one lesson including information and communication technology was seen during the inspection and, in this lesson, the quality of teaching was good. In other classes during the inspection computers were sometimes switched on and sometimes not. In one class they did not function. Often, a whole lesson would pass without pupils using the computer once. Analysis of work showed a singular lack across the school of word-processed work, graphs and computer generated pictures. Whilst the school was going through the period of disruption in staffing, development of information and communication technology was not a priority.
24. Since the appointment of the new headteacher this has changed. A computer suite was recently introduced and is situated on the stage in the hall. This is not ideal, but is a compromise until remodelling of the building takes place. Pupils now have regular lessons in information and communication technology, but no lessons using the computer suite were seen during the inspection. The headteacher and governing body are aware that the level of expertise and subject knowledge of teachers in information and communication technology is varied. Some teachers are more comfortable teaching this subject than others. Overall, the level of teacher expertise is insufficient. Government funded training for teachers in the near future is aimed at addressing this need.
25. The school is aware that the quality of provision for information and communication technology is significantly below that of other subjects. There are not enough planned opportunities for pupils to use information and communication technology in the classroom.

### **The level of provision for physical education is inadequate and pupils do not have the opportunity to participate in gymnastics.**

26. No physical education lessons were seen during the inspection. Parents raised concerns about the infrequency of physical education lessons in their meeting. They said that too many lessons were lost because of bad weather. Certainly the hall is too small for classes with older pupils and for the larger younger classes. The only suitable area for full classes for physical education is the playground or field. This means pupils are engaged in games and swimming only in physical education. The lack of the gymnastics element of physical education is a weakness in the curriculum.

### **There are insufficient opportunities for the development of pupils' awareness of cultural diversity in Britain today.**

27. St Mary's is a school in which all the pupils are white, and which is situated in a village that is predominantly white. The school endeavours to develop pupils' awareness of the multicultural society in which we live through the study of various faiths, such as Judaism and Islam. Pupils occasionally experience other cultures through:
  - the literature from other countries, in English;
  - the study of other countries in geography;
  - the history of other cultures.
28. Pupils have many opportunities to experience their own culture through participation in events, visits and visitors to the school. For example, the school belongs to a cluster group of schools that provides pupils with opportunities to meet those from similar villages and towns. Pupils work together on musical projects and art and design projects. However, pupils have few opportunities to experience first hand through visits and visitors

the diversity of cultures in Britain today. There is no continuous thread in curriculum planning that incorporates multicultural development.

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

29. The governing body, headteacher and staff should improve the consistency of teaching and use of information and communication technology across the curriculum by:
- developing the skills of teaching through greater training in the subject; (paragraphs: 23, 24 and 25)
  - ensuring planned opportunities to use information and communication technology across all subjects. (paragraphs: 23, 24 and 25)

The governing body and headteacher should:

- improve the provision for physical education; (paragraph: 26)
- seek strategies to facilitate gymnastics as part of the curriculum;(paragraph: 26)
- develop pupils' awareness of cultural diversity in Britain today by:
  - providing more planned opportunities for pupils to experience the multicultural nature of society today through the curriculum, visits and visitors. (paragraphs: 27 and 28)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	7

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	6	4	0	0	0	0
Percentage	9	55	36	0	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	66
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	13

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	6.1

#### 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.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	61
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	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)	3.5
Number of pupils per qualified teacher	20:1
Average class size	23

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

Total number of education support staff	2
Total aggregate hours worked per week	40.5

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	196,797
Total expenditure	197,136
Expenditure per pupil	2,349
Balance brought forward from previous year	7,176
Balance carried forward to next year	6,837

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	2.5
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 23.9%

Number of questionnaires sent out	71
Number of questionnaires returned	17

### Percentage of responses in each category<sup>3</sup>

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	29	47	6	0	12
Behaviour in the school is good.	53	41	6	0	0
My child gets the right amount of work to do at home.	35	29	12	0	0
The teaching is good.	35	29	6	0	12
I am kept well informed about how my child is getting on.	24	18	47	0	0
I would feel comfortable about approaching the school with questions or a problem.	59	18	24	0	0
The school expects my child to work hard and achieve his or her best.	47	29	6	0	0
The school works closely with parents.	29	29	24	0	0
The school is well led and managed.	24	35	18	0	12
The school is helping my child become mature and responsible.	53	24	0	0	0
The school provides an interesting range of activities outside lessons.	29	18	24	6	0

### Other issues raised by parents

The lack of physical education when the weather is bad

<sup>3</sup> Not all rows add up to 100% as some parents felt unable to answer all the questions.