

# INSPECTION REPORT

**OUR LADY QUEEN OF PEACE RC PRIMARY  
SCHOOL**

Penshaw, Sunderland

LEA area: Sunderland

Unique reference number: 108851

Headteacher: Miss F Johnston

Reporting inspector: Mr R Gill  
4074

Dates of inspection: 9<sup>th</sup> – 10<sup>th</sup> September 2002

Inspection number: 246833

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:	4 - 11
Gender of pupils:	Mixed
School address:	Station Road Penshaw Houghton-Le-Spring Tyne and Wear
Postcode:	DH4 7JZ
Telephone number:	(0191) 3823081
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Appropriate authority:	The Governing Body
Name of chairman of governors:	John Waugh
Date of previous inspection:	December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Our Lady Queen of Peace Catholic Primary School is situated in the village of Peshaw to the west of Sunderland. Most of the 205 pupils, 91 of whom are boys and 114 girls, live locally, but many pupils travel some distance to attend this denominational school. The school is slightly smaller than other primary schools, but not significantly. The proportion of pupils known to be entitled to receive free school meals is below average. Three pupils have statements of special educational needs and a further 41 pupils are on the school's register of pupils with special educational needs, which is about average. A very small number of pupils have an ethnic minority heritage, but none is learning English as an additional language. Many children receive some form of nursery education before they start school. There has been a number of temporary staff absences in Year 1 and Year 2 since the last inspection in December 1997. Currently, temporary teachers are teaching in both classes. The pupils' attainment when they start school is about average.

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

Our Lady's gives a good standard of education that includes a high regard for children's personal development. Standards reached by pupils by the end of Year 6 are often well above the national averages in English, mathematics and science as a result of the good, and frequently very good, teaching they receive. This represents at least good, and often very good, achievement for pupils, particularly in the classes for 7 to 11 year olds. Achievement for pupils in Year 1 and Year 2 is generally satisfactory. The school is well led and managed by the headteacher, governing body and the staff who have a strong commitment to maintaining a good all round level of education. The school provides good value for money.

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

- The pupils achieve very well by the end of Year 6 as a result of some high quality teaching that has improved significantly since 1998.
- The very good provision for spiritual, moral, social and cultural development has a strong effect on pupils' personal development.
- The school establishes very good behaviour and positive attitudes to work among its pupils.
- There have been some important developments in leadership and management since the school's last inspection.

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

- The pupils who have potential for high achievement, particularly in writing, do not do as well as they should in Year 1 and Year 2.
- The clarity of the school's development planning process as it relates to improving standards.

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

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

When the school was inspected in December 1997 it was judged to be providing a high quality education. Since then it has continued to improve at a good rate. It has tackled all the key issues well. In particular, parents receive much better information about the work of the school, governors fulfil their roles and responsibilities well and parents are clear about how to express any concerns that they might have. Since 1997 the national strategies of literacy and numeracy have been successfully introduced and provision for information and communication technology (ICT) has been improved radically. The reception class has adopted the foundation stage curriculum well. The quality of teaching has been improved throughout the school to include a much higher proportion of very good and occasionally excellent lessons. There have been good improvements since the last inspection in the provision for pupils' spiritual development and this has had a good effect on their personal development.

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

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

The pupils attain standards that are at least above average by the time they are 11 years old. The general pattern is that they achieve very well in English and well in mathematics and science. They have done even better in the 2002 national tests, and unconfirmed results demonstrate well above average attainment in all three subjects. In 2001, the proportion of pupils in Year 2 that achieved the nationally expected level in reading and mathematics was above the national average. The writing results were unsatisfactory overall, despite the proportion of pupils that reached the expected level being slightly above the national average, because too few pupils achieved the higher level. The school sets demanding targets for pupils in Year 6 and frequently meets or exceeds them. The same high standards are evident among the present Year 6 pupils. Currently, pupils capable of higher attainment, in Year 2, are achieving reasonably well, but they could do better.

Children are on course to reach the expected levels by the end of the reception year. Pupils with special educational needs tend to make good progress throughout the school due to the extra help that they receive. There are no particular differences in the standards achieved by boys or girls.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their schooling.
Behaviour, in and out of classrooms	Behaviour is very good. Lessons are characterised by enthusiastic and polite response from pupils. Breaks and lunchtimes are pleasant social occasions.
Personal development and relationships	Very good. Pupils form very good relationships with each other and with adults. They grow in self confidence in response to the school's many opportunities for personal development.
Attendance	Good. Attendance is currently above average. This is a good improvement on previously recorded figures.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 quality of teaching is good overall, with no unsatisfactory lessons. The best provision is for pupils aged seven to 11 years, where over half of lessons are either very good or excellent. There is some good teaching in Year 1 and Year 2, but the profile is satisfactory, on balance. Teaching is good in the reception class where teaching successfully unites the skills of all adults involved to enhance pupils' learning. Teachers, particularly in Year 3 to Year 6, use the national strategies for literacy and numeracy judiciously to complement their own successful methods of teaching English and mathematics. Pupils' attitudes to learning are very positive and they concentrate hard on their lessons. The school succeeds well in meeting the needs of most pupils, including those with special educational needs. The needs of higher attainers, gifted and talented pupils between the age of seven and 11 are met well. Pupils between the ages of five and seven learn at a reasonable rate, but those who learn quickly are capable of much more, particularly in their written work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school teaches all subjects of the National Curriculum and has effective strategies for teaching literacy and numeracy. The pupils have equal opportunities to learn, although the more able pupils in Year 1 and Year 2 are not always challenged sufficiently.
Provision for pupils with special educational needs	Good. Pupils receive good support and many pupils achieve the expected level for their age when they are 11 years old.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. They are taught to behave responsibly and to respect other people. The school provides a strong Christian ethos in which pupils grow to show compassion and understanding to those less fortunate than themselves.
How well the school cares for its pupils	All staff know and care for the pupils very well. Pupils' behaviour and attendance are monitored closely. Pupils' work is assessed thoroughly and the information generated is used well to plan new lessons. Pupils' results are monitored reasonably well, but analysis is often not thorough enough for average and above pupils who are capable of higher attainment.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher takes a strong lead in steering the school's ethos and is well supported by an energetic team of teachers. The school is well managed. Lessons have been reasonably well monitored in English and mathematics, but not in other subjects.
How well the governors fulfil their responsibilities	Well. The governors are active, supportive and very well involved in the work of the school. They have a clear understanding of the school's strengths and a reasonable picture of the weaknesses but lack a clear appreciation of what standards need to be improved and how this might be done.
The school's evaluation of its performance	Satisfactory. The headteacher and staff carry out a wide range of analyses and evaluation, but the results are not clearly enough incorporated into the school's development planning process.
The strategic use of resources	Good. Teachers and support staff are deployed well. Good use is made of the school grounds to extend pupils' learning. The school's budget is well managed. The large carry forward figure relates to staffing costs, but, by the end of 2002/3, the budget will be more evenly balanced.

The school challenges itself to improve its performance, consults well with parents and spends its funds wisely. As a result, the principles of best value are applied well, but the governors could be more proactive in ensuring that pupils' achievements, by the age of seven, are raised.

## 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>• The good teaching that helps pupils to achieve high standards by the end of Year 6.</li> <li>• Children like school and behave very well.</li> <li>• The efforts the school makes to make sure that pupils not only work hard and make good progress, but also achieve well socially.</li> <li>• The ethos of the school in which parents feel comfortable to join in and air concerns.</li> <li>• The leadership provided by the headteacher and governors.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The challenge provided for the more able pupils.</li> <li>• Some parents are concerned about the computer-generated school reports and the lack of a parents' consultation evening in the summer term.</li> </ul>

The inspection confirms the parents' positive views of the school. The school provides a good range of other activities and makes good use of visits to enhance pupils' understanding of what they are taught. The school could provide more challenge for those pupils capable of high attainment in Year 1 and Year 2. The annual reports to parents about their children give a reasonable picture of their child's academic progress and a good insight into their personal development. Teachers make themselves available at all times for discussions about children's progress: parents are served well in this respect.

## **PART B: COMMENTARY**

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

**The pupils achieve very well by the end of Year 6 as a result of the high quality teaching that has improved significantly since 1998.**

1. The pupils in Year 1 and Year 2 make satisfactory progress and attain average standards, but it is in between seven and 11 years of age that their learning really takes off. The pupils make rapid progress and their achievements are very good. The results of the national tests in Year 6 have often been well above the national average, particularly in English, in which pupils have performed at this level for three out of the last four years. This compares the school very favourably with schools in similar circumstances. Moreover, the 2001 results showed that 11 year olds improved significantly on the levels that they gained in Year 2, for example, in English, where the improvement over four years was very good and in mathematics where good gains were made. The 2002 results, as yet unpublished, are even better. Pupils have achieved very well and have outstripped their own Year 2 performance by a long way in English, mathematics and science.
2. Currently, the work of pupils in Year 5 and Year 6 demonstrates that previous standards will be at least maintained and are likely to be improved upon. For example, many pupils in Year 5 are already working at a level above that expected for 11 year olds in English and mathematics. The pupils in Years 3 and 4 are currently learning at a good rate and are on course to do well when they reach Year 6.
3. The prime reason for the pupils doing so well lies in the quality of the teaching. The work provided is always challenging and it succeeds in firing the pupils' imagination and interest. The teachers are very knowledgeable about effective methods of teaching and the relationships, which they establish with pupils, are superb. As a result of these strong aspects of teaching, pupils become confident and successful learners. The cumulative effect of so many very good and the occasional excellent lesson is that the pupils' achievements are very good.
4. A mathematics lesson in Year 6 showed teaching at its very best. It began strongly with a brisk session of mental arithmetic that set the pace for the rest of work. The key feature of the lesson was the very productive discussion that the teacher managed to create, concerning multiplying and dividing whole numbers and decimals by 10 and 100. This had a powerful effect on the gains made by pupils in relation to identified weaknesses in their Year 5 annual tests. Teaching showed a very good knowledge of the national strategy for numeracy and this, coupled with very high expectations, resulted in excellent attitudes and behaviour by the pupils. They worked diligently in pairs, at one point, solving practice problems and showing an interest in all that they were doing and asking apt questions that moved their learning along swiftly. Pupils' achievement by the end was very good. The majority showed a firm understanding of work designed for an above average 11 year old. Pupils who sometimes find learning difficult were very well supported by a teaching assistant who helped them achieve as well as the rest of the class. Many other lessons for seven to 11 year olds contain, in part, similar features to this excellent example and overall this explains why pupils do so well by the end of Year 6.
5. Pupils' achievements in English are of the same high order. In a Year 5 English lesson about starting stories powerfully, learning was very good. Pupils produced high quality jottings in draft form that showed how well they had grasped the lesson's purpose. A part-time teacher gave good support to this large class, ensuring that pupils had ample opportunity to discuss their ideas with an adult. This judicious use of additional staff for short-term, targeted work is a significant factor in raising pupils' attainment. The lesson culminated in pupils discussing their work in a most mature fashion like real writers. One pupil, who had decided to begin with a description, read out the beautifully crafted, 'Harry's house was on a grassy hill in London surrounded by trees.' The whole class agreed that they wanted to know what happened next. Another pupil, with a bent for humorous dialogue, offered the equally engaging, "Help! Harry was speeding upstairs on his Granny's stair lift.'

## **The very good provision for spiritual, moral, social and cultural development has a strong effect on pupils' personal development.**

6. The school's provision for spiritual, moral, social and cultural development is very good overall. Cultural development is satisfactory, but nevertheless within this aspect there are significant highlights. The intricate web of activities, annual events, links with parents and the local secondary school and the general ethos of the school create pupils who are mature, balanced and worldly in their outlook.
7. The ethos of the school is warm, welcoming and very supportive. It grows directly from the school's aims, which place emphasis on care and personal development. This is evident in the daily actions of staff and children. For example, children are welcomed into school at the beginning of the day and regularly receive a special word of attention to make them feel valued. The Pastoral Care Programme is instrumental in developing the aims on a wider canvas. Pupils are placed into one of seven care groups, each led by a teacher, which bring together pupils from the reception class to Year 6. The groups meet each week to pray, share ideas and support each other. As one child said, 'Pastoral Care is about mixing with people, caring, listening and looking after each other.' This programme represents strong provision for spiritual, social and moral development. Spiritual development is also enhanced greatly by the school's strong links with parents and the parish during the time in which pupils are preparing for their first communion.
8. Socially, pupils get very many chances to mix during a typical week. There are regular prayer groups, including a prayer partner scheme between Year 6 pupils and students from the local secondary school. Seven to 11 year olds are able to join a range of clubs such as football, cricket, basketball, fitness, art and gardening. In addition, the oldest pupils have the opportunity to experience a residential visit, which presents them with many worthwhile challenges of a spiritual and social nature. Year 6 pupils also enjoy a very good level of individual and group responsibility around the school. They look after equipment, prepare the hall for assemblies and tend the special Jubilee Garden, for example. The teamwork involved in these jobs contributes well to their social and moral development. Teamwork is also the underlying idea behind the school's annual collaborative sports day, which successfully maintains the notion of competition, but promotes working together as its main aim.
9. Provision for cultural development occurs regularly in assemblies and throughout the curriculum. In an assembly for five to seven year olds, for example, pupils' understanding of family life was successfully broadened to include life in Kenya and Peru. The school also provides useful opportunities for pupils to meet and work with fire-fighters, theatre groups and artists. The Artist in School Project, for example, allowed five to seven year olds a chance to develop a fairy story theme with a local artist through art and drama.
10. Pupils' moral perspective is developed through the school's involvement in the Catholic fundraising for overseas development (CAFOD). Pupils appreciate the motto which states that, 'We all smile in the same language.' They talk enthusiastically about the way in which they are able to help. Year 6 pupils have recently forged a link with a charity group that helps children affected by the Chernobyl disaster. This is an excellent opportunity for them to experience, at first hand, the suffering of others and how they can help. After a visit to the school by children who had suffered from this nuclear accident, pupils continue to correspond in order to maintain friendships and lend their support. This project is a really profound one that involves the whole school community. In addition, pupils also take a keen interest in the European notice board on which is posted articles of interest that relate to their developing view of international issues. Pupils in Year 5 have the exciting opportunity to become Eco Rangers. This is a project that affords them the chance to think about their local environment and how it could be improved.
11. By the time pupils reach the end of Year 6, they have been provided with a wealth of opportunities that contribute to their personal development. They are able to reflect on these during their final year in the individual consultations they have with the headteacher. These regular interviews help

pupils to weigh up, very well, their academic and social achievements and make any adjustments that are needed.

### **The school establishes very good behaviour and positive attitudes to work among its pupils.**

12. The school has created an ethos of high endeavour. It is expected that pupils will behave well, at all times, and that they will be positive in lessons. In return, pupils respond eagerly to these expectations, often showing 100 per cent commitment to what they are doing.
13. Pupils' attitudes and behaviour in lessons are at least good in every class. In over half of the lessons, it is at least very good, with one in ten lessons being excellent in this respect. From their first full week in the reception class children, who have all settled in extremely well, are capable of working independently due to the productive relationships that they have formed with the adults around them. They are learning to concentrate and co-operate with one another in small groups. This theme of co-operation, concentration and independence is developed to a high level of achievement as children progress through the school. In Year 1 and Year 2, pupils are at ease with their teachers and are not afraid to make mistakes and ask for help. This kind of atmosphere in class sets the climate for sustained interest and concentration. Pupils, for example, work purposefully when writing stories and read with enthusiasm and dedication. The head of steam created by the end of Year 2 is carried over into Years 3, 4 and 5. In these classes they are highly motivated, show good working habits when asked to solve problems and exhibit very sophisticated powers of persuasion when arguing their own point of view, for example, in a history lesson about the Egyptians in Year 5. By the time they are in Year 6, pupils are very receptive to new knowledge. This was demonstrated admirably in a science lesson about the proper way to draw circuit diagrams. Pupils asked and responded very well to questions, co-operating fully in group work when they were expected to make up different circuits and draw them correctly.
14. By the time pupils are in Years 3 and 4 they can already talk coherently about how much they enjoy school life. Their personal development is underlined by the fact that they all understand and appreciate the school rules. They show such confidence in their learning because they are able to make good use of developmental points made in annual reports, parents' evenings and their teacher's written comments. In Year 6 pupils enjoy all the responsibility that is afforded them. They look after equipment around the school, get assemblies ready, tend the school garden and take a strong lead in the school's pastoral care programme. In their academic work, 11 year olds take teachers' comments in their exercise books very seriously and try hard when correcting their mistakes.
15. At breaks, in assembly, in the dining room and in lessons, the pupils behave beautifully. There is no tension among pupils and the parents consider relationships and behaviour to be strengths of the school. An assembly for four to seven year olds demonstrated the warm relationships that exist, especially when Year 2 pupils were asked to volunteer to look after new entrants. They responded very positively to this challenge. The pupils are very polite and greet visitors cheerfully. The headteacher, teachers and support staff are consistent in their dealings with the pupils, reflecting their common understanding of the principles that the school has established. A family atmosphere pervades the school, with pupils and adults working as a team. This was clearly demonstrated when the staff and children threw a surprise party in celebration of the caretaker's sixtieth birthday. The joy and excitement they showed is still discussed today.

### **There have been some important developments in leadership and management since the school's last inspection.**

16. At the time of the last inspection there were several aspects of leadership and management that were unsatisfactory. These related to the way that information about the school was shared with parents and governors, the awareness of all governors about their roles and responsibilities and how parents voiced a concern about the school.

17. Since then there has been good progress in tackling these issues. Parents now receive regular and informative newsletters about life in school. In addition, there are many letters describing specific events that a class might be undertaking such as the visit by children from Chernobyl. Parents are also informed, at the beginning of the term, about topics that their child will be learning so that they can take an interest, help to find extra information and assist with any homework assignments set. Every pupil in the school has a reading diary in which teachers and parents can write comments to facilitate the flow of information between home and school. This is proving to be a very useful line of communication, much appreciated by parents. In general terms, the school has revamped its prospectus and the governors' annual report to parents is clear and informative. Open evenings are appreciated by parents as a good way in which to find out how their children are doing. The one in the summer term is only relevant to those parents who want to discuss their child's annual report, but teachers are always available for a consultation at any time and most parents appreciate the easy relationship that has been created between home and school.
18. The improvements in attendance that have taken place since 2000/1 have been due to the improved communication between home and school. Parents have responded well to the school's drive to tighten up on attendance issues and now attendance is above the national average, having risen from a point below it about 18 months ago.
19. The school has established a Friends' Association since the time of the last inspection and this has helped greatly to create a sense of unity between the parents and the school. The fundraising activities are greatly enjoyed and parents who attend the events find out more about the school in general just by being involved.
20. Any complaint that parents make is now recorded and dealt with as swiftly as possible and they receive a response detailing what has been done about their concern. This is obviously appreciated by the vast majority of parents because 95 per cent of parents responding to the pre-inspection questionnaire stated that they felt comfortable in approaching the school.
21. Governors are now fully aware of their roles and responsibilities. There was a discontinuity of practice at the time of the last inspection. Some governors were fully aware of what they ought to be doing while others were not. Now the whole body is working in unison, led by the chairman of governors who visits school regularly and has a good grasp of what the school is like and how it is developing day-to-day. The local priest also has a firm understanding of how the school is doing and, like the chairman, can promote very useful discussions at full governing body meetings. In addition, governors receive a very full report from the headteacher at every meeting, bringing them up to date with events and issues. In this way they are very familiar with the school's strengths. They are knowledgeable about the school's weaknesses as well, but this is not yet a strong feature of their understanding about the school.
22. Parents at the pre-inspection meeting stated that the school's links with parents are now good. They believe that beyond the school itself, the Church plays a strong role in strengthening the links between the school, parents and the wider parish community. They appreciate the various parents' meetings throughout the year including those to induct new parents into the ways of the school. Some parents who responded to the pre-inspection questionnaires had concerns about their child's annual report, which is written using a computer bank of sentence and phrases. In the light of these comments, the school is already reflecting on this practice in preparation for next year's reports. This kind of response to parents' views is now part of the school's practice. For example, parents were recently surveyed as to their views on the school and close attention was paid to the answers.

## **WHAT COULD BE IMPROVED**

**The pupils who have potential for high achievement, particularly in writing, do not do as well as they should in Year 1 and Year 2.**

23. The pattern of the school's results in writing at the end of Year 2 has been erratic over the last four years, whereas the proportion of pupils achieving the expected level in reading, for example, has been regularly higher than the national average. In writing, pupils' achievement ranged from well below the national average to above it in the space of two years from 1999 to 2000. The proportion of pupils, in 2001, that achieved the nationally expected level was just above the average, but the school's eventual result was below average because too few pupils reached the higher level. The results in 2002 are likely to be similar, when published, because no pupils achieved a higher level for writing.
24. Temporary staff have taught pupils in Year 1 and Year 2 for some of the time over the last four years, but this factor does not necessarily account for the weakness in performance. The teaching is currently generally satisfactory, despite both classes being covered in the absence of the permanent staff, but it lacks the edge and drive for higher standards. This is because the school lacks fully implemented methods by which to ensure pupils do as well as they can. This, in part, applies to reading and mathematics as well, but it is in writing where the under performance is most evident. For example, in 2001 the proportion of pupils reaching the higher level for seven year olds was below average in reading, writing, and mathematics. By 2002, the proportion was about average in reading and mathematics while writing dropped even further behind.
25. The school is aware that pupils' writing needs to be improved and has introduced a new system to help raise standards. This is being well applied in classes for older pupils, for example, in Year 5 and Year 6, but it is not yet working smoothly enough in Year 2 to have much of an effect on standards. Pupils are given targets to achieve in their writing that are designed to help them reach the next National Curriculum level. This system is only successful if pupils' work is marked clearly enough in relation to these targets and they are reminded of them on a regular basis. This happens in Year 6, but not yet in Year 2. The system is relatively new and the school knows that it needs to be refined to work effectively in each class. The marking of pupils' work in Year 2, for example, does not challenge those pupils capable of higher attainment to extend the complexity of their sentences, improve their descriptions, enlarge their vocabulary and lengthen their work. Furthermore, the range of writing opportunities, in Year 1 and Year 2, is not broad enough and homework is only sometimes used to give pupils practice in writing. Since pupils' work is not progressively developed over the whole year, those capable of higher attainment end up reaching the nationally expected level without exceeding it.
26. The management of English is generally good, but there are a few weaknesses that have a direct bearing on standards achieved in Year 2. There are, for example, no statistical targets for pupils to achieve in Year 1 and Year 2. The school's methods for checking pupils' progress from the reception class to Year 2 is not specific enough to help teachers set quantifiable targets. The school's systems for monitoring teachers' planning and pupils' work in Year 1 and Year 2 are not rigorous enough to identify these weaknesses in provision and ensure that they are placed in the school's development plan.

### **The clarity of the school's development planning process as it relates to improving standards.**

27. The school's development plan was praised at the time of the last inspection as providing a clear picture of the school's priorities. The plans produced by individual teachers were cited as being particularly useful. Plans produced by subject co-ordinators, for example, those for English and mathematics, are still very detailed and helpful, but the rest of the plan has not entirely kept up with current demands. There is, for example, now a great deal of statistical information produced each year, nationally and by the local education authority, relating to pupils' results in national tests. The school's current development plan contains few details, based on this wealth of statistics, about how pupils' results could be improved in the following year.
28. The headteacher and the co-ordinators for English and mathematics carry out a great deal of

detailed analysis of national test results and of internal tests that pupils take at the end of each school year. The national test result analysis is presented to governors in graph and text form. The governors find this information very useful, but the data is not summarised in terms of the school's strengths and weaknesses and there is no specific detail about what needs to be improved. For example, in 2001 the pupils in Year 2 were below average in their writing, but this was not itemised in the governors' meeting and was not mentioned as a clear trigger for action in the school's development plan.

29. The timing of the plan's production further complicates this lack of detailed planning for improved standards. The school's development plan is published at the beginning of the financial year. This is a valid way in which to proceed, but it does have the disadvantage of not being tied to the academic year. Therefore, the school development plan contains little specific guidance about how standards will be improved during the academic year. It should be possible for the school to conduct a detailed analysis of the test results by the end of July, in any year, and present, clearly, in the school's development plan in September the issues that need to be worked on.
30. Moreover, the development plan only applies to one school year at a time. There are informal discussions among governors, the headteacher and staff about plans for future years, but these are not crystallised into a three to five year plan. In essence, the process lacks a strategic view and the school's finances are not planned with the longer-term issues in sight. Despite this apparent lack of strategic planning for the future, the governors are clearly aware of some key issues for development. For example, further developments in the use of computers, the school's application to receive Investors in People and outside play facilities for the reception class. However, they are not so clear about the finer points relating to standards and pupils' progress through the school.

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

To improve standards further, the headteacher, staff and governors, with support from the diocese and the local education authority, should:

- (i) improve the standards in writing by the end of Year 2 by:
  - setting annual statistical targets for Year 2 pupils in writing, reading and mathematics;
  - marking pupils' work to provide praise and advice about improvement;
  - broadening the range of opportunities for writing; and
  - strengthening the school's system of checking teachers' planning and pupils' work.

*(paragraphs 23 – 26)*

- (ii) improve the school's development planning process by:
  - creating a longer-term plan;
  - timing the plan to coincide more closely with statistical data about pupils' performance; and
  - improving the plan for the current year to include specific detail about the improvement of standards.

*(paragraphs 27 – 30)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	5	9	2	0	0	0
Percentage	6	29	53	12	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 five 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)	205
Number of full-time pupils known to be eligible for free school meals	14

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	44

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	5
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	7.0

#### Unauthorised absence

	%
School data	0.0



National comparative data	5.6
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National comparative data	0.5
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*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	10	14	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	10
	Girls	14	14	14
	Total	22	21	24
Percentage of pupils at NC level 2 or above	School	92 (80)	88 (91)	100 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	14	14	14
	Total	23	24	24
Percentage of pupils at NC level 2 or above	School	96 (89)	100 (94)	100 (94)
	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	15	16	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	14	12	15
	Total	27	25	29
Percentage of pupils at NC level 4 or above	School	87 (84)	81 (76)	94 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	13
	Girls	14	12	14
	Total	26	24	27
Percentage of pupils at NC level 4 or above	School	84 (68)	77 (76)	87 (84)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	204	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

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

### ***Financial information***

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

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	22.7
Average class size	29.6

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

Total number of education support staff	3
Total aggregate hours worked per week	96.25

*FTE means full-time equivalent.*

Financial year	2001/2
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	£
Total income	471715
Total expenditure	488364
Expenditure per pupil	2304
Balance brought forward from previous year	55474
Balance carried forward to next year	38825

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

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

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	89

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	35	3	0	3
My child is making good progress in school.	56	38	3	0	2
Behaviour in the school is good.	57	39	3	0	0
My child gets the right amount of work to do at home.	37	54	7	0	0
The teaching is good.	63	36	0	0	1
I am kept well informed about how my child is getting on.	45	37	16	0	2
I would feel comfortable about approaching the school with questions or a problem.	71	24	3	2	0
The school expects my child to work hard and achieve his or her best.	71	28	0	0	1
The school works closely with parents.	45	40	12	1	1
The school is well led and managed.	69	25	4	0	1
The school is helping my child become mature and responsible.	56	42	1	0	1
The school provides an interesting range of activities outside lessons.	19	46	17	9	7