

# INSPECTION REPORT

**OUR LADY OF LOURDES CATHOLIC  
PRIMARY SCHOOL**

Witney

LEA area: Oxfordshire

Unique reference number: 123205

Headteacher: Mrs Anne Marie Kelly

Reporting inspector: David Penney  
23039

Dates of inspection: 10<sup>th</sup> - 11<sup>th</sup> March 2003

Inspection number: 248441

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:	Curbridge Road Witney
Postcode:	OX28 5JZ
Telephone number:	(01993) 702480
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Margaret Stevens
Date of previous inspection:	October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Our Lady of Lourdes Catholic Primary School is a smaller than average voluntary aided infant and junior school that serves two Roman Catholic parishes in Witney and Eynsham. It has 176 boys and girls on roll full-time in Years 1 to 6 who, from September 2002, have been taught in single-age classes. There are more boys (96) than girls (80) overall and especially in Year 2. In addition six children attend part-time in the reception class. Children are admitted into school in the term after their fifth birthday, although the summer born children attend part-time from Easter. Most pupils for whom there is relevant information come from a range of white ethnic backgrounds, although there are a small number of pupils of mixed heritage. There are 32 pupils on the school's list of those with special educational needs for a range of learning, behavioural, physical and speech and communication reasons; at 18.2 per cent, this is broadly in line with the national average. Of these pupils, one has a statement of special educational needs, which is below average. One pupil is at an early stage of acquiring English as an additional language; this is a low proportion when compared nationally. The proportion of pupils claiming free school meals (2.8 per cent) is below the national average. Pupils' attainment on entry is in line with the standards expected nationally this year, although it has fluctuated in recent years with a generally downward trend. In common with other schools, this school has had some difficulty recently in appointing teachers.

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

The school gives a satisfactory standard of education to its pupils and is improving. All pupils achieve satisfactorily. Standards in Year 2 match those expected nationally in all subjects seen during the inspection. In Year 6, standards in English are above average. In all other subjects they match those expected nationally, except in information and communication technology. As a result of some very good procedures to promote good behaviour, pupils behave well and have good attitudes to work and each other. The quality of teaching is good overall, although some planning lacks precision. The information obtained from assessment of pupils' work is not used to best effect. The quality of leadership and management is good. The school gives satisfactory value for money.

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

- Standards in English in Year 6 are above average as a result of recent rapid gains in pupils' learning. Those in Year 2 are rising as a result of consistently good teaching.
- The headteacher's leadership and management are good. She is well supported by all the staff and the governing body.
- Provision for pupils' personal development, support and guidance is good. As a result, pupils behave well and have good attitudes to each other and to work.
- Provision for pupils with special educational needs is good.

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

- Standards in information and communication technology are below those expected nationally in Year 6.
- There are weaknesses in the way the school uses the information gained from the assessment of pupils' standards.
- Teachers do not identify with sufficient precision exactly what they expect pupils to learn in lessons.

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

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

Overall, the school has improved at a satisfactory rate since its last inspection in October 1997, although recent improvements have been more rapid. Although provision and standards in design and technology and in information and communication technology (ICT) have been improved, standards in ICT remain below those expected nationally. Not all of the main issues identified by the previous inspection have been addressed fully; teachers' lesson planning lacks sufficient precision and this has a consequent effect on the

way teachers assess and plan work. In addition, effective assessment procedures in subjects other than English and mathematics are lacking. Some important recent changes in procedures have not yet had sufficient time to have the necessary impact on standards of teaching and learning. However, the change in the way classes are organised is having a beneficial effect on standards, most noticeably in Years 1 and 2. Provision for pupils' personal development is better. The school is well placed to continue these recent improvements.

## 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
	2000	2001	2002	2002
English	B	C	A	A
mathematics	B	B	A	B
science	B	C	A	B

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

Standards in the national tests for Year 6 pupils in 2002 were well above the national average in English, mathematics and science. They were above the average for similar schools<sup>1</sup> in mathematics and science and well above average in English. These results are a considerable improvement over those for the previous year in all three tests. The school met its appropriately challenging targets in English but not in mathematics in 2002; it is likely to meet both targets this year. For all three subjects taken together the trend in the school's results has been much the same as that found nationally, although it has been better in mathematics and science than in English. In the same year, results in the Year 2 national tests were well below average in writing and mathematics when compared both with all schools nationally and with similar schools. In reading, they were well below the average for similar schools but matched the national average. Over the last five years, trends have deteriorated in all three tests in line with the lower standards of attainment on entry to the Reception class. In the current Reception class, however, standards match those expected nationally and pupils are achieving satisfactorily. Standards of work in the present Year 2 match those expected nationally in English, mathematics, science, design and technology, history and information and communication technology, as they do in Year 6 in mathematics, science and design and technology. In the current Year 6, standards are above average in English but they are below the level expected nationally in information and communication technology. In all subjects seen, all pupils, including those with special educational needs and the very few with English as an additional language, achieve satisfactorily. The difference between the results in the national tests last year and the standards seen during the inspection is due to the different nature of the year groups involved, with fewer potentially higher attaining pupils in the current Year 6. Because of the nature of this inspection, it was not possible to make judgements about standards or achievements in other subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic and take part well in all activities.
Behaviour, in and out of classrooms	Good. Pupils are polite and friendly. They behave well in lessons and when on the playground. There are some incidents of silly behaviour but no bullying. One pupil was excluded for a one-day fixed period last year.

<sup>1</sup> Similar schools are those in which a similar proportion of pupils claims free school meals, in this case up to and including eight per cent of the number on roll.

Personal development and relationships	Good. Relationships are good. Nearly all pupils accept responsibility well, when given, and are conscientious individuals. However, a few pupils react in an immature way for their age.
Attendance	Very good and well above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

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

The quality of teaching and learning is good, overall. In the Reception class, teaching and learning are satisfactory but some activities lack the focus necessary to ensure that the children, some of whom are quite immature, learn as well as they might. Teaching and learning are good in the rest of the school, although there are some areas known to be in need of development in Year 5. While pupils are now achieving well, overall, in lessons, previous weaknesses in planning and assessment, only partially overcome as yet, mean that their achievement over time is only satisfactory. English, mathematics and information and communication technology (ICT) are taught well. Pupils' skills of literacy and numeracy are taught well and are used satisfactorily in other subjects; ICT skills are used well. When pupils with special educational needs are withdrawn to work in small groups or individually, they achieve well because the work is closely focused on their specific needs. Throughout the school, relationships are good and pupils are managed well, which means that they are willing and confident learners. Support staff are deployed well and make a good contribution to pupils' learning and confidence. On the few occasions that teaching is less than satisfactory, it is because the teacher talks for too long and does not provide enough opportunities for pupils to participate. As a result, the pace of the lesson slows, there is insufficient challenge to sustain pupils' interest and concentration, and their learning suffers. Where teaching is most effective and learning is swift, it is because teachers have high expectations of what pupils should achieve and prepare the lesson well, with all resources readily to hand to ensure that no time is wasted. In these lessons, the teachers' subject knowledge is strong, ensuring that pupils' questions are answered correctly and they are challenged to produce good quality work. Although the planning for some lessons lacks sufficient precision, the needs of all pupils are met equally.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, overall. The learning opportunities are satisfactory for younger pupils but better for the older ones. This is because of the very good provision for sports activities outside lessons for the older pupils and good links with partner schools. There are fewer such activities for music. Strategies for teaching literacy are good. Provision for pupils' personal, social and health education is good.
Provision for pupils with special educational needs	Good. All resources are targeted to the areas of greatest need. Booster groups for English and mathematics have been effective in raising standards. Pupils' targets for improvement are clear and attainable.
Provision for pupils with English as an additional language	Satisfactory. Good support is received from specialist visiting teachers. Pupils' needs are met soundly in lessons, overall, but better in those literacy lessons where a support assistant gives help in the mother tongue.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Provision for moral development is very good and is reflected in pupils' behaviour and relationships. Provision for spiritual, social and cultural development is good. The school council and pupils' involvement in local issues make a good contribution to developing a sense of citizenship.
How well the school cares for its pupils	Good, overall. Procedures for improving and checking on pupils' behaviour are very effective and pupils are supported and guided well. However, the



	information gained from assessment is not used well enough.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear vision for the school's development and is supported well by key members of staff. She has implemented important changes and has a clear idea of what is now needed to improve further.
How well the governors fulfil their responsibilities	Good. Governors make a very good contribution to the direction of the school, based on a good understanding of its strengths and weaknesses. They fulfil their responsibilities well.
The school's evaluation of its performance	Satisfactory. The school uses a reasonable range of information to judge how effective it is.
The strategic use of resources	Satisfactory. Financial planning is linked well to the identified priorities, as is teachers' training. Financial control and management are good. The school takes satisfactory measures to ensure that it gets the best value for its spending decisions that it can.

## 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 school has high expectations of their children.</li> <li>• The school helps their children to become mature and responsible people.</li> <li>• Their children make good progress at school.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The amount of information they receive about their children's progress.</li> <li>• The behaviour of the children.</li> <li>• The closeness of the partnership between them and the school.</li> <li>• The amount of homework.</li> </ul>

The inspection team agrees with nearly all that parents have identified as pleasing; their children's progress is satisfactory. The team does not agree with much of what some parents would like to see improved. It finds that the range of activities outside lessons is good, although there is room to improve the amount and range of musical activities. The amount of information given by the school about pupils' progress is satisfactory and the school has already amended the timing of formal meetings to meet parents' expressed wishes. Pupils' behaviour is good. The school works hard to forge a partnership with parents and is successful in doing so; communication generally is good and informal contact very good. Homework is consistently relevant and sound in those classes for which evidence was found.

## **PART B: COMMENTARY**

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

**Standards in English in Year 6 are above average as a result of recent rapid gains in pupils' learning. Those in Year 2 are rising as a result of consistently good teaching.**

1. Current standards in Year 6 are above average in English. Recent progress in written English has been rapid and pupils achieve well because of the standard of teaching in Year 6. For example, the neatness of handwriting and presentation of work in books and the accuracy of punctuation have improved because of the high expectations set by the teacher in his marking of books. A lower-attaining pupil whose writing was printed and whose understanding of the punctuation of sentences and speech was insecure last September is now using a satisfactory range of punctuation largely correctly and is writing in a neat and cursive script.
2. The teacher has very good subject knowledge and prepares lessons very well, ensuring that all necessary resources are to hand and that activities are designed to appeal to pupils. As a result, pupils' attention is sustained for long periods of time and each lesson builds logically on what has gone before. This makes a good contribution to pupils' understanding of what they are learning and, for example, they use a much richer range of vocabulary and linguistic devices to produce interesting and vivid pieces of work. For example, a lower-attaining pupil used an awareness of the sounds of words – "slithered like a snake" – to enrich a piece of writing. A higher-attaining pupil wrote about a (fictional) teacher that they had a – "sharp voice like a pistol crack" and they "noisily interrupted with an evil tone of glee".
3. Standards in Year 2 match those expected nationally in English. This is an improvement on the national test results in 2002. It also represents a good rate of achievement for the pupils in that class since they joined the Reception class two years ago.
4. Recently, the school has changed the way that classes are organised and now pupils are taught in single-age classes, rather than in two parallel classes each containing pupils from Year 1 and Year 2. The present system ensures that pupils do not have to spend an amount of time each day moving between classes to be taught in ability groups for English and mathematics, which enables the teachers to get a swifter start to lessons and to maximise the time pupils spend learning.
5. The quality of teaching in Year 2 is consistently good. There is good evidence in pupils' books that this standard of teaching and learning is repeated over time, resulting in achievements that are often good. The principal feature that ensures this quality is the effectiveness of the strategies used to capture and keep pupils' attention and enthusiasm. In this class, there are a number of immature pupils whose behaviour was managed very effectively, sometimes with the help of the learning support assistant (LSA), so that the purpose of the lesson was not lost. This was further reinforced in a lesson in the computer suite, when the activities and support were matched well to pupils' needs. They were encouraged to work in pairs to develop their social skills and independence effectively and to research a CD ROM for information, practising their literacy skills well. The teacher and the LSA worked well together to ensure that pupils concentrated fully and were productively working for a large part of the lesson. The teacher used a wide range of imaginative strategies effectively. For example, in a history lesson to do with the Great Fire of London, the teacher used the drama technique of 'hot-seating'<sup>2</sup> effectively to reinforce and extend pupils' knowledge. Because of the high level of involvement and enjoyment, pupils were keen to ask questions and behaved well. This made a good contribution to developing their skills of speaking and listening. Pupils' reading skills are developed well. All but the lowest attainers read confidently, talking about the characters and the plot knowledgeably. The higher attainers read with expression and have good library research skills. All use an effective range of strategies to work out unfamiliar words.

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<sup>2</sup> 'Hot-seating' is where one person, acting in character, is asked questions by other people about their life and actions as that character.

**The headteacher's leadership and management are good. She is well supported by all the staff and the governing body.**

6. The headteacher is forward-looking and extremely hard working. Since her relatively recent appointment just over a year ago, she has instigated a number of changes to procedures and structures that are beginning to have a beneficial effect on pupils' standards, especially in the younger classes. She has overseen changes to the composition of classes and now all pupils are taught in single age classes. As a result, teachers report that far less time is lost through pupils moving from class to class to work in groups of pupils with similar prior attainment, especially in English and mathematics. In order to improve provision for the youngest children, including sharing resources, she is helping to develop closer ties with the nursery that shares the site; in this the Reception class teacher supports her very well.
7. She checks the quality of the teachers' performance closely and evaluates it satisfactorily. This gives her an accurate picture of their strengths and weaknesses, which she is addressing with increasing rigour. Parents report, and pupils agree, that behaviour has improved this year as a result of the headteacher's insistence on good behaviour, which is fully supported by all staff. She has amended and improved the systems for assessing and recording pupils' attainment in English and mathematics and they now provide a satisfactory means of checking pupils' achievements. The quality of leadership and management is broadly similar to that at the time of the last inspection.
8. All staff support the headteacher well, as they did at the time of the last inspection. They share a common understanding of the school's Catholic values and work together well to bring them successfully into the everyday practice in the school. The deputy headteacher also checks on the quality of teaching and her sound evaluations of strengths and weaknesses provide a useful comparison to the headteacher's observations. The co-ordinator for special educational needs oversees that part of the school's work well and discusses all necessary matters fully with the headteacher; as a result, provision for these pupils is good. There is a good team ethic that means that the school is well placed to continue recent improvements.
9. The governors have an effective committee structure that enables them to fulfil their statutory duties well. Much of the everyday business is conducted through the scheduled committees, with the headteacher attending all meetings of the major ones. This gives the governors good information about the school's strengths and weaknesses, which they supplement by a good range of informal, as well as formal means, such as attendance at the regular celebration assemblies and mixing informally with parents at the beginning and end of the school day. In these ways, they have developed an accurate picture of what the school now needs to do to improve further. Their meetings are directed purposefully by the chair and/or vice-chair and are minuted fully. All appropriate matters are discussed fully, for example spending against the budget forecast. They have recently received a good amount of appropriate training that enables them to direct the work of the school very effectively. They are fully involved in, for example, formulating the school development plan and setting the budget for the school. Overall, their contribution to the governance of the school has improved since the last inspection.

**Provision for pupils' personal development, support and guidance is good. As a result, pupils behave well and have good attitudes to each other and to work.**

10. The provision for pupils' spiritual, social and cultural development is good and provision for their moral development is very good. This is an improvement since the last inspection. Spiritual development is enhanced by the strong Catholic ethos that underpins the work of the school. Mass is celebrated regularly and parents and parishioners are invited to share in this celebration. Regular acts of worship led by members of staff further enhance Christian values. Regular 'circle times'<sup>3</sup>, which in the older classes are more usually linked to the activities of the School Council, enable pupils to develop an understanding of their own feelings and emotions and to share them with others. The focus of these sessions is always linked to the theme current in the acts of worship, which is a good way to

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<sup>3</sup>'Circle times' are occasions when the class comes together to discuss matters of importance to them.

reinforce the message. All pupils show a good awareness of the effect their actions and words might have on others and they are generally considerate individuals.

11. Pupils' social development is fostered well through the groupings that teachers use for learning. For example, in a Year 2 mathematics lesson, the teacher encouraged individuals to discuss their thoughts and answers with their neighbours before putting up their hands to answer. Teachers and other adults act as good role models and treat pupils with respect. Relationships throughout the school are good and so pupils interact well, even though a number of pupils in many classes occasionally act in immature ways. A 'Buddy Stop'<sup>4</sup> on the playground ensures that no pupil need be without someone to play with and each Reception class child has a designated Year 6 pupil to help at dinner times and break times. When given such responsibilities, pupils discharge them conscientiously.
12. The School Council makes a good contribution to developing pupils' sense of citizenship and, because all matters are fully discussed in class, this extends to all pupils and not just the elected members. A good range of visits to places of interest and of visitors to the school, all securely linked to the topics being studied, further enhances pupils' social awareness. For example, Year 4 pupils have become involved in challenging a proposed building development in the town. The headteacher's 'Magic Moments' book, which is on display in the entrance hall for all to see, records incidents that reflect well on individuals or the school as a whole and is a valuable way of reinforcing good social traits. The school's commitment to the Healthy Schools scheme includes encouraging pupils to have bottles of water readily to hand throughout the school day and a fruit stall run by one of the teachers. The range of clubs available to the older pupils in sport is very good, which makes a considerable contribution to their social development. There is a choir and the school provides accommodation for pupils to learn musical instruments with private tutors.
13. Arts Weeks and Performing Arts Weeks that focus on different cultures, including British culture, have enhanced pupils' cultural development for some years. For example, attractive displays celebrate African art and culture, including masks and pots that pupils have made themselves, Dream catchers and Romanian eggs, and pupils have taken part in an African drumming workshop. Visiting artists have helped pupils with a range of artistic media, including tie-dye, tile painting and portrait painting. Regular topic work involves pupils in studying, for example, Greek culture in Years 5 and 6, aboriginal paintings in Year 4 and Kandinsky in the Reception class, where children produce good paintings in the same style. In addition, Year 2 pupils enjoy regular sessions in conversational Italian.
14. Provision for pupils' moral development is particularly successful. As mentioned earlier, pupils' behaviour has improved recently and so the concerns expressed by parents prior to the inspection are not fully justified, although there is still a small amount of silly behaviour during break and lunch times. The school rules are phrased in a positive way and are displayed throughout the school so that pupils have a good understanding of what is acceptable behaviour and what is not. There is a good range of measures to promote good behaviour and to sanction unacceptable behaviour. All members of staff apply them consistently so that pupils get a clear message about their value. Break times have been staggered to allow all pupils space in the playground. Lunchtime supervisors have been employed for extra amounts of time either side of the lunch hour so that they can begin to build up relationships with pupils; this is having a good effect on behaviour and no untoward behaviour was observed during the inspection. Indeed, the pupils spoken to about this matter were adamant that the system was working well. This success is helped by the indoor activities provided by the co-ordinator for special educational needs for those pupils who find play times difficult to cope with. Recently, a scheme has been introduced to enable pupils to collect 'citizenship awards' from any adult for keeping the school rules and demonstrating the school's values. Pupils will receive a certificate when they have reached 25, 50 or 75 awards and they have welcomed this system.
15. As a result of all these positive measures, pupils have good attitudes towards each other and the school. They work hard in lessons, particularly when the work is interesting and they are challenged to extend their knowledge and skills. They take part in all activities enthusiastically; for example the club activities are very popular and individuals attend regularly. Attendance rates are very good and

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<sup>4</sup>This is a sign showing where someone has to come to find another pupil to play with.

nine out of ten parents state that their children like school. Pupils' behaviour is good in and around the school. They are polite and friendly individuals who relate to each other and to adults well. Although there is occasional silly behaviour, and one pupil was excluded for a fixed one-day period in the last school year, the school is a safe, happy and harmonious place where pupils are encouraged to do their best at all times.

### **Provision for pupils with special educational needs is good.**

16. The proportion of pupils identified as having special educational needs (SEN) is similar to the national average, although the proportion with statements of SEN is below average. In addition, one pupil has English as an additional language (EAL), which is below average. These pupils are included well in all that the school has to offer, including the after-school clubs.
17. This area of the school's work is led and managed well. The enthusiastic and knowledgeable co-ordinator gives very generously of her time, including large amounts that are voluntary. The policy for SEN reflects the recent changes in national requirements fully. It is a very thorough document that spells out very clearly the respective roles and obligations of all staff and governors and places them in the Christian context of the school. The co-ordinator maintains very detailed records of pupils' needs and successes, which inform further provision effectively. She and the class teachers identify pupils' changing and developing needs carefully and accurately, and then make good provision to meet them in pupils' written individual education plans (IEPs).
18. The SEN pupils and those with EAL spend most of their time in class with their peers, which is effective because the class teacher has been involved in writing their IEPs and has a good knowledge of what extra provision is needed. A good range of extra provision exists in English and mathematics to boost pupils' achievement. These groups have been effective in raising standards and are better organised than at the time of the last inspection. Pupils are taught well when supported by well-prepared learning support assistants or additional teachers either in class or in small groups. In these sessions, pupils' needs are met well because the adults have identified precisely what they expect these pupils to learn and have often devised suitable extra supporting resources, such as a useful framework for writing a story to help pupils in Year 5 understand the key features of myths. In these sessions, relationships are often very good, which enables pupils to ask questions confidently. The small numbers in each group ensure that their questions are answered promptly, which means that they work productively for large proportions of the time. Specialist teaching for the pupil with EAL is effective in meeting identified needs and successfully extends the flow and vocabulary used in writing and speaking.
19. The school's concern for pupils with SEN extends beyond those with identified learning, physical or behavioural difficulties. Every Reception class child has a designated pupil from Year 6 to help them cope with routines, which enables them to settle into the school well and to feel secure and valued. For those pupils who find the relatively large numbers on the playground difficult to cope with, the SEN co-ordinator has devised and supervises lunchtime activities indoors. Parents are rightly impressed with the provision for special educational needs in this school.

### **WHAT COULD BE IMPROVED**

#### **Standards in information and communication technology are below those expected nationally in Year 6.**

20. The school has rightly identified the need to improve provision and standards in information and communication technology (ICT) and this is a priority in the current school development plan. The school has an ICT suite with a broadly adequate number of computers and other equipment. However, because of an historic spending decision that has proved unsuccessful, there have not been sufficient programs available to deliver the complete required curriculum. In addition, some computers have proved unreliable and the server has insufficient memory. The supplier has been slow to rectify the identified faults.
21. As a result of these faults, pupils' achievements over time in ICT have been hampered, although recently they are sound. In particular, pupils' keyboard skills are slow, which inhibits the pace of their learning. In Year 2, standards are now broadly in line with those expected nationally. For example,

pupils used the indicated links correctly on a CD ROM to find information. Links with their literacy were good when they used an index to speed up their research. Because of the legacy of past weaknesses, older pupils do not attain the standards expected nationally even though they achieve satisfactorily in lessons. Year 4 pupils, for example, do not use shift or arrow keys efficiently to help them manipulate and alter text in their poems. Year 6 pupils use modelling programs confidently to design, for example, a garden using a library of symbols. In this exercise, their slow keyboard skills do not inhibit learning as the program is controlled by the use of a mouse; as a result, standards in this particular aspect of ICT are closer to those expected nationally.

22. Nonetheless, provision currently is broadly satisfactory. Sufficient programs have been bought to ensure that statutory requirements are now met. The scheme of work is sound and identifies appropriate ways of reinforcing and extending pupils' ICT skills and competences in other subjects. All teachers have completed their training satisfactorily, which has improved their confidence and competence. Computers in class are used efficiently to enable those pupils who have missed the initial class input because they have been in booster groups for English or mathematics to catch up. The subject development plan is satisfactory and the actions identified are likely to have a beneficial effect on pupils' standards.

**There are weaknesses in the way the school uses the information gained from the assessment of pupils' standards.**

23. All children have been assessed on entry to the Reception class, which is an improvement since the last inspection. This has given a useful indication of trends in attainment on entry over time. However, the scores for individual children are not always accurately linked to nationally expected levels. Planning for this class is securely linked to national requirements.
24. The school has satisfactory and regular procedures for assessing pupils' standards in English and mathematics. These data are recorded appropriately to gauge individual and group progress over time and to set further increasingly challenging targets for improvement for every year group by the end of each academic year. The data are interpreted soundly to give possible reasons for the level of attainment and the amount of progress, for example by taking into account the number of pupils with special educational needs in a group or those on medication.
25. The results of the national tests are analysed closely to identify strengths and weaknesses in performance and provision. As a result, some improvements in provision are planned for; the current emphasis on developing pupils' writing across the curriculum is a good example. All pupils have literacy and numeracy targets that are reviewed every half term. However, this system is newly in place and it is too early to judge its contribution to raising standards, particularly for potentially higher attaining pupils. Class teachers review pupils' levels of attainment by reference to National Curriculum level descriptors at the end of the year and set targets for attainment at the end of the next year.
26. There are no comparable systems in place for other subjects, including science. This is a weakness. Pupils' achievements, progress and standards cannot be ascertained with sufficient precision in these subjects. In addition, teachers have no reliable and detailed information to enable them to match work closely to pupils' individual needs and to ensure that they develop their skills and understanding in a logical sequence.
27. The quality of teachers' marking of pupils' work is too variable. There are instances of work not being marked and it is rare to find comments that indicate how pupils might improve their work. In addition, simple spelling mistakes are not commented upon routinely, for example in pupils' science writing; this does not ensure that they achieve as well as they could.
28. Assessment and its use was a key issue in the last inspection. This key issue has not been addressed with sufficient rigour until recently.

**Teachers do not identify with sufficient precision exactly what they expect pupils to learn in lessons.**

29. The weaknesses in the way assessment information is used result in teachers not identifying precisely enough in all subjects what they want individuals and groups of pupils to learn in a lesson or session. Teachers' planning for literacy and numeracy lessons does identify objectives that are specific enough and which cater for pupils of differing prior attainment. However, this is not the case in other subjects where teachers tend to judge how successful pupils have been only through how well or completely they have completed the class task. The lack of precision in teachers' plans results in a lack of ability to judge pupils' progress and achievements in the short-term. It also means that activities are often not matched to individual pupils' differing and developing needs and capabilities. The planning format for these subjects requires teachers to identify "the teaching and learning focus", rather than the precise learning objectives planned or outcomes expected. This is unhelpful and imprecise and limits learning over time, especially for potentially higher attaining pupils.

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

30. To improve standards further, the headteacher, staff and governors should now:

- I. Raise standards in information and communication technology.

*(Paragraphs: 20 to 22)*

- II. Devise assessment procedures in those subjects where they do not exist and use all the available information gained from assessments in all subjects to:

- Identify and address weaknesses in provision;
- Ensure that pupils' skills and competences are developed logically in all subjects;
- Make sure that teachers plan work that meets pupils' different and developing needs closely, especially where pupils are potentially higher attaining.

*(Paragraphs: 23 to 28)*

- III. Ensure that teachers identify in their planning exactly what they expect the pupils to learn in specific lessons and in series of lessons.

*(Paragraph: 29)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

15

Number of discussions with staff, governors, other adults and pupils

14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	2	8	4	1	0	0
Percentage	0	13.4	53.3	26.6	6.7	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 almost seven 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)	179
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	32

#### English as an additional language

No of pupils

Number of pupils with English as an additional language	1
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#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	3.7

#### Unauthorised absence

	%
School data	0.1



National comparative data	5.4
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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
	2002	20	13	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	16	18
	Girls	12	12	12
	Total	30	28	30
Percentage of pupils at NC level 2 or above	School	91 (72)	85 (86)	91 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	12	12	12
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	94 (72)	94 (97)	94 (90)
	National	85 (85)	89 (89)	89 (89)

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
	2002	13	18	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	13
	Girls	18	17	18
	Total	29	29	31
Percentage of pupils at NC level 4 or above	School	94 (79)	94 (79)	100 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	11
	Girls	15	15	16
	Total	25	27	27
Percentage of pupils at NC level 4 or above	School	81 (82)	87 (79)	87 (94)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
134	1	0
4	0	0
3	0	0
2	0	0
0	0	0
1	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
30	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***

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

Total number of qualified teachers (FTE)	8.72
Number of pupils per qualified teacher	20.5
Average class size	25.6

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

Total number of education support staff	6
Total aggregate hours worked per week	109.5

***FTE means full-time equivalent.***

### ***Financial information***

Financial year	2001/2002
	£
Total income	411,034
Total expenditure	407,675
Expenditure per pupil	2,038
Balance brought forward from previous year	37,014
Balance carried forward to next year	40,373

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

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	2.6
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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	125
Number of questionnaires returned	81

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	48	9	1	0
My child is making good progress in school.	30	63	5	2	0
Behaviour in the school is good.	26	44	16	7	5
My child gets the right amount of work to do at home.	20	59	10	11	0
The teaching is good.	33	56	10	0	1
I am kept well informed about how my child is getting on.	27	46	21	6	0
I would feel comfortable about approaching the school with questions or a problem.	51	33	11	5	0
The school expects my child to work hard and achieve his or her best.	43	51	2	1	1
The school works closely with parents.	20	57	20	2	1
The school is well led and managed.	37	52	5	6	0
The school is helping my child become mature and responsible.	41	51	7	0	1
The school provides an interesting range of activities outside lessons.	19	44	20	15	1

Not all responses to questions total 100 per cent. This is due to the effects of rounding figures to the nearest whole percentage point.