

## **INSPECTION REPORT**

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

LEA area: Wigan

Unique reference number: 106507

Headteacher: Mrs E Connolly

Reporting inspector: Mr O L Thomas  
16041

Dates of inspection: June 23 – 24 2003

Inspection number: 254238

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:	Cranham Avenue Lowton Warrington
Postcode:	WA3 2PQ
Telephone number:	01942 671528
Fax number:	01942 671528
Appropriate authority:	Governing body
Name of chair of governors:	Mrs A Banks
Date of previous inspection:	1 <sup>st</sup> June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Catherine's Catholic Primary School is average in size. There are 210 boys and girls on roll. The percentage of pupils eligible for free school meals is below the national average. The eight per cent of pupils on the register of SEN, including the pupils with statements of SEN is well below the national average. The number of pupils from families in minority ethnic groups is very low; almost all pupils are of white UK heritage. There are no pupils from traveller, refugee or asylum seeker families. The attainment on entry of most pupils is above the national average. Most pupils come from slightly advantaged homes and their parents have high expectations and a strong interest in their children's education. The school has not suffered from any significant staffing, recruitment or retention difficulties. The school's budget is tight and this remains so from the previous inspection.

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

This is a very effective school with some excellent features. Pupils attain good standards and achieve very well by the age of 11. High quality teaching drives learning forward. Creativity and liveliness are key features of teaching married with productivity and an air of not a moment to lose. There is a buzz to many lessons, which engages the pupils to show curiosity and enquiry. The ethos of the school is warm and welcoming and displays of work draw the visitor in to want to see more. The high expectations for everyone to do their best are evident in all aspects of school life because the excellent leadership of the Headteacher and high expectations of staff ensures this is so. The areas for improvements are matters of adjustment to overall good practice. The school is a good place for the children to be. It gives very good value for money.

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

- Excellent assessment procedures drive standards above expectations for the oldest pupils.
- High quality teaching promotes in pupils a desire to find out and share what they know.
- A rich and varied curriculum and a wide range of extracurricular activities.
- Excellent leadership and management by the Headteacher, a strong senior management team and skilled staff.
- Very positive attitudes, behaviour and personal development of pupils.

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

- The programme for the teaching of handwriting.
- The use of day-to-day assessment in the infants.
- The outside area for the youngest children.

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

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

Since the last inspection when the Headteacher was relatively new in post the school has gone from strength to strength. Issues from the previous inspection have been addressed well, national initiatives taken on board effectively and the curriculum has been broadened and strengthened drawing well on the arts and music to enhance pupils' learning. The accommodation, inside and outside has been greatly improved and impacts well on the quality of education.

The high quality teaching, leadership and management coupled with active, interested governors sets the school in very good stead for the future.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A*	B	B	C
mathematics	A*	A*	B	C
science	A	A	A	B

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

Standards are good and above expectations in English and mathematics and well above in science by the time pupils leave the school at age 11. Pupils perform as well as others in similar schools. However, what the chart does not show is that when pupils current performance is compared with how well they did when they were seven it puts their achievement against prior attainment in the top 5 per cent nationally. The inspection finds standards of day-to-day work reflect very well the good test results at age of 11. In science, standards are high and pupils have a firm grasp of the investigative process.

Seven-year old pupils performed in line with the national average but lower than similar schools. However, when this cohort is analysed there was a high proportion of pupils who had special educational needs and they do not fit the usual picture of attainment on entry to the school. In the current Year 2, seven-year old pupils standards of day-to-day work are good. The work of pupils in Year 3 shows suitable improvement on last year's national test performance.

Pupils mainly enter the school with above average achievement and make good progress in the Foundation Stage build soundly on this in the infants and go on to achieve very well by the age of 11. They make very good gains in knowledge, skills and understanding, especially in literacy and they are challenged to use what they know effectively in the other subjects.

A few areas noted for improvement where pupils might do better are in: handwriting which is not well developed in the infant classes to support the writing process; in mathematics best use of links to support data handling are not always made and pupils should be more involved in the evaluation of their own work to have a better understanding of how to improve it. In ICT there are some minor weaknesses in using computers to handle data and in control technology. This is partly due to lack of resources.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils rise very well to the ethos and high expectations put on them by staff. They enjoy the challenge of the work, which strongly supports their motivation to learn.
Behaviour, in and out of classrooms	Very good in lessons and about the school. The vast majority of pupils show self-discipline.
Personal development and relationships	Very good. Pupils feel safe and secure in their relationships with each other and staff. This enables them to have self-confidence and keep their focus firmly on learning.
Attendance	Good. They like school and their parents confirm this in having no trouble in getting them to school.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	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.*

Effective teaching drives learning forward well, providing a relevant and coherent experience where pupils learn comprehensively and are engaged to use and apply their skills learned in one subject to another. Pupils understand the need to settle to tasks and the pace of learning is often rapid. Lively teaching is well planned and based on the range of need in the classes, encourages interest, concentration and independence. Teachers have high expectations of pupils in the juniors and this results in very good learning. A particular strength is the very good cross-curricular links between the core and the non-core subjects, which broaden the pupils' experiences and understanding of the world around them.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A rich curriculum which pays due regard to the importance of English and mathematics but is broad, exciting and challenges pupils of all abilities across the subjects.
Provision for pupils with special educational needs	Good. Pupils benefit from the high quality input made by the support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in spiritual, moral and social. Cultural development is good. The school's Catholic mission statement shines through.



How well the school cares for its pupils	Very good quality with excellent features. Pastoral care provides a bedrock from which pupils can grow in a secure setting and develop as responsible citizens. The quality and use of assessment practice is a model of some of the very best practice in the juniors and is good in the infants. Some fine-tuning would enable all pupils to be more actively involved in improving their own work.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the Headteacher and other key staff	Very good overall led exceptionally well by the Headteacher. The literacy and numeracy initiatives have been very well implemented and key staff have made a strong impact on standards.
How well the governors fulfil their responsibilities	Good. They fulfil their statutory responsibilities well and play an active role in shaping the school's work. The principles of best value are well applied.
The school's evaluation of its performance	Excellent. The school knows itself well and has well-established systems and procedures of self-review and evaluation in place.
The strategic use of resources	Very good. The best use of all available finances is geared to raising standards. Some improvements to ICT resources are needed.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Behaviour is good.</li> <li>• The teaching is good.</li> <li>• The approachability of the school.</li> <li>• The school's expectations for hard work.</li> <li>• That the school is well led and managed.</li> <li>• The school helps children become mature and responsible.</li> </ul>	<p>A small number of parents expressed concern about:</p> <ul style="list-style-type: none"> <li>• The amount of homework given.</li> <li>• The information about children's progress.</li> <li>• The relationship with parents.</li> <li>• The range of extra activities.</li> </ul>

There was a good response to pre-inspection enquiry with almost 50 per cent of parents returning the questionnaire. The inspection agrees with the positive points raised by parents.

In response to the areas some parents would like to see improved the inspection finds that:

- The amount of homework is in line with what is usually provided and teachers use it well to compliment learning in the classroom.
- The school provides above and beyond the normal amount of information provided by most primary schools.
- The inspection has no evidence to support the view that relationships with parents need to improve. The school may wish to review its own practice.

- The range of extracurricular activities is well above what is usually found.

## **PART B: COMMENTARY**

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

#### **Excellent assessment procedures drive standards above expectations for the oldest pupils.**

1. The use teachers make of the school's excellent assessment procedures is driving standards above average and enables pupils to achieve very well by the age of 11.
2. Since the last inspection, the school has made great strides in developing procedures for assessment. As a result, standards of work seen during the current inspection in English and mathematics is above national expectations by the time pupils reach the end of their time at the school, whilst standards in science are well above national expectations.
3. The school makes good use of assessment information gathered when children arrive at the school. This enables teachers to take children's learning forward well providing different challenges for the varying abilities. At the same time it enables the school to provide early support for children with special educational needs. This ensures that over time, they too make good progress in their learning. By the end of their time in the Foundation Stage of learning, the vast majority of children have reached the Early Learning Goals and many of them are working at the earliest levels of the National Curriculum. They are achieving well. Children make good progress in nearly all their work, with some children making very good progress as a result of good teaching and the support of a number of well-qualified and caring teaching assistants.
4. During the time pupils spend in the infant classes, Years 1 and 2, the systems for gathering and using assessment material are good but not quite as well founded as in the junior classes. Predictions are made for pupils' possible attainment in the National Curriculum tests at age seven, but the check on pupils' progress is not as sophisticated as in classes for older pupils, where it is excellent.
5. Assessments are made each half term in English, mathematics and science, so that teachers can track the progress pupils make and set challenging work for them. Not only is the data used very effectively to do this, but between Year 3 and Year 6 the school also uses the nationally recommended assessment material to add to its own information. This has been a powerful tool for progress, which is very good, especially in the three core subjects.
6. From the assessment data, pupils are set targets. These targets are shared with the pupils and their parents in order that all stakeholders can understand what needs to be done. There is some inconsistency in the use made of targets, as they are not always available on a daily basis to pupils. Nevertheless, as a result of the effective use made by teachers of targeting and data analysis to plan suitably challenging work, standards in English are now above national expectations and moreover, 11 year old pupils have achieved very well since they took their national tests at age seven. A similar situation exists in both mathematics and science, showing that the high rate of progress because of strong teaching is very well supported by the use of assessment material.
7. When the school diagnoses weaknesses, through its assessment programme, it acts on that information swiftly. For example, in recent times the school noted that pupils were not making enough use of their skills, knowledge and understanding in mathematics, in order to carry out investigations and open ended problem solving.

Following swift action by teachers, standards in mathematics rose sharply, particularly in investigations, and are now at the expected level for the vast majority of pupils.

8. The school is now looking to further develop its use of assessment data to ensure greater consistency of practice.

**High quality teaching promotes in pupils a desire to find out and share what they know.**

9. Teaching is good overall and improved since the last inspection. The incidence of very good teaching is higher than previously found and no lesson was judged to be less than satisfactory. Some very good teaching was seen within both the infant and junior classes. The pupils in this school benefit tremendously from the wealth and quality of learning opportunities offered to them. They are taught all the necessary basic skills of reading, writing and arithmetical competence. Work for literacy and numeracy is meticulously planned, and as a result, teaching is good and often very good, with teachers being confident in their own knowledge of the subjects. As a result, pupils respond well and achieve very well in both subjects. The teachers are determined to make learning something to be relished and give the pupils confidence to make sense of and thrive within the world in which they are growing up.
10. The quality of teaching rarely falls below good and in more than a third of the lessons it was high. All aspects of teaching including planning, assessments, classroom organisation and management of pupils are driving learning and achievement forward very well. The teaching staff are dedicated, hard working and use their knowledge and expertise purposefully to ensure pupils progress well. Some key features of teaching stand out; the stimulating introductions to lessons, clear expositions aimed at motivating pupils to listen and learn, excellent behaviour management and the sense of urgency instilled by all teachers. Relationships are caring, trusting and respectful, the pupils like their teachers and support staff and are keen to please them.
11. The class bases are well organised and with skillfully prepared and welcoming displays that say “come in and see what we are doing”; all have a busy but productive working atmosphere. Every inch of available space is used to best advantage, ensuring that all pupils, including those in the larger classes, have equality of access to all of the activities being offered.
12. Lessons are well structured with teachers making clear what the learning will be, often linking it to previous work, resulting in the pupils building on what they already know, understand and can do. A strong emphasis is placed on cooperation, listening to each other and working with partners or in groups. Specific examples of this were in; a science lesson in Year 1 when pupils were investigating “forces” through sending a Lego car down a ramp. A boy turned to members of his group and said, “Big wheels seem to go better over the carpet. There must be less friction.” Whilst in an English lesson Year 6 pupils discussed their ideas on how best to replace the nonsense words in the poem “Jabberwocky” with regular words that gave the lines meaning. Both situations typify the ethos of enquiry and the teachers’ skill in allowing pupils to determine their own learning which impacts well on standards. Teachers throughout the school create the right attitudes to learning in pupils of all abilities, who feel secure improving their confidence to “have a go” and achieve their best.
13. In the reception class, the teacher and support staff have a good knowledge and understanding of early learning and child development. They focus well on the

children's personal development, use language well and directly teach skills within a social setting. Clear procedures, routines and expectations are established to create opportunities for the development of independence and initiative. The freedom of choice is well balanced with focused and systematic learning which has a powerful effect on the children's achievement. For example, when asked whether a soft toy was an "oven glove", a group of children showed utter disdain to the question. Then proceeded to identify it as a "cocoon" and to share their knowledge and understanding of the life-cycle of a butterfly, illustrating their explanation by exhibiting other soft toys in the shape of caterpillars etc, and then by focusing attention on their drawings and labelling of the life process in their concertina books –all in the correct sequence.

14. In the infants, teaching overall is good. In the Year 2 class, when pupils investigated "water" within their theme of materials and their properties, the teacher's skill in ensuring that pupils applied the knowledge and skills learned in one subject to others was evident. Their personal and social skills enabled them to listen to one another, to express their ideas clearly, to observe events and to record their findings accurately without any fuss or bother.
15. In the juniors overall teaching is very good. The teachers capitalise on the firm foundations set in the lower school. Exemplary use of assessment enables teaching to be very precisely targeted at learning needs. Support staff add a valuable dimension to pupils' understanding. They work closely with teachers and are skilled at explaining, simplifying and encouraging pupils across the whole range of curricular activities. A good example of this was in the valuable contribution support staff made in the development of dance skills of Year 6 pupils for their forthcoming production of Alice in Wonderland.
16. Pupils with special educational needs make at least good progress, benefiting from early identification of their needs and the skilled staff who are committed to their welfare and academic needs. Tasks are well matched to the abilities and reflect the targets in their individual educational plans, particularly in English and mathematics. Skilful planning and organisation also safeguards equality of access across the curriculum and their progress in all subjects.
17. The pupils' enthusiasm and motivation to learn and to find out is evident throughout all aspects of school life. This quality in their children's lives is fully recognised and welcomed by the vast majority of parents who are extremely appreciative of what the school offers and the overall standards of education achieved.

#### **A rich and varied curriculum and a wide range of extracurricular activities.**

18. Pupils benefit from a rich curriculum, which, whilst paying due regard to achieving high standards in English, mathematics and science, is broad, exciting and challenges pupils of all abilities across the full range of national expectations.
19. The curriculum provided for children in the Foundation Stage of learning is rich and stimulating. It addresses all the recommended areas of learning and takes children smoothly into the early stages of the National Curriculum.
20. In the rest of the school, very good curriculum planning ensures all aspects of the National Curriculum and religious education, are well in place. The school makes very good use of the national strategies for literacy and numeracy. Since the last inspection, standards of attainment in science has been consistently well above national expectations. Standards in English and mathematics have been above or

well above national expectations. This has not been achieved through a repetitious course of completing endless worksheets, but by a well-constructed range of writing opportunities and a growing range of open ended problem solving and investigations in numeracy. In this way pupils have been given opportunities to make direct use of what they have learned.

21. The school has not over committed itself to high standards in English, mathematics and science to the exclusion of other subjects. Far from it! Staff have succeeded in striking the balance, which allows high standards in those subjects to lead pupils to make similar gains in skills, knowledge and understanding in other subjects. This is the case for pupils of all abilities. Wherever possible, extra support is given to pupils with special needs. As a result they too make similar good progress and achieve well.
22. Pupils' literacy skills are put to very good use in other curriculum areas. A large display in Year 5 shows the quality of pupils' poetry skills, in this case based on The Highwayman poem. History work in Year 6 focuses on World War Two. There are many good examples of pupils writing in an historical setting, in the style of Anne Frank. In the same topic, pupils produce the front pages of newspapers on the day that war broke out, resulting in two very different styles of writing of above average standards.
23. In other areas of the curriculum such as art and design and design and technology, for example, standards are just as high. A brilliant multi-media display in the Year 2 class, based on "Cloudy skies" is stunning not only for the range of media used but also for the quality and skills of presentation. Again, in Year 6, the cat pictures, weavings and masks made for a current production, catch the essence of the animals and show very good levels of skill and knowledge of techniques, especially in the use of chalk and pastels. Examples of very good quality work in design and technology are noted in Year 1, where pupils have experimented with a range of different fastenings for the bags they have made. In Year 2, simple but very effective model robots have been produced to accompany their reading of "The Iron Man". In Year 6, pupils have disassembled commercially made slippers in order to find how they are constructed. They have used this knowledge very well to design their own slippers through clearly labeled drawings, patterns in order to cut out materials accurately, then exciting and colourful finishes complete their products.
24. Older pupils benefit from learning French in a light hearted but effective way. Year 6 pupils were seen sampling a French breakfast and trying a range of cheeses and breads. Some useful vocabulary and simple phrases to express which products they liked and disliked were developed.

**Excellent leadership and management by the Headteacher, a strong senior management team and skilled staff.**

25. The Headteacher gives the school first-rate direction. The programme of school improvement since the last inspection has been extremely effective in building on the good practice and in steering the school to its present high level of success in maintaining and improving standards. The strong emphasis placed on inclusion and equality of opportunity has meant that all pupils, regardless of their ability or background, have been well catered for, and, have made good and often very good progress in meeting their personal and academic potential.

26. The senior management team is highly skilled and shows a clear sense of purpose. Its relentless effort to promote the school's ambitions and goals is excellent. A pertinent example of this is the openness and receptiveness of all staff to discuss the issues for further improvement generated by this inspection. All staff display a high level of professional maturity. Together the senior management team generates a vibrant climate for learning, inspire and motivate and support their team of teaching and non-teaching staff to give of their best to provide a very effective school. They have been particularly successful in leading the staff in the implementation of the national strategies and in making the school a productive literate environment. Developments include, the searching out of a wide selection of "real" books, which motivate pupils of all abilities across the whole age range and inter-active displays which the pupils delight in sharing with visiting adults. An assessment policy has been created with procedures and practice, which impact strongly on pupils' progress to secure their high achievement by the age of 11. They engage the staff and governors in a programme of self-review and evaluation as an integral part of strategic planning. This celebrates success and sets appropriate targets for all pupils.
27. The school improvement plan gets to the heart of what needs to be done and shows that the school knows itself very well. The school has addressed issues identified in the previous report very well. National initiatives have been implemented through detailed and thorough analysis of data and observation of pupils' work the school has formulated clear agendas for improvement, all of which support the raising of standards and effecting progress. Some fine examples of this are the improved results in writing in the juniors and the development of pupils' investigative skills throughout the school.
28. The school's budget is very tight and resources are carefully targeted at the areas of greatest need. The management of the school has applied the principles of best value extremely well, not only in purchasing and securing services but also in reviewing test performances and comparing its results with others. The administrative support staff provide a high quality service to the Headteacher, staff, parents and pupils.
29. The governors are active, enthusiastic, questioning and well informed. They contribute many personal and professional skills to the school's work. They meet their statutory obligations well and have a keen eye to financial matters and the review and self-evaluation process.
30. Leadership and management in the school are the driving force behind its success. This is recognised and appreciated by the vast majority of parents who hold the Headteacher and her staff in high esteem.

**Very positive attitudes, behaviour and personal development of pupils.**

31. Pupils' attitude to their lessons and the level of their personal development are very good and contribute significantly to the progress they make and the standards achieved.
32. The pupils are eager learners, well behaved and respond well to the school's high expectation for hard work and achievement. This good work ethic is consistently evident across the year groups. In a lesson for Reception pupils about language and literacy, they were learning how to form letters and simple sentences. Pupils were well behaved, co-operative and sharing. They show good levels of self-discipline and independence. During an English lesson for Year 6 pupils they used poetry to identify

nonsense words and suggesting their meanings. They interacted well, exchanging ideas and supporting each other. This interaction and their very good attitudes and behaviour made a significant impact on the learning, progress and the quality of their work. This lesson also served as an example of the high quality of relationships with good intervention and support by the class teacher who stimulated learning through clues to answers prompting perseverance to succeed.

33. The quality of pupils' personal development is a significant factor in supporting learning, progress and achievement. The pupils flourish in an environment that provides them with challenge, expectation and strong pastoral support. The opportunity to experience awe and wonder is evident about the school in much of their curriculum work. In history they have studied types of homes people lived in long ago and the celebration of 'Remembrance Day'. In design and technology they have made robots and puppets and in art, pupils produced a brilliant multi-media display of 'Cloudy Skies' relating it to the artists' work. They are able to talk animatedly about this work and enthuse about who did what and how they completed it. The school's ethos and strong Christian tradition are integral to the values it delivers and the quality of the pupils' personal development. Collective worship is well used to support spiritual development through the delivery of Bible stories, the celebration of pupils' achievement and through music and the singing of hymns. The parents made particular note of the Headteacher's contribution to worship, which they describe as 'inspirational' when she uses her musical skills to involve the pupils in spiritual reflection.
34. The teaching staff provides an excellent role model and the pupils' very good behaviour is a reflection of their natural response to high expectations for good conduct. They interact very well with one another and they are courteous and friendly with visitors.
35. All year groups are represented on the school council from which they have supported the environmental 'ECO' project providing ecological initiatives to support the environment. This demonstrates their concern and awareness of the social and environmental effects of their actions. Good provision is made for their cultural development through the curriculum in their studies of ancient civilisations, the changes to our culture brought about by the Second World War and through their study of a European language in French lessons.
36. Parents value the school's expectation for hard work and achievement and acknowledge its contribution in developing their child's maturity and responsibility. They have a high level of confidence in the leadership and management of the school and in the quality of teaching. The school makes good provision for parents to be informed and to be involved in the children's education and they have responded with a good level of support.

## **WHAT COULD BE IMPROVED**

### **Improve the programme for the teaching of handwriting**

37. Much has been done in tackling the key features for improving writing. Pupils' experiences have been broadened, so that they have real reasons to write using other subjects as a stimulus and improve the range of writing, linking to their studies in reading and emulating how authors work to capture their audience's attention. However, the presentation of work is not consistently good and many infant pupils do

not always transfer their spelling skills when writing in subjects other than the literacy hour. Very few infant pupils show the use of a joined script in their daily work. Handwriting is an area for improvement and the time is right for a review of the purposes and approaches expected for handwriting. Links to spelling, fluency and speedwriting need to be more explicit. The quality of the final piece of work should be improved to ensure it is worthy of reading and that the reader does not have to struggle through it. High quality presentation should not be considered to be of little significant importance as this diminishes the worth of what pupils know, understand and can do and hinders a clear view of their achievements.

### **Improve the use of day-to-day assessment in the infants**

38. The rigorous use of assessment to drive planning and the meticulous tracking of pupils' progress has prompted staff discussions about the pace and level of challenge presented to the pupils. Ways in which the quality of learning may be improved even further have been discussed at length. The school recognises that there is a need to develop questioning techniques further and to engage pupils in greater evaluation of their own work. This could then lead to the setting of specific agreed targets. The inspection agrees that this is a relevant development, particularly in the infant classes where scrutiny of pupils' work showed inconsistencies in the teacher's marking and its role in supporting continuous improvement and target setting and target getting. A clearer system of sharing how pupils might improve their work, relating this, for older pupils, to levels of the National Curriculum, would clarify short-term targets for both teachers and pupils. In order to make further progress, the school also needs to focus on simplifying its data collection systems in order to make them more easily accessible and less time consuming.

### **Improve the outside area for the youngest children**

39. Despite the school's best endeavours, the generally rich curriculum presented and undertaken by the young children in the reception class is constrained due to the lack of a safe and secure outside play area. Although the classroom and current facilities are used to best effect they offer limited opportunities for the children to engage in activities, to support fully the development of their physical skills, particularly their gross motor development, social and independent skills, all of which are vital components within the Foundation Stage of education. The fact that the school has limited funding to develop such an area does not auger well for swift improvements. This is a problem, which the governors acknowledge in their improvement plan.

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

### **40. The governors, Headteacher and staff now need to:**

- Revise and improve the programme for the teaching of handwriting in order to support pupils' literacy skills including spelling, presentation, note taking and speedwriting.
- Improve the use of day-to-day assessment in the infants, particularly marking, in order to set short term targets which pupils clearly understand and lead to them taking more responsibility for improvements in their work.
- Further improve, as planned, the outside area for the youngest children so that it is safe, secure and stimulating thereby enhancing their physical and creative development.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	5

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	39	50	11	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	210
Number of full-time pupils eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	17

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	1
Pupils who left the school other than at the usual time of leaving	3

### Attendance

Authorised absence	%
School data	4.7
National comparative data	5.4

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	17	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	12	12	12
	Total	25	25	26
Percentage of pupils at NC level 2 or above	School	83(92)	83(95)	87(95)
	National	84(84)	86(86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	16
	Girls	12	12	13
	Total	25	26	29
Percentage of pupils at NC level 2 or above	School	83(95)	87(97)	97(97)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	19	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	18
	Girls	12	11	12
	Total	28	27	30
Percentage of pupils	School	90(77)	87(90)	97(97)
	National	75(75)	73(71)	86(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	18
	Girls	11	12	12
	Total	27	28	30
Percentage of pupils at NC level 4 or above	School	87(84)	90(94)	97(100)
	National	73(72)	74(74)	82(82)

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	210	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	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	0	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.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1
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

	Total issued:	210
	Returned:	103
	Percentage:	49.0

		Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
1	My child likes school	55	41	2	1	1
2	My child is making good progress in school	49	45	4	1	2
3	Behaviour in the school is good	49	46	3	0	3
4	My child gets the right amount of work to do at home	38	41	16	3	3
5	The teaching is good	51	46	1	0	2
6	I am kept well informed about how my child is getting on	32	48	17	1	3
7	I would feel comfortable about approaching the school with questions or a problem	58	39	3	0	0
8	The school expects my child to work hard and achieve his or her best	57	39	0	1	3
9	The school works closely with parents	35	51	8	2	4
10	The school is well led and managed	49	49	3	0	0
11	The school is helping my child become mature and responsible	51	45	0	1	3
12	The school provides an interesting range of activities outside lessons	42	36	17	2	4