

# INSPECTION REPORT

## **ST. WILFRID'S CATHOLIC PRIMARY SCHOOL**

Ripon

LEA area: North Yorkshire

Unique reference number: 121638

Headteacher: Mr P R Burdekin

Reporting inspector: Mr M Newell  
10638

Dates of inspection: 8<sup>th</sup> – 9<sup>th</sup> May 2000

Inspection number: 189704

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Church Lane  
Ripon  
North Yorkshire

Postcode: HG4 2ES

Telephone number: 01765 603232

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Appropriate authority: Governing Body

Name of chair of governors: Canon Harold Parker

Date of previous inspection: 7<sup>th</sup> October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated just outside the centre of the city of Ripon in North Yorkshire. It is a voluntary aided Catholic school. At present there are 134 pupils on roll at the main school and a further 52 children who attend the nursery on a part-time basis. The nursery is situated about a quarter of a mile from the main school building. All pupils are of white ethnicity and no pupils have English as an additional language. Sixteen pupils are eligible for free school meals. This figure represents ten per cent of the school population and is below the national average, although it is the highest percentage the school has had for a number of years. The percentage of pupils who have special educational needs is ten per cent, and is below the national average. No pupil has a statement of Special Educational Need, and this is also below the national average. Nearly all children come to school with pre-school experience. Many of the children have attended St. Wilfrid's Nursery. Most children start school with well developed language, and personal and social skills and their attainment on entry is above the national average.

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

This is an effective school. The school provides very good opportunities to promote and develop pupils' writing and speaking and listening skills. The teaching is good overall with a very good standard of teaching at the end of Key Stage 2. The school very effectively promotes pupils' spiritual, moral and cultural development. The school sets high expectations of good behaviour and achievement, which results in pupils displaying very positive attitudes to work. All pupils want to achieve well, and they help and support one another in an impressive manner. The headteacher provides very good leadership for the school and has an excellent grasp of what is needed to develop the school further. The Governing Body is supportive of the work of the school. The school provides good value for money.

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

- The school provides stimulating and exciting opportunities for pupils to develop their writing and speaking and listening skills.
- Teaching is good overall, and very good at the end of Key Stage 2, enabling pupils of all ability levels to make good progress.
- The school sets high expectations of good behaviour and helps to instil in pupils an enjoyment for learning. As a result pupils behave very well and show very positive attitudes to learning.
- The school nurtures high quality relationships between pupils and staff resulting in an ethos which fosters academic and personal development.
- The school is very effective in promoting all aspects of pupils' spiritual, moral, social and cultural development.
- The headteacher provides very good leadership and with the support of staff and governors, has established a clear and accurate agenda for school improvement.

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

- The role of curriculum co-ordinators so that they have a greater impact on monitoring teaching and learning.
- Procedures to assess and track pupils' attainment and progress.
- Provision in information technology so that all strands of the subject are covered in sufficient depth to enhance standards

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

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

The school was last inspected in October 1996. Since that time the school has improved at a good rate. Standards have improved significantly in English, mathematics and science and this is reflected in the fact that the school was identified in 1999 as one of the 100 most improved primary schools in the country. The quality of teaching has improved since the time of the last inspection. The school has done much to improve its curriculum planning which is now having a far greater impact on the standards achieved. Although, as the school rightly recognises, there is still work to be done in extending and improving the role of curriculum co-ordinators and assessment and tracking procedures, much ground work has already been covered. The school now fully meets statutory requirements in respect of child protection, pupils' registration and reporting to parents. The commitment of the headteacher, staff and governors to achieving and maintaining high standards indicates that the school is well placed for continued development and improvement.

### **STANDARDS**

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A*	A*	A*
mathematics	A	A	A	B
science	B	A	A	B

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that in 1999 on the basis of National Curriculum tests attainment at the end of Key Stage 2 is very high in English and well above average in mathematics and science, when compared to all schools. When compared to similar schools attainment is very high in English and above average in mathematics and science. The school has maintained consistently high standards over the past three years and standards have improved at a faster rate than is found nationally.

For the past three years pupils' attainment in reading and writing on the basis of the end of Key Stage 1 National Curriculum tests has been well above the national average and at least above average in comparison with similar schools. The 1999 National Curriculum test results in mathematics showed pupils' attainment to be in line with the national average, but below average in comparison to similar schools. This is because a small number of pupils did not perform as well as had been predicted in the tests. The 1997 and 1998 test results in mathematics showed a much more positive picture.

The under-fives achieve beyond the nationally recommended Desirable Learning Outcomes in all areas of learning and make good progress.

The inspection findings indicate that the current group of Year 6 pupils is attaining above average standards in English, mathematics and science. This does not suggest a fall in

standards from last year's results but reflects the fact that a significant percentage of pupils are on the school's register of special educational needs. Despite this, a significant percentage of pupils are on track to either achieve or exceed the level expected of eleven year olds in all three subjects. The school fully challenges and stretches the higher attaining pupils and gives good support to pupils who have special educational needs, enabling all pupils to make good progress and to achieve their potential. At Key Stage 1 a high percentage of pupils are on track to achieve the level expected of seven year olds in reading, writing and mathematics with a significant percentage achieving beyond this level. Throughout the school standards in speaking and listening are high.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils of all ages and abilities have extremely positive attitudes to school and to work. They are very well motivated and show a desire to gain new knowledge and skills.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved in class and around the school. They work together very well and show high levels of courtesy and respect to adults and to one another.
Personal development and relationships	Relationships amongst pupils and between adults and pupils are very good which helps to create a pleasant, friendly atmosphere where everyone feels confident and relaxed in one another's company. Pupils willingly take responsibility for aspects of their learning.
Attendance	Very good and well above the national average. Lessons always start on time, punctuality is not an issue and pupils clearly love coming to school.

## TEACHING AND LEARNING

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

During the inspection, the teaching was very good in 42 per cent of lessons seen, good in 33 per cent of lessons seen and satisfactory in the remainder. No unsatisfactory teaching was observed. Teachers have implemented the National Numeracy and Literacy strategies well and this is having a positive impact on the standards being achieved. Throughout the school teachers have high expectations of what the pupils can achieve, and in the vast majority of lessons pupils are challenged and stretched. Pupils are organised and managed well and know exactly what is expected of them in terms of academic achievement and behaviour. There are strengths in teaching in all classes with teaching of a very good standard at the end of Key Stage 2 where lessons have pace, challenge, and enthuse the pupils in such a way that they always want to know more. In nearly all lessons pupils make

big strides in their learning and as a result make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum which is enhanced by trips to places of historical and artistic interest as well as a wide range of visitors to school.
Provision for pupils with special educational needs	Good. Work is well matched to the needs of the pupils. Their needs are fully met by teachers and support staff which enables the pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The staff encourage pupils to take responsibility and to use their initiative. Although there is much emphasis on the school's Catholic beliefs, the school does much to help pupils develop an awareness of other world faiths and of the wider world in which we all live. Appreciation of art and music is given a high priority.
How well the school cares for its pupils	The school cares very well for its pupils. It recognises and celebrates the uniqueness of all individuals and ensures that the needs and welfare of all pupils are met.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and has set a clear and accurate agenda for school improvement. His positive style of leadership has encouraged and achieved a most effective spirit of teamwork.
How well the governors fulfil their responsibilities	Good. The Governing Body supports the work of the school in a positive manner, takes an active role in the management of the school and fulfils its statutory duties.
The school's evaluation of its performance	The headteacher has started to monitor aspects of the school's work through lesson observations and together with staff has analysed end of key stage results. The school has rightly identified the need to further develop the role of curriculum co-ordinators and assessment and tracking procedures in order to have an even bigger impact on raising and maintaining high standards.
The strategic use of resources	Good use is made of all available staff, accommodation and resources to support pupils' learning. Financial planning is of a good standard and the principles of best value are applied when purchasing goods or services. The school provides good value for money. Although the school makes best use of its accommodation, some of the classrooms are cramped and their irregular shape makes it difficult for practical activities to take place as effectively as teachers would like it.



## 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>• That their children like school</li> <li>• The standards attained and the progress that children make</li> <li>• The good quality of teaching</li> <li>• The high expectations the school has of all children</li> <li>• That the school is led and managed well and that staff are friendly and approachable</li> <li>• The manner in which the school helps children to become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work children are expected to complete at home</li> <li>• More information about their children's progress</li> <li>• Even closer links between home and school</li> <li>• The range of extra-curricular activities</li> </ul>

Inspection findings support the parents' positive views about the school. The school recognises that the setting of homework has been inconsistent and plans are in hand to establish a more consistent approach to homework that will have a beneficial impact on children's academic development. At the present time the school provides appropriate opportunities for parents to discuss their child's progress together with written reports at the end of the academic year. The school intends to amend the number and format of such evenings in order to further strengthen the links between home and school. The range of extra-curricular activities has been limited but activities such as croquet and French are set to begin in the near future.

## **PART B: COMMENTARY**

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

**The school provides stimulating and exciting opportunities for pupils to develop their writing and speaking and listening skills.**

1. Pupils throughout school are provided with many opportunities to write for a wide range of audiences and purposes. From an early age pupils are taught and encouraged to produce extended pieces of writing that show clear evidence of characterisation and sustaining a story line. Teachers emphasise the importance of using expressive vocabulary and of pupils presenting their work in a neat and legible manner. This continues at Key Stage 2 where, by the age of eleven, pupils write impressively factually, creatively and expressively. The school places much emphasis on developing pupils' writing skills so that pupils can compare and contrast poetry, analyse characters in novels such as 'The Secret Garden' or 'The Lady of Shallot'. By the time they leave school pupils write extensive pieces of work which maintain impressive story lines, and set scenes for different chapters which really grab the attention of the reader. Teachers encourage pupils to explore different viewpoints on issues such as foxhunting and racism, which they do with a great sense of perception and maturity. At all times teachers stress the importance of correct grammar, expansive vocabulary, and accurate spelling and high standards of presentation. As a result of the stimulating and challenging writing opportunities, and the teachers' high expectations of them, pupils of all ability levels consistently produce pieces of written work that are a true reflection of their potential. Test results over a four year period at the end of Key Stage 2 show attainment in English to be well above average. The present attainment of Year 6 pupils is not quite at this level because of a significant percentage of pupils that are on the special educational needs register. Despite this a significant percentage of pupils are on track to achieve at least the level expected of eleven year olds with a number of pupils exceeding this level.
2. Standards in speaking and listening are high across the school. Pupils of all ages listen very attentively and carefully. Teaching staff are skilful at involving all pupils, irrespective of ability and this results in pupils contributing extremely well to class and group discussions. This occurs in nearly all lessons whether it be the Nursery children talking about their weekend activities or older pupils discussing global warming. The impressive manner in which teachers ask incisive questions and cajole pupils, results in pupils of all ages articulating their ideas clearly and with high levels of confidence. Pupils know and understand that a lot is expected of them in discussions and so they listen perceptively to teachers and classmates before organising the points they wish to make. Pupils show a great respect for other viewpoints and will take on board what has been said before presenting their own persuasive argument in a logical manner. All staff emphasise the point that all individuals have a right to be listened to. This means that pupils of all ages are confident and secure in their contributions to discussions and debates of high quality which exhibit tolerance and understanding of very different points of view.

**Teaching is good overall, and very good at the end of Key Stage 2, enabling pupils of all ability levels to make good progress.**

3. The quality of teaching, particularly at the end of Key Stage 2, contributes significantly to the good progress pupils make, the standards they achieve and to their enjoyment

- of school.
4. Throughout the school teachers enjoy their work and are enthusiastic. This enthuses the pupils and makes them eager learners. The youngest children in the Nursery and Reception classes are provided with a range of activities which stimulate and excite them and every opportunity is seen as a learning experience. The use of a puppet in a literacy lesson for Reception children helped illustrate teaching points and to hold the attention of the pupils.
  5. In most lessons at both key stages pupils are managed well. Clear explanations are given as to what pupils are to learn and this results in pupils wanting to achieve well both for their teachers and for themselves. A strong feature of the school, and in particular for the oldest pupils in both key stages, is the manner in which pupils' contributions to class discussions are highly valued. This encourages them to ask questions, to offer their ideas and to be confident in expressing their opinions. In their classes teachers celebrate different viewpoints which enhances the learning of all pupils.
  6. At the end of Key Stage 2 teaching in the school is at its best. High expectations, focused learning objectives, incisive questioning, and a real enthusiasm all help to create an excellent learning environment where pupils have a thirst for new knowledge and a desire to achieve well. The marking of pupils' work is impressive as it clearly outlines what pupils need to do to improve. Pupils readily take on board the constructive comments and there is a significant improvement in their work. This excellent practice needs to be carried out by all teachers.
  7. In the majority of lessons teachers successfully combine whole-class, small group and individual teaching. When working in small groups teachers only intervene when necessary, often allowing the pupils to make choices and decisions about their work. This allows pupils to develop independent working patterns, self-discipline and responsibility. In the best lessons teachers bring the class together at the end of the lesson to recap what has been learned and to assess if the original learning objectives have been met. Occasionally such opportunities are missed, resulting in less secure progress being made.
  8. Much emphasis is given to the teaching of English and mathematics. The pupils respond well to learning basic spelling, punctuation, handwriting and grammar, and use their skills most effectively in their writing. By the age of eleven pupils produce impressive pieces of writing for a range of audiences and purposes. Early reading skills are taught well and as pupils get older they are encouraged to read a variety of fiction and non-fiction books, and they are taught the advantages of skimming and scanning and how to locate information from books. Children receive excellent support from home in developing their reading skills and this has a beneficial impact on the progress they make. In mathematics teachers place sufficient emphasis on developing pupils' mental agility skills alongside opportunities to explore and investigate mathematical problems, processes and concepts.
  9. In a high percentage of lessons much emphasis is placed on celebrating achievement and good behaviour and pupils respond with courtesy and a mature and sensitive appreciation of the needs of others. Pupils think highly of their teachers and have a very good rapport with them in most instances. Teachers often set deadlines within lessons and equally, while pupils recognise that learning is fun, they waste no time.
  10. The teaching is effective, particularly for the oldest pupils in school, in developing good levels of attainment, ensuring that the needs of all pupils are met and in making

learning an enjoyable experience.

**The school set high expectations of good behaviour and helps to instil in pupils an enjoyment for learning. As a result pupils behave very well and show very positive attitudes to learning.**

11. The school sets very high expectations of good behaviour and pupils respond very well to this. Behaviour in and around the school is consistently very good and has a significant impact on pupils' learning. The school does not do this by imposing strict sanctions but by helping pupils to develop a clear understanding of the difference between right and wrong. This is often done through assemblies, through well chosen themes and stories and helping to instil in pupils an appreciation of the impact that their actions may have upon the well being and happiness of others. Pupils demonstrate high levels of self discipline and conform readily to the school's high expectations of good behaviour. This starts in the Nursery and Reception classes where children are expected to quickly conform to the routines of the school day, share resources and to develop high levels of independence. Older pupils in school can be relied upon to work conscientiously, with high levels of concentration even when not under the direct supervision of an adult. Almost without fail pupils rise to the teachers' expectations and show impressive levels of maturity both at work and at play.
12. Teachers throughout the school help to create an atmosphere that is conducive to effective learning. They set high expectations also make learning an enjoyable experience. Work is challenging and well matched to the individual needs of the pupils. The opportunities teachers provide for pupils to take an active role in lessons, to discuss issues and to share ideas often result in pupils displaying high levels of interest and enthusiasm. Pupils are eager to read out texts in class, to demonstrate a particular movement in a physical education lesson, or to confidently explain why they do or do not like a particular piece of art. Much of this comes from the emphasis the school places on the individuality of pupils.
13. Pupils want to learn and to do well. From Nursery up to Year 6 pupils take a pride in their work and are eager to show it to visitors. Pupils show a real desire for new knowledge and a genuine degree of awe and wonder when seeing, for example, satellite photographs of the earth. They take a pride in their written work and this is often reflected in the high level of presentational skills. The oldest pupils in school, in particular, show a real willingness to learn from their mistakes. The marking of pupils' work in the Year 5/6 class is excellent. It is detailed and constructive and really outlines what pupils need to do for improvement. Equally impressive is the manner in which pupils take comments on board and improve their work.
14. During the inspection the attitudes to work displayed by pupils were very good and clearly enhanced by the high expectations of staff. Such attitudes contribute significantly to the standards of attainment, the progress the pupils make and to the ethos of the school.

**The school nurtures high quality relationships between pupils and staff resulting in an ethos which fosters academic and personal development**

15. As soon as children start school, staff taken an interest in each and every child and communicate well with their families. This lays the foundations for a strong, caring and

purposeful relationship between staff, pupils and parents. Throughout the school staff know the pupils very well, recognising strengths and weaknesses. Adults and pupils are confident and relaxed in one another's company. Pupils of all ages are always ready to give a helping hand to classmates or to draw the attention of an adult if, for example, a friend has a mishap in the playground. The school places much emphasis on the recognition of the individual needs of pupils. As a consequence pupils show a high level of respect for one another and, through their studies and fund raising activities, a deeper appreciation of the needs of those less fortunate than themselves. Teachers clearly value the views and opinions of all pupils and this is reflected in the way that pupils confidently express their viewpoint in discussions, knowing it will be listened to and respected. There is a trust between staff and pupils which enables pupils to approach any member of staff if they have a problem, knowing full well that it will be dealt with sensitively and fairly. The very good standard of relationships between all staff and pupils makes for a very pleasant working atmosphere where pupils' academic and personal development can flourish.

### **The school is very effective in promoting all aspects of pupils' spiritual, moral, social and cultural development**

16. Provision for pupils' spiritual, moral, social and cultural development is of a high standard. Spiritual awareness is promoted very well across the curriculum. When issues such as racism or persecution are discussed, pupils develop a deeper insight into the values and beliefs of others. Through their study of art, music or visits to places such as Fountains Abbey pupils realise that there are many things in the world that can evoke a sense of awe and beauty. Teachers use events such as birthdays, special visitors into their lives, or the birth of a brother or sister to help pupils reflect on who we are and our place in the world.
17. Pupils' social and moral development is fostered most effectively. Their development in these areas is nurtured alongside their academic achievements. Almost without exception pupils are polite and courteous and this is an expectation. Pupils are encouraged to take responsibility for their own learning and can often be seen carrying out many tasks around the school such as returning registers, setting out equipment or tidying the libraries. As early as the Nursery class, children are taught the importance of being kind to one other and of always being mindful of the needs of others. Each year the school nominates a charity which it wishes to help and pupils carry out many fund raising activities. This acts as a constant reminder of the need to help those who are less fortunate than themselves. The school is very effective in the way in which it promotes pupils' moral development. Well chosen Biblical stories or debate about issues such as foxhunting really help pupils understand that the choice between right and wrong is not always an easy decision. Pupils are very involved in the setting of class rules and recognise the importance of following them. Pupils display a real sense of fairness and respect which is evident in the classroom and in the playground, whether it is listening to one another's viewpoints or recognising that all pupils, younger and older, have a right to space in the playground.
18. Although there is much emphasis on the school's Catholic beliefs and traditions, the school does much to help pupils develop an awareness of the beliefs, traditions and cultures of other world faiths and a greater knowledge of the world in which we live. Through the study of other religions, art from different countries, village life in India and Kenya and music from different cultures, pupils grow up learning about cultural diversity and are taught to have a genuine respect and tolerance for the beliefs of

others. Visits to places of interest such as Eden Camp, Ripon Cathedral, art galleries and the theatre make a significant contribution to the celebration of pupils' own culture and heritage. The school has made successful bids under the Independent/State partnership where art, music and drama will be given even more prominence. It is envisaged that this will add even more to pupils' cultural development.

**The headteacher provides very good leadership of the school and with the support of staff and governors, has established a clear and accurate agenda for school improvement.**

19. The school has come through a turbulent time during the last four years with a succession of headteachers. However the appointment of the present headteacher eighteen months ago has led to a period of stability, well paced change and a real sense of team spirit, where all connected with the school have a commitment to raising and maintaining high standards.
20. It is to the credit of staff that despite the recent troubled history of the school, standards of attainment have improved significantly since the time of the last inspection. So much so that in 1999 the school was identified by government statistics as being one of the one hundred most improved primary schools in England. The quality of teaching has improved alongside the quality of curriculum planning, both of which have had a significant impact on the standards being achieved. The school now fully meets requirements relating to child protection, registration and reporting to parents.
21. The headteacher provides very good leadership which combines sensitivity with a clear view of where the school is and what needs to be improved. During his time in post he has gained the full respect of staff, parents and governors. There is a willingness of all staff to reflect critically on what they do in order to provide an even better quality of education for the children in their care.
22. The headteacher has instigated procedures to monitor the quality of teaching and to analyse test results in order to identify strengths and then identify targets for improvements. Although in their early stages, such procedures are paying dividends, although the school rightly recognises that there is more work to be done in order to have a greater impact on helping to raise standards.
23. The school has a sharply focused improvement plan which clearly outlines priorities over a suitable time scale and identifies who is responsible and what initiatives will cost. Governors and staff are actively involved in first discussing and then identifying specific priorities for improvement. The improvement plan provides a clear and accurate picture of where the school presently is and what is needed to improve. The main priorities identified are the extension of the role of the curriculum co-ordinators in monitoring teaching and standards, the improvement in tracking and assessment procedures, raising standards in information technology and developing better liaison links between the school and the Nursery. These are priorities with which inspection findings fully concur. Financial planning is of a good standard and the school is careful to ensure that there is a close match between identified priorities and spending patterns. The principles of best value are applied well when purchasing goods and services.
24. Most of the governors are actively involved in focused visits to the school which help them to gain a good insight into the quality of education the school is providing. These visits are discussed at full governing body meetings. The governors have ensured that

since the time of the last inspection they fully meet all their statutory requirements. Relationships between the headteacher, staff and governors are very good, which enables governors to hold the school to account for the service it provides in an amicable but purposeful manner.

25. The very effective leadership of the school, under the guidance of the headteacher, results in a school that is committed to achieving and maintaining high standards. The school is not content to rest on its successes, and it wants to do even better. This is carried out in an atmosphere of warmth and care, where pupils are as keen and eager to do well as staff. There are justifiably high levels of parental satisfaction with the quality of education the school provides.

## **WHAT COULD BE IMPROVED**

**The role of curriculum co-ordinator needs to further develop to have a greater impact on monitoring teaching and learning.**

26. The headteacher has carried out a number of lesson observations in order to evaluate the quality of teaching. Other observations have also been carried out by the school advisor. The school has identified the need for curriculum co-ordinators to have a more defined and rigorous role in helping to raise standards. A great deal of informal discussion takes place between teachers about subjects they are responsible for. Informal help, support and guidance is provided. The weakness however, is that there is not a formal, systematic and rigorous programme of supporting, monitoring and evaluating teaching and learning by the co-ordinators. In addition there is no regular scrutiny of pupils' work. These initiatives, if introduced, would enable the good practice in teaching and learning to be disseminated across the school, weaknesses to be tackled and for co-ordinators to have a greater impact on raising standards.

**Procedures to assess and track pupils' attainment and progress need to be extended.**

27. The school has worked hard during the last 18 months to improve assessment procedures, to analyse available test data and to establish procedures to track the progress pupils make. The school improvement plan correctly identifies the fact that further work is needed in this area so that a suitable range of tests and assessments is carried out that indicate pupils' levels of attainment across the core subjects at different points of their academic levels. There is a need to ensure that this information is used to set further targets to help improve standards. The school has started to involve pupils in the process of target setting. This is appropriate as it more actively encourages pupils to take an interest in their own learning and achievement. In addition appropriate procedures need to be put in place that will adequately track pupils' progress as they move through school and will provide the school with an opportunity to evaluate what it adds to pupils' academic development. There are excellent examples particularly in Year 6 where the marking of pupils' work is used impressively to help identify what they need to do to improve. This excellent practice needs to be disseminated across the school.

**Provision in information technology to ensure that all strands of the subject are covered in sufficient depth to enhance standards**

28. By the time pupils leave school they attain satisfactory standards overall in information technology, but there are elements of the subject where attainment is not at this level and pupils' acquisition of the necessary skills is not as secure. By the age of eleven, pupils are familiar with and show a satisfactory level of attainment in basic communication skills such as word processing. They show satisfactory understanding of the use of the Internet and recognise and use CD Roms to carry out personal research. Pupils use computers to support their work in mathematics and are able to merge pictures and text. However, pupils are less secure in the use of data handling packages, logo control, sensing and modelling. Pupils use databases to collate information but are not confident in how to refine their enquiries. Dialogue with pupils indicates that in modelling and control pupils are not particularly adept at writing programmes of control for screen turtle or in the measuring and monitoring of data, such as the automatic collection of simple temperature and light readings. The school needs to ensure that the necessary skills are progressively taught in these areas of the subject so that pupils' progress is more secure. The school has made much improvement in this subject since the last inspection and the headteacher has clearly identified in the school improvement plan for these strands of the subject to be developed and extended during the next twelve months. Linked with this is the need for the school to ensure the provision of appropriate staff training and purchase of software.

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

29. The school should:

- 1) extend the role of curriculum co-ordinator further to identify what does and what does not work well in teaching and learning by
  - the regular monitoring, supporting and evaluating of lessons in order to disseminate the good practice that clearly exists and to tackle any weaknesses;
  - carrying out regular scrutiny of teachers' planning and pupils' work and then setting targets for improvement.
  
- 2) ensure that teachers have an accurate assessment of what pupils are achieving, that prior attainment is systematically built on and that targets for improvement are set by :
  - continuing to extend and implement an appropriate range of tests and assessments;
  - extending procedures to track pupils' progress;
  - using the marking of pupils' work effectively to outline what they need to do to improve.
  
- 3) further improve standards in information technology by
  - ensuring that pupils' skills in data handling, control and modelling are systematically taught and developed;
  - where necessary, appropriate in service training and resources are provided.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	42	33	25	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)	26	134
Number of full-time pupils eligible for free school meals	0	16

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	16

#### 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	17
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	3.8
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	10	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	8
	Girls	9	10	9
	Total	18	20	17
Percentage of pupils at NC level 2 or above	School	90 (96)	100 (100)	85 (92)
	National	82 (80)	82 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	9	9	10
	Total	18	19	20
Percentage of pupils at NC level 2 or above	School	90 (100)	95 (100)	100 (100)
	National	82 (80)	86 (81)	87 (84)

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
	1999	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	6
	Girls	7	7	7
	Total	13	12	13
Percentage of pupils at NC level 4 or above	School	100 (92)	92 (92)	100 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	6
	Girls	7	7	7
	Total	13	12	13
Percentage of pupils at NC level 4 or above	School	100 (92)	92 (92)	100 (92)
	National	68 (65)	69 (65)	75 (71)

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

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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	118
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

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

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

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

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

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

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	24.4
Average class size	26.8

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

Total number of education support staff	3
Total aggregate hours worked per week	71

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
	£
Total income	293000
Total expenditure	298925
Expenditure per pupil	1533
Balance brought forward from previous year	-2765
Balance carried forward to next year	-8690

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	190
Number of questionnaires returned	94

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	3	0	0
My child is making good progress in school.	52	41	3	1	2
Behaviour in the school is good.	40	53	4	2	0
My child gets the right amount of work to do at home.	26	49	16	9	0
The teaching is good.	56	34	1	4	5
I am kept well informed about how my child is getting on.	35	44	15	6	0
I would feel comfortable about approaching the school with questions or a problem.	70	24	4	2	0
The school expects my child to work hard and achieve his or her best.	52	42	2	3	0
The school works closely with parents.	42	43	10	3	2
The school is well led and managed.	60	34	5	1	0
The school is helping my child become mature and responsible.	63	36	1	0	0
The school provides an interesting range of activities outside lessons.	13	40	31	12	4