

INSPECTION REPORT

ST MARY'S CATHOLIC PRIMARY SCHOOL

Ulverston, Cumbria

LEA area: Cumbria

Unique reference number: 112358

Headteacher: Mr John Greenwood

Reporting inspector: Mrs Elisabeth Linley
27281

Dates of inspection: 2nd – 3rd July 2001

Inspection number: 196663

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
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Springfield Road Ulverston Cumbria
Postcode:	LA12 0EA
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Appropriate authority:	The Governing Body
Name of chair of governors:	Doctor G Murray
Date of previous inspection:	28 th April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Catholic Primary School is in the Cumbria Local Education Authority and the Diocese of Lancaster. The school is situated in the south Cumbrian town of Ulverston. The school's intake is from the town and outlying rural areas and serves mainly Catholic and a minority of non-Catholic families. There are 124 boys and girls aged from 4 - 11 on the school roll. All are white, and all speak English as their first language. The proportion of pupils on the school's register for special educational needs (23.4%) is broadly in line with the national average, and the proportion of pupils with a Statement of Special Educational Need (0.8%) is below the national average. The percentage of pupils eligible for free school meals (4.03%) is well below the national average. Attainment of children on entry to the school in the reception class matches what might be expected for children of this age.

HOW GOOD THE SCHOOL IS

St Mary's Catholic Primary School is a good school with some very good features. The school provides very well for all pupils' spiritual, moral, social and cultural development and this has a significant impact on pupils' very good behaviour and their attitudes to learning which are very good. Pupils make steady progress in their early years in school and continue to make great strides in their learning as they move through the junior classes. By the end of Year 6, pupils achieve very well, both in the high academic standards that they reach and in their personal development. As a result, by the time pupils leave school they have made very good progress in their learning overall and this reflects the high quality of teaching in the junior classes, particularly in Year 6 where it is consistently very good or excellent. The school is highly regarded by parents who value the teachers' hard work and commitment and are appreciative of the role that school plays within the community. They also acknowledge the good leadership and management of the school. When account is taken of all these factors, as well as the pupil unit income and costs, that are significantly higher than the national average, the school provides satisfactory value for money.

What the school does well

- Pupils make very good progress and by the end of Year 6, achieve very high standards in English and mathematics.
- Pupils throughout the school achieve high standards in art.
- The headteacher, with the support of staff, governors, parents and pupils, creates a very good atmosphere for learning.
- Pupils' behaviour and attitudes to learning are very good. They relate extremely well to each other and to their teachers.

What could be improved

- Standards in Information communication technology.
- The role of co-ordinators and of the senior management team.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school's last inspection in April 1997, it has introduced the national strategies for literacy and numeracy effectively and they have had a positive impact on pupils' achievement, particularly in Key Stage 2. As a result, by the time pupils leave the school at eleven, standards of attainment in English, mathematics and science are higher than they were four years ago. The school sets appropriate targets for its pupils against which they continue to be successful.

At the time of the last inspection a range of issues were identified for development. These included a review of subject policies and schemes of work, the development of multicultural provision, agreement on procedures for monitoring standards and reporting to governors, updating the job descriptions of teaching staff, reviewing the teaching commitment of the headteacher and reviewing the health and safety procedures adopted by school. There has been a good level of improvement made since the time of the last inspection against the issues that were raised at that time. The

headteacher, governors and teachers are firmly committed to give pupils a high quality education. To this end, the school is aware of the developments that still have to be made, with regard to the development of information communication technology throughout the school and the need to develop the roles of co-ordinators and the senior management team.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A	A	A	well above average A above average B average C below average D well below average E
mathematics	B	A	A*	A	
science	A	A	A	A	

For the past four years, the standards achieved in National Curriculum tests at Key Stage 2 have been consistently above average when compared both with all schools with those that have similar numbers of pupils entitled to free meals. The high standards achieved in the 2000 National Curriculum tests demonstrate that pupils have made very good progress in English, mathematics and science. Current inspection findings indicate that Year 6 pupils are maintaining these high standards, particularly in mathematics. This is because the teaching of pupils in Year 6 is consistently very good or excellent and teachers give pupils work that accurately matches their individual levels of attainment. As a result, pupils make very good strides in their learning. The school uses the National Literacy and Numeracy Strategies to good effect and pupils have good opportunities to apply these skills in other subjects. However, standards are not high enough in information and communication technology; and, as a result, pupils' attainment in this subject is unsatisfactory by the end of Year 6. The school is fully aware of the need to develop this area of the curriculum and has made it a priority for development.

It is not possible to make secure judgements about pupils' progress in other subjects, but observations of the few lessons seen, pupils' work in their books, displays, and talking to pupils would suggest that standards are at least what they should be for pupils' ages. However, art is one subject where pupils throughout the school make particularly good progress and this is a strength of the school. The good standards that pupils achieve are celebrated in the very good displays of their work that can be seen throughout the school.

Aspect	Comment
Attitudes to the school	Pupils are eager to learn. They concentrate very well and always try to do their best.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils act responsibly both in and out of the classroom.
Personal development and relationships	Pupils work and play together very well. They relate positively to all adults in the school.
Attendance	Good. Pupils enjoy coming to school, a point that is noted by parents who attended the pre-inspection meeting and returned completed parent questionnaires.

Pupils' eagerness to learn is evident throughout the school. They take a very responsible attitude to their work, which they usually complete with enthusiasm in lessons. Relationships are founded on mutual respect for each other, resulting from the high expectations of teachers for pupils to behave in a responsible way.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	satisfactory	Very good

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

Teaching was at least satisfactory in 95 per cent of lessons observed. It was good in 30 per cent, very good in 30 per cent and excellent in 10 per cent of lessons. Where teaching is good, very good and excellent, regular assessment of pupils' knowledge and understanding in lessons means that teachers know what the pupils have achieved and so work is well matched to what pupils already know. Teaching in Year 6 is consistently very good or excellent. The main characteristic of these lessons is the high expectations that teachers have for pupils of all abilities to concentrate and to achieve well. This level of high quality teaching makes a major contribution to the high standards achieved by pupils aged eleven. All teachers are positive about the National Strategies for Literacy and Numeracy and the majority of lessons are interesting and usually challenge each pupil, regardless of their prior level of attainment. However, in five per cent of lessons observed teaching was unsatisfactory. This was because the planned activities did not meet the needs of all pupils, and, as a result, pupils did not make the progress that they should have made. However, all teachers and pupils relate very well to each other and this promotes a very good atmosphere for learning. As a result, by the time pupils leave school they have made very good progress in their learning overall and this reflects the high quality of teaching in the junior classes and particularly in Year 6.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets all statutory requirements. The emphasis given to teaching literacy and numeracy in the curriculum ensures that pupils are well equipped to learn and make progress in other subjects. However, the quality of information and communication technology needs to be improved. The school caters well for the range of pupils' ages and abilities, and thus ensures that the great majority of pupils have equal access to what the school provides. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	These pupils make good progress towards meeting the targets set in their individual education plans.
Provision for pupils' personal, spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social, and cultural development is very good and contributes very well to the very good atmosphere for learning established by the whole school community.
How well the school cares for its pupils	The school's strategy for monitoring and assessing pupils' progress is used appropriately to support pupils' learning. All staff show a high level of concern for their pupils and school is a safe and comfortable place for pupils to learn.

The curriculum that the school provides is enriched by a good range of visits, extra curricular activities, a residential experience and visitors to school. School also promotes an inclusive environment in which all pupils are equally valued and have equality of opportunity in all that is offered.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership. He has a very clear picture of what the school needs to do to both maintain and improve the quality of education it provides. His staff support him well in seeking high standards. However, the role of co-ordinators and senior management team need to be developed further in order to raise standards still further.
How well the governors fulfil their responsibilities	The governors are effective in their work and fulfil their responsibilities to the school well. They bring a good range of expertise and enthusiasm to their role, and work hard to carry out their duties.
The school's evaluation of its performance	The headteacher and governors reflects critically on its work and know what action has to be taken in order to improve still further.
The strategic use of resources	The school uses its resources very well. The management, with the help of the school bursar, seek every opportunity to extend and improve the school's resources to a high quality. They are well supported by parents and the wider school community.

The school development plan is used well by the headteacher and governors as a basis to measure the impact of their decisions on standards within the current year. Their decision-making is supported by effective financial management and the implementation of the principles of best value. The headteacher monitors the quality of teaching and learning through the procedures of performance management. The setting of targets is used effectively as a tool to take the school forward and to improve.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Children make good progress in mathematics. • Art is a strength of the school. • Teaching is good. • Children behave well and become mature and responsible. • The school expects children to work hard and do their best. • The school works closely with parents. • The school plays a valued role within the community. 	<ul style="list-style-type: none"> • Support for pupils with non-specific learning difficulties in Key Stage 2.

Inspectors agree entirely with the positive views of the parents, raised at the parents' meeting, through questionnaires and during the inspection. Parents are clear that they hold the school in high esteem and are appreciative of the progress their children make. In relation to support for pupils with non-specific learning difficulties in Key Stage 2, inspectors found that the high quality teaching observed consistently met the learning needs of all pupils. However, the school needs to make clear the nature of support available for pupils that is provided by their class teacher and the support that is provided by learning support assistants on a one to one basis.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make very good progress and by the end of Year 6, achieve very high standards in English, and mathematics.

- 1 Pupils make very good strides in their learning and achieve very high standards in English and mathematics by the time they leave the school at eleven. The school places a strong emphasis on the teaching of literacy and numeracy and pupils' achievement, in Year 6, is clearly reflected in the lessons that were observed. Pupils' progress is very good as a result of the good working atmosphere that is created in classrooms and because pupils behave so well and their attitudes to learning are very good.
- 2 The results of the end of National Curriculum tests for seven year olds in summer 2000 showed that, in comparison to schools nationally, pupils in St Mary's achieved higher than might be expected in reading but lower in writing. In mathematics, results matched what was expected nationally. However, when compared to similar schools, pupils' results in reading and mathematics were below expectations and they were well below in writing. As a result, standards in the infants were identified as a priority for improvement with particular emphasis on writing, and the school has worked hard to improve pupils' achievements. Inspection findings are that pupils' have made good progress during the current academic year. The results of the National Curriculum tests in reading, writing and mathematics taken in 2001 show a marked improvement.
- 3 In the National Curriculum tests taken by eleven-year-old pupils in the summer of 2000, results were well above average when compared with those achieved by all schools nationally and in comparison with schools that draw pupils from similar backgrounds. Furthermore, in mathematics, standards were very high when compared with all schools nationally. Records show that these pupils had made very good progress since they took the statutory assessments when they were seven. Inspection findings support the very high standards achieved in both English and mathematics by pupils of eleven years. A major contribution to pupils' achievement is the consistently very good or excellent teaching of pupils in Year 6.
- 4 Pupils develop their speaking and listening skills well. In the reception and Year 1, class pupils are encouraged to listen to each other and to share their ideas. The class teacher effectively uses adults to support pupils' understanding of texts that are shared. Through the use of good questioning skills, all adults helped to develop pupils' confidence to answer questions in a literacy lesson that was observed. As a result, pupils responded enthusiastically and in earnest to questions about cookery and brought their own experiences to the discussion. In another literacy lesson, pupils in a Year 1 and Year 2 class listened carefully and enjoyed reading the shared text, 'The wolf and the kids'. They answered their class teacher's questions on the story well. They were articulate in their responses and showed that they had a good grasp of the characteristics of the story. As pupils move through the juniors, they become more confident in their speech and listen well to the views of others. Work is planned well to encourage pupils to provide reasoned arguments in support of their opinions and to enable pupils to listen carefully as topics are presented for debate. For example, in a Year 4 and 5 literacy lesson, pupils articulated their views well on a variety of issues such as 're-introducing afternoon playtime' and 'the

introduction a four day week'. In their presentations, pupils understood the need to use persuasive language effectively, such as 'you know it makes sense', to win the opinion of the headteacher if they were to succeed in their request! Also, as a result of the teachers' high expectations of pupils to listen to each other and to respond with concentration and understanding, pupils were able to see another person's point of view even if they did not agree with it.

- 5 Pupils develop their reading skills well because they regularly practise these skills both in English and in other subjects. In the infants, teachers and adult helpers hear pupils read regularly to support the development of their reading skills. Pupils show a very good understanding of what they read. For example, in discussion with pupils in a Year 4 and Year 5 class, they were able to discuss characters in some depth, and what was inferred by certain passages. 'The Fib' (Layton) was a book particularly enjoyed by one pupil who read well and subsequently described a number of the short stories in the book with understanding and enjoyment. The very good standard of reading achieved by most pupils supports their learning across all subjects; for example in their ability to research for information from reference books and from the Internet.
- 6 In the juniors, lessons in literacy support the development of pupils' writing skills very well. The work given to pupils in Year 6 is demanding and pupils are given many opportunities to write for a wide range of purposes. For example, pupils have rewritten a play script based upon their study of William Shakespeare's 'Romeo and Juliet' and written humorous letters from 'Santa', complaining about the level and difficulty of his work. Other examples include persuasive letter writing regarding the building of a bypass and examples of poetry. Pupils in Year 6 show a thorough understanding of the structure of story writing; they plan and develop their ideas very well and use a thoughtful and effective level of descriptive language. The very good and excellent teaching in Year 6 clearly supports the very good progress that pupils make and the high standards that they achieve by the age of eleven. Literacy lessons are very well planned and match the needs of all pupils very well. Teachers have very good subject knowledge, their lessons are well resourced and the high expectations that are placed on all pupils are met with enthusiasm. Pupils' efforts are valued through regular and positive feedback provided by the Year 6 teachers during lessons, for example, by sharing pupils' work to demonstrate quality and expectations.
- 7 Pupils become very skilled in their understanding and use of mathematics. From the youngest pupil, they are encouraged to think carefully when they work out answers. For example, in the reception and Year 1 class, pupils were encouraged to add and subtract pairs of numbers up to 10 and the teacher acknowledged that 'this is really hard' and praised her pupils' success for their achievements. 'Quick fire' mental arithmetic sessions in numeracy lessons help pupils to make speedy calculations. This is a particular feature of the work seen in Year 6. The mental starters at the beginning of lessons provide significant challenge; for example: 'If G is 22, what is $3 \times G$?' The lessons have a fast pace and pupils are well motivated and respond well. Teachers are keen and enthusiastic and have high expectations of pupils' efforts, behaviour and achievements. The 'bridging units' that are currently being taught in Year 6 extend pupils' knowledge and understanding well in preparation for their work in Year 7. As a result, pupils have a clear understanding of the use of algebraic formula to assist them in their working out. They all know how to work through the process of mathematical investigation and record information using 'function machines' to assist them in their working out very well.

- 8 In lessons observed, the consistently very good and excellent teaching in Year 6 contributed significantly to pupils' attitudes to learning and their achievement of very high standards. Overall, the enthusiasm and good subject knowledge that teachers and support staff bring to lessons results in all pupils taking a full and active part in their own learning. The school's focus on the implementation of the literacy and numeracy strategies has been effective and pupils are to be commended for the very good progress that they make in mathematics and English by end of Year 6.

Pupils throughout the school achieve high standards in art.

- 9 Throughout the school, the standards that pupils achieve in art are very good. Parents are proud of their children's achievement. They feel that the school's commitment to promoting art through the curriculum, and in conjunction with the community, plays a significant part in promoting the school's very good atmosphere for learning.
- 10 The art co-ordinator is committed to maintaining a high profile for the subject. She has successfully organised an art residency, when artists from the wider community came into school to share their expertise and talents with teachers and pupils alike. Pupils' skills, especially in textile work, have been enhanced as a result of this experience. The banners that were produced by pupils displayed new skills that had been learnt in block printing, collage, batik dye work, quilting and free machine embroidery. The quality of the work produced was very good and all banners have since been displayed in the parish church so that all the community can share in the pupils' hard work. The skills learnt during the art residency have since been used in several school projects, for example in the flags produced for the Ulverston Flag Festival.
- 11 During the inspection there were no lessons in art being taught. However, the displays of pupils' work in classrooms, shared areas and in the hall show that teachers are confident to teach art and that pupils achieve high standards. For example, in the Year 1 and Year 2 class, pupils have produced pictures of sunflowers with carefully modelled clay-work petals. The pictures show a high level of application to both detail and colour by all pupils, whilst pupils in Year 6 have produced excellent examples of tone drawings using pencil.
- 12 The evidence of pupils' artistic skills, being developed from the youngest to the oldest, is clear. Pupils study the work of different artists throughout the school. For example, pupils in class 3 have produced work in the style of Wassily Kandinski; pupils in class 4 have been inspired by the work of Vincent Van Gogh in the painting of their sunflowers and Year 6 pupils have produced artwork inspired by the artist Seurat using a method called 'pointillism'. These high quality displays are supported by very good documentary and photographic evidence to confirm the high standards of art achieved in the school.
- 13 Pupils are happy to talk about what they have achieved and in discussion with inspectors many said that art was their favourite lesson. Teachers and parents alike value the efforts and achievements of all pupils. As a result of everyone's hard work, art has developed into a strength of the school.

The headteacher, with the support of staff, governors, parents and pupils, creates a very good atmosphere for learning.

- 14 The good leadership of the headteacher, with the support of staff, governors, parents and pupils, creates a very good atmosphere for learning that is embedded in Christian values. The work of the school is carried out within a context of genuine care for all its pupils. All associated with the school are committed to equal opportunity, to provide an effective learning environment and to raise standards. The promotion of self-respect, self-esteem and the importance of valuing others is clearly evident in the school. This has a significant impact on pupils' very good attitudes to learning and therefore on the progress they make.
- 15 The school community encourages all pupils to do their best. For example, a significant number of pupils take part in the South Cumbria music festival every year. Parents are delighted that pupils are encouraged to develop their talents, such as reciting poetry, in order to support and extend their children's skills. Pupils know that their efforts to work hard and to care for others are appreciated by the adults who work in the school. Pupils assume responsibilities easily and with competence. They show initiative, for example, pupils in Year 6 suggested that they develop a 'rough area' in order to make a garden. Infant pupils also have a garden project where they grow leeks, beans and strawberries with the help of a grandparent.
- 16 The school provides the opportunity for pupils to share their achievements and skills, for example in music and dance. An excellent example of this is the assembly supported by the Year 6 class. The chosen theme was related to the spiritual need for light in periods of darkness. Pupils interpreted both the theme and the music 'Adiemus – songs of sanctuary', through dance and movement extremely well. The experience was spiritually uplifting for both pupils and adults alike.
- 17 The school community is a welcoming place. It plays a significant role within the Parish. The evidence of this is clear by the displays of events in which pupils are involved. For example, their involvement in the 'world's largest pantomime horse race' that took place on the school field and the production of flags and banners for the Ulverston 'flag festival' that are now on display in the school hall. Parents value the efforts made by staff. They appreciate the secure environment that school provides in which teachers teach and pupils learn effectively. The very good ethos that is clearly evident within school is central to the high achievement of its pupils.

Pupils' behaviour and attitudes to learning are very good. They relate extremely well to each other and to their teachers.

- 18 Pupils behave very well at all times during the school day. Parents are very pleased with their children's behaviour in and out of school. An example of this very good behaviour was demonstrated when older pupils attended the swimming pool for their weekly lesson. Pupils' behaviour was described as 'exemplary'. No time was wasted when they were changing, and they lined up quickly when asked. Pupils spoke with confidence to their teachers on the bus journeys and when they were swimming, pupils' concentration was very good. They listened carefully to instructions and responded well to the instructors.
- 19 Pupils' attitudes to learning are very good. They are proud of their school and eager to tell visitors about their success. They spoke with enthusiasm about the art

residency that was organised in school and about their residential visits in Years 5 and 6 when pupils visit York one year and an outdoor pursuit centre the next. Pupils listen well to their teachers and to each other in lessons. Pupils are enthusiastic about what they learn, for example in a Year 4 and 5 class, pupils enjoyed their lesson in Spanish in support of their geography topic on Tenerife. Pupils' level of self-motivation was judged to be high in almost all lessons seen.

- 20 In assemblies, pupils' responses are very good. They listen carefully to whoever leads the assembly. In another very good assembly, pupils listened carefully and responded very well to the story related by the headteacher about 'Samantha'. The very good links to life, and how we all communicate with one another prompted pupils to reflect on how they could communicate their welcoming and caring attitudes to each other at playtimes.
- 21 Pupils are respectful of their peers and of adults who visit and work in the school. From the very youngest, pupils are courteous and always try to help; for example, two Year 2 pupils 'struggled' with the school bell after 'break' as they were keen to hold open a door for a visitor to school. There is a mutual respect between teachers and pupils. In discussion, pupils said that they liked their teachers. They understood about the need to be kind to one another and why it was important to have rules in school. Very good relationships are a major strength of the school. The quality of these relationships forms the foundation upon which the school achieves much of its success.

WHAT COULD BE IMPROVED

Standards in information communication technology.

- 22 During the inspection teachers were not seen teaching information and communication technology. In some lessons, a small number of pupils used the computers independently to support their work in other subjects; for example, to improve spelling in English or numeracy skills in mathematics. Where it was seen to be most effective was in a Year 3 and 4 mathematics lesson. During this lesson, four pupils worked on numeracy investigations; two developed addition and subtraction skills and two pupils sorted two and three-dimensional shapes according to number of corners and angles. A further two pupils, supported well by an adult helper, used the 'Roamer', a programmable floor robot, to programme a route for it to travel in the hall and this activity used their knowledge of right angles effectively.
- 23 Other teachers provide pupils with opportunities to develop skills through different subjects. For example, in a Year 4 and 5 class, pupils researched information on Tenerife and other European countries from the Internet. This supported the work they were doing in geography. Although this is positive, the school does not use a scheme of work from which teachers can plan to teach information and communication technology skills separately and, as a result, pupils have insufficient access to a planned programme of study in the subject. The school is therefore unable to guarantee that work is carefully planned to develop pupils' skills and to build upon their knowledge and understanding as they move through the school. The outcome of this is that pupils' skills are very variable and are over dependent on the access that pupils have to a computer at home. In consequence, by the time pupils leave Year 6, standards of attainment in information and communication technology are below those expected of eleven year olds.

- 24 At the present time, the role of the co-ordinator is insufficiently developed to help raise standards in the subject. The co-ordinator has not as yet carried out monitoring and evaluation of teacher's planning, lessons taught and work achieved by pupils. The co-ordinator is therefore unable to have a good overview of standards achieved throughout the school and to offer the support that is needed to promote challenge and raise expectations.
- 25 The headteacher, staff and governors are fully aware of the shortcomings in the coverage of the information communication technology curriculum at the present time. The subject has already been identified as a priority for development within the school development plan. To this end, the school has recently purchased a new scheme of work to support teachers' planning and this will be put into operation in September 2001.
- 26 The school must now build on its positive use of information and communication technology throughout other subjects and ensure that teachers plan to actually teach specific skills in the subject. Information and communication technology must receive an appropriate time allocation within the timetable to enable teachers to do this successfully. Also, the co-ordinator should develop the role further to ensure that the subject is taught effectively in line with the requirements of the National Curriculum and to monitor and evaluate standards achieved throughout the school. All staff are committed to raising the profile of the subject. This is demonstrated by their completion of training in information and communication technology, for example National Vocational Qualification long courses, and, as a result, their confidence to teach the subject has improved. The school is now well placed to make progress against this priority for development.

The role of co-ordinators and of the senior management team.

- 27 Through effective self-evaluation the headteacher and governors have identified the need to further develop the roles of subject co-ordinators and the senior management team in order for the school to improve still further. The outcome of the inspection supports these findings.
- 28 Over the last few years the school has focussed on the introduction of the literacy and numeracy strategies. Co-ordinators for mathematics and English have kept an appropriate overview of their subjects and have reported to governors on the developments that have been made. The literacy co-ordinator has identified the need to improve writing in the infants and this has been a priority. The school is pleased with the results of the 2001 National Curriculum tests for seven-year-olds in writing, as a marked improvement has been made. However, the co-ordinator is aware that further developments are needed to sustain this achievement.
- 29 The focus on literacy and numeracy has in many ways overshadowed developments in other subjects. Although the headteacher's teaching commitment has been reduced since the last inspection, his teaching commitment in Year 6 for fifty per cent of the timetable, has, as a result, reduced the time that he might have provided for co-ordinators to develop their roles. Since the last inspection, co-ordinators have reviewed policies for all subjects and, with the exception of information and communication technology, have introduced schemes of work. Teachers have found the schemes of work helpful to support the planning of pupils' work. However, co-ordinators have not yet monitored and evaluated their subject,

by looking at teachers' planning, lessons taught, pupils' work and considering how standards might be improved still further.

- 30 Religious education is a subject where early developments in the role of co-ordinator have met with success. The co-ordinator is supported effectively by the diocese and has worked with teachers on planning and the assessment of pupils' work. The co-ordinator is building confidence in her role and offers support to teachers as required. This model offers a positive example that could be adopted by other co-ordinators. Time will be needed for co-ordinators to develop their roles effectively and from September 2001 the headteacher will not have a class teaching commitment so that he can enable teachers to have time to develop their roles. However, the headteacher will need to ensure that his time in classrooms is carefully built in so that it does not over burden him. To this end, the headteacher intends that a senior management team be developed in order to provide effective support to lead the school and to work closely with the governors.
- 31 The headteacher and inspectors discussed a proposed structure of the senior management team that could include the headteacher, deputy headteacher and special educational needs co-ordinator. Both the deputy headteacher and special educational needs co-ordinator complete to the best of their ability specific tasks that they are asked to do and the special educational needs co-ordinator is beginning to develop her role effectively. She works with teachers and parents well to ensure that the needs of all pupils with special educational needs are met. However, to be more effective in her role, she needs to have the opportunity to work alongside teachers to ensure that they are consistently planning to meet pupils' needs in lessons and that pupils' individual education plans are being met carefully. This is of particular importance in order to ensure that school policies and procedures are carried out by every teacher.
- 32 The roles of the deputy headteacher and special educational needs co-ordinator, as part of a senior management team, should be reviewed carefully in order to establish how they can work effectively with the headteacher to provide very good examples of teaching, and effective models of leadership and support for co-ordinators as they develop their roles. The headteacher is committed to the development of the roles of both co-ordinators and of the senior management team with a view to challenging and raising standards still further in the whole school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Raise standards in information and communication technology by:
- Implementing a scheme of work for information and communication technology that teachers can use to plan the development of pupils' skills as they move through the school
 - Ensuring that teachers plan to teach the subject in its own right as well as providing a wider range of learning opportunities in other subjects
 - Ensuring that all pupils are given sufficient time to use the computers to develop further their knowledge, skills and understanding
 - Developing the role of the information and communication technology co-ordinator to ensure that teachers plan carefully to meet the needs of all pupils and the requirements of the national curriculum

- Developing portfolios of pupils' information and communication technology work across all subject areas within a reasonable time scale to ensure that pupils' standards of achievement are high enough.

(Paragraphs: 22 – 26; 29)

(2) Improve the role of co-ordinators and the senior management team by

- Providing time for co-ordinators to monitor and evaluate their subjects to ensure that teachers plan carefully to meet the needs of all pupils and the requirements of the National Curriculum
- Developing portfolios of pupils' work in all subject areas within a reasonable time scale to ensure that pupils' standards of achievement are high enough
- Sharing the good practice that already exists in school with regard to the co-ordinator's role, namely Religious Education
- Clearly define the roles and responsibilities of the members of the senior management team
- Ensure that all members of the senior management team contribute to maintaining an effective overview of the school's achievements by reporting regularly to governors on their individual contributions.

(Paragraphs: 27 - 32)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	30	30	25	5	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	124
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	29

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	3.2
National comparative data	5.2

Unauthorised absence	%
School data	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
	2000	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	4	7
	Girls	8	8	7
	Total	13	12	14
Percentage of pupils at NC level 2 or above	School	87 (78)	80 (78)	93 (83)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	8	7	7
	Total	13	12	12
Percentage of pupils at NC level 2 or above	School	87 (83)	80 (89)	80 (83)
	National	84 (82)	88 (86)	88 (87)

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
	2000	10	12	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	12	10	12
	Total	22	20	22
Percentage of pupils at NC level 4 or above	School	100 (90)	91 (95)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	12	12	12
	Total	22	22	22
Percentage of pupils at NC level 4 or above	School	100 (90)	100 (95)	100 (100)
	National	70 (68)	72 (69)	79 (75)

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	106
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	21.8
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	67

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	292,570
Total expenditure	276,488
Expenditure per pupil	2,230
Balance brought forward from previous year	13,586
Balance carried forward to next year	29,668

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	124
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	2	0	0
My child is making good progress in school.	55	43	0	2	0
Behaviour in the school is good.	42	55	4	0	0
My child gets the right amount of work to do at home.	40	47	9	4	0
The teaching is good.	70	28	2	0	0
I am kept well informed about how my child is getting on.	57	28	13	0	2
I would feel comfortable about approaching the school with questions or a problem.	70	21	8	0	2
The school expects my child to work hard and achieve his or her best.	66	30	4	0	0
The school works closely with parents.	57	28	13	2	0
The school is well led and managed.	75	15	2	4	4
The school is helping my child become mature and responsible.	66	30	4	0	0
The school provides an interesting range of activities outside lessons.	36	40	9	4	11