

# INSPECTION REPORT

## **ST. MARY'S R.C. PRIMARY SCHOOL**

Durants Road

Ponders End

Enfield

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LEA area: Enfield

Unique reference number: 102036

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Reporting inspector: Maria Marsh  
18394

Dates of inspection: 13th-14th November 2000

Inspection number: 102036

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

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## INFORMATION ABOUT THE SCHOOL

|                              |   |
|------------------------------|---|
| Type of school:              | Primary   |
| School category:             | R.C. Voluntary Aided                                |
| Age range of pupils:         | 3-11  |
| Gender of pupils:            | Mixed   |
| School address:              | Durants Road<br>Ponders End<br>Enfield<br>Middlesex |
| Postcode:                    | EN3 7DE   |
| Telephone number:            | 020 8804 2396                                       |
| Fax number:                  | 020 8292 2571                                       |
| Appropriate authority:       | The Governing Body                                  |
| Name of chair of governors:  | Michael Ahuja                                       |
| Date of previous inspection: | 6 <sup>th</sup> -10 <sup>th</sup> November 1995     |

## INFORMATION ABOUT THE INSPECTION TEAM

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|-----------------|----------------------|
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| Caroline Marden | Lay inspector        |
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St. Mary's is a R.C. Voluntary Aided primary school with 309 pupils, 46 of whom have part-time places in the nursery. The admission policy for the school is slightly different from that of the nursery and gives an increased emphasis to active participation at the Church of Mary Mother of God. The school includes a broad ethnic mix, which is predominantly white, with a significant proportion of pupils coming from ethnic minorities. 7% of pupils have English as an additional language. This is a high percentage when compared to national figures. There is a wide range of ability amongst pupils but overall, attainment of pupils who enter the nursery is around the level expected by the majority of children in Enfield. Children who enter the Reception class are just above this level, with abilities in mathematics tending to be slightly higher than those in English. The school has identified a higher percentage of pupils than average with special educational needs but a much smaller percentage of these have needs that require specialist help from outside the school. The percentage of pupils known to be eligible for free school meals is below the national average. The school currently has an Acting Headteacher and Acting Deputy due to recent Due to recent staff promotions and the maternity leave of the Deputy.

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

St. Mary's is a good school. Very effective leadership and management by the Acting Headteacher and Acting Deputy Head create a positive climate, which is enabling further development of the school's high standards. These high standards are the result of good teaching within the school and the very good teaching within Year 6. St. Mary's provides good value for money.

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

- The consistently very good attainment in English and mathematics at the end of Key Stage 2, which reflects the impact of the very good teaching in year 6.
- The very good attitudes that pupils have to their learning makes a significant contribution to the good progress they make.
- The very good leadership of the Acting Headteacher, who works in close partnership with the Acting Deputy, provides a clear vision of the school focussed on high standards within an increasingly broad curriculum, effectively supported by the Governing Body.
- The spiritual, moral, social and cultural development of pupils which informs and reflects the supportive ethos of the school.
- The very good relationship with parents, which underpins the positive ethos for learning within the school.

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

- Although there has been recent progress in the provision of information communication technology (ICT), standards are below national expectations.
- To further promote high standards, the development of individual targets for all pupils on a systematic basis.
- To further improve the good teaching by ensuring that the current arrangements for monitoring are used consistently over time to provide a sound basis for further development.

*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 previously inspected in November 1995 and standards were found to be good in the Early Years, sound in the Key Stage 1 and ranging between good and sound in Key Stage 2. Since then the school has continued to improve in many areas. In particular, standards of achievement in English, mathematics and science have improved significantly. The Governing Body now meets its statutory responsibilities and provides good support to the school. There have also been developments in information communication technology (ICT) but standards in this area remain below national expectations.

## 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 |   |
|                 | Year<br>2000  | Year<br>1999 | Year<br>1998 | Year<br>2000    |   |
| English         | A             | A            | A            | A               | well above average A<br>above average B<br>Average C<br>below average D<br>well below average E |
| Mathematics     | A             | A            | A            | B               |   |
| Science         | A             | C            | B            | A               |   |

By the age of 7, pupils achieve standards in national tests, which are well above the national average in reading and above the national average in writing, mathematics and science. These results are maintained in years 3 to 5. By the age of 11, standards in science are above the national average and well above the national average in English and mathematics. In the national tests in English, maths and science in 2000, achievement was well above average in English, mathematics and science. These last results reflect a rise in achievement in all subjects but most significantly in science. More able girls have achieved the most progress. Taking all the subjects together, since 1997 the overall trend in results indicates that there has been a rise in performance for pupils taking tests at the age of 11, although science results have fluctuated and results in 1999 were lower than in 1998. In 2000 the school exceeded the targets it set for itself.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Pupils have very good attitudes to school. They concentrate very well, listen attentively to their teachers and then apply themselves diligently to their work.   |
| Behaviour, in and out of classrooms    | Behaviour is very good in all aspects of school life.   |
| Personal development and relationships | Very good. Pupils grow in confidence within the school. They learn to work very effectively in pairs and small groups and by the time they are 11 years old they are well able to plan and organise their work. Pupils work and play well together and as they get older they support younger pupils. |
| Attendance                             | Pupils have good attendance and low levels of unauthorised absence.   |

Pupils like coming to school, they respond very well to the expectations of staff and they are polite and hard working. Relationships within the school are very good and pupils are increasingly responsive to the needs of others. Lessons start promptly.

## TEACHING AND LEARNING

| Teaching of pupils:     | aged up to 5 years | aged 5-7 years | aged 7-11 years                      |
|-------------------------|--------------------|----------------|--------------------------------------|
| Lessons seen overall 26 | Good               | Good           | Good overall and very good in year 6 |

Overall, the teaching in the school is good. In 69% of what was seen, the teaching was good or better. It was satisfactory in 27% and unsatisfactory in 4% of lessons. Children in the nursery and reception classes are taught well and this gives them a good start to their schooling. Teaching is good in both key stages. Very good teaching was observed in reception, a Year 4 music lesson and year 6 classes, with the highest proportion in the year 6. The quality of work analysed shows good progress throughout the school, although letter formation is sometimes incorrect and work is sometimes untidy. Work in year 6 is particularly well presented.

In the best teaching, teachers have high expectations of pupils. They challenge pupils' thinking but at the same time build a framework by which children can learn. They give clear explanations and use an increasingly wide vocabulary. They manage behaviour through praise, which identifies clearly what pupils have done well. This results in effective learning, particularly for more able pupils at the top of the school. Weaknesses occur where pupils are asked to do mundane tasks and where explanations are confusing; on such occasions; the needs of pupils who are either more or less able, are not fully met. However, the needs of pupils with special educational needs are often well met, through the good support given to them by Teaching Assistants. Literacy and numeracy are well taught. Lessons are structured carefully and the whole class input at the beginning of these lessons helps focus pupils' attention on the learning that is expected to take place.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | The school provides a good quality curriculum, which is overall broad and balanced and meets the needs of its pupils.  |
| Provision for pupils with special educational needs   | The needs of pupils with special educational needs are identified early and their needs are well met within the classroom.   |
| Provision for pupils with English as an additional language                                 | The needs of pupils with English as an additional language are well met.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school's provision for developing pupils' personal development is very good and reflects and enhances its place within the local Catholic community. Pupils have a wide range of opportunities through which to develop spiritual, moral, social and cultural awareness and understanding. |
| How well the school cares for its pupils  | The school cares for its pupils well. Staff have a very good knowledge of the families and there are good procedures which ensure the health and safety of pupils.   |

The school provides a wide range of learning opportunities but the majority of time is spent on English, mathematics, science and religious education. In Key Stage 2, English includes attention to aspects of the literacy hour plus additional reading time. When used well, this enables pupils to make progress in all aspects of English, as reflected in the high standards when pupils leave school. The curriculum for information communication technology (ICT) has recently been developed to cover all aspects in the National Curriculum, new computers have been purchased and staff training opportunities have been identified; these developments have yet to make an impact on standards.

The school meets its statutory requirements and all pupils have equal access to all aspects of the curriculum. However, opportunities for extra curricular activities are limited to sporting activities.. The care that the school provides its pupils is based on a secure knowledge of individual pupils, which supports an appropriate balance between providing a secure environment and enabling independence.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The school is very well led and managed. The Acting Headteacher works very effectively with the Acting Deputy and they are well supported by the Governing Body.                        |
| How well the governors fulfil their responsibilities             | The governors fulfil their role effectively. They have a broad vision of how the school should develop; they challenge aspects of school life, including the standards achieved.        |
| The school's evaluation of its performance                       | The school has developed a sound understanding of its strengths and weaknesses, which it has gained through a regular process of reviewing results.                                     |
| The strategic use of resources                                   | The use of resources is well planned and accounted for in terms of long term aims to develop the size of the school and to support the development of learning and therefore standards. |

The Acting Headteacher has a very clear vision of what the school needs to do in order to improve. She and the Acting Deputy Head work very well together to build and develop existing structures within the school. Priorities have been sharply defined and acted upon, in particular the purchase of information technology (ICT) equipment. Monitoring of teaching has been continued using clearer criteria for making judgements, which staff find helpful. The co-ordinators for mathematics and science are in temporary positions and are being well supported by the Acting Headteacher and Acting Deputy. The principles of best value are followed, particularly by the finance committee when in determining budget allocations.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most  | What parents would like to see improved  |
|--|--|
| <ul style="list-style-type: none"> <li>• The high expectations of the school</li> <li>• The good behaviour in the school</li> <li>• The good quality of teaching</li> <li>• Their children's positive attitude to school.</li> <li>• They feel comfortable approaching the school with questions or a problem</li> <li>• The school is well managed and led</li> </ul> | <ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> </ul> |

The Inspectors endorse the very positive comments made by parents in both the questionnaire and the parents' evening meeting. Like the parents, they recognise that teachers work hard. However, they do agree that extra curricular opportunities are currently limited to sporting activities.

## **PART B: COMMENTARY**

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

**The consistently very good attainment in English and mathematics at the end of key stage 2, which reflects the impact of the very good teaching in year 6.**

1. Pupils consistently achieve standards in English and mathematics, which are well above the national averages when they take their national curriculum tests at the age of 11. In English, pupils listen carefully to detailed instructions and ideas and express their own thoughts using a broad range of technical knowledge with confidence. Pupils write fluently in a range of styles. Their story writing is particularly engaging. They interest the reader through use of detail and description and an understanding of different points of view. They use complex sentences and a wide range of vocabulary with self-assurance. They also paragraph their work appropriately. Pupils analyse character and determine motives, for example, they are able to give a reasoned judgement on whether or not Macbeth's wife is guilty of murder. In mathematics pupils demonstrate a good understanding of number. They know their tables and can use them to explain why, for example 30 times 30 is 900. They use and understand technical language associated with shape. They understand the use of co-ordinates and work confidently with negative numbers. In both subjects, pupils present their work well and handwriting is always clear.

2. The good teaching at St. Mary's enables pupils to achieve well throughout the school. In Key Stage 1, pupils achieve well above the national average in reading and above the national average in writing, mathematics and science. Pupils maintain these levels in Key Stage 2. When they enter year 6, they come into the class at standards which are well above the national average in reading and above national average levels in other aspects of English and mathematics and move to levels which are well above average. These results therefore reflect the very good quality of teaching in year 6. It is underpinned by good subject knowledge and a deep respect for pupils as individuals. The teacher has a clear idea of what she is going to teach but always starts with what pupils know. Through well structured questioning and clear explanations she builds a framework, which enables pupils to develop their knowledge and understanding. She makes good use of technical language in her explanations, which she repeats in a range of contexts, with the expectation that pupils will use the same language in their answers. She gives well-targeted praise to pupils, describing precisely the achievement or behaviour that a pupil has demonstrated to earn that praise. The teacher uses a range of groupings to help maintain pupils' interest and involvement. Within quite short periods of time she moves from individual work, to working in pairs or larger groups to whole class participation. Overall, the teaching is very analytical with constant ongoing assessment informing the next stage of the lesson.

3. In English and mathematics girls have made faster progress than boys. The gap at St. Mary's is wider than is the case nationally, particularly for more able girls. This is known by the school, who are seeking to address the disparity. During all observations boys and girls were given equal and appropriate attention. However, it is worth noting that the classroom is small and this prohibits movement, which in turn restricts opportunities for developing independent working habits. As a consequence, teaching methods tend to lean heavily on tightly controlled activities. An area outside the room has been opened up for use by pupils to work independently. This has the potential to promote opportunities to teach to a greater range of learning styles, including increased independent investigative work.

**The very good attitudes that pupils have to their learning makes a significant contribution to the good levels that those pupils achieve.**

4. Pupils have very positive attitudes which are demonstrated in all year groups and in all classes. Pupils learn to co-operate effectively in the nursery in a range of situations, such as, teacher directed games, playing in the home-corner and sharing fruit and milk. By year 2, pupils support each other when working in pairs; for example, one girl was seen to ask a boy she was working with, why had he not put a capital letter at the beginning of a sentence. The boy took no offence and realised that she had made a good point and altered his written text. As pupils move through their junior years they become increasingly good at listening and co-operating in the classroom. By year 6, these positive attitudes enable pupils to reflect on ideas and discuss possibilities with maturity. This was evident in a science lesson when pupils were exploring in pairs how to filter water. They arrived at a range of possible solutions through listening to each other, sharing possible ways forward and discussing them realistically, first in pairs, then in groups and then as part of a class discussion. Again, by the time they reach the top of the school, these positive attitudes are reflected in pupils' written attempts to evaluate their own work, against the learning objectives that are being taught.

5. Pupils' very good attitudes towards school are further demonstrated by their behaviour in lessons, on the playground and in the dining hall. Pupils come into lessons ready to work, registration is therefore completed quickly and lessons start promptly. Lessons are rarely interrupted by lack of attention, or lack of concentration. This enables teachers to teach and pupils to learn.

6. These positive attitudes are encouraged by parents and by the church and re-inforced throughout the school. Teachers actively praise pupils for such activities as working together, co-operating with routines, helping each other and listening to each other. Teachers respect pupils as individuals and this leads to pupils respecting each other. Overall this creates an harmonious working environment which enables children to learn effectively.

**The leadership of the Acting Headteacher, who works in close partnership with the Acting Deputy, provides a clear vision of the school focussed on high standards within an increasingly broad curriculum, effectively supported by the Governing Body.**

7. The Acting Headteacher has a clear vision of how the school is able to develop. Having been in post only 10 weeks prior to Inspection, she has worked very closely with the Acting Deputy since the beginning of term, although the Acting Deputy had only been in post officially for 12 days prior to the Inspection. Together they are building on the school's already substantial successes. The Acting Headteacher has taken over at a time of significant change, with the previous Headteacher and the Special Educational Needs Co-ordinator leaving in the summer to take up promotion and with the Deputy Head taking maternity leave from October.

8. Working with the Acting Deputy Head, the Acting Headteacher has quickly absorbed the aims of the school. She recognises the central part played by the local Church in promoting the caring and supportive ethos, which is central to the school's approach to education. Therefore, when discussing ways forward, she and the Acting Deputy discuss how these might be advanced within the context of previous developments. In a very short space of time the Acting Headteacher has refined the monitoring procedures in a way that makes them more rigorous. They now provide a clearer focus on standards and how these might be improved. In consequence, she has, for example, ensured that teachers have had

access to pupils' work from another school, so that comparisons can be made with standards. Teachers have also had access to good practice models of teaching in order to promote further the good teaching in the school. These developments build on the judicious use of locally available teachers' courses organised by the Acting Deputy Head.

9. The Acting Headteacher is firmly supported by the Governing Body. The Governors have a very good knowledge of the school and a well-developed and shared commitment to ensuring the caring ethos of the school and to school improvement. Since the last inspection, each governor has taken an area of the curriculum or an aspect of the school and they report back to the Governing Body. They have recently had training for the whole Governing Body and this has proved useful in further clarifying their role. They have clear and costed plans for school development, which includes a commitment to maintaining good levels of staffing. They do question standards and support developments to raise them further; for example, they have encouraged the work with Enfield LEA to investigate the difference in performance between boys and girls. They recognise the many strengths of the Acting Headteacher and Acting Deputy and agree with the analysis of how the school can move forward from its already strong position. In particular, they are supporting the drive towards increased standards in ICT.

**The spiritual, moral, social and cultural development of pupils which informs and reflects the supportive ethos of the school.**

10. The community ethos of the school is reflected in the very good spiritual, moral, social and cultural development of pupils. Spirituality permeates the school day, through assemblies and through prayers at the beginning and end of each morning and afternoon as well as through aspects of the curriculum, such as circle time. Pupils respond very well to the opportunities for prayer, reflection and wonder.

11. Pupils are encouraged through their normal interactions, to develop an understanding of right and wrong. When they come into the nursery, pupils learn to wait for each other, to listen and to take turns. The rest of the school builds on these experiences and pupils work and play well together; in both situations they are encouraged to appreciate and to understand each other. For example, on the playground a teacher was observed discussing an incident with pupils and encouraging them to see each other's point of view. Children show respect for each other and more able and older pupils support young and less able pupils. The occasional display of unacceptable social behaviour is dealt with quickly and fairly. Spiritual, social, moral and cultural development has been re-inforced by the introduction of circle time, during which lessons, pupils explain their feelings with sensitivity and praise and thank others for acts of kindness and thoughtfulness.

12. The school has a broad ethnic mix which is predominantly white but includes a range of other ethnic groups. Cultural diversity is accepted as the norm and all are treated equally by staff and pupils alike. Pupils have access to a wide range of books which celebrate other cultures, such as tales from West Africa, Greece, Aboriginal Stories and Irish legends. These identify a variety of cultural norms and pupils are made further aware of cultural differences through humanities and associated displays throughout the school. Cultural diversity has also been encouraged by the celebration of "One World Week", during which time parents were invited to share the culinary delights of other nations. Pupils respond thoughtfully to opportunities to discuss their own culture

13. Overall, therefore, the very good development that pupils make in response to the spiritual, social, moral and cultural provision, both reflects and in turn informs, the way the school functions as a community.

## **The very good relationship with parents which underpins the positive ethos for learning within the school.**

14. The parents' questionnaire and evening meeting demonstrated that parents are very supportive of the school. At the evening meeting, parents noted the importance of the links between the community, church and school and how these encourage a set of everyday expectations, often related to religious values, to which everybody subscribes. These are reinforced because families know each other. Hence children in the school are supportive of each other, and their children like coming to school which in turn contributes to the high standards.

15. Parents feel that the school has high expectations for pupils and that teaching is good. A number of parents feel that parents are encouraged to support their children in, for example, reading. This good relationship with parents was certainly evident in the contents of the home /school reading diaries that were seen during the Inspection. These often presented a dialogue, with parents and teachers commenting on what individual children had read and what they were able to do, as well as noting honestly if there had not been time to hear reading at home.

16. A few parents raised issues of concern, for example the standards in ICT, requests for more curriculum related information, and an increased range of extra curricular activities. They also suggested that homework could be more closely matched to pupils' levels of learning and they made a request for an additional face to face meeting to discuss their child's progress. However, throughout the meeting and in all but 1% of the returns, parents expressed their point of view within a context of holding the school in high esteem and being supportive of the way the school educates their children. Parents clearly feel that they can discuss issues of concern with teachers and with the Acting Headteacher and that their concerns will be listened to and taken seriously. Overall, this provides a cohesive set of expectations for pupils, which supports the caring ethos of the school and underpins an environment which supports learning, thus leading to the high standards in English and mathematics and the very good attitudes of pupils, noted above.

## **WHAT COULD BE IMPROVED**

### **Although there has been recent progress in the provision of information communication technology, standards are below national expectations.**

17. The school's previous inspection identified information technology as an area in which standards needed to be raised. This is the one area in which the school has made insufficient progress and standards are not at levels expected nationally. However, there have been recent developments that are beginning to make some impact on the teaching and learning of information communication technology (ICT). For example, during the inspection, pupils in year 3 were involved in sending a Christmas tree poem as an e-mail attachment to pupils in a school in Manchester.

18. The Acting Headteacher is supporting the work of the ICT co-ordinator and they both recognise the areas of development that need to take place. The school has a written policy, which includes the adoption of the scheme of work published by the Qualifications, Curriculum and Assessment Board. This recognises that the scheme will have to be adapted to the individual needs of all pupils, most notably those in years 5 and 6, who will not have completed sufficient work when younger, to be achieving levels at those expected nationally.

19. The school has also recently purchased 6 computers with Internet connections and each classroom now has a computer. However, nearly double the number of computers is

required, if the school is going to meet recommended levels of computer availability. Nationally recognised training for all staff has been booked for April 2001. This has the potential for developing staff expertise and thus supporting a rise in standards. The Governors recognise the importance of developing ICT. However, they are not yet sufficiently involved in monitoring a detailed action plan, which includes the impact of hardware and training on teaching, assessment, learning and achievement.

**To further promote high standards, the development of individual targets for all pupils on a systematic basis.**

20. Legally required school targets are set when pupils are in year 5, for tests taken at the end of year 6. However, this process is based on an overall understanding of the school's position. Furthermore, school targets are based on conservative expectations of what pupils are likely to achieve rather than identifying a challenge. It is not based on a system, which includes each teacher agreeing an assessment level for each pupil at the beginning of the school year. Neither is there a challenging target identified for each child at the same time, with suitable strategies in place to support these targets. Assessments would need to be moderated within the school and show evidence of appropriate links with the results of national tests. Currently teacher assessments in Key Stage 2 are lower than test results by a larger margin than would be expected.

21. Therefore, rather than all teachers being directly accountable for progress that their pupils make, the teachers in year 2 and year 6 are given a disproportionate amount of responsibility for ensuring that standards are improving over time. Furthermore, governors are not in a position to base school targets on objectively identified progress over time. Nor are they able to monitor, for example gender or ethnic differences as pupils move through the school, and work with the school to identify appropriate interventions. Currently, the Governing Body review standards achieved in national curriculum tests and they are supportive of the school in relation to aspects that they identify as being in need of further development. For example, the school has recently worked hard to raise standards in science. However, the work is retrospective and does not support the achievement of pupils who have taken the tests and left the school.

**To further improve the good teaching by ensuring that the current arrangements for monitoring are used to provide a sound basis for later development.**

22. The report identifies that teaching within the school is good overall and that there are examples of very good teaching in reception, music and in year 6. It has also noted that in order to improve standards at the age of 11, the school is currently very reliant on the very good quality of teaching in year 6.

23. Until September, the school had a systematic approach to monitoring through classroom observations by the Headteacher. This approach provided a helpful overview of the school, which has been further developed by the Acting Headteacher to include dual person monitoring of classes, using the Ofsted criteria. This has enabled co-ordinators to begin to develop a more critical overview of how their subjects are implemented. Each observation also leads to 2 targets being set for each teacher. As a result, teachers are becoming more focussed on what they need to change, or develop, in their teaching in order to make an increasingly positive contribution to children's learning. The Acting Headteacher recognises that in order to cover the curriculum sufficiently thoroughly, this process requires a longer period of time than that which has been available since September.

24. These developments have been written into the current school development plan since arrangements were made for the Acting Headteacher to take up her position. However, as a new approach, outcomes are not yet systematically monitored and evaluated by Governors, so that desired changes can be put into place. Embedding the system is particularly important, at a time when the implementation of this good practice has been instigated by an Acting Headteacher with the support of the Acting Deputy Head. The Governing Body are currently working on their Performance Management Policy and this will support the school address this issue.

## Key Issues

- (1) To raise standards in information communication technology through:
  - ensuring that ongoing training needs are met
  - ensuring sufficient hardware
  - monitoring standards and identify effective teaching strategies
  - put in place appropriate strategies to raise standards
- (2) To promote even higher standards, through the development of individual targets for all pupils on a systematic basis:
  - moderate assessments on a systematic basis
  - set targets for individual pupils on a planned basis, taking into account year groups, subjects and the needs of pupils
  - use information to set whole school targets
  - plan and implement strategies to support the achievement of targets set
- (3) To further improve the already good teaching by ensuring that the current arrangements for monitoring are used consistently over time to provide a sound basis for further development:
  - continue to evaluate outcomes of monitoring visits to identify training needs
  - ensure that the programme of professional development continues to incorporate training needs
  - ensure that teaching reflects the impact of professional development

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 26 |
| Number of discussions with staff, governors, other adults and pupils | 29 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 19        | 50   | 27           | 4              | 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) | 23 fte  | 263     |
| Number of full-time pupils eligible for free school meals        |         | 22      |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       |         | 5       |
| Number of pupils on the school's special educational needs register |         | 57      |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 19           |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 8            |
| Pupils who left the school other than at the usual time of leaving           | 12           |

### Attendance

#### Authorised absence

|                           | %    |
|---------------------------|------|
| School data               | 3.4% |
| 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 |
|--|------|------|-------|-------|
|  | 2000 | 19   | 15    | 34    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 18      | 18      | 19          |
|   | Girls    | 15      | 15      | 15          |
|   | Total    | 33      | 39      | 34          |
| Percentage of pupils at NC level 2 or above | School   | 97(97)  | 97 (94) | 100 (97)    |
|   | National | 83 (82) | 84 (83) | 90 (86)]    |

| Teachers' Assessments                       |          | English  | Mathematics | Science  |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | 18       | 19          | 19       |
|   | Girls    | 15       | 15          | 15       |
|   | Total    | 33       | 34          | 34       |
| Percentage of pupils at NC level 2 or above | School   | 97 ( 97) | 100 (97)    | 100 (97) |
|   | 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 | 21   | 12    | 33    |

| National Curriculum Test/Task Results       |          | English  | Mathematics | Science  |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 19       | 18          | 20       |
|   | Girls    | 12       | 12          | 12       |
|   | Total    | 31       | 30          | 32       |
| Percentage of pupils at NC level 4 or above | School   | 94 ( 90) | 91 ( 90)    | 97 ( 87) |
|   | National | 75 (70)  | 72 (69)     | 85 (78)  |

| Teachers' Assessments                       |          | English  | Mathematics | Science |
|---|----------|----------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 19       | 18          | 20      |
|   | Girls    | 12       | 12          | 12      |
|   | Total    | 31       | 30          | 32      |
| Percentage of pupils at NC level 4 or above | School   | 94 (81)] | 91 ( 81)    | 97 (81) |
|   | National | 75 (68)  | 72 (69)     | 85 (75) |

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

### **Ethnic background of pupils**

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 5            |
| Black – African heritage        | 11           |
| Black – other                   | 3            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 167          |
| Any other minority ethnic group | 20           |

*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                        | 4            | 1         |
| 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) | 11.3 |
| Number of pupils per qualified teacher   | 21.8 |
| Average class size                       | 32.9 |

#### **Education support staff: Y[ ] – Y[ ]**

|   |     |
|---|-----|
| Total number of education support staff | 7.9 |
| Total aggregate hours worked per week   | 195 |

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

|  |       |
|--|-------|
| Total number of qualified teachers (FTE) | 1     |
| Number of pupils per qualified teacher   | 23fte |

|   |     |
|---|-----|
| Total number of education support staff | 1.6 |
| Total aggregate hours worked per week   | 52  |

|                                |     |
|--------------------------------|-----|
| Number of pupils per FTE adult | 8.8 |
|--------------------------------|-----|

*FTE means full-time equivalent.*

### **Financial information**

|                |           |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

|  | £        |
|--|----------|
| Total income                               | £560,650 |
| Total expenditure                          | £558,628 |
| Expenditure per pupil                      | £1,974   |
| Balance brought forward from previous year | £6914    |
| Balance carried forward to next year       | £8,937   |

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 309 |
| Number of questionnaires returned | 93  |

### **Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 71             | 25            | 3                | 0                 | 1          |
| My child is making good progress in school.  | 64             | 35            | 0                | 1                 | 0          |
| Behaviour in the school is good.   | 71             | 28            | 0                | 0                 | 1          |
| My child gets the right amount of work to do at home.                              | 50             | 41            | 8                | 0                 | 1          |
| The teaching is good.  | 70             | 28            | 1                | 0                 | 1          |
| I am kept well informed about how my child is getting on.                          | 48             | 40            | 7                | 0                 | 5          |
| I would feel comfortable about approaching the school with questions or a problem. | 69             | 26            | 2                | 1                 | 1          |
| The school expects my child to work hard and achieve his or her best.              | 78             | 22            | 0                | 0                 | 0          |
| The school works closely with parents.   | 59             | 35            | 3                | 1                 | 2          |
| The school is well led and managed.  | 56             | 42            | 0                | 0                 | 2          |
| The school is helping my child become mature and responsible.                      | 59             | 39            | 0                | 0                 | 2          |
| The school provides an interesting range of activities outside lessons.            | 24             | 40            | 16               | 6                 | 14         |

### **Other issues raised by parents**

Parents at the meeting made the point repeatedly that St. Mary's is a caring family school, which has close ties with the local church.