

# INSPECTION REPORT

**OUR LADY OF THE ROSARY PRIMARY  
SCHOOL**

Davyhulme, Manchester

LEA area: Trafford

Unique reference number: 106358

Headteacher: Miss M T Culliney

Reporting inspector: Mr P Dennison  
17736

Dates of inspection: 12 – 13 June 2002

Inspection number: 230508

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Davyhulme Road  
Davyhulme  
Manchester

Postcode: M41 7DS

Telephone number: 0161 748 4626

Fax number: 0161 912 2900

Appropriate authority: The Governing Body

Name of chair of governors: Mr V Sheedy

Date of previous inspection: 15 September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in Davyhulme, Trafford. It serves an established residential area. There is no nursery but most pupils receive some form of pre-school education. There is a wide range of attainment on entry to the school but overall it is above that expected for the age group. Currently there are 196 pupils on roll, taught in seven classes. The proportion of pupils on the school's register of special educational needs is below the national average. None have a statement of Special Educational Need. The proportion of pupils eligible for free school meals is well below the national average. Very few pupils are from ethnic minority groups. There are no pupils for whom English is an additional language. The school has recently been extended and now has a hall and two new classrooms. It has recently been awarded the Quality Mark of The Basic Skills Agency.

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

This is a very effective school which provides a good quality of education. Pupils achieve well and by the time they leave school, their attainment in English, mathematics and science is well above the national average. The excellent leadership of the headteacher and the very effective teamwork amongst governors and staff have helped to improve the school and maintain the high standards. Teaching is good and this helps pupils to make good progress. Staff ensure that all pupils are able to take a full part in all aspects of school life. The pupils have very positive attitudes to learning and their behaviour is very good. Overall, the school provides good value for money.

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

- Pupils achieve well and standards of attainment in English, mathematics and science are well above the national average.
- The headteacher provides excellent leadership and manages the school very well. She is well supported by governors and staff, who work hard to maintain and improve the high standards.
- The quality of teaching is good. Support staff make a very positive contribution to pupils' learning.
- The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities.
- The provision for pupils' personal development is very good.
- Pupils are very well behaved; they have very positive attitudes, work hard and are keen to learn.

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

- The assessment and recording of pupils' progress in subjects other than English, mathematics and science.
- Resources to support work in information and communication technology.
- The outdoor play facilities for children in the reception class.

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

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

The school was last inspected in September 1997. Improvement since then has been good. The good results achieved by pupils in the national tests in English, mathematics and science at the age of 11 have been maintained and they were well above the national average in 2001. All the issues from the previous inspection have been effectively addressed as a result of the clear leadership provided by the headteacher and the hard work of the staff and governors. A new hall and classrooms have been built, enabling the school to provide full access to all aspects of the National Curriculum. The refurbishment and the extension brought considerable improvements to the accommodation. However, the proposed removal of a temporary classroom would result in insufficient classrooms for the number of pupils on roll. The quality of teaching has improved. It is now at least good throughout the school. The curriculum for children in the reception class now covers all the areas of learning recommended for the Foundation stage. The school has developed the planning and resources to support multi-cultural aspects of the curriculum. It has adopted the national guidance on the art curriculum and this has helped to ensure that pupils' progress in art is now satisfactory.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	A	A
mathematics	A	A*	A	B
science	A*	A*	A	A

**Key**

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

Pupils' performance in the 2001 national tests in Year 6 in English, mathematics and science was well above the national average. In comparison with schools with a similar intake, results in English and science were also well above average, and results in mathematics were above average. The test results between 1997 and 2001 have consistently been well above the national average. Although there was a slight dip in test results in 2001, the trend in the school's results in recent years shows a picture of improving standards.

Pupils achieve well. On the evidence of the inspection, their attainment is well above the national expectations.

Children in the reception class make good progress. By the end of the reception year, attainment is above that expected nationally. The great majority of pupils achieve the early learning goals established for this age group and many are working on the National Curriculum programmes of study.

Pupils' performance in the 2001 national tests for Year 2 pupils was well above the national average in reading, writing and mathematics. Evidence from the inspection reflects these results and indicates that standards in all these subjects are well above the national expectation.

The school monitors and analyses progress and has set realistic but challenging targets for pupils at the end of Year 6. The targets set for English in 2001 were surpassed, although the percentage of pupils attaining the nationally expected level in mathematics was not met. However, the percentage of pupils attaining higher than expected levels was well above average.

Standards in physical education have improved since the previous inspection and are now in line with those expected by the end of Year 2 and Year 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils know what is expected of them and respond in a positive manner.
Personal development and relationships	Personal development and relationships are very good. Pupils co-operate well with each other and their teachers. Pupils are provided with opportunities to exercise responsibility and they respond well.
Attendance	Attendance is well above the national average.

## TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Good	Good	Good

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

The quality of teaching is good overall. It has improved since the previous inspection and has a positive effect on the progress and attainment of all pupils.

During the inspection, teaching was good or better in all of the lessons observed. Lessons are well planned and organised. Work is well matched to pupils' needs and abilities, providing them with a clear challenge and thus supporting their progress. The teaching of English and mathematics is very good overall and the skills of literacy and numeracy are taught well. Classroom support staff work closely with the teachers to raise standards and ensure that all pupils gain full benefit from their lessons. They make an important contribution to pupils' learning. Pupils with special educational needs are well supported and make good progress.

Pupils respond well. They are keen to learn and work hard, showing good levels of concentration and developing their knowledge, skills and understanding.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a wide range of interesting and relevant learning opportunities to support pupils' academic and personal development. Activities are well matched to the needs and abilities of the pupils. The curriculum is enhanced by the good use of visits and visitors.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. They are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development is very good. The positive values promoted in assemblies and lessons help to promote spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school provides a good level of care for its pupils and is successful in ensuring their welfare, health and safety. Staff know their pupils well as individuals and create a supportive environment in which pupils can grow in maturity.

The school provides a broad and well-planned curriculum. It emphasises the development of relevant skills within the context of interesting and challenging activities, which motivate pupils.

Pupils' academic performance and personal development is monitored effectively. There are good systems in place to analyse the results of assessments and to track pupils' progress in English, mathematics and science.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and has established a very positive climate for learning in the school. She is well supported by senior staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors support the headteacher well. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are very effective systems in place to monitor the work of the school. Teaching, learning and standards of attainment are regularly reviewed and evaluated. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is good and resources are used well to support the school's educational priorities.

The headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. The school improvement plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The headteacher and governing body apply the principles of best value well as they consider cost, quality, service and efficiency in their decisions on the choice of goods and services, and obtain tenders for larger expenditure.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• The behaviour in school is good.</li> <li>• The teaching is good.</li> <li>• The staff are approachable.</li> <li>• Children are expected to work hard and achieve their best.</li> <li>• The school is well led and managed.</li> <li>• The school helps their children to become mature.</li> <li>• The school works closely with parents.</li> </ul>	<p>A small number of parents would like</p> <ul style="list-style-type: none"> <li>• a wider range of activities outside lessons.</li> </ul>

Parents' views of the school are very positive. They have a high regard for the school and appreciate the fact that their children are happy, behave well in school and make good progress, both academically and personally. They respect the teachers and find them approachable. They think that the school is well led and managed, with good teaching that enables the children to make good progress and to become mature and responsible. The inspection team agree with their positive comments. A few parents have reservations about the provision of extra-curricular activities but evidence from the inspection indicates that there is a good range of activities available at lunchtimes and after school.

## **PART B: COMMENTARY**

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

#### **Pupils achieve well and standards of attainment in English, mathematics and science are well above the national average.**

1. The pupils achieved well above the national average results in English, mathematics and science in the 2001 national tests at the end of Year 6. The work observed during the inspection confirms these good standards in all three subjects. Since the last inspection the school has adopted the national strategies for literacy and numeracy. This has resulted in good improvement in the quality of planning, assessment and teaching and is having a positive effect on standards. The good progress made is a result of clear planning, good teaching and a very positive response from pupils, who work hard and show good levels of interest and concentration. Standards of literacy and numeracy are good and the school ensures that skills are not taught in isolation but are used to support learning across the curriculum.
2. Teachers provide a good range of opportunities to develop pupils' speaking and listening skills in a variety of settings, both in class and in the wider school context, such as assemblies. They are sensitive in building up each individual's self-esteem and independence and have high expectations of achievement. Pupils have regular opportunities to be in the 'spotlight' when they make a short presentation to their classmates and answer questions on a topic they have prepared for themselves. From the earliest age the pupils communicate freely with their peers in imaginative role-play situations, take part confidently in large and small group discussions, and exchange relevant ideas in pairs. By the end of Year 2 the vast majority of the pupils are confident and articulate. These skills are further developed in Years 3 to 6, where pupils demonstrate the ability to listen attentively and contribute well to class discussions. Higher attaining pupils supply articulate and complex contributions which reflect standards above the national average.
3. Great importance is attached to the use of reading as a tool for learning, as well as to the enjoyment of books. Pupils make good progress in reading, extending their interest and enjoyment of books as they develop confidence in their reading skills. Good teaching supports their progress and the school ensures that pupils systematically develop their knowledge and understanding of letters and sounds, thus providing them with the necessary skills and strategies to tackle new words. By the end of Year 2 the majority of pupils read accurately and with growing confidence across a range of books. Most pupils have a good understanding of the text and can explain clearly what they have read. By the end of Year 6 most pupils read fluently and with good expression from a range of texts. When asked about their reading they show good comprehension skills. They enjoy reading for pleasure and are able to discuss books and authors, indicating their personal preferences. Older pupils have well-developed research skills, using the school library and information and communication technology to support their work in subjects such as history and geography.
4. Pupils make good progress in writing skills. Their work shows clear progression in their knowledge of parts of speech, use of speech marks, different tenses and different writing styles matched to the needs of the audience. By the end of Year 2 the pupils write in complete sentences, which are generally correctly punctuated. Standards of spelling are good. The pupils write for a number of different purposes including creative, descriptive and poetry writing. They also make good use of their writing skills to record science experiments and work in subjects such as history and geography. They are

familiar with parts of speech such as adjectives and choose words to good effect. They achieve a high standard in their written work. By the end of Year 6, pupils use punctuation with increasing accuracy and are developing skills in planning and redrafting to produce a final copy. Pupils extend their range of writing across the curriculum in a number of subjects as they write descriptions, instructions and reports. Higher attaining pupils are able to compose sustained, well-organised pieces, which demonstrate accurate sentence construction, punctuation and grammar. They write complex sentences with consistent accuracy. They choose words carefully to persuade or describe, and their extended writing is well organised and imaginative. Paragraphs are used to good effect, and punctuation and spelling are usually correct. The pupils respond well to the teachers' high expectation that they present their work well. They write clearly and legibly in neat joined script. There is evidence of high quality written work in a variety of forms, which includes very expressive poetry, letters, advertising features, newspaper reports and book reviews.

5. Pupils make good progress in mathematics. They show gains in knowledge and understanding and in their ability to use mathematical skills. By Year 2, pupils carry out simple calculations accurately and have a very good knowledge and understanding of number facts. They have a secure understanding of shape and can name and discuss the properties of a variety of shapes and solids. They develop skills of simple data handling and can construct and interpret graphs. They understand simple fractions and can calculate halves and quarters of numbers. They measure using metres and centimetres and calculate money using decimal notation. They are aware of the value of coins and have an understanding of the need for standard measures.
6. By Year 6, the majority of pupils of all abilities have a good knowledge of the number system. Their skills in mental arithmetic are very good. They use a variety of methods to collate and represent data they have collected. The higher attaining pupils have a very good understanding of percentages and probability and use fractions and decimals accurately. The lower attaining pupils apply the four rules of number effectively, use a wide range of units of measure competently and construct simple graphs to illustrate data they have collected. Good use is made of mathematical skills in other areas of the curriculum. For example, pupils use skills of measuring and calculating to support their work in science and design and technology.
7. Pupils throughout the school make good progress in science. They develop their factual knowledge and understanding of science topics within the National Curriculum programmes of study and also develop early scientific skills such as the ability to devise their own experiments and conduct a fair test. Higher attaining pupils provide clear explanations of their findings. By Year 6, pupils make good use of accurate scientific vocabulary to describe what they know or observe. They present their results in a clear and methodical form, often making use of independent research, reflecting standards well above national expectations. The quality and organisation of the work seen in science books reflects good overall attitudes to the subject throughout the school and a clear interest and involvement in lessons.

**The headteacher provides excellent leadership and manages the school very well. She is well supported by governors and staff, who work hard to maintain and improve the high standards.**

8. The school is very well managed. The headteacher's excellent leadership provides very clear educational direction for the school and this has a very positive effect on pupils' attainment. Since her appointment as headteacher, the school has improved considerably. The number on roll has increased from 45 to the current 196. A major refurbishment and extension of the premises has been carried out. Pupils achieve well academically and the school also maintains high standards for their personal development. The senior staff provide very effective support. Governors, teachers and non-teaching staff have clearly defined roles and responsibilities and work well together to support the headteacher in promoting the school's aims. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the effectiveness of the leadership. There are high expectations of pupils' standards of achievement and behaviour, very good relationships and equality of opportunity for all.
9. The governing body plays an effective and supportive role. The governors are aware of their responsibilities and ensure that statutory requirements are met. They are regular visitors to the school and have a good awareness of the issues to be addressed. Financial planning to support educational initiatives is good. The finance committee provides effective support for the head teacher in decision making and uses the budget effectively to achieve educational targets. The school improvement plan has been produced in consultation with staff and governors. It identifies clearly the school's priorities and is a useful and effective management tool. It is linked effectively to the school budget, has clear criteria for success and is reviewed regularly. It is supplemented with clear and effective action plans for each area of development.
10. All staff have curriculum responsibilities. Co-ordinators make a very positive contribution to the management of the school. They are responsible for managing their subject and providing curriculum support. They have developed effective policies to support teachers' planning and they are involved in monitoring and evaluating the standards of attainment, and the quality of teaching and learning. This provides teachers with useful feedback and has helped to improve the quality of teaching.
11. Efficient day-to-day management and administration by the school secretary, particularly of financial matters, and the ordering and control of equipment ensures minimum disruption to teaching and learning and makes a positive contribution to the smooth running of the school. The secretary's office provides a welcoming and friendly introduction to the school for parents and visitors, typifying the very good relationships that exist in the school.
12. Parents are very supportive of the aims and values promoted by the school. The school has high expectations of the pupils in terms of their personal and academic development. There is a clear sense of shared values and a unity of purpose. Consequently, the school is well placed to make further progress.

**The quality of teaching is good. Support staff make a very positive contribution to pupils' learning.**

13. The quality of teaching is good overall and effectively promotes the pupils' learning. During the inspection, all of the teaching observed was at least good and 26% was very good. This is an improvement since the previous inspection. Teachers plan lessons carefully. They identify what they wish pupils to learn and share these objectives with the class. Pupils are successfully encouraged to be responsible about their work, and are given a good range of opportunities to work independently and in pairs or groups. Relationships are very positive and pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Good use is made of the resources available to provide interesting tasks which motivate pupils. Group work is skilfully organised to enable some groups to work independently thus enabling the teacher to give more intensive support to others.
14. The main strengths of teaching in the reception class are the very good relationships between adults and children, combined with a very good understanding of the curriculum for the age group and of how young children learn. The children are respected and valued. Activities are planned carefully to enable children of all abilities to build on their previous knowledge and understanding. Children are provided with many interesting practical activities and they respond very positively, making good progress. Staff work closely together as a very competent and effective team. The classroom assistant provides good support to the teacher in the running of the class and this has a very positive effect on children's learning.
15. Teachers throughout the school have high expectations and take great trouble to present learning in ways which challenge and motivate pupils, as when setting problems in mathematics, encouraging pupils to undertake scientific investigations, or providing a wide range of experiences in English. Lessons proceed at a good pace and are well organised.
16. Teaching of English and mathematics is very good overall. Teachers have high expectations and provide work that is well matched to pupils' needs and abilities. Pupils respond well and make good progress. Good use is made of the frameworks provided by the National Literacy and Numeracy Strategies. This good quality teaching has a very positive impact on maintaining and raising the standards of attainment. Mental and oral activities are used very effectively in mathematics lessons to provide appropriate challenge. Pupils in Year 1, for example, responded well to an oral activity when they had to identify how many to add to a number to make ten. The session moved at a lively pace and provided effective practice prior to the main part of the lesson which developed their understanding of strategies when adding larger numbers. A Year 6 lesson on the square roots of numbers built very effectively on pupils' previous knowledge. The teacher helped pupils to develop strategies which they could use to estimate the square root of a number. Work was well matched to the pupils' needs and abilities and provided a good challenge for the higher attaining pupils who used their knowledge and understanding well in order to solve practical problems. Very effective use is made of review sessions at the end of lessons to consolidate learning and assess any difficulties which may have been experienced. In a Year 5 lesson on multiplication and division, for example, pupils were challenged about the work they had been doing and were asked to explain the strategies they had used. This reinforced their understanding and also helped classmates to learn.

17. Good use is made of the resources available to provide interesting tasks which motivate pupils. A well planned poetry lesson in Year 2, for example, made very effective use of amusing material which captured the pupils' interest and inspired them in their own creative efforts. Work was well matched to the ability levels in the class.
18. Classroom support staff and volunteer helpers are used very effectively to support pupils' learning. A good example was observed in a Year 3 science lesson when the classroom assistant worked with a group to help them record their work on plants. The lesson was well organised and lively with good opportunities to develop pupils' scientific vocabulary such as 'photosynthesis.' Support staff also play a vital role in supporting the pupils' learning in the computer suite. A parent helper was used very effectively when she used her own knowledge and skills in information and communication technology to help a group of Year 6 pupils create their own interactive birthday card which incorporated pictures, text and sound.
19. Teachers have good subject knowledge and their own enthusiasm for the work leads to pupils responding well to the teacher's high expectations. For example, in a Year 6 English lesson on the poetry of William Blake, very good questioning helped pupils to review earlier work on the subject and to develop their understanding of similes and metaphors. The teacher skilfully helped pupils to analyse the poem 'Tyger' and provided challenging tasks to which pupils responded with enthusiasm and interest.
20. Teachers help pupils make relevant links between the various subjects of the curriculum and to use their experiences in one area to support new learning elsewhere. Good examples were observed in Year 4, where pupils were studying life in an African village. This was linked with art work on African designs and masks. The lesson also provided another very good example of how pupils' speaking and listening skills are developed through the use of role playing exercises.

**The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities.**

21. The school provides a broad curriculum which is relevant to the needs of the pupils. This curriculum is enriched with a range of extra-curricular activities, visits and visitors which enhance many areas of pupils' experience. The teachers have high expectations of pupils' attitudes and attainment not only in English and mathematics but across the whole curriculum. This provides pupils with opportunities to achieve good standards of work in a wide range of activities.
22. The provision for children in the reception class has improved since the previous inspection and is now good. The accommodation has been improved considerably and children in the reception class now have much more space. This includes access to a small outdoor area. The new school hall also provides access for physical education and dance lessons. The very effective deployment of a classroom assistant has also helped to ensure that an appropriate range of activities is provided to meet the needs of children. The curriculum is now securely based on the six areas of learning appropriate for this age group. It reflects the teacher's very good knowledge and understanding of the ways in which young children learn, and provides a wealth of well organised experiences which are closely matched to the children's level of development, and successfully challenges them to make progress. Particular emphasis is rightly given to personal, social and emotional development, as well as to communication, language and literacy and to mathematical development. Appropriate elements of the National Literacy Strategy and the National Numeracy Strategy are incorporated into lessons.

The children are encouraged to enjoy learning and to take part in a wide range of lively practical activities, which support their progress effectively in all areas.

23. In Years 1 to 6, the school provides a good curriculum which reflects the school's aims and provides equal opportunity for all pupils to learn and make progress. The timetable is well balanced, giving appropriate allocations of time to subjects. The school promotes pupils' intellectual development well, especially through the encouragement and opportunities given to them in most lessons to question and investigate aspects of the curriculum. This is particularly evident in mathematics and science. The provision of a hall means that all pupils now have opportunities for indoor physical education including gymnastics, games and dance. Whilst this is still a relatively new experience, teachers have worked hard to provide a good range of relevant activities and from the lessons observed, it is obvious that pupils are very keen to take advantage of these new facilities.
24. There are appropriate policies in place for all subjects, and the very effective long term and medium term plans ensure a continuous, progressive and systematic approach as pupils move through the school. Planning is thorough and work increases in challenge appropriately. There is a very effective programme for pupils' personal development.
25. The provision for pupils with special educational needs is good and they make good progress in relation to their ability. The co-ordinator manages this area very well. All pupils, including those pupils with special educational needs, enjoy equal access to the curriculum.
26. The curriculum is enhanced by a good range of activities at lunchtime or after school. These include sport, music, computers and board games. Visitors to the school are used effectively to enliven the curriculum, and a wide range of visits is arranged for pupils. These experiences are particularly effective in helping to build confidence and social skills as well as developing pupils' awareness of the wider community.

**The provision for pupils' personal development is very good.**

27. The school provides pupils with a secure, caring environment in which to work and play. Good procedures are established for child protection and for ensuring pupils' welfare. Parents report that their children are happy and enjoy coming to school. This has a beneficial influence on their attitudes to their work and helps to develop their self-esteem and supports their progress. The children make a positive start when they enter the reception class, and they settle quickly and happily into school. The school makes good provision for pupils' welfare, health and safety. Teachers and support staff, know their pupils and their families well, are sensitive to pupils' needs and thus able to provide good personal support and guidance.
28. Pupils' personal development and behaviour are effectively promoted through all areas of school life. Praise and rewards are used appropriately to encourage effort, and significant achievements are celebrated. High expectations of behaviour and good classroom management are in place from the time pupils enter the school.

29. The school's provision for pupils' personal development permeates its work. The school has a strong Roman Catholic ethos which clearly reflects its mission statement of 'providing an environment of Love and Faith in which each individual child can develop their talents to the full'. Pupils' spiritual development is promoted very well through prayer and worship and participation in the sacramental life of the Church.
30. The promotion of moral and social development is very good. This is reflected not only in lessons, but in the school's general ethos and attitudes to the wider community. Adults in the school value the pupils' opinions and this helps to increase their self-esteem and confidence. Principles distinguishing between right and wrong are promoted consistently well by all school staff, who provide very good role models. Pupils show respect for teachers, other adults and for each other. They are always encouraged to relate positively to each other, to be considerate and courteous and to play together. All adults in the school set a good example in this area. In class there are many opportunities to work together, valuing different ideas, working responsibly together to achieve a particular goal and sharing resources fairly. Pupils also learn to work effectively as a team through opportunities to compete for the school at sport and through participation in musical events and school productions. They are shown their responsibilities for others through extensive fund-raising for charities. The school has developed a close link with the Francis House Hospice. This involves not just fund-raising but visits. A collection of photographs and some very sensitive poems written by pupils are a clear indication of the love and understanding that has been developed.
31. Older pupils are encouraged to look after younger ones and the Year 6 pupils have developed this role very effectively at lunchtime when they look after their 'partners' from the reception class. The School Council offers pupils the opportunity to make their voices heard effectively. All classes from Year 1 to Year 6 have representatives to put forward the ideas of their classmates.
32. Cultural development is promoted well, both within the curriculum and through extra-curricular opportunities. Through religious education, history, art, literature and music pupils gain understanding of their own culture and the cultural traditions of other countries. There are regular visits to places of educational interest. Visitors are also used effectively to support the curriculum and enrich pupils' experience.

**Pupils are very well behaved; they have very positive attitudes, work hard and are keen to learn.**

33. Pupils show very good attitudes to learning and this has a positive effect on their progress. They are interested in their work, well motivated and enthusiastic. Most concentrate and listen well. They speak about their ideas with confidence and are prepared to share their thoughts with their teachers and classmates. They are well motivated and respond well to encouragement and praise. They treat resources with care, tidy away efficiently after lessons and are sensible when engaged in practical tasks. They follow instructions well and respond with enthusiasm to questioning and discussion.
34. The behaviour of the pupils in lessons, around the school and on the playground is very good, and enables them to make the most of all the opportunities provided for them. They move about the school in an orderly way, play amicably and sensibly on the playground and are responsive to instructions given by adults.

35. Relationships amongst pupils and between adults and pupils are very good. At assemblies, during lessons, at lunch breaks and at playtimes, there is a strong rapport between pupils. Friendliness, caring attitudes and simple acts of kindness are evident. At lunchtimes and breaks, pupils play together well with older pupils frequently helping to look after younger members of the school community.

## **WHAT COULD BE IMPROVED**

### **The assessment and recording of pupils' progress in subjects other than English, mathematics and science.**

36. Very good assessment systems are in place throughout the school for each pupil in English mathematics, and science. The school has worked hard to establish the procedures for these subjects which are sufficiently detailed to be useful but are manageable working documents. The school meticulously analyses results from a wide range of national tests. Staff use this information to track the progress of every pupil through the school. There is close liaison between teachers at times of transfer from year to year to establish clear targets that they expect each member of the class to achieve. Assessment procedures are not yet as effective in the remainder of subjects. The quality and use of day-to-day marking and assessment is good. However, systems for assessing and recording pupils' progress or comparing standards with those expected for pupils of the same age are limited. Consequently, there is insufficient information to enable teachers to set targets for individual pupils and to plan their work accordingly.

### **Resources to support work in information and communication technology.**

37. Provision for information and communication technology has improved significantly since the last inspection. Since then governors have made good use of specific grants to provide a computer suite. Unfortunately, the building work meant that this facility was out of action for a term and a half, although teachers are now using this very effectively for the development of computer skills. However, the computer suite cannot accommodate a whole class of pupils and this creates difficulties of organisation. Computers are not available in all classrooms and this severely limits the opportunities to use information and communication technology (ICT) to support learning in other subjects. The teachers work hard to make adequate use of computers but pupils' learning is restricted by the inadequate range of software and the limited number of computers in the school.

### **The outdoor play facilities for children in the reception class.**

38. Provision for children in the reception class has improved since the last inspection. They now have access to the school hall for physical education lessons. In addition they have good access to a small area outside their classroom for outdoor activities. This is used to very good effect for a range of activities including role-play, water play and gardening. Unfortunately because the area is limited, there is insufficient room for larger pieces of apparatus such as a climbing frame. The school is currently investigating the possibility of extending this area to provide opportunities for the introduction of larger equipment and wheeled toys to enable the children to be involved in challenging outdoor play.

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

39. In order to further improve the quality of education and the standards of attainment, the headteacher, governors and staff should:
- (1) Improve the systems for assessing and recording pupils' progress in subjects other than English, mathematics and science.  
(paragraph 36)
  - (2) Improve the resources to support work in information and communication technology.  
(paragraph 37)
  - (3) Improve the outdoor play facilities for children in the reception class.  
(paragraph 38)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	14	0	0	0	0
Percentage	0	26	74	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

### 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)	-	196
Number of full-time pupils known to be eligible for free school meals	-	10

FTE means full-time equivalent.

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

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	4.3

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	19	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	19	19	19
	Total	35	35	35
Percentage of pupils at NC level 2 or above	School	100(100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	19	19	19
	Total	35	35	35
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)]	89 (88)	89 (88)

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
	2001	12	10	22

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	91 (93)]	77 (89)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	82 (89)	77 (89)	100 (96)
	National	72 (70)	74 (72)	82 (79)

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

Separate data for boys and girls is omitted owing to the small number of boys and girls in this school taking the national tests at Key Stage 2.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	171
Any other minority ethnic group	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.5
Average class size	28

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

Total number of education support staff	3
Total aggregate hours worked per week	80

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

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

### **Financial information**

Financial year	2000/2001
	£
Total income	335,217
Total expenditure	334,203
Expenditure per pupil	1,797
Balance brought forward from previous year	10,697
Balance carried forward to next year	11,693

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate 65.8%

Number of questionnaires sent out	196
Number of questionnaires returned	129

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	28	3	0	0
My child is making good progress in school.	64	34	0	1	1
Behaviour in the school is good.	72	27	0	0	1
My child gets the right amount of work to do at home.	57	37	4	2	0
The teaching is good.	84	15	0	1	0
I am kept well informed about how my child is getting on.	63.5	28	7	1.5	0
I would feel comfortable about approaching the school with questions or a problem.	76	19	3	2	0
The school expects my child to work hard and achieve his or her best.	84	14	2	0	0
The school works closely with parents.	60	37	0	2	1
The school is well led and managed.	83.5	15	0	1.5	0
The school is helping my child become mature and responsible.	70	27	1.5	0.75	0.75
The school provides an interesting range of activities outside lessons.	39.5	45	8	4.5	3