

INSPECTION REPORT

DARRAS HALL FIRST SCHOOL

Northumberland

LEA area: Northumberland

Unique reference number: 122265

Headteacher: Mr Peter Carpenter

Reporting inspector: Roger Edwardson
1546

Dates of inspection: 27th – 28th June 2000

Inspection number: 184033

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Darras Hall First School

School category: Community

Age range of pupils: 4 – 9

Gender of pupils: Mixed

School address: Broadway
Darras Hall Estate
Ponteland
NEWCASTLE UPON TYNE

Postcode: NE20 9PP

Telephone number: 01661 823857

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Appropriate authority: The Governing Body

Name of chair of governors: Mr F Harrington

Date of previous inspection: 21st November 1994

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Darras Hall First School provides education for pupils between four to nine years of age. There is part-time nursery provision available. It is a large first school, which serves an area of medium to high priced private housing on the Darras Hall Estate, in Ponteland. There are currently 433 pupils in the main school with a further 25 part-time pupils in the Early Years Unit. It draws a number of pupils from neighbouring urban areas of Newcastle and Gateshead. Some of these pupils come from relatively less advantaged socio-economic backgrounds. This is an area of very low unemployment and fewer than 2% of pupils (eight pupils) are entitled to a free school meal. 3.5% of pupils do not have English as their first language. Seventy seven pupils are on the Special Educational Needs Register, the majority being at stage 1 or 2. Only one child has a statement of special educational needs. The average class size is 29.

HOW GOOD THE SCHOOL IS

The school provides an attractive, caring environment for its pupils. It is a very effective school, which has a lively and purposeful atmosphere. The new headteacher and staff form a very effective team who work closely together to provide a curriculum which challenges and motivates most pupils. The school gives very good value for money.

What the school does well

- Attainment in reading, writing and mathematics at Key Stage 1 is well above the national average. In reading and writing it is well above and in mathematics it is above the average for similar schools.
- Attitudes, behaviour and pupils attendance are very good. Pupils are eager to learn and have high expectations of themselves.
- Overall, the quality of teaching and learning is very good.
- The recently appointed headteacher is making a significant impact on the school. Staff are empowered and enthusiastic and governors are making a positive contribution to the life of the school.
- The overall provision for the under fives is very good, and makes a positive contribution to the pupils' development and learning.

What could be improved

- The monitoring and evaluation of teaching and learning and the use of assessment data to set individual pupil targets.
- Educational provision to meet the needs of the more able pupils at Key Stage 2.
- The amount of time available for teaching at Key Sage 2 is well below that recommended.

Darras Hall First School is a very good school and the strengths significantly outweigh the few weaknesses. 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 November 1994. Since then, despite some uncertainties caused by the changes of headteacher in the last two years, the school has made good progress in addressing the issues raised in the previous inspection. Under the leadership of the new headteacher the school now has the capacity to bring about significant improvements in the future. Curricular planning at all levels is now effective and coherent.

Learning objectives are included in the planning and arrangements for English and mathematics are good. The school has a set of aims and the teaching and learning reflect an improved focus on meeting the personal development needs of pupils. There have also been significant improvements in the School Development Plan. Priorities for the school have been identified with appropriate resource allocations and clear timescales. All health and safety issues have been addressed. The school is well placed to continue to improve in areas of teaching and learning, and in management and leadership.

STANDARDS AT KEY STAGE 1

The table gives a broad overview of the test and examination results of pupils at Darras Hall First School, both in comparison with all schools and in comparison with similar schools.

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1997 | 1998 | 1999 | 1999 | |
| Reading | A | A | A | A | very high A* well above average A above average B average C below average D well below average E |
| Writing | A | A | A | A | |
| Mathematics | A | B | A | B | |

The table above shows that in 1999, attainment in reading and writing was well above the national average for all schools and in comparison with similar schools. Attainment in mathematics was well above average for all schools and above average for similar schools. The findings of this inspection confirm these high levels of attainment. Early indications suggest that the results in 2000 are even better than in 1999. By the end of Key Stage 1, pupils are on course to achieve standards, which are well above the national average in English, mathematics and science. From lesson observations there appears to be evidence of some underachievement, particularly amongst more able boys. The school is looking at ways to address this through Year 3 and 4 setting in mathematics. The high standards noted in the previous inspection have been maintained. However, by targeting Year 3 and 4 pupils who are potentially high achievers, the school performance would be even better.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils' attitudes to school are very good. Pupils are extremely keen and eager to learn. |
| Behaviour, in and out of classrooms | Behaviour is very good, both in and out of classrooms. Pupils settle quickly to work and no time is wasted in lessons. |
| Personal development and relationships | Very good. Pupils get on very well with each other and show care and concern for each other. They take on responsibility well and are always willing to help. |
| Attendance | Attendance at school is very good. A small number of pupils are repeatedly late arriving in school in the mornings. |

TEACHING AND LEARNING

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

Overall, the quality of teaching seen in the school is very good. During the inspection, 38 lessons, or part lessons, were observed. Of these one was excellent, 12 were very good, 20 were good and 5 were satisfactory. The teaching of pupils under five and at Key Stage 1 is very good, and at Key Stage 2 is good. The teaching of numeracy and literacy across the school and the teaching of pupils with special needs are good. Generally the activities provided by teachers are challenging and develop pupils' learning effectively. However, planning to meet the needs of pupils with special needs and those who are high achievers could be improved.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The curriculum is broad and relevant and meets national requirements. There is an impressive range of extra-curricular activities which reflects the energy and commitment of the staff involved. |
| Provision for pupils with special educational needs | Pupils' needs are met through individual support and in small groups. Individual Educational Plans (IEPs) are satisfactory. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Overall provision is very good. Strong Christian values and high expectations of behaviour ensure pupils develop a good understanding of their moral and social responsibilities and good provision is made for spiritual development and for pupils to appreciate cultural traditions. Pupils' personal development is fostered well. |
| How well the school cares for its pupils | The school takes very good care of its pupils. It has effective procedures for ensuring child protection. Health and safety issues have been addressed. The environment created by the school is very conducive to good quality learning. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The new headteacher provides effective leadership of the school. He has given a good lead in focussing the efforts of teachers and governors at the key priorities. The acting deputy works very hard and with the staff, has held the school together over the last two years. Subject leaders contribute satisfactorily and their role is planned to be developed to make more impact on classroom practice. |
| How well the governors fulfil their responsibilities | The governors have been supportive and appear to work effectively as a team with the headteacher and senior staff of the school. The governing body fulfils its statutory responsibilities and is beginning to develop its monitoring role well. |
| The school's evaluation of its performance | The school has a very clear focus on raising standards and is aware of its strengths and weaknesses. The school is planning to implement a classroom observation schedule in the autumn. |
| The strategic use of resources | The school has prioritised the budget appropriately to ensure there are single age year groups throughout the school. The results of this decision mean that the school relies very heavily on generous parental contributions to purchase books and equipment for use in the classroom. Overall, the school gives very good value for money. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • behaviour in the school is good; • pupils enjoy coming to school; • the school expects pupils to work hard and achieve their best; • the school is well led and managed; • the school helps pupils become mature and responsible. | <ul style="list-style-type: none"> • the amount of homework; • the amount of information from the school about their pupil's work and progress; • the closeness of the working relationship with parents. |

The Inspectors endorse the parents' positive comments. The amount and level of demand of homework in the school are judged to be inconsistent. The homework programme would benefit from a whole-school review of levels of demand and opportunities for feedback to pupils and parents. Information on pupils' progress has improved in recent months with the introduction of interim reports, curriculum newsletters and other opportunities for contact. The school should keep under review the frequency and quality of its progress reports to parents. The inspectors do not agree with parents' views on the need for closer working relationships. The new headteacher has made this an immediate priority for improvement and a significant impact has been achieved in recent months. The Stepping Ahead programme is a good example of this commitment.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in reading, writing and mathematics at Key Stage 1 is well above the national average. Reading and writing standards are well above and standards in mathematics are above the average for similar schools.

1. Pupils achieve standards in National Curriculum tests, which are well above the national average in reading, writing and mathematics.
2. Pupils enter school with levels of attainment in English above the Local Education Authority (LEA) average though attainment in mathematics is slightly below. In the Early Years Unit and reception classes, language development is encouraged at every opportunity. In the Early Years Unit (EYU) pupils use upper and lower case letters appropriately and are able to think of their own sentences. The pupils enjoy a wide vocabulary and in reception classes they make very good attempts at writing letters. In Literacy Hour in one reception class the teacher encourages good collaborative working using letter fans to spell out simple words and pupils take great pleasure in their success. In another reception class, after stimulation from a poem 'Meet the Creeps' a group of able girls use their vivid imaginations to compose unpleasant recipes for goblins. Unusual ingredients include '*a tomato with fire inside*' and '*poisonous bananas*'. These same pupils speak confidently and clearly to the whole class, describing their concoctions with great enjoyment.
3. Pupils in Year 1 are secure in their knowledge of alphabetical order and some can order words by the second letter. More able pupils write in a well-formed hand in clear sentences, posing and answering questions, whilst others successfully develop skills with reference books. The teacher requires pupils to answer her questions in full sentences and this has the clear result of promoting fluency in spoken language. All pupils enjoy shared reading and relish the challenge of new vocabulary encountered. In Year 2 more able pupils consistently use joined script and achieve high standards of layout and presentation in their books. The majority of pupils can use capital letters, full stops and exclamation marks and some use parentheses appropriately. Year 3 pupils continue the regular use of dictionaries, cultivated from reception onwards, to select homonyms and to retrieve spellings and find word origins, whilst pupils in Year 4 are able to offer a range of words containing the prefix 'mini' and to identify key facts and ideas when summarising text. They can use bullet points to present information clearly. The rigour of the National Literacy Strategy brings substantial benefits to the planning and delivery of the English curriculum. Pupils make clear gains in learning as a result.
4. Baseline assessment in reception has shown for the last two years that pupils enter school with mathematical skills less highly developed than their literacy skills. A strong emphasis is placed on the teaching of number and pupils learn to do mental calculations quickly and accurately. Boys and girls become very confident in dealing with numbers. Teachers give many opportunities for pupils to use their mathematical skills to solve problems, often requiring quite complex operations. For example, in Year 1, the teacher uses the target board to explore basic number facts with the pupils. Not only are they able to demonstrate their knowledge and understanding of number facts, pupils confidently add together three digit numbers in their heads and also explain the relationship between the numbers in the sum. In a Year 3 class pupils use real timetables to calculate the difference in minutes

between 6.37 and 7.49 a.m. They use effective mental strategies to arrive at an accurate conclusion. This is impressive and pupils generally achieve above and often well above national averages.

5. The highest achieving pupils, however, need more challenge, particularly in mathematics. The scheme of work follows appropriately the National Numeracy Strategy and pupils have an effective and coherent experience of mathematics whilst they attend Darras Hall. Consequently, most pupils have a secure grounding in number skills and place value, which assists pupils to grasp new tasks in lessons very quickly. This also means that in most classes there are a few pupils, particularly at Key Stage 2, who find some aspects, especially using number, relatively easy. Most staff are aware of this issue and try to resolve it by asking high achievers more difficult questions during oral sessions. Many teachers also provide extension work for those pupils who finish the set tasks, but pupils find these easy and they need to have more challenging tasks to stimulate and extend their learning.

**Pupils behave very well and their attitudes and relationships are very positive.
Attendance rates are very good.**

6. Pupils are very well motivated towards school and their work. Pupils like coming to school. The majority arrives on time with pupils well turned out in the school uniform. Pupils enjoy the work, out of school visits and social events. They talk very enthusiastically about what they are doing. Movement between classes is well organised and extremely orderly.
7. Pupils know the school and their own class rules and they know the difference between right and wrong. Parents agree that behaviour is good. Pupils listen attentively to teachers and to each other and are keen to answer questions and contribute to discussions. Behaviour in Key Stage 1 and Early Years is excellent however pupils are not always as focused in Key Stage 2. Pupils are friendly and polite to visitors. They work well together in pairs or small groups and help each other when appropriate. This very high standard of motivation enables pupils to work and learn without disturbance. There are no exclusions.
8. Mealtimes are very well organised. Pupils queue for their food and are polite to the kitchen staff. Behaviour is very good. A strong emphasis is placed on table manners. Mealtimes are very effective in promoting pupils' social skills. Pupils help each other, are polite and friendly. In the yard most pupils play a range of games such as football and short tennis. They share the play equipment well.
9. A range of school awards, such as the 'Pat on the back', are given in assemblies. Special awards are given for efforts or attitudes over a period of a week and headteacher awards are given when pupils are sent to the headteacher. Pupils are proud of these awards.
10. Pupils' personal development is good. They are given a range of responsibilities in school, for instance acting as playground buddies. The Year 4 pupils also bring reception class to assembly and are in charge of the building society assisting younger pupils with their transactions. These jobs, which are carried out with diligence and pride, effectively develop pupils' initiative and sense of personal responsibility.

11. Relationships with each other and between pupils and staff are excellent. Teachers know their pupils well and are sensitive to their individual needs. Pupils answer teachers' questions with enthusiasm and confidence. They are willing to listen to others. Pupils of all ages play together in the yard and support each other when necessary. No incidents of harassment were observed.
12. Pupil attendance is very good.

The quality of teaching across the school is very good.

13. Overall, the quality of teaching is very good. Throughout the school there is evidence of thorough lesson planning, clear learning objectives being set and appropriate methodology used. Staff have very high expectations of behaviour. An attractive environment is provided throughout the key stages, which is stimulating, well planned and allows the pupils to revisit their rich learning experiences.
14. Teaching in the Early Years Unit and reception is good or very good in 90% of lessons. Planning is detailed and is clearly related to the desirable learning outcomes recommended for pupils of this age. Activities are well organised and appropriate resources are provided. There is a careful balance of opportunities for pupils to enjoy both, teacher-directed and child-initiated activities. All adults work well together as a team, ensuring continuity of experience. One teacher's enthusiasm and good subject knowledge contributed to a very clear explanation of the differing units of measure through story and practical work.
15. In Key Stage 1 the quality of teaching is good or better in 100% of lessons and very good or excellent in 50%. Where the teaching is very good, planning successfully targeted all pupils, particularly the more able. A variety of questioning techniques is used to challenge all abilities and there are high expectations of achievement and behaviour. Lessons proceed at a good pace and are well structured to capture and sustain the pupils' interest. These features and obvious enjoyment of teaching by individuals contribute to the high standards achieved and good progress of pupils.
16. In Key Stage 2, 73% of teaching is good or better with 13% of lessons being judged to be very good. Where the teaching is very good, the lessons are planned with clear learning objectives and a brisk pace to the lesson is sustained. Homework activities are well related to planned classroom activities and there is effective questioning which is well suited to meet every child's needs. In the lessons judged to be satisfactory the teachers' management of the pupils does not always promote the highest standards of behaviour. Frequently the pupils' interests are not engaged fully and there are missed opportunities to question pupils to further promote learning and understanding.

The recently appointed headteacher is making a significant impact on the school. Staff are empowered and enthusiastic and governors are making a positive contribution to the life of the school.

17. The headteacher's leadership of the school is very good and the governing body supports him. Since becoming the headteacher in January of this year, he has worked hard to focus the efforts of teachers and governors on an agreed set of priorities, and during this short time he has been effective in making a number of very significant improvements. This is particularly commendable, as the school had suffered from too many changes at headteacher level over the previous two years.

The acting deputy headteacher continues to support the school, a role she has successfully achieved for two years; she has worked with other staff to bring stability and continuity during a difficult period for the school. High standards have been maintained and the new initiatives, such as the national strategies for literacy and numeracy have been embraced and delivered effectively.

18. The governors of the school are supportive and appear to work effectively as a team with the headteacher and senior management team. They contribute much time and effort and are now very aware of the school's strengths and weaknesses. They have been actively involved in the production of a new school development plan and are beginning to monitor and evaluate the work of the school as a result of the tremendous efforts of the new headteacher.
19. The school budget has very little room for manoeuvre. The school is a very large three-form entry first school and manages its budget extremely well. It is very reliant on the financial support from parents, every avenue for additional funding is pursued and decisions to spend money are always considered to ensure best value is obtained. Overall, the school gives very good value for money.

Overall provision for the under fives is very good and makes a positive contribution to the pupils' development and learning.

20. They begin school with knowledge, understanding and skills at levels above those expected for pupils of this age and good progress in all aspects of learning by the end of reception class.
21. In the Early Years Unit and reception classes the attitudes for learning and the quality of teaching are good or very good in 90% of lessons.
22. Personal and social development receives a high priority and this permeates all areas of learning. Opportunities are planned to encourage and develop the pupils' confidence and self-esteem in both the Early Years Unit and also the reception classes. Language development is encouraged at every opportunity. The early years enjoy a wide vocabulary and in reception class, they make very good attempts at writing letters. In mathematics, the pupils are beginning to use their developing mathematical understanding to solve practical problems and show an increasing understanding of the different units of measures, for example hand spans and varying foot lengths. In knowledge and understanding of the world, the pupils show great awareness of their own needs and those of their siblings and are able to confidently discuss these with adults. In creative work the pupils enjoy the opportunities provided to explore texture and colour to express their ideas and communicate their feelings. The pupils enjoy using a range of equipment outdoors, showing a good awareness of space and others. However they would benefit greatly from permanent climbing structures being included in the Playground Project supported by an area of appropriate safety flooring.
23. Teachers work together within teams to ensure continuity and progression and plan appropriately for all areas of learning. Curriculum planning is thorough and provides purposeful activities with appropriate intervention by staff, which ensures that the pupils fully engage in the learning process. There is a careful balance of opportunities for pupils to enjoy both teacher-directed activities and also child-initiated tasks. Teachers know their pupils well and successfully build upon what the pupils already know and can do.

24. The regular integration of pupils from the Early Years Unit to reception class is successful, resulting in the younger pupils being interested and motivated by the inclusion and also having a positive impact upon the personal and social development of all pupils involved. All adults employed within the Early Years Unit and reception classes make a valuable and effective contribution to the education provided. All staff have recently attended training in the Foundation Stage.
25. An attractive environment has been provided throughout the provision for the under fives that is welcoming and stimulating, allowing the pupils to revisit the rich learning experiences.
26. Very effective relationships are apparent with parents and the school has worked extremely hard to develop a successful programme to make links with a variety of pre-school providers thereby enabling continuity of experience for the pupils. Meetings are planned for the parents of pupils due to start school in September and should prove to be very beneficial to school, parents and pupils.

WHAT COULD BE IMPROVED

The monitoring and evaluation of teaching and learning and the use of assessment data set to individual pupil targets.

27. Soon after his arrival the headteacher and the school's link advisor undertook a useful exercise in monitoring and evaluation across the school. Teachers also collaborated in the spring term in the production of a portfolio of writing. However, monitoring and evaluation of teaching and learning is not yet embedded as an ongoing routine within the school. Pupils' written work in English was scrutinised two years ago and the literacy co-ordinator conducted lesson observations in the last academic year. Medium-term and weekly plans in numeracy have been examined for challenge for the more able but there is no formal system for writing up and sharing the findings of such review. During the significant management changes within the school the funding for monitoring and evaluation activity was reduced and it is eighteen months since direct observation by the numeracy co-ordinator last took place. The impact of the National Numeracy Strategy has yet to be evaluated. Staff have much to gain from the adoption of regular monitoring and evaluation practices which result in shared findings, agreed points for action and reporting to governors.
28. An annual timetable of assessment activities has recently been established including termly assessment weeks where pupils undertake common assessment tasks. Teachers analyse these for individual strengths and weaknesses. These tasks provide a useful opportunity for teachers to gain agreement on standards of work and use the outcomes to establish challenging targets for pupils, notably the more able. These assessments are relatively new and further work will be needed to exploit fully the potential of this information.
29. The school has recently received benchmark performance data from the LEA, showing performance in relation to similar schools within the LEA. Some limited conclusions have been drawn from this data and the school has comprehensively graphed assessment results. There has, however, been less focus to date on using assessment outcomes to establish pupil level targets for improvement across the

board. The school has set targets for above average performance at Level 3 in Key Stage 1 writing and at Level 4 in Year 4 reading and writing, both areas where it already has strong performance. It has not, however, set any targets for above average performance in mathematics at either Key Stage, though the data suggests above average performance can be improved in this subject. Prior to this year teachers had received no training in the use of performance data, although they had analysed Key Stage 1 Standard Assessment Task (SAT) questions and taken appropriate action. The new headteacher has begun to train staff in the use of data though at this early stage teachers have yet to use performance data to optimum effect to set individual pupil level targets. A welcome development is the use of assessment software to track pupil progress, which should prove a useful mechanism for the future.

Educational Provision to meet the needs of the more able pupils at Key Stage 2.

30. Throughout the school, teachers plan lessons with the intention of meeting the needs of three broad ability bands. In Key Stage 1 this differentiated planning, supplemented by a range of challenging extension activities, is generally sufficient to motivate, engage and stretch the more able. In reception a group of able pupils successfully use dictionaries to develop a list of rhyming words and when completed they move on enthusiastically to use the computer for further language activities. In a Year 1 mathematics lesson, able pupils are challenged by excellently structured questioning using a target board to practise difficult mental calculation strategies. In a further Year 1 Literacy lesson, higher attainers use their well-developed writing skills to compose a range of questions. These successful strategies lead to a widening of the range of attainment within the able cohort by the end of Key Stage 1.
31. This wider range requires even greater differentiated provision in Key Stage 2 but evidence from a number of lessons indicates that the same broad strategy adopted in Key Stage 2 provides insufficient challenge for the most able. For example in Year 3 science lessons focusing on the journey of water through the stems of plants all pupils share the same experimental activity. Differentiation for more able pupils involves writing up the experiment to an agreed structure supplied by the teacher, whilst pupils of average ability complete a less demanding worksheet. The challenge is in writing rather than in the intrinsic scientific content. The most able pupils comply with little enthusiasm to this writing task, taking longer than necessary to complete it. Though well behaved they lack motivation. When questioned they show good understanding of the concepts of fair testing and the need to control variables but do not use appropriate scientific vocabulary to describe these concepts. In Year 4 literacy lessons aimed at promoting skills in summarising the key points of text, the level of questioning of pupils fails to promote higher order thinking in the most able. Opportunities are missed to encourage pupils to hone their considerable spoken language skills by justifying their choices of key points in the text. Yet in other lessons, extension activities for more able pupils provide more practice of the same content rather than more challenge and enrichment.
32. The new headteacher has quickly recognised the need to improve provision and has completed a draft policy for able pupils. This highlights issues of identifying able pupils, defining their needs and making appropriate provision within the classroom. It is a useful beginning. Increased levels of above average attainment in this year's Key Stage 1 SATs and optional Year 4 SATs reflect the school's increased emphasis on the attainment of the most able. Further monitoring and

evaluation of planning and delivery will be necessary to secure a good match of work to the highest ability levels in Key Stage 2.

The amount of time available for teaching at Key Stage 2 is well below that recommended.

33. The DfEE suggests that the teaching time for pupils in Key Stage 2 should total 23.5 hours. This is given as a general guide to good practice. At present the school's weekly teaching time in Key Stage 2 is 1 hour 50 minutes short of this guidance.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. In order to continue the development of this very good school, the headteacher, staff and governors should:
- use pupil performance data and monitoring of lessons by subject co-ordinators, to sharpen the learning targets set for individual pupils. Teachers should be further trained in the use of performance data to identify pupil under-performance and set individual targets. A review of subject co-ordination to reduce the load on one member of the management team with responsibility for mathematics and science is also required;
 - build on the levels of challenge provided for more able pupils in Key Stage 1 to ensure a higher level of demand and enrichment for more able pupils in Key Stage 2;
 - consider increasing the teaching time for pupils aged seven years to nine years. Currently the teaching time is significantly less for older pupils than that recommended by the DfEE.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 38 |
| Number of discussions with staff, governors, other adults and pupils | 18 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 3% | 32% | 53% | 13% | 0% | 0% | 0% |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y4 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 25 | 433 |
| Number of full-time pupils eligible for free school meals | 0 | 4 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y4 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 1 |
| Number of pupils on the school's special educational needs register | 1 | 77 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 16 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 16 |
| Pupils who left the school other than at the usual time of leaving | 4 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 1999 | 419 | 43 | 92 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 44 | 49 | 48 |
| | Girls | 41 | 42 | 41 |
| | Total | 85 | 81 | 89 |
| Percentage of pupils at NC level 2 or above | School | 92 (91) | 99 (94) | 97 (93) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 48 | 48 | 45 |
| | Girls | 41 | 40 | 38 |
| | Total | 89 | 88 | 83 |
| Percentage of pupils at NC level 2 or above | School | 97 (90) | 96 (94) | 90 (89) |
| | National | 82 (81) | 86 (85) | 87 (86) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 16 |
| Pakistani | 7 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 413 |
| Any other minority ethnic group | 12 |

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR– Y4

| | |
|--|------|
| Total number of qualified teachers (FTE) | 16.7 |
| Number of pupils per qualified teacher | 27.4 |
| Average class size | 29.1 |

Education support staff: YR – Y4

| | |
|---|-----|
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 114 |

Qualified teachers and support staff: nursery

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 0.6 |
| Number of pupils per qualified teacher | 25 |

| | |
|---|-----|
| Total number of education support staff | 0.6 |
| Total aggregate hours worked per week | 74 |

| | |
|--------------------------------|------|
| Number of pupils per FTE adult | 20.8 |
|--------------------------------|------|

FTE means full-time equivalent.

Financial information

| | |
|----------------|------|
| Financial year | 1999 |
|----------------|------|

| | £ |
|--|---------|
| Total income | 647,128 |
| Total expenditure | 645,477 |
| Expenditure per pupil | 1,444 |
| Balance brought forward from previous year | 6,000 |
| Balance carried forward to next year | 7,651 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 458 |
| Number of questionnaires returned | 231 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 57 | 37 | 4 | 1 | 0 |
| My child is making good progress in school. | 45 | 45 | 7 | 2 | 2 |
| Behaviour in the school is good. | 48 | 47 | 3 | 1 | 1 |
| My child gets the right amount of work to do at home. | 28 | 50 | 16 | 6 | 0 |
| The teaching is good. | 48 | 42 | 7 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 39 | 42 | 13 | 14 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 54 | 35 | 9 | 2 | 0 |
| The school expects my child to work hard and achieve his or her best. | 54 | 39 | 5 | 1 | 1 |
| The school works closely with parents. | 36 | 46 | 14 | 3 | 1 |
| The school is well led and managed. | 46 | 47 | 1 | 0 | 6 |
| The school is helping my child become mature and responsible. | 46 | 45 | 3 | 1 | 5 |
| The school provides an interesting range of activities outside lessons. | 38 | 45 | 9 | 3 | 4 |