

# INSPECTION REPORT

## **PANNAL PRIMARY SCHOOL**

Harrogate

LEA area: North Yorkshire

Unique reference number: 121429

Acting Headteacher: Mr C Knowles

Reporting inspector: Mr G Brown  
21060

Dates of inspection: 8<sup>th</sup> –10<sup>th</sup> May 2000

Inspection number: 187331

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Pannal Green Pannal Harrogate North Yorkshire HG3 1LH
Telephone number:	01423 872407
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr L McWilliams
Date of previous inspection:	4th March 1996

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>5</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>9</b>
Standards of attainment are high in English, mathematics and science	
The quality of teaching is good overall.	
Pupils are enthusiastic learners.	
Pupils with special educational needs are well provided for and make good progress.	
The school makes good provision for the social and moral development of its pupils.	
<b>WHAT COULD BE IMPROVED</b>	<b>12</b>
The school lacks a stable management system to help it provide clear and effective educational direction.	
The spiritual development of the pupils is not well planned for.	
The length and pattern of the working day provided for pupils at Key Stage 2 do not meet the requirements recommended for their age.	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14</b>
Create a more stable management system.	
Improve the planned provision for the spiritual development of pupils.	
Review the current working arrangements for pupils at Key Stage 2.	
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>15</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the village of Pannal to the south of Harrogate in North Yorkshire. A significant number of pupils travel from outside the recognised catchment area and the school is now oversubscribed. There are 320 pupils aged between four and eleven years on roll, which is above average for this type of school. All classes at Key Stage 2 contain above 30 pupils and are organised in mixed age groupings. Most children have some form of nursery experience and enter their Reception year with above average standards. There were 12 children under five at the time of the inspection. There are four pupils for whom English is an additional language, but traditionally the school has little representation from minority ethnic groups. Less than one per cent of pupils are entitled to free school meals, a figure well below the national average. There are 37 pupils on the register of special educational needs and two pupils have a statement of special educational need.

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

Pannal is a good, effective and popular school where pupils enjoy learning and achieve consistently high standards. This is due to the good quality of teaching and the efforts of a conscientious and hard working staff. It is also a school undergoing a period of considerable change and transition as it awaits the appointment of a new headteacher. A small senior team is currently running the school ably assisted by the governing body and representatives of the local authority. While relatively inexperienced, the team is nevertheless introducing several important changes to school routines together with some much-needed initiatives. The school provides good value for money.

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

- Standards of attainment are high in English, mathematics and science.
- The quality of teaching is good overall and helps pupils to reach their potential and make good progress in their learning.
- Pupils are enthusiastic learners. They behave very well and form effective relationships with adults and each other.
- Pupils with special educational needs are well provided for and make good progress.
- The school makes very good provision for the social and moral development of its pupils.

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

- The school lacks a stable management system to help it provide clear and effective educational direction through the process of monitoring, self-review and prioritising targets for growth.
- The spiritual development of pupils is not well planned for, and the content of collective worship lacks structure and precise meaning and purpose for the pupils.
- The length and pattern of the working day provided for pupils at Key Stage 2 do not meet the requirements recommended for their age, and this affects opportunities to extend their learning.

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

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

In March 1996, Pannal was reported to be achieving above average standards, but with some areas for development, including improved strategic planning. In January 2000, the current management team was given the task of temporarily running the school and agreed that improvements had to be made. In particular, the action plan following the previous inspection had not been fully completed and some of the issues raised were still outstanding. These included the instigation of a coherent development plan, clearer job descriptions and roles for staff and governors, and a review of the daily act of worship. The spiritual development of pupils remained underdeveloped. Parents also expressed concern at the lack of communication between themselves and the school. The overall improvement since the previous inspection has therefore been unsatisfactory over time. The recent hard work of the senior management team, including their targets for improvement, has done much to redress the shortcomings thus described. Although clearly in need of stable leadership, the school continues to be effective and has the capacity to make even more rapid strides in the future.

## STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	A	A	A	B	well above average A above average B average C below average D well below average E
Mathematics	A	A	A	A	
Science	A	A	A	B	

The results of statutory and other tests confirm the well above average standards achieved by Key Stage 2 pupils both in 1999 and as a trend in recent years. Standards in mathematics and science have occasionally been within the top five per cent nationally. This is due to the good teaching, the very positive attitude of the pupils, and also the desire of teachers and parents that children try to reach their potential. The National Literacy and Numeracy Strategies have also helped pupils to consolidate and extend their already good standards in these subjects. The attainment of pupils in mathematics is particularly good when compared to that of pupils from similar schools. Attainment for children under five is good. At Key Stage 1, pupils' attainment is frequently well above the national average in reading, writing, mathematics and science. At both key stages, it is the percentage of pupils reaching the higher levels for their age that contributes most significantly to their all round attainment and achievement. The school has other curriculum strengths including music and the development of work in the environment. The targets set for the pupils' future attainment at Key Stage 2 are realistic yet challenging and the current standards are appropriately matched to the high expectations set by staff and parents.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic about their learning and enjoy their time at school. They work hard and take pride in their own achievements and those of the wider school.
Behaviour, in and out of classrooms	Consistently very good, particularly during lessons. Pupils are reliable and show good levels of courtesy and self-discipline. They respond very well to the high expectations of their teachers in this respect.
Personal development and relationships	Relationships are very positive and play an important part in learning. Pupils show respect for others and for the fabric of the school. Too little is asked of pupils in terms of initiative in their own learning.
Attendance	Very good and above the national average. The school day starts promptly and efficiently and lateness of pupils is not a problem.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
28 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 for children under five and at both key stages, and the needs of all pupils are well met. Teaching is particularly effective towards the end of Key Stage 2. No unsatisfactory teaching was observed and one lesson in four was judged to be very good in helping pupils to progress. Almost two-thirds of lessons were good or better. The teaching of English and mathematics is particularly well planned and managed and good use is made of numeracy and literacy in other subjects to help develop new and important skills among the pupils. The best teaching focuses well on the needs of the individual child, and good provision is made for teaching pupils with special educational needs and those for whom English is an additional language. The most effective teaching includes the good use of questions that encourages pupils to develop their own ideas. In many subjects, pupils are taught to use a range of working strategies, which helps reinforce understanding as well as knowledge. Pupils learn consistently well as a result of the effective teaching. In a very small minority of lessons at both key stages, the pace of learning does not provide sufficient challenge and excitement to the pupils. Although some older pupils in particular do not work with enough independence, their pace of working is good and the output high.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall and statutory requirements are well met. Good emphasis is given to English, mathematics and science, but there are also strengths in musical provision and the use made of the immediate and wider environment.
Provision for pupils with special educational needs	A strength of the school. Pupils' needs are well identified and they are well supported by carefully chosen tasks and by good teaching.
Provision for pupils with English as an additional language	Pupils in this category are relatively rare but those currently in the school are well provided for.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There are particular strengths in the provision made for the pupils' social and moral development. Pupils help to produce a harmonious workplace and show a keen sense of right and wrong. The cultural development of pupils is satisfactory although too little is done in relation to their multicultural awareness. The provision made for spiritual development is too fragmented and unsatisfactory overall.
How well the school cares for its pupils	Pupils are well known and are looked after in a very supportive and caring environment. Good attention is paid to pupils' welfare and safety in rather crowded conditions.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher and other senior staff have worked well to help the school meet its current challenges. However, there is a lack of clear educational direction, including more precise planning, that would allow the school to prioritise its planned developments and meet its future targets. The weekly time spent on teaching and learning at Key Stage 2 is over one hour short of the national average.
How well the governors fulfil their responsibilities	Governors are effective in fulfilling their statutory duties and meeting their overall responsibilities. They are, for example, well aware of the school's strengths and weaknesses.
The school's evaluation of its performance	The means of measuring past performance are imprecise and in need of further development. Greater experience is also needed in school self-review and evaluation.
The strategic use of resources	The school makes effective use of its financial and other resources. There is a satisfactory link between declared priorities and expenditure and administrative staff ensure that the school achieves value for money on a daily basis.

## 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 standard of pupils' work is consistently high.</li> <li>• The communication between home and school has improved considerably.</li> <li>• Children like their school and make good progress.</li> <li>• Teaching is effective and all adults on site are caring in their outlook.</li> <li>• Behaviour is good and school helps children to mature.</li> </ul>	<ul style="list-style-type: none"> <li>• Even greater levels of partnership between home and school.</li> <li>• The number of pupils on roll should be lessened and more space created for those who are on roll now.</li> <li>• School reports are not very personal to the individual pupil.</li> <li>• A greater variety of homework should be given on a more regular basis.</li> </ul>

The inspection agrees with all the favourable points made by parents at their meeting and in their response to the questionnaires. The unsatisfactory levels of communication between home and school appear to be a thing of the past but more could be done to extend the working partnership for the benefit of the pupils. Parents continue to raise impressive sums of money to help with the wider running of the school including the provision of additional learning resources. The inspection team did not see any hard evidence of where the number of pupils on roll presented a hazard or a real threat to individual progress. However, all Key Stage 2 classes contain between 33 and 38 pupils and the school and the local authority should seek urgent ways to prevent this pattern of intake continuing. The written annual reports to parents do not meet statutory requirements and should reflect more about what pupils have achieved together with targets for their future learning. The school has just issued a further policy statement on homework, and is to maintain its stance on setting home tasks that will interest the pupils, whilst not being drawn into routine tasks that may be counter productive to their learning at school.



## **PART B: COMMENTARY**

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

#### **Standards of attainment are high in English, mathematics and science**

1. By the end of both key stages, pupils achieve standards well above the national average. Pupils of all ages listen well and speak in a variety of contexts with confidence and clarity. Many are particularly good at explaining what they are doing in their work and can readily express their own views and beliefs. The quality of pupils' reading is also a strength of their English work. Most pupils read a wide range of books for information and enjoyment and are equally at home with a favourite author as they are with interrogating the internet for information on a chosen topic. Reading at Key Stage 1 is particularly fluent and expressive for the age of the pupils and builds on the good standards achieved in the Reception class. Although the school lacks the benefits of a centralised library, pupils use their class libraries effectively and regularly. Since its introduction in 1998, the Literacy Strategy has also helped to deepen and extend the reading experiences of many pupils. By the end of Year 2, pupils produce a large amount of written work giving evidence of very frequent, demanding and well programmed practice. Pupils' technical skills are well developed and most produce well-organised and fluent scripts that are well presented and contain accurate spelling; correct grammar and mature ideas. In a Year 2 class, pupils ably demonstrate their ability to write in a variety of styles, including story-telling, factual accounts, replying to an invitation and reporting back on their work in science. By the end of Key Stage 2, pupils maintain high standards across an impressive range of written work. Their narratives, poetry and ability to re-organise, paraphrase and shift perspectives in their work are all of a high order. Information technology is used satisfactorily to extend writing skills such as drafting and re-drafting. Pupils are equally at home writing their own stories in the style of a favourite author such as Anne Fine, as they are in describing in detail their personal ascent of 'The Old Man of Coniston' during their recent residential stay in the Lake District.
2. In mathematics, pupils at both key stages show very good levels of accuracy and their output of work is high. Pupils have very good understanding of the major mathematical operations and, by the end of Year 6, are well aware of important patterns in number and of the important relationships that exist between, for example, multiplication and division. The introduction of the Numeracy Strategy in 1999 has helped to improve the speed of pupils' mental work and increase their knowledge of process and method rather than give undue emphasis on practice for its own sake. In Year 2 there is a good balance between data handling, shape and the many aspects of numeracy. By the time they transfer to the high school, pupils are familiar with a wide range of mathematical content, and use their increasing knowledge well to help solve everyday problems involving money, fractions, weight and time. Their use of correct mathematical vocabulary is also very good.
3. Pupils have maintained their high standards in science over a long period. The subject is delivered in considerable depth and the pupils show very good knowledge and understanding of the work they undertake. There is also considerable emphasis on the teaching of investigative skills from a very early age, so that even Year 1 pupils know how to approach and record their work in a very uniform and disciplined way. By the end of Key Stage 2, pupils make particularly good progress in science. Their work, for example, on dissolving electrical circuits and light, shows

very good awareness of the importance of prediction, hypotheses, evaluation and the need to conduct a fair scientific test. Many of the skills that pupils acquire in literacy, numeracy and science are used effectively in outside studies and work in the wider environment, which also represents a curriculum strength of the school.

**The quality of teaching is good overall and helps pupils to reach their potential and make good progress in their learning.**

4. In approximately two-thirds of observed lessons the quality of teaching was good or better. Good teaching occurs at both key stages as well as among the under-fives, with some of the most effective teaching occurring towards the end of Key Stage 2. There is a high expectation among all staff that pupils will achieve well, and the teaching is well planned and organised to that effect. Considerable emphasis is placed on the speed and variety of output and this usually results in a wide range of quality work from the pupils, with good pace and rigour in their learning. The planning of lessons does not always follow a consistent whole-school approach, but it is generally well organised and effective in meeting the needs of all pupils, including those with special educational needs or for whom English is an additional language.
5. A particular strength is the emphasis placed by staff on the teaching of process and method that helps to extend the pupils' understanding of basic concepts. This means that at a later stage, pupils apply their knowledge and skills to further good effect. Almost all pupils in Year 6, for example, are able to solve a wide range of problems with confidence and understanding. There is also very effective questioning of pupils on a daily basis, particularly in literacy and numeracy lessons, to ascertain the point that pupils have reached. Questions are largely of an 'open' nature that encourage pupils to offer more than simply yes or no and to think more deeply about their responses. In all classrooms, there is effective use of praise, support and encouragement, which in turn gives pupils greater incentive to do well. Most lessons carefully build on the pupils' previous learning and are carefully structured to bring clarity and interest to their daily work. Although there was no unsatisfactory teaching, some older pupils in particular, lack the opportunity to use their own initiative and to make more informed decisions about their own learning. Teachers' marking, while supportive and completed on time, does not always follow a whole-school approach and where this occurs, it lacks the rigour needed to set new and challenging targets for pupils to further improve their work.

**Pupils are enthusiastic learners. They behave very well and form effective relationships with adults and each other.**

6. These qualities have remained a very good feature of school life since the previous inspection and are still very influential in determining the quality of learning experienced by the pupils, together with the levels of progress they make. The key to their overall response is the quality of relationships that exist and the impact of this on the work ethic. Pupils want to do well and please their teacher. The sustained effort put in by almost all pupils helps to produce a purposeful, rigorous, yet harmonious place for effective learning to occur. Within such a setting, there is a simple but widely understood assumption that pupils will work hard and achieve well. Because this approach is consistent between classes and key stages, pupils respond well to the challenges made upon them and enjoy their schooling, a fact clearly stated by the parents. A particularly good feature of pupils' overall response is the amount of work they complete and the pride shown in finished work. In a

Year 1 class, pupils nearly made themselves late for assembly so keen were they to show to inspectors their designs for seed packets that they had made during a morning session. Pupils are thus enthusiastic about their learning and develop healthy, supportive attitudes towards their peers.

7. The behaviour of pupils, inside and outside of the classroom, is very good. The great majority are helpful, co-operative and reliable in their approach. Very few disturbances occur in the classroom with pupils able to wait their turn and act promptly on the teacher's guidance or instructions. Improved relationships now exist between all pupils and dinner staff, and lunch-times and other recreational periods are now a positive time of the day.

**Pupils with special educational needs are well provided for and make good progress.**

8. Although the number of pupils on the school's special educational needs register is not above the national average in relation to its size, the school has shown praiseworthy determination to address the needs of such pupils and to support them wherever it can. The provision made for these pupils meets, and goes well beyond, the statutory requirements in this area. An experienced teacher is employed for 60 per cent of the working week to ensure that pupils' needs are well defined and that regular and quality support is given, usually in the setting of their normal classroom work. A significant strength is that, although some teaching occurs by the withdrawal of pupils to a separate working area, the most effective work occurs in the classroom, where the progress of pupils is carefully extended and monitored set against their previous learning and achievements. As a result, pupils do not feel isolated and are comfortable with the classroom support they receive. There is also effective governor support through discussion and on-site visits, and parents are involved during any review meetings concerning their children. Pupils with individual educational plans are clearly identified and well supported by both the special needs teacher and by the pupil's own teacher who also takes major responsibility for the everyday work of the pupils. As a result of the good teaching, including effective planning and the range and suitability of the tasks given, pupils with special educational needs make good progress. There are also good levels of co-operation and communication with outside agencies such as medical and psychological staff. Pupils for whom English is an additional language are identified quickly on entry to the school and their individual needs are well met, sometimes with the input of support teachers from the local authority.

**The school makes very good provision for the social and moral development of its pupils.**

9. The youngest children in the Reception classes are taught very quickly the conventions of good social behaviour and this good level is then maintained throughout the school. There are high expectations as to how pupils should behave and respond to each other and all adults in the school act as effective role models. Agreed codes of conduct that reflect the school's behaviour policy are displayed in the classrooms and pupils show that these have been negotiated with them. An important convention is that planned visits and visitors give pupils opportunities to meet and interact with unknown adults in a safe environment. The school's annual residential visit to the Lake District is well planned and the oldest pupils gain a great deal from the visit, particularly in relation to their own social development and growing sense of independence. In class lessons, all teachers use a variety of ability and friendship groupings in order to encourage good levels of social co-

operation and collaboration. For example, Year 6 pupils work effectively in groups while studying the reversible and irreversible changes that various materials undergo. By the end of Key Stage 2, pupils are mature and sensible for their age, but too little is asked of them in relation to the use of initiative in their own learning.

10. The provision made for the moral development of pupils is very good. Evidence strongly suggests that even the youngest children know the difference between right and wrong and that the school promotes the moral dimension very successfully. The school has an agreed set of values that it promotes, including honesty, truthfulness and tolerance of others. Pupils appear to be very proud of their school and its achievements and are keen to promote the right image. During the inspection, pupils were seen to become quite indignant if the behaviour or actions of others could be interpreted as 'letting the side down'. Despite the overcrowding in communal areas, there is a keen sense of 'appearance' engendered in the pupils and they take care of the premises, handle resources with care and wear their uniform with a marked sense of belonging to a respected school community.

### **WHAT COULD BE IMPROVED**

**The school lacks a stable management system to help it provide clear and effective educational direction through a process of monitoring, self-review and prioritising targets for future growth.**

11. The school is undergoing a transitional period that was mainly initiated when the former headteacher and his deputy both left the school within a few months of each other in late 1999. With the support of the governors and local authority, a management plan has been drawn up to oversee the immediate administration of the school led by a small team of senior staff. Under the care of the acting headteacher, the school has begun its development programme with the listing of a wide range of initiatives designed to overcome some of the shortcomings of the past. It has to be said that the pupils' attainment and progress do not appear to have been adversely affected by the difficulties encountered during the past two years. Some of the initiatives currently underway, such as improved home/school communications and a more measured approach towards staff development, are already having a positive influence on the wider life of the school. Due credit for this should be given to those who have been given additional responsibility pending the appointment of a new headteacher.
12. The school has very little recent and relevant experience of how to monitor the quality of teaching and of standards within the curriculum. There is, as yet, little evidence of such measures being used effectively to improve the school. Similarly, it is only in the past few months that the school has considered its basic aims and begun to evaluate its performance through self-review. For too long, the school has lacked good strategic planning and clear educational direction, although sound financial management is in place. The governors now have a clear grasp of the strengths and weaknesses of the school and are an able and articulate group anxious that the school now builds on its past reputation and current popularity. They have begun to look closely at the number of pupils on roll and how the sheer size of the school can be better managed and controlled in the future. The current improvement plan lists a whole range of important initiatives, some of which are designed to overcome the rather muted response to the key issues identified during the previous inspection. There is a need for many such issues to be re-examined

two terms on, and to be prioritised afresh set against a more objective assessment as to the point the school has reached in its current development.

**The spiritual development of the pupils is not well planned for and the content of worship could be improved significantly.**

13. Some aspects of these important areas were raised at the time of the previous inspection. It is now more the quality and purpose of worship that is in need of remedial action rather than the statutory requirement that it be held every day, a regulation that the school now meets. A new policy regarding school worship has recently been introduced but is not yet 'bedded in'. Suggested themes for worship have not been fully introduced and there is no whole-school approach to leading worship that might bring clarity of purpose to the pupils and perhaps greater involvement of the staff. The worship observed during the inspection period did not develop themes well and left little opportunity for the pupils to reflect on values and events beyond their everyday experiences. The importance of music and prayer is also unclear and these aspects were not used well during the inspection week. Although some themes have considerable potential for spiritual development, there are many missed opportunities in this respect. For example, a number of hymns depicting the wonder of the created world were well sung but did little to extend pupils' own beliefs or arouse their natural curiosity. In another act of worship, the lack of music meant that the mood for reflection was not set from the outset.
14. The planned provision for the spiritual development of the pupils was a weakness identified at the time of the previous inspection and little has been done since that time to encourage pupils to consider more meaningfully this area of their personal development. In discussion, a representative group of pupils did not offer any area of the curriculum that had touched or moved them. The policy for religious education has been re-written this term but the potential of this subject for spiritual exploration with pupils is in need of development. Although situations arise where spiritual enlightenment can occur, these are infrequent and rarely planned for. Opportunities for pupils to reflect on the opening or ending of their school day are not consistently given and there are few planned opportunities for spiritual development through art, drama, literature and the sciences.

**The length and pattern of the working day provided for pupils at Key Stage 2 do not meet the requirements recommended for their age and this affects opportunities to extend their learning.**

15. Although pupils in the seven to eleven age group generally attain high standards in much of their work and make good progress overall, there is the potential for them to attain even more by increasing their curriculum hours. The recommended minimum for pupils at Key Stage 2 is 23.5 hours and currently 80 per cent of this age group nationally work between 23 and 24 hours per week. Key Stage 2 pupils at this school currently work just over 22 hours, which represents a considerable shortfall over the national average. This inevitably affects some of the time that can be allocated to subjects other than English, mathematics and science, the standards in which this short inspection had little opportunity to explore. During some afternoons, the time constraint also results in the oldest pupils not receiving the recommended time set aside for the literacy hour. There is also a tendency for some classes at Key Stage 1 to prepare for the ending of the school day too early, resulting again in some loss of time that could be spent on general studies.

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

In order to further extend the quality of education provided by the school, the governors, headteacher and staff should:

- **Create a more stable management system that will provide greater educational direction by:**
  - ensuring that the monitoring of pupils' standards, together with the quality of teaching, is carried through more systematically and leads to refined targets for teachers and pupils in these areas;
  - introducing a more rigorous system for reviewing and evaluating management performance and relating this to the agreed aims of the school and the needs of the pupils;
  - continuing to establish a practical school development plan that includes key objectives, financial costs, success criteria and monitoring and evaluating arrangements. The school could usefully begin with a critical audit as to what has been achieved thus far and then establish some ordering of priorities, with time scales, for the coming school year.
  
- **Improve the planned provision for the spiritual development of the pupils by:**
  - reviewing the policy relating to daily collective worship ensuring that the time given to worship is both well organised and led and forms a suitable vehicle for, among other things, the spiritual development of the pupils;
  - considering ways in which the spiritual development of the pupils can be better provided for within the wider curriculum.
  
- **Review the current working arrangements for pupils at Key Stage 2 including the length of time they are able to work on the formal curriculum. Consider ways in which their opportunities for learning can be extended and further improved.**

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	39	36	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	320
Number of full-time pupils eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	12

### Attendance

Authorised absence	%
School data	2.8
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
	1999	29	10	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	29
	Girls	10	10	10
	Total	38	38	39
Percentage of pupils at NC level 2 or above	School	97 (97)	97 (97)	100 (97)
	National	82 (81)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	29	29
	Girls	10	10	10
	Total	39	39	39
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	31	16	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	30	30
	Girls	16	14	15
	Total	43	44	45
Percentage of pupils at NC level 4 or above	School	91 (94)	94 (94)	96 (94)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	30	30
	Girls	14	14	15
	Total	41	44	45
Percentage of pupils at NC level 4 or above	School	87 (100)	94 (97)	96 (100)
	National	68 (65)	69 (65)	75 (71)

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



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	320
Any other minority ethnic group	

*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)	12.4
Number of pupils per qualified teacher	25.8
Average class size	29

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

Total number of education support staff	2
Total aggregate hours worked per week	74

*FTE means full-time equivalent.*

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	0	0
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.*

### **Financial information**

Financial year	1998
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	£
Total income	412951
Total expenditure	410085
Expenditure per pupil	1363
Balance brought forward from previous year	5019
Balance carried forward to next year	7885

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

### **Questionnaire return rate**

Number of questionnaires sent out	213
Number of questionnaires returned	156

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	33	4	1	0
My child is making good progress in school.	51	47	2	1	0
Behaviour in the school is good.	39	53	5	1	2
My child gets the right amount of work to do at home.	32	44	16	4	4
The teaching is good.	62	37	0	1	1
I am kept well informed about how my child is getting on.	45	44	8	1	2
I would feel comfortable about approaching the school with questions or a problem.	69	28	1	1	0
The school expects my child to work hard and achieve his or her best.	76	22	1	0	1
The school works closely with parents.	44	50	3	1	1
The school is well led and managed.	51	41	1	1	6
The school is helping my child become mature and responsible.	53	42	3	1	2
The school provides an interesting range of activities outside lessons.	44	43	8	1	4