

# INSPECTION REPORT

## **GILTHILL PRIMARY SCHOOL**

Kimberley

LEA area: Nottinghamshire

Unique reference number: 122574

Headteacher: Mr P Callaway

Reporting inspector: Mr P H Cole  
2621

Dates of inspection: 6 March to 8 March 2000

Inspection number: 187376

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 – 11 years
Gender of pupils:	Mixed
School address:	Kimberley Nottinghamshire
Postcode:	NG16 2GZ
Telephone number:	0115 9190611
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Strickland
Date of previous inspection:	April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Mr P H Cole	Registered inspector
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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>10</b>
Enables pupils to achieve high standards in science and mathematics by the time they leave.	
Successfully promotes pupils' very good behaviour and positive attitudes to learning.	
Teaching is good in all key stages and is often very good in Key Stage 2.	
Pupils enjoy good quality learning opportunities provided by a well balanced curriculum that places strong emphasis on practical and investigative work.	
Pupils' spiritual, moral, social and cultural development are promoted well.	
Homework is used effectively to extend pupils' learning.	
Pupils are very well cared for in a safe and secure environment.	
The school is well led and managed and identifies and addresses its weaknesses thoughtfully and effectively.	
 <b>WHAT COULD BE IMPROVED</b>	 <b>13</b>
Results in the national tests in English at Key Stage 2 and in English and mathematics at Key Stage 1	
Although satisfactory the teaching of literacy is not as effective as the teaching of numeracy.	
 <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	 <b>14</b>



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

### **INFORMATION ABOUT THE SCHOOL**

Gilthill is an average size primary school with 216 pupils on roll with a further 12 attending part-time in the reception class. There are a similar number of boys and girls in the school, almost all are white and no child has difficulty speaking English. There is little unemployment in the local area and despite broadly average backgrounds the level of free school meals entitlement is low. The level of special educational needs in the school is below average. Of the 79 pupils on the register almost all are on the early stages of assessment and no pupil has a statement. The attainment on entry represents the full range but overall varies from year to year from just below to just above the local authority average.

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

This is a good school. Pupils mostly achieve good standards, which reflects the good teaching across the school and they are very well cared for. It is effectively led and managed, particularly by the headteacher, and is supported well by parents. The school provides good value for money.

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

- Pupils achieve high standards in science and mathematics by the time they leave.
- Teachers and other staff successfully promote pupils' very good behaviour and positive attitudes to learning.
- Teaching is good in all key stages and is often very good in Key Stage 2.
- Pupils enjoy good quality learning opportunities provided by a well balanced curriculum that places a strong emphasis on practical and investigative work.
- Pupils' spiritual, moral, social and cultural development is promoted well.
- Homework is used effectively to extend pupils' learning.
- Pupils are very well cared for in a safe and secure environment.
- The school is well led and managed and identifies and addresses its weaknesses thoughtfully and effectively.

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

- Results in the national tests in English at Key Stage 2 and in English and mathematics at Key Stage 1.
- Although satisfactory the teaching of literacy is not as effective as the teaching of numeracy.

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

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

The school has made good progress in addressing the issues from the last inspection, which took place in March 1996, and has continued to improve across most aspects of its life. Results in the mathematics tests at the end of Key Stage 2 in 1999 were much higher than at the time of the last inspection, and the very good results in science have been maintained. Results in English have varied from well above to below the national average. Satisfactory implementation of the Literacy Hour has led to standards now being currently in line with those that are usually expected. Pupils' work indicates that they are achieving better in geography and art than at the time of the last inspection. The quality of teaching in the school has clearly improved. No unsatisfactory teaching was seen during this inspection and, overall, teaching in all key stages is now good. This has led to improvements in pupils' learning which is now also good as seen, for example, in the effective development of their skills. Difficulties created for teaching and curriculum planning by the mixed age classes have been successfully addressed and the provision made for reception and pre-school pupils, which was unsatisfactory, is now good. The effective leadership and management of the school has been developed further, for example the coordinators now make valuable contributions to the development of their subjects. Significant improvements have been made to the resources available to the school, including a new computer

suite provide through private contributions. This is already beginning to have a positive impact in developing pupils' skills in information technology.

## 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
	1997	1998	1999	1999
English	C	A	D	E
Mathematics	C	A	A	A
Science	B	A	A	A

<b>Key</b>	
well above average	A
above average	B
Average	C
below average	D
well below average	E

The results in English last year were too low and compared unfavourably with those achieved by the same pupils in mathematics and science. Results in English have not shown the same pattern of improvement that results in mathematics and science have. The school has correctly identified weaknesses in writing, spelling and the performance of boys and is actively addressing these. The English work of the Year 6 pupils indicates that standards are currently in line with expectations and appropriate for the different pupils in the class. The range of pupils' writing is good but on occasions there is inappropriate use of non-standard forms of English. The same pupils are comfortably achieving expectations in mathematics and are achieving well in science, particularly in their practical work. The school is on course to achieve the appropriate targets it has set itself for the tests this year. Pupils at Key Stage 1 have only been taking the national tests since 1998. Last year, results were well below the national averages in reading and below them writing and mathematics. Compared to schools with similar levels of free school meals they were well below in both reading and writing and below in mathematics. These results were only marginally better than in 1998. The standards found during the inspection show improvements and are broadly inline with expectations in English, with pupils, as at Key Stage 2, able to write for a good range of purposes. In mathematics and science, they are achieving appropriate levels and their work in science shows good observational and recording skills. Children under five in the reception class are making a good start in their learning of language and literacy, knowledge and understanding of the world and in their physical, and personal and social development. Overall pupils in Key Stages 1 and 2 are still achieving better in mathematics and science than in English but are now achieving close to national expectations in English, which is appropriate for most of the pupils.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are positive about school and their learning.
Behaviour, in and out of classrooms	Very good, both in class and during breaks and lunchtime.
Personal development and relationships	Good overall. Relationships are almost always very good and pupils readily accept responsibility.
Attendance	Satisfactory overall and unauthorised absence is below average.

Pupils are very well behaved in class and this supports good involvement in lessons, productive working and effective learning. Similarly, they get on well with each other at playtimes and during the lunch break, which ensures, that despite the small playground, children of all ages are able to enjoy themselves and there is no



bullying. In both their own classrooms and around the school pupils' willingly do jobs that help the school to run smoothly.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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.*

As can be seen in the table teaching is good across the school. In 75% of lessons teaching was good or better and of these nearly 20% were very well taught. Numeracy is effectively taught. Literacy is satisfactorily taught although there are relative weaknesses, including lack a clarity in learning objectives, which results in the focus not being as sharp as it could be. Teachers do not consistently address pupils' non-standard use of English in their writing, both in lessons and when work is marked. Teachers mostly meet the differing needs of pupils well, including those with special educational needs. Occasionally in literacy lessons the challenge is not always sufficiently well matched to some groups' needs and their progress is not as good as it could be. In all lessons teachers manage pupils well, in many they demonstrate good subject knowledge explain clearly and use questioning skilfully to encourage pupils to think. A feature of most of the good and very good lessons was the use of well chosen resources and direct experiences to support effective learning. Homework successfully extends what pupils are learning in class.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broadly based, provides appropriate progression in learning and places a strong emphasis on the practical development of learning and pupils' skills. Meets statutory requirements.
Provision for pupils with special educational needs	Good. Well supported in class and provided with appropriately matched work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Opportunities provided for reflection in collective worship and in lessons. Pupils' good behaviour is underpinned by a clear understanding of right and wrong. They get on well together and are developing a good understanding of their own and other cultures through their work across the curriculum and the other good quality opportunities the school provides.
How well the school cares for its pupils	Very good. The school works hard to ensure that children are safe and well looked after.

The school has retained a well balanced curriculum despite the emphasis that is appropriately placed on literacy and numeracy. The importance attached to providing pupils with first hand learning experiences is positively promoting the development of the their skills in subjects such as science, geography and history. In art pupils are encouraged to use a wide range of media and to observe carefully and this is supporting good standards. Extra curricular activities, visits and special events weeks further enhance pupils' learning opportunities. The school has established very good systems to ensure children's safety and well being. These include for example, careful monitoring of attendance that enables first day checks of any pupil's absence, extensive risk assessments and very good management of playtimes.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very well led and managed by the headteacher who is more than ably supported by a good deputy headteacher and the increasingly effective coordinators.
How well the governors fulfil their responsibilities	The governors are knowledgeable, interested and fulfil their responsibilities well.
The school's evaluation of its performance	The school makes effective use of data and evidence from its monitoring of pupils' work and the effectiveness of lessons to identify its strengths and weaknesses.
The strategic use of resources	Good. All staff, resources for learning and the school's accommodation are used well to promote learning. The budget and other funds are targeted carefully to support developments. The school is very well maintained and is kept very clean.

The headteacher's reflective approach ensures that developments are carefully thought through and implemented and that the school has a clear sense of purpose and direction. Although it has unfilled vacancies the governing body works well through its committees and, as well as enthusiasm, governors bring to their roles a range of professional skills that enable them to make valuable contributions to the leadership and management of the school. The deputy headteacher, senior staff and coordinators work hard and are supported by well targeted professional development. They are becoming increasingly influential in developing their areas of responsibility. There is a sound understanding of best value principles and many of these positively influence the way the school is led and managed. Overall, this is a school that has a clear commitment to improvement.

## 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, behave well and are expected to work hard.</li><li>• Progress is good and reflects good quality teaching.</li><li>• The school is approachable and listens to parents.</li><li>• The school is well led and managed</li></ul>	<ul style="list-style-type: none"><li>• About 20% of parents who responded to the survey did not think that, or were unsure whether, the right amount of homework was provided</li><li>• 16% of them thought there were insufficient activities provided outside of lessons.</li></ul>

The responses from the parents' survey and their written comments and at the meeting before the inspection were almost all very positive and reflect strong support for the school. The inspectors agree with the strengths identified by parents. The views of parents on homework were split between those who thought there was too much homework and those who would like to see more, or different homework being given. The view of the inspectors is that homework is appropriately balanced between consolidating learning, for example, of spellings and mathematical facts and extending pupils' skills through investigations, research tasks and opportunities for writing at length. Overall the inspectors believe that the schools provision of homework is well thought out and is positively contributing to pupils' learning. At present the range of extra-curricular provision is limited. The usual musical activities are not taking place because of a maternity leave. There are appropriate sporting activities and the school is soon to launch a computer club now the information technology suite is fully functional. When all the extra-curricular provision is in place provision will be good.

## **PART B: COMMENTARY**

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

#### **Enables pupils to achieve high standards in science and mathematics by the time they leave.**

1 In last years national curriculum tests, 1999, pupils in Year 6 achieved well above the national averages in mathematics and science. These results were also well above the average for schools with similar levels of free school meals entitlement, which is used as a measure for comparing the backgrounds of pupils. Many more pupils than usual achieved the level above (level 5) what is usually expected for 11 year olds than was the case in other schools and this made a significant contribution to the overall results for the school. The school's results in mathematics have shown noticeable improvement over the last four years and they have been consistently good in science. Given that pupils mostly enter school with backgrounds that are around the average for all schools the good quality of the teaching and the well planned curriculum enable pupils in the school to make good progress in their learning and to achieve above what would normally be expected of them.

2 During the inspection pupils demonstrated well developed mental agility with numbers. Their work in science showed that they have a good understanding of the processes involved in scientific investigations and that their knowledge across the different aspects of science is well established. In Year 6 pupils confidently explained the strategies they used when solving problems involving weights and used mathematical language accurately to do this. Year 2 pupils are similarly confident in their use of mathematical terminology using words such as digit and multiples and many accurately calculate in their heads questions involving numbers larger than 100.

#### **Successfully promotes pupils' very good behaviour and positive attitudes to learning.**

3 Pupils across the school behave well in lessons. They listen attentively to their teachers when they are explaining new learning and the tasks that need to be done and then settle quickly to work. This reflects the teachers' high expectations of pupils' behaviour and their effective management of them based on good relationships and their knowledge of pupils as individuals. The pattern is set early in school as seen in a gymnastics lesson when reception pupils listened quietly while the teacher explained how they should set up the apparatus and then they worked thoughtfully and carefully together to achieve the desired results. They then continued to be very well behaved throughout the group activities, concentrating well and practising and improving their skills in a session they clearly enjoyed. This good level of positive involvement was seen in all classes and is clearly contributing to the effective learning that takes place. Pupils' keenness to contribute is also seen in the good quality homework they produce and the efforts they take to find things out, for example using the Internet, to help in their work in class.

4 When pupils are moving around the school, to go to assembly, the computer suite or out to play they do so sensibly and quietly. The dining hall is calm and pupils eat their meals in a convivial social atmosphere. They are sensitively and thoughtfully looked after by the schools meals supervisory assistants who also play their part in promoting good behaviour by awarding stickers and identifying pupils, who have been particularly good, for inclusion in the Friday assembly, which is used to celebrate pupils' successes. Pupils are confident, polite and friendly when talking to adults and report that very few are ever naughty and that bullying of any kind is very rare. This is confirmed when pupils are observed playing at break times. Pupils from different age groups can often be seen playing together at a variety of games while others stand or sit together talking. There is very little boisterous play and pupils show consideration for others.

#### **Teaching is good in all key stages and is often very good in Key Stage 2.**

5 No unsatisfactory teaching was seen during the inspection and three quarters of lessons were well or very well taught. Underpinning the effectiveness of most lessons was the teachers' good subject knowledge and the clear objectives (not always the case in literacy) that teachers identified in their planning. In a well planned and taught literacy lesson on adjectives the teacher was seen to share the objectives with her Year 2 class. This helped the pupils to work towards the same goals as the teacher during the whole of the lesson. As a result the teacher was also able to make effective assessments and to further consolidate pupils' learning in a well focussed plenary session. In this lesson the pupils made good progress by achieving all that the teacher had planned. Clear objectives and confidence in their own understanding enabled teachers in many lesson to provide thoughtful explanations and to target questioning well to both confirm and extend learning. This was feature seen in numeracy lessons in Years 2, 5 and 6 when pupils from across the ability range were challenged to explain the strategies they had used to work out mental mathematics problems. Good subject knowledge and high expectations are reflected in the teachers' consistent use of technical language in subjects, such as mathematics and geography, and in their expectations that pupils will also make use of these terms. A very good geography lesson in Year 5, on how rivers change the landscape, was characterised by the teacher's confidence in teaching the subject and in her enthusiasm for what she was teaching which inspired the pupil's interest. In literacy and numeracy lessons, teachers group pupils carefully and almost always provide work that is well matched to needs of the different groups, including those with special educational needs, which usually enables pupils to make good progress.

6 Teachers in all classes enjoy positive relationships with pupils and successfully promote good behaviour, which ensure that pupils work hard in lessons. This is a firm foundation on which effective learning can be built. In much of the best teaching, very good use is made of direct experience and well chosen resources. This is reflected in the high quality artwork that is seen around the school. It is a particular strength of much of the teaching of science and geography where considerable efforts are made to give pupils opportunities to investigate and to work practically. The very good understanding of river erosion and deposition of Year 5 and Year 6 pupils testifies to the effectiveness of this approach. Other strengths seen in teaching include: the well focussed use of classroom support assistants to help pupils with special educational needs achieve planned learning and regular marking that clearly identifies for pupils what they have done well and where they need to improve. Homework is used well to enrich and extend learning in class, for example Year 4 pupils researching information on the Internet and from CD ROMS to support their geography work on a village in India.

**Pupils enjoy good quality learning opportunities provided by a well balanced curriculum that places a strong emphasis on practical and investigative work**

7 In addition to the emphasis that has had to be placed on literacy and numeracy the school has maintained a well balanced curriculum. All subjects having a clear presence and within each subject there is a good balance between developing skills and acquiring knowledge and understanding. Teachers plan their delivery of the curriculum carefully to maximise learning opportunities, for example pupils who are studying India in geography are reading folk tales from India in literacy lessons. This helps to consolidate their understanding of life in an economically developing country.

8 Many opportunities are found to develop learning through "doing" rather than by telling pupils or giving them out of context worksheets to complete. This well illustrated in the good quality learning opportunities presented in geography where pupils have undertaken field work as part a river study and have had their learning reinforced through practical demonstrations of erosion caused by the flow of water across sand banks made outside their classrooms. Similar "hands on" opportunities are evident in pupils' science work. In art there is a good balance of work in different media and many opportunities are provided for pupils to observe and to refine their drawing skills.

9 Another effective feature of the school's planning of the curriculum is the provision of opportunities for pupils to practice and consolidate basic skills in English and mathematics in purposeful contexts provided by other subjects. In science, for example, pupils are encouraged to record for themselves how they have conducted investigations and to present their findings using a variety of appropriate graphs, such as line graphs to show changes in water temperature over time.

10 Educational visits including residential experiences and visitors to the school, for example to support the art week, enrich pupils' learning opportunities and many of them benefit from extra curricular activities, including French, music clubs and specialist instrumental tuition, sporting activities and soon a computer club

**Pupils' spiritual, moral, social and cultural development is promoted well.**

11 Many good opportunities are provided across the life of the school to promote pupils spiritual, moral, social and cultural development. In collective worship there is an appropriate emphasis placed on Christianity and teachers use collective worship to explore moral and social issues, such as caring from a Christian standpoint, and to share with pupils wonderful and awe inspiring experiences they have had, such as looking over the rim of a volcano. Pupils gain a sense of community and belonging from the consistent whole school approach to worship and the sharing of each other's achievements and contributions. Friday assemblies are used to celebrate achievements and opportunities are taken at other times to enjoy each others successes, for example listening to and discussing a tape of music made by pupils in the school. In many lessons pupils are encouraged to reflect and respond to fundamental questions and feelings, such as death and fear and to respond to these through for example, through writing poetry.

12 Pupils' moral development is well supported through the consideration of class rules and the respect and care that teachers show to children. Teachers also trust pupils to undertake tasks around the school and encourage them to show initiative, such as organising a bring and buy sale to raise funds for a charity. The very good behaviour of pupils around school, the care they show towards one another, the buildings and developments such as the "secret garden" demonstrate that they clearly understand the difference between right and wrong.

13 Pupils in the school get on well with each other. Their very good behaviour and positive relationships described above contribute significantly to their social development. The opportunities to take responsibility, as monitors in class and for other jobs around school including helping at dinner times, further develop their social skills. The practical approach taken in many lessons encourages pupils to work together and to share resources, and visits, including the residential visit for older pupils, extend these opportunities. The Year 6 pupils, who had been on a residential visit, talked enthusiastically about being away from home with their friends, the feelings this generated and how they had benefited from the experience.

14 The school provides many opportunities to develop pupils' knowledge and understanding of their own and other cultures. The work resulting from the arts' week is testimony to the richness of the experiences that this event provided. In art and music pupils explore the work of major figures and traditions and in literacy, geography, history and religious education they are experiencing the literature, ways of life and beliefs of their own and other cultures, such as those in India and the West Indies. Educational visits also enrich this learning. Many pupils also gain insights into life in France through their involvement in the French Club.

**Homework is used effectively to extend pupils' learning.**

15 The school's recently introduced policy for homework works well. Most parents appreciate the opportunities it provides for them to become more fully involved in their children's learning. As well as supporting the development of literacy and numeracy through traditional approaches, for example learning spellings and basic number facts, the school uses homework to provide opportunities for pupils to extend work initiated in class. For example, Year 4 pupils were eager to research information on India through the Internet and from CD-ROM encyclopaedias, while Year 3 took home a questionnaire they had designed to gather information about their own homes, which also extend their learning in geography. Year 6 pupils have researched and written extended factual descriptions of the major rivers in Britain and Europe. There are many examples of pupils undertaking investigations at home linked to their topic work. In Year 6, they have found examples of evaporation and condensation in their own homes and in Year 2 pupils have found how many different plants they have in their houses.

### **Pupils are very well cared for in a safe and secure environment.**

16 The school has a detailed health and safety policy that guides practice in the school. It is supported by regular risk assessments that lead to action plans being drawn up and shared with staff. The headteacher and site manager make regular checks to ensure that there are no problems with maintenance that could lead to safety problems and the site manager, who has received the necessary training, follows all the requirements for the storage of hazardous substances. The school is kept impeccably clean.

17 The arrangements for child protection closely follow the local guidelines and are clear and known to all staff. The school's attendance policy is good and ensures that first day checks are carried out and that the whereabouts of all children is known. A similar level of care is reflected in the very good arrangements for supervising children during breaks and lunchtimes. A teacher, for example, is available in the school hall to supervise any child who is considered to be behaving inappropriately by those on duty in the playground. The importance that the school places on the safety and welfare of children is seen very clearly in the guidance that has to be followed when children are accessing the Internet and particularly when they are sending emails.

### **It is well led and managed and identifies and addresses its weaknesses thoughtfully and effectively**

18 This is a school in which the headteacher, governors, teachers and other staff work well together for the benefit of all pupils. The headteacher provides very good leadership. He has a very good understanding of the strengths and weaknesses of the school based on his monitoring and evaluation of its performance. He encourages the best out of his colleagues through his thoughtful approach that promotes high expectations and encourages positive and supportive relationships. The deputy headteacher and the management team provide good support that is focussed on school improvement and development. Teachers in their roles as coordinators are empowered to contribute effectively through their involvement in professional development, that is well matched to their needs, and by their evaluations of the quality and standards being achieved within their subjects and areas. This is leading to improvements in provision, for example the targeting of aspects of writing within the literacy hour and the extended writing sessions.

19 The governing body has a good understanding of what the school does well and where there are areas for improvement. It is fully involved in planning developments, and in setting and overseeing the budget. Governors are developing an effective approach to monitoring the work of the school through the targets they have set for the headteacher and through their work as link governors. Their understanding of the principles of best value is good and many aspects of best value already inform the management and decision making processes within the school.

20 School finances and administration are well managed on a day to day basis, with effective use being made of information technology. The school benefits considerably from grants and donations and it makes good use of these. Staff are effectively deployed and resources are used well to support learning. The site manager makes a particularly good contribution by ensuring that the school is very well maintained.

### **WHAT COULD BE IMPROVED**

#### **Results in the national tests in English at Key Stage 2 and in English and mathematics at Key Stage 1.**

21 In 1999, the results in English at Key Stage 2 were below the national average and well below those found in similar schools, that is schools that admit pupils with similar levels of free school meals entitlement. Boys in the school achieved noticeably less well than girls and not as well as boys did nationally. The school's results in English have not shown the same improvements that have been made in both mathematics and science. The school is fully aware of the need to address this weakness and has taken steps to improve the

performance of boys, which was the main reason why results were relatively so low. Additional literacy support is being given to an identified group of boys, boys are being actively encouraged to take a greater interest in reading through a more appropriate range of texts and the school is encouraging fathers to read with them at home. In addition, the school is participating in a local education authority scheme to raise the attainment of boys. At a broader level weaknesses in writing have been identified and are being actively addressed through literacy lessons and opportunities provided for pupils to engage in extended writing tasks. Regular assessment of each pupil's performance is being undertaken in order to monitor progress. All of these measures are beginning to have a positive effect and the inspection found standards to be inline with expectations and mostly appropriate for the particular pupils.

22 The results in English and mathematics in the 1999 tests at Key Stage 1 were too low but were slightly better than those achieved in 1998, which was the first year that the pupils in the school were assessed using the national tests. There is evidence, provided by external moderators, that the school's inexperience in assessing pupils at this key stage led to interpretations of the criteria, used to judge levels, being applied too strictly and that pupils actually achieved better than the results would indicate. The inspection, found pupils' achievement to be broadly in line with expectations in English, although weaknesses were evident in pupils' spelling and handwriting. In mathematics, the numeracy lessons have been effectively implemented and pupils in Year 2 show good understanding and skills in using numbers and many are comfortably achieving the expected levels.

#### **Although satisfactory the teaching of literacy is not as effective as the teaching of numeracy**

23 Although all the teaching of literacy was satisfactory during the inspection, there are weaknesses evident that make it less effective than it could be. Teachers' planning does not always make clear how the learning is to be matched to the needs of particular groups of pupils and elements of literacy framework, such as word level work, are not always planned for. As a result, in the lessons seen the work given to particular groups, such as higher attaining pupils or those who find English more difficult, was not always as well matched as it could have been and the progress these pupils made in the lessons could have been better. Although the school follows a programme to support spelling and phonic development this has not been mapped against the literacy framework and may not ensure that all aspects of the word level work are in fact being covered effectively.

24 In a few lessons when pupils inappropriately used non standard forms of English in their writing it was not identified or addressed by the teacher and examples were also seen in pupils' writing when similar errors had not been corrected by teachers when they had marked the work. This may make a marginal difference when pupils' writing is assessed by national tests.

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

25 In order to further improve the standards that pupils achieve and the quality of their education the governors, headteacher and staff should:

- i. Continue to take positive action to improve the results of pupils in English at both key stages and in mathematics at Key Stage 1. This should involve the use of the systems already in place that are used to identify strengths and weaknesses in pupils' learning, such as the analysis of work samples and the regular assessments of pupils' progress. These systems could be further enhanced by the formal analysis of the national end of key stage tests, end of year tests and the standardised tests that are administered by the school in order to identify specific weaknesses in the learning across each cohort.
- ii. Ensure that the planning of literacy lessons clearly identifies the key elements of learning for each lesson, for example the specific objectives for sentence level and word level work and how these will be matched to the needs of the different groups in each class. Care should be taken to ensure that pupils'

inappropriate use of non-standard forms of English are identified and addressed in lessons and when their work is marked.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	7

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19	56	25	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	216
Number of full-time pupils 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	0
Number of pupils on the school's special educational needs register		79

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	1

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	10

### *Attendance*

#### **Authorised absence**

	%
School data	5.2
National comparative data	5.9

#### **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*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	15	22	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	11	13
	Girls	14	20	16
	Total	23	31	29
Percentage of pupils at NC level 2 or above	School	62	84	78
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	12	11
	Girls	14	17	15
	Total	22	29	26
Percentage of pupils at NC level 2 or above	School	59	78	70
	National	82	86	87

### *Attainment at the end of Key Stage 2*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	18	12	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	13	13
	Girls	10	12	12
	Total	18	25	25
Percentage of pupils at NC level 4 or above	School	60	83	83
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	13
	Girls	10	11	11
	Total	18	22	24
Percentage of pupils at NC level 4 or above	School	60	73	80
	National	68 (	69	75

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	0

*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 – Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	216
Average class size	28.6

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

Total number of education support staff	4
Total aggregate hours worked per week	96

### ***Financial information***

Financial year	1999
	£
Total income	363,694
Total expenditure	358,428
Expenditure per pupil	1,629
Balance brought forward from previous year	13,704
Balance carried forward to next year	18,970

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

### **Questionnaire return rate**

Number of questionnaires sent out	216
Number of questionnaires returned	93

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	3	1	0
My child is making good progress in school.	47	44	4	1	3
Behaviour in the school is good.	47	45	3	2	2
My child gets the right amount of work to do at home.	43	35	9	6	6
The teaching is good.	59	35	3	1	1
I am kept well informed about how my child is getting on.	53	32	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	16	8	0	1
The school expects my child to work hard and achieve his or her best.	68	26	5	0	1
The school works closely with parents.	60	26	9	1	4
The school is well led and managed.	59	32	1	2	5
The school is helping my child become mature and responsible.	54	34	5	1	5
The school provides an interesting range of activities outside lessons.	37	25	12	5	22