

# **INSPECTION REPORT**

## **MANEY HILL PRIMARY SCHOOL**

Sutton Coldfield

LEA area: Birmingham

Unique reference number: 103353

Headteacher: Mrs J Wressel

Reporting inspector: Mrs P C Cox  
19178

Dates of inspection: 12 – 14 June 2000

Inspection number: 187811

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: 4 - 11

Gender of pupils: Mixed

School address: Maney Hill Road  
Sutton Coldfield  
West Midlands

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Telephone number: 0121 354 9673

Fax number: 0121 321 2721

Appropriate authority: The governing body

Name of chair of governors: Mrs J Martin

Date of previous inspection: 5 May 1996

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

### **INFORMATION ABOUT THE SCHOOL**

Maney Hill Primary School is situated in Sutton Coldfield to the north of Birmingham. It is an average-sized school with 215 pupils, most of whom live in the immediate area. A high proportion of pupils is of white ethnic origin and speak English as their first language. Of the pupils from other ethnic backgrounds, the majority have their family origins in the Indian subcontinent. Eleven pupils have English as an additional language, but none are in the early stages of fluency. Almost six per cent of pupils are entitled to free school meals; this is a low proportion compared to the national average and reflects the largely affluent area that the school serves. Nineteen pupils are identified as having special educational needs, of whom three have statements of special educational need. On entry to the school, children's attainment in language, literacy and mathematics is well above average but their independence and physical and creative skills are average for their age.

The school has achieved the Quality Mark for its work in developing the basic skills.

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

This is an effective school. Standards are very high in English and mathematics and above average in science. In these subjects pupils are doing at least as well as they should. Leadership and management are good; the senior staff and governors know the strengths and weaknesses of the school and have appropriate plans for improvement. Teaching is satisfactory overall and at Key Stage 1 it is good. Pupils behave well and have positive attitudes to their work. The school receives a higher level of funding than the national average and provides satisfactory value for money.

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

- Standards are high in mathematics at both key stages and in English in the reception class and at Key Stage 1. Pupils with special educational needs make good progress towards their personal targets.
- Teaching is good, and often very good, at Key Stage 1.
- The school is led and managed well and governors are very effective in their role.
- The school makes good provision for pupils' personal, moral, social and cultural development. Consequently pupils behave well and form very good relationships.
- The school cares for pupils well and forms close links with parents.

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

- Although pupils generally make sound progress in science at both key stages, standards are not as high as in English and mathematics.
- Standards in information technology are lower than they should be at Key Stage 2.
- While there are good procedures for assessing pupils' attainment, the use of day-to-day assessment to plan further work in classrooms is not consistent.

*The school's strengths outweigh its weaknesses, which the school has already identified and is planning to address. The areas for improvement will form the basis of the governors' action plan. This will be sent to parents and carers of all pupils in the school.*

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

The school has made satisfactory progress since its previous inspection in May 1996. The many strengths identified during the last inspection have been maintained. All those areas that were criticised during the last inspection have been improved. At that time the levels of unsatisfactory teaching were high and these have been reduced. Standards in English, mathematics and science have risen, particularly at Key Stage 2. The provision for information technology has improved, although standards are still not high enough at Key Stage 2. Schemes of work have been developed for all subjects, although there is still no scheme for the reception children. Procedures for assessment are improved and development planning no longer has the weaknesses seen previously. Co-ordinators are taking far more responsibility for managing their subjects. The school has sound capacity for future improvement.

## 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	A*	A*	A	A
mathematics	A*	A*	A*	A
science	A	A*	A	B

**Key**

very high A\*

well above average A

above average B

average C

below average D

well below average E

The results of the 1999 tests at Key Stage 2 indicate that standards in all three subjects are high and that in mathematics pupils achieve in the top 5 per cent nationally. The work of the pupils currently in Year 6 reflects similar high standards. It is well above the national average and higher than in schools with comparable levels of free school meals. Pupils make good progress in mathematics and their progress in English and science is satisfactory. Many pupils reach the higher Level 5 in all three subjects. However, pupils are not doing as well in science as in the other two core subjects.

At Key Stage 1 the results of the 1999 tests showed that pupils were achieving particularly well in reading, and standards in writing and mathematics were well above the national average and those in similar schools. Standards in science were lower but still above average. The results of the Key Stage 1 national tests in 2000 reflect comparable standards, although those in reading are not quite as high. The findings of the inspection confirm these results. At both key stages performance in the tests has been consistently high over the past four years.

Standards in religious education are in line with local expectations at both key stages. In information technology pupils reach the expected levels at Key Stage 1 but not at Key Stage 2, because their previous experience was not good enough. However, they are now developing their skills satisfactorily.

Children enter school with attainment well above the average in language, literacy and mathematics. Their knowledge and understanding of the world are good but creative and physical development is at an average level. Children make satisfactory progress in the reception class and do well in developing their skills and knowledge in language and literacy.

The school continues to set appropriately high targets for attainment in the future.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are eager to join in their lessons. Most work hard and take care with their work.
Behaviour, in and out of classrooms	Generally good. Pupils are obedient and thoughtful. Most act in a reasonable manner, although a few older pupils find it hard to control their own behaviour.
Personal development and relationships	Personal development is good; pupils take responsibility well and show initiative. Relationships between pupils and between pupils and adults are very good and make a major contribution to the ethos of the school.
Attendance	Well above average. Pupils attend school regularly and arrive punctually.

## TEACHING AND LEARNING

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

*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.*

Teaching is satisfactory overall throughout the school. It is good in 25 per cent of lessons and very good in a further 13 per cent. During the inspection teaching was unsatisfactory in two lessons.

For the children in the reception class teaching is good in half of lessons. In the one lesson where teaching was unsatisfactory, the teaching of the musical rhythm was not effective and some time was wasted at the end. Lessons are based on a clear understanding of the needs of children of this age and their skills in language and literacy are developed effectively.

At Key Stage 1 teaching is always at least satisfactory and is very good in 50 per cent of lessons. Teaching is almost always satisfactory at Key Stage 2 and is good in 21 per cent of lessons. In the one lesson when teaching was unsatisfactory the pupils in Year 6 were not controlled well enough and learning was disrupted.

The teaching of mathematics and the skills of numeracy are taught well at both key stages and pupils learn effectively. English and the skills of literacy are developed well at Key Stage 1 and satisfactorily at Key Stage 2.

Teaching has many strengths, particularly at Key Stage 1; teachers have secure knowledge and understanding of their subjects and generally manage pupils well. They use interesting and effective teaching methods and have appropriate expectations of what pupils can achieve; this is particularly the case for mathematics. Teachers plan carefully and are usually clear about what they want pupils to learn. Members of the support staff and relief teaching staff are deployed effectively and make a positive contribution to pupils' learning. However, day-to-day assessments are not used sufficiently to plan for the range of attainment in the class.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad curriculum that builds appropriately on pupils' skills and knowledge. The community is used well to enhance pupils' learning. There are, however, times during the day that are not used effectively enough and the school week is slightly short of the recommended level at Key Stage 2.
Provision for pupils with special educational needs	Good. Support for pupils is organised well and is well focused on meeting their individual targets.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good overall. The school is effective in guiding pupils to apply their knowledge of right and wrong to their behaviour and in developing their ability to work co-operatively. There is a wide range of opportunities to learn about the culture of the wider world. Provision for spiritual development is satisfactory.
How well the school cares for its pupils	The procedures for caring for pupils and supporting their progress are good and those for child protection work very well.

The school works well in partnership with parents. They are involved in the life of the school and feel welcome there. There is a good range of extra-curricular activities and there are good relationships with local primary and secondary schools.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher sets a clear educational direction and is well supported by the deputy headteacher. Curriculum co-ordinators are developing their role in planning for school improvement and work well as a team.
How well the governors fulfil their responsibilities	The governing body is very effective in the strategic development of the school and holding it to account for the standards it achieves.
The school's evaluation of its performance	Good. The school identifies the appropriate priorities for development and takes suitable action to address them, although the headteacher is aware that not enough formal monitoring of teaching has taken place.
The strategic use of resources	Good. The resources are used well to support the priorities the school has identified for development.

The governing body and senior staff understand how to get the best value for money and use this knowledge well.

## 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 and they make good progress;</li><li>• Behaviour in school is good and pupils are helped to become mature and responsible;</li><li>• The teaching is good and there are high expectations;</li><li>• Parents are well informed about their children's progress and the school is approachable with questions or problems;</li><li>• The school works closely with parents;</li><li>• The school is well managed and led.</li></ul>	<ul style="list-style-type: none"><li>• The amount and consistency of homework their children are given;</li><li>• The variety and challenge of the books children bring home to read.</li></ul>

Sixty-two parents returned their questionnaires and 19 attended the meeting held for them. The findings of the inspection generally support the views of parents. Although the amount of homework pupils are given is similar to that provided by other schools, it lacks consistency at Key Stage 2. While the practice is improving for the older pupils with the use of homework diaries, their use is not yet established throughout the key stage. Pupils have a range of reading books and library books from which to choose. Although some choose to take these books home frequently, many pupils responded that they had their own books at home that they preferred to read.

## **PART B: COMMENTARY**

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

**Standards are high in mathematics at both key stages and in English in the reception class and at Key Stage 1. Pupils with special educational needs make good progress towards their personal targets.**

#### **Mathematics**

1. At the age of five most pupils have very good mathematical skills, particularly in handling numbers. At both key stages they make good progress in developing and widening their skills and knowledge and, by the time they are eleven, standards are very high, even when compared with those in similar schools. Test results since 1997 indicate that mathematics has been a continuing strength of the school. It is evident that the use of the National Numeracy Strategy and recent initiatives to extend even further the skills of the most able pupils in Year 6 are maintaining the trend.
2. At both key stages pupils' knowledge and understanding are developed effectively. Lessons proceed briskly and teachers are clear about what they want their pupils to learn. Mental mathematics sessions are sharp and pupils respond eagerly, keen to give the correct answer quickly. Teachers have very high expectations about what pupils can achieve, although occasionally the work is a little too hard for some. Pupils are encouraged to estimate what the answer will be and to explain how they have worked it out. They are given choices about how to record the results and are encouraged to use precise mathematical language at all times. In a very effective lesson with Year 1, the pupils were making choices about how to present the data they had collected about pets. They were able to identify which resources were required and one group decided that they would use a computer program to record.
3. In many lessons teachers are using their day-to-day assessments of pupils' attainment to set different levels of work for groups at different stages. However, this is not always the case and in some lessons most pupils are given the same work which lacks challenge for some but is too hard for others. At Key Stage 2 the most able pupils in Year 6 are being extended effectively. The 'targeting group' is designed to enable these pupils to work individually on areas they need to develop and to study aspects of mathematics that interest them. Individual targets are set with the aid of a well-focused computer program, which provides challenges for the pupils. This is used well, not only to extend skills and knowledge but also to enhance pupils' independent learning ability.
4. By the end of Key Stage 1 almost all pupils have reached the expected standards and about half are working at the higher Level 3. Almost all pupils are competent with numbers to at least 100 and many to 500. They use a range of methods to work out problems and the most able are able to reason about the strategies they use. For example, one pupil in Year 2 decided that she could not calculate 32 minus 18 by the familiar paper and pencil method. After discussion with her group, she pointed out that, "It's really 32 take away ten and eight. So I can do it like that." She and her group were able to apply this method to other problems and to work out the answers mentally. Pupils work well with multiplication and division involving two, three, four and ten. They have a very good knowledge of the properties of two- and three-dimensional shapes and measure length and mass accurately.
5. By the end of Key Stage 2, again, almost all pupils reach the expected level and about half reach the higher Level 5 and, occasionally, Level 6. They handle very large numbers with confidence and understanding and have a very good knowledge of proportion. Pupils use algebraic representation of problems competently and check their answers

using inverse operations. They use co-ordinates in all four sectors and are able to present and interpret data in many different ways, including scatter graphs.

6. The highest attaining pupils who work in the 'targeting group' reach exceptional standards in those aspects of mathematics they choose to develop. They work out complex problems with enthusiasm and a logical approach. For example, they were working at a problem that involved two cyclists 50 miles apart riding towards each other at different speeds, and were required to calculate when they would meet and at what point. Furthermore, they had to calculate the distance travelled by a fly flying between the two, and did so with enthusiasm and understanding. Their individual choices develop their understanding well; one pupil has studied and understood Pythagoras' theorem and is able to apply the knowledge competently.
7. Because the work is stimulating and challenging and many teachers use humour well, most pupils become involved in the work and concentrate for long periods. They persist with the activities, even when they find them difficult, and support each other willingly. Most are able to work independently and they present their work neatly.

## **English**

8. Children enter the reception class with well developed skills in language and literacy. Most are articulate and have a wide vocabulary and general knowledge. Their early reading and writing skills are already at a high level. The teacher makes full use of the National Literacy Strategy to develop speaking, listening, reading and writing skills well. Discussions are lively and brisk with a clear focus on the skills the teacher wishes to develop, and the texts are of good quality. Resources are chosen carefully and opportunities are taken in all areas of learning to develop children's language.
9. By the time they are five, children know the individual letters sounds and are using this knowledge to try to read new words. Almost all are writing independently with accurate spelling, punctuation and use of language more characteristic of much older pupils. Their writing is neat and careful and they read competently with understanding. Children speak clearly and confidently and listen to, and carry out, quite complex instructions.
10. At Key Stage 1 teachers continue to build well on this good start. Language and literacy skills are taught effectively throughout all the subjects of the curriculum and pupils have many opportunities to develop their proficiency in English. They speak clearly and use interesting language to express their ideas. Many pupils are very articulate and are confident about speaking in public because teachers support and encourage them. In a very effective Year 2 English lesson the teacher used very skilled questioning and commentary on the text to involve all the pupils, whatever their ability. She responded well to pupils' own observations and contributions and was constantly aware of opportunities to develop their speech.
11. Teachers use the class teaching times well; they share the objectives of the lesson with pupils and give a strong direction and sense of purpose to the lesson. Through their own good example they develop pupils' ability to read aloud with expression and attention to rhyme and punctuation. Because they teach the rules of letter sounds well pupils learn to read fluently and to tackle new words confidently and accurately. However, their understanding of what they have read is not quite as well developed.
12. Many opportunities are given for pupils to develop their writing and by the time they are seven all are reaching or exceeding the expected standards. Because pupils' independent writing is promoted in many subjects, they gain considerable experience in expressing their ideas and knowledge in writing. Pupils write in a range of styles for a variety of audiences and are competent in using word-processing programs to set out

their work. Their spelling is generally secure and they punctuate their writing well. Pupils set out their work neatly and most are joining their letters.

### **Special educational needs**

13. Pupils with special educational needs are supported well to make good progress towards their individual targets throughout the school. The system for identifying pupils works well and procedures for providing support are carefully organised by the co-ordinator for special needs. The register gives a clear view of pupils' needs and individual education plans are detailed in showing their targets and how they will be achieved. Support is organised well and is flexible to cater for individual needs. Where pupils need to be withdrawn from class for work in English, it is arranged so that they do not miss lessons in other subjects.
14. Support in class is well prepared and focused on pupils' targets. Teachers and support staff plan in appropriate detail how the tasks are to be undertaken and what their role is to be. Consequently, support staff work well with the pupils allocated to them.

### **Teaching is good, and often very good, at Key Stage 1.**

15. Teaching is always at least satisfactory at Key Stage 1 and is good or better in two thirds of lessons. In half of the lessons the teaching is very good. Teachers promote good behaviour in a positive and amusing way. This ensures that lessons move at a brisk pace and that pupils are usually working productively. Teachers plan their lessons carefully and are clear about what they want their pupils to learn. The activities are usually matched closely to the level of ability in the class, although occasionally they are not sufficiently challenging for the more able. Close relationships between adults and pupils promote an atmosphere of calm and purpose in lessons. Classrooms are orderly places where there is often a buzz of intense activity.
16. Teachers make tasks for their pupils interesting and share their enthusiasm for the lesson. They have a secure understanding of the subjects they teach and high expectations of what pupils can achieve. This was particularly apparent in a history lesson in Year 2 in which pupils were studying Victorian clothing. There was a wide range of activities for pupils to undertake, including the use of a computer program to illustrate the clothes. The activities were supported by an excellent display of books and artefacts that further stimulated pupils' interest and provoked some very thoughtful questions from them. In almost all lessons teachers give appropriate time and focus to discussion and questions in order to develop speaking and listening skills and to draw out connections in learning. Support staff work closely with teachers to ensure that their time is used to the best advantage.

### **The school is led and managed well and governors are very effective in their role.**

17. The headteacher, staff and governors have worked hard to ensure that there are appropriate aims, values and policies in place and that these are shared by parents. They are reflected well in the life and work of the school. There is a caring atmosphere in which pupils feel valued and develop their confidence and self-respect. The school has an effective learning environment and relationships are very good. There is a positive ethos, reflected in the close teamwork of all staff and governors. Teachers who are new to the school receive effective support from their colleagues.
18. The head teacher's strong leadership has been effective in providing a clear educational direction for the school. She knows her school and its strengths and weaknesses well. Development planning is good; staff and governors have a close involvement and the appropriate priorities for school improvement are identified accurately. Plans have targets and responsibilities are allocated. The school has set realistic targets for raising

attainment. The headteacher is supported well by the deputy headteacher. All staff have appropriate responsibilities and are developing their management role with commitment and understanding.

19. Subject co-ordinators check the effectiveness of the curriculum in the subject for which they are responsible by analysing test results and holding discussions with their colleagues. They have suitable plans for the development of their subjects. The literacy co-ordinator, numeracy co-ordinator and the headteacher have monitored teaching through a programme of lesson observations. This enables them to give useful support and identify areas of their subject that need development. Identified weaknesses are addressed through the thorough school development plan. However, the headteacher is aware that she has not undertaken enough formal classroom observations to enable a more focused view of the strengths and weaknesses of teaching.
20. The school is successful in promoting equal opportunities. This is reflected in lessons and pupils' work; the playground and classrooms are not dominated by particular groups of pupils.
21. The governing body is very effective in carrying out its responsibilities. There are appropriate committees that undertake their duties with understanding and enthusiasm. They are very involved in planning for school improvement and in reviewing the progress towards targets. Governors are aware of the standards in the school and closely involved in target-setting. They know how standards compare with those in other schools and monitor all developments and initiatives. The governing body has its own action plan for development so that its effectiveness is maintained and enhanced. It has a good understanding of the principles of best value and uses its monitoring systems to ensure that the school receives good value for its spending decisions.

**The school makes good provision for pupils' personal, moral, social and cultural development. Consequently pupils behave well and form very good relationships.**

22. Because most teachers keep pupils busy and interested in lessons, behaviour is rarely a problem. In many lessons pupils are completely absorbed in their activities. They say that there is no bullying, only instances of misbehaviour, and that staff usually sort these out promptly. As they are free from oppressive behaviour, sexism and racism, pupils feel secure. Most devote their energies to learning nearly all the time, although a few of the oldest boys have difficulty in controlling their own behaviour and sometimes disrupt the work of others.
23. Good moral and social training gives pupils an early understanding that what they do affects others. Behavioural problems are generally dealt with well through the consistent application of the school's behaviour policy. The school involves pupils in making class rules and these, along with the school rules, are displayed clearly and referred to by teachers. Parents say that pupils are encouraged to behave well and respond positively to each other. Movement around the school is generally quiet and orderly. Behaviour is boisterous when pupils let off steam in the playground but they are generally sensible at the same time. Almost all pupils behave well without having to be supervised closely.
24. The recently established School Council and involvement in local citizenship initiatives have made a good contribution to the life of the school and pupils' independence. Teachers, from the reception class onwards, encourage pupils to take responsibility for themselves and to develop independence. There are good opportunities in music, for example through the choir, band and instrumental tuition, for pupils to extend their cultural knowledge. Other subjects, such as art and English, make a contribution to pupils'

awareness of the wider world, and regular visits to places of interest and after-school activities make a significant impact.

25. Pupils are good at taking on responsibilities which teachers ask of them and many show initiative; for example, pupils will pick up litter without being asked. Very good relationships at all levels continue to be a strength of the school. When they leave school at eleven most pupils are confident outgoing, and mature.

### **The school cares for pupils well and forms close links with parents.**

26. The school has very good procedures for child protection and those for ensuring the care and welfare of pupils are good. Parents feel that the school provides very well for their children's wellbeing, both physical and emotional, and say that they are kept well informed about any problems. The school's arrangements for health and safety are good. Procedures are documented well and the site is maintained very well by the building services supervisor to ensure that pupils and staff work in a safe and secure environment.
27. Teachers have a good knowledge of their pupils and offer good levels of educational and personal support and guidance. There are effective measures in place to monitor any problems that pupils may be having with attendance.
28. The school's effective links with parents have a positive impact on pupils' learning and achievement. Most parents feel that the school has high expectations for their children, that teaching is good and that the school is led and managed well. They feel they can speak to teachers about any concerns they may have and that the school works closely with them. Their involvement has a good impact on the work of the school. Parents contribute significantly to additional resources through the activities of the very active School Association. They support their children's learning at home through hearing them read and helping with homework.
29. Overall, the quality of information provided for parents is good. The day-to-day information for parents is good and the school seeks parents' views when considering new initiatives. Statutory information about the running of the school in the governors' annual report and the prospectus is detailed. Parents are well informed through, for example, curriculum meetings and regular newsletters. However, they feel that they receive better information about their children's progress during the regular consultation meetings than they do in the end-of-year reports.

### **WHAT COULD BE IMPROVED**

**Although pupils generally make sound progress in science at both key stages, standards are not as high as in English and mathematics.**

30. Although pupils are reaching high standards in science at both key stages, and are generally making satisfactory progress, they do not do as well in the subject as in English and mathematics. Many are capable of reaching higher standards.
31. The teaching of science is satisfactory at both key stages and is based on a detailed scheme of work. However, overall planning for the subject is limiting pupils' attainment, especially that of the more able. The scheme of work is, in general, aimed at pupils achieving the expected level in science by the time they are seven and eleven. The plans for the life sciences, in contrast, are in part aimed at the higher levels, so that pupils are able to work to this standard in this area. Consequently, pupils do not have enough access to the whole science curriculum at a suitably high level.
32. The way in which lessons are planned in science also limits the progress pupils are able to make, particularly the more able. Teachers have a clear idea of what they want pupils

to learn in lessons and plan activities carefully towards these objectives. However, they do not identify different targets for the different levels of attainment, and pupils generally undertake the same activity. While this is appropriate in giving a minimum level at which pupils should be working, it does not promote the more advanced levels for the more able.

**Standards in information technology are lower than they should be at Key Stage 2.**

33. Standards in information technology were very low at the time of the last inspection and the school was not meeting statutory requirements for teaching the subject. Since then the school has worked hard to improve resources and to teach the full programme. Each classroom now has two modern CD-ROMs and the library computers are linked to the Internet. Teachers have all undergone training to improve their own skills and knowledge and now teach the subject with more confidence and competence. There is an adequate scheme of work that shows the activities to be covered in each year.
34. The impact of these initiatives has been positive and pupils throughout the school are now making satisfactory progress in developing their skills. Attainment at the end of Key Stage 1 is similar to that expected for pupils' age. Pupils are confident in using the computers and have appropriate skills with the mouse and keyboard. They are able to load programs by choosing the correct icon and move items around the screen by 'click and drag'. They use word-processing programs competently to copy their writing, with different fonts and sizes of print. Pupils produce pictures using an art program and print out their own work.
35. At Key Stage 2, however, pupils have not yet reached the expected levels because they have not had the necessary previous experience. Skills are developing appropriately, particularly for the many pupils who have access to a computer at home and can practise these. Their capability with word processing is at an average level and many pupils use the keyboard rapidly and accurately. However, many have not had adequate practice with their typing skills and are still restricted to a few fingers. Pupils in all year groups are gaining experience in using data-handling programs and these are sometimes used well to support work in mathematics. They are also beginning to develop their understanding of the use of information technology for control and pupils in Year 5 tackled their work with the screen and floor turtles with great enthusiasm. They were able to change the direction in which the turtles were moving and to programme the distance they moved. However, pupils do not reach the appropriate levels in these aspects of the subject.

**While there are good procedures for assessing pupils' attainment, the use of day-to-day assessment to plan further work is not consistent.**

36. The procedures for assessing pupils' attainment and progress are good and have improved since the last inspection. Tests, administered to pupils on entry to the reception class, are used to plan appropriate work and to assist in early identification of pupils with special educational needs. There are good systems in place for tracking pupils' attainment, particularly in English, mathematics and science. These provide helpful data for monitoring overall performance. The results of the national tests at the end of each key stage are analysed to identify strengths and weaknesses in learning and to adjust the curriculum. The school also carries out regular standardised tests and assessments of reading, spelling, writing and mathematics. This information is used appropriately to set, and monitor the progress of, targets for individuals and end of key stage test results and to predict attainment at the end of the key stages.
37. Although the procedures for assessment are good and lead to changes in teachers' planning, the use on ongoing day-to-day informal assessment is less effective. Teachers

do not evaluate the impact of their lessons on pupils' attainment sufficiently in order to identify the learning targets for different groups in future lessons. Consequently, although lessons are usually planned at a level that is appropriate for the majority, pupils are often given the same work, with only the pupils with special educational needs being set a different task.

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

38. In order to raise the standards attained by pupils, the governors, in partnership with the headteacher and staff should ensure that:
- (1) the planning for science enables pupils to reach the standards of which they are capable;
  - (2) the programme of work in information technology at Key Stage 2 develops pupils' skills and knowledge to an appropriate level in all aspects of the subject;
  - (3) teachers develop their use of day-to-day assessment in order to plan their lessons for the different levels of attainment in their class.

The school has already identified these issues as priorities and is developing suitable plans to address them.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	13	25	54	8	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)	215
Number of full-time pupils eligible for free school meals	12

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	19

#### English as an additional language

No of pupils

Number of pupils with English as an additional language	11
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#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	14	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	14	14	14
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	15
	Girls	14	14	14
	Total	32	33	29
Percentage of pupils at NC level 2 or above	School	97 (100)	100 (100)	88 (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	12	19	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	18	18	18
	Total	30	30	30
Percentage of pupils at NC level 4 or above	School	97 (90)	97 (87)	97 (97)
	National	70 (65)	69 (52)	78 (72)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	19	18	19
	Total	31	30	31
Percentage of pupils at NC level 4 or above	School	100 (100)	97 (87)	100 (100)
	National	68 (65)	69 (65)	75 (72)

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	5
Pakistani	1
Bangladeshi	0
Chinese	1
White	171
Any other minority ethnic group	6

*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)	9
Number of pupils per qualified teacher	23.9
Average class size	30.7

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

Total number of education support staff	7
Total aggregate hours worked per week	120

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998-99
	£
Total income	430,571
Total expenditure	422,509
Expenditure per pupil	1,975
Balance brought forward from previous year	13,027
Balance carried forward to next year	21,089

## Results of the survey of parents and carers

Questionnaire return rate 28.8%

Number of questionnaires sent out	215
Number of questionnaires returned	62

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	2	0	0
My child is making good progress in school.	47	47	5	2	0
Behaviour in the school is good.	55	42	3	0	0
My child gets the right amount of work to do at home.	37	34	18	10	2
The teaching is good.	45	52	2	2	0
I am kept well informed about how my child is getting on.	37	53	6	3	0
I would feel comfortable about approaching the school with questions or a problem.	61	35	2	2	0
The school expects my child to work hard and achieve his or her best.	63	34	2	2	0
The school works closely with parents.	45	42	10	2	2
The school is well led and managed.	56	40	2	2	0
The school is helping my child become mature and responsible.	52	45	3	0	0
The school provides an interesting range of activities outside lessons.	26	53	10	5	6