

# INSPECTION REPORT

## **Larks Hill Junior and Infant School**

Pontefract, West Yorkshire

LEA area: Wakefield

Unique reference number: 108188

Headteacher: Miss P. A. Mercer

Reporting inspector: Mr P. M. Allen  
OIN 17531

Dates of inspection: 5<sup>th</sup> – 6<sup>th</sup> April 2000

Inspection number: 187889

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior and Infant

School category: Community

Age range of pupils: 5 – 11

Gender of pupils: Mixed

School address: Larks Hill  
Pontefract  
West Yorkshire

Postcode: WF8 4RJ

Telephone number: 01977 722845

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Appropriate authority: Governing Body

Name of chair of governors: Mr J. Allinson

Date of previous inspection: 29<sup>th</sup> April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

### **Page**

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

6 – 10

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

#### **PART B: COMMENTARY**

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

11 – 15

National Curriculum results at the end of both key stages are high in all the subjects.  
There is a lot of particularly good teaching at Key Stage 2.  
Very good provision is made for pupils with special educational needs.  
The school provides a broad and imaginative curriculum.  
Pupils behave very well and have very positive attitudes to learning.  
The school makes very good provision for moral and social development and good provision for spiritual and cultural development.

##### **WHAT COULD BE IMPROVED**

15 – 17

The information technology curriculum and provision.  
Self-evaluation of the school's performance, including the monitoring of teaching and learning.  
Some of the health and safety arrangements.

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

17

#### **PART C: SCHOOL DATA AND INDICATORS**

18 – 21

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

### **INFORMATION ABOUT THE SCHOOL**

Larks Hill Junior and Infant School is a medium sized primary school situated in an area of private housing to the south west of the market town of Pontefract. Most children live in the immediate area, although a smaller number come from the surrounding communities. There are 212 pupils on roll, taught in seven classes, one for each year group from Reception to Year 6. There are 24 pupils on the register for special educational needs, of whom four have a Statement of Special Educational Need. Although there is a wide range of attainment when children start school, overall attainment is above average on entry into the Reception class. Children enter school on a full time basis at the beginning of the term in which they reach five years of age, following a period of part time attendance. The school aims 'to develop the whole child in a caring, stimulating and well cared for environment'. The school has set targets for future developments, including the development of the information technology curriculum, together with the further raising of the quality of teaching and learning in all areas of the curriculum.

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

This is a good school which functions effectively with many good features. It benefits from the contribution made by its experienced headteacher to the school's positive leadership and management. Most of the teaching is of a good, and sometimes higher, standard and this has a very clear and positive impact on the very good test results at the end of both Key Stage 1 and Key Stage 2. In the light of the costs involved, the standards achieved and the quality of education provided, the school gives good value for money.

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

- ◆ National Curriculum results at the end of both key stages are high in all the subjects.
- ◆ There is a lot of particularly good teaching at Key Stage 2.
- ◆ Very good provision is made for pupils with special educational needs.
- ◆ The school provides a broad and imaginative curriculum.
- ◆ Pupils behave very well and have very positive attitudes to learning.
- ◆ The school makes very good provision for moral and social development and good provision for spiritual and cultural development.

### **WHAT COULD BE IMPROVED**

- ◆ The information technology curriculum and provision.
- ◆ Self-evaluation of the school's performance, including the monitoring of teaching and learning.
- ◆ Some of the health and safety arrangements.

*The first area is covered in the school development plan. This list of 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 a steady improvement since the last inspection in May 1996, building on the strengths which were identified in the report. The National Curriculum results since that time give evidence that standards have risen in English, mathematics and science at the end of both key stages. The key issues from the previous report have largely been addressed. Curriculum guidance and professional development have improved the quality of provision and made for clearer planned progression across all the subjects of the curriculum, although there is a need for development in information technology. There is no longer an imbalance in class numbers. The youngest pupils are now given access to a wider range of experiences for active involvement in their learning. There is a shared will on the part of the staff to make this good school better. This can be achieved through a focused programme of review and development.

## 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	B
Mathematics	A*	A*	A	B
Science	A*	A*	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The under-fives attain well, especially in language and literacy, mathematics, knowledge and understanding of the world and in the area of physical development. Virtually all of them will meet the Desirable Learning Outcomes prescribed for children of this age, and many will exceed them. Standards of attainment in reading, writing and mathematics at the end of Key Stage 1 and standards in English, mathematics and science at the end of Key Stage 2 were judged by the inspection team to be very good and well above national averages in each subject. This clearly reflects the pattern of attainment over the previous years. Standards in information technology are unsatisfactory as pupils do not receive their full National Curriculum entitlement. The very high standards attained in the core subjects are a credit to the school.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school and this has a significant impact on the quality of the work and the progress made by pupils.
Behaviour, in and out of classrooms	Pupils behave very well. They are polite, well mannered and welcoming to visitors.
Personal development and relationships	Relationships throughout the school are of a high standard and good provision is made for pupils' personal development.
Attendance	Levels of attendance are good and pupils are eager to come to school to learn.

Very good attitudes, behaviour and relationships make a significant contribution to the quality of interaction in the teaching and learning.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory and sometimes good	Overall very 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 most of the teaching is good and often better. In the lessons observed, it was excellent in 10 per cent, very good in 33 per cent, good in 29 per cent and satisfactory in virtually all the remainder. In the relatively small number of observations undertaken, the quality of teaching was generally higher at Key Stage 2 than it was at Key Stage 1. Across the school particular strengths lie in literacy and numeracy teaching where teachers show good knowledge and expertise, especially in the teaching of basic skills. Teachers have good subject knowledge, although this is less secure in information technology. The teaching towards the end of Key Stage 2 prepares pupils well for the move to secondary education. The good quality of the teaching has a positive impact on the high standards being achieved at the end of both key stages. The teaching generally meets the needs of all the pupils; it especially meets the needs of pupils with special educational needs. Pupils have very positive attitudes and are challenged and engaged in their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is generally broad and balanced and contains all the appropriate subjects. Although a strength is in its broad and imaginative quality, there is a recognised need to develop the information technology curriculum to ensure that pupils receive their full entitlement.

Provision for pupils with special educational needs	The provision is very good and is one of the strengths of the school. The pupils are well supported by the teachers and the classroom assistants; pupils make good and sometimes very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for pupils' moral and social development is very good; the provision for spiritual and cultural development is good. These impact on the school's caring ethos.
How well the school cares for its pupils	The school cares well for its pupils, but there are some arrangements for health and safety and risk assessments which could be improved.

Although the school cares well for its pupils and is mindful of their welfare, there is an urgent need to address problems with the heating in the outside classroom housing the Reception children.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The school benefits from the commitment of the headteacher who is providing positive leadership. The headteacher is well supported by the deputy headteacher whose knowledge and enthusiasm are having a positive impact on the school.
How well the governors fulfil their responsibilities	The governing body is extremely supportive of both the headteacher and the school. Although it fulfils its statutory responsibilities, there are some aspects of health and safety which need further involvement.
The school's evaluation of its performance	The school has only recently embarked on the process of self-review and evaluation of its performance.
The strategic use of resources	The school manages its resources in a systematic and prudent way.

There is a good level of resources for all areas of learning except for information technology. The principles of best value are applied when purchasing resources and equipment. The school generally uses its accommodation well, except that the use of the outside classroom for the Reception class is less than ideal and the toilet arrangements for such young children are unsatisfactory.

## 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 good progress the children make.</li> <li>◆ The standards of behaviour.</li> <li>◆ The amount of homework.</li> <li>◆ Good teaching.</li> <li>◆ The approachability of the school.</li> <li>◆ The expectation that children will work hard.</li> <li>◆ The support given to help children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some parents regret the loss of swimming lessons.</li> <li>◆ Some would like more extra-curricular activities.</li> <li>◆ Some are unhappy about the school's admissions policy.</li> </ul>

There are clear plans to reinstate swimming as part of the curriculum. The view of the inspectors is that overall the school provides well for extra-curricular activities. The school follows the local education authority guidelines on admissions, but there may be a need to review the arrangements in light of the National Early Learning Goals to be introduced for the Reception year in September 2000.

## **PART B: COMMENTARY**

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

#### **National Curriculum results at the end of both key stages are high in all the subjects.**

The school has achieved consistently high results in the National Curriculum tests over recent years, which gives evidence of a rise in standards since the previous inspection. In the Key Stage 1 tests in 1999, the results in reading and mathematics were well above national averages and in writing they were very high compared to the national average. Although the results were broadly in line with those for similar schools in reading, they were above the average in mathematics and well above the average in writing for similar schools. The results of the teacher assessments in science were consistently very high in comparison with the national averages.

Although cohorts of pupils can, and do, vary from year to year, national performance data over a period of four years gives a picture of consistently high attainment. Taking the four years from 1996 to 1999 together, figures show that the performance of pupils in reading, writing and mathematics was very high compared with the national averages, exceeding them by a significant margin.

In the Key Stage 2 tests in 1999, the results in English and mathematics were well above the national averages and in science they were very high in comparison with the national average. In comparison with similar schools, results were above average in English and mathematics and, commendably, very high in science. The available information on teacher assessments of core subjects undertaken at the same time confirms this picture of high attainment at both key stages.

National performance data for Key Stage 2 indicates that, taking the four years from 1996 to 1999 together, the performance of pupils in English was well above the national average, whilst the performance in mathematics and science was very high in comparison with the national averages, especially in science.

Over the four year period from 1996 to 1999, the very high results compared with national averages in writing and mathematics at Key Stage 1 and in mathematics and especially science at Key Stage 2, put the school's results amongst the top five per cent in England. Evidence collected during the inspection indicates that the high standards are being maintained at both key stages and that the current Year 2 and Year 6 pupils are in line to continue the very creditable results which have been achieved. A lot of good and very good teaching was observed during the inspection and the quality of teaching has a clear and positive impact on both the progress the pupils make and the standards being achieved.

#### **There is a lot of particularly good teaching at Key Stage 2.**

In the relatively small number of observations undertaken, the quality of teaching was generally higher at Key Stage 2 than it was at Key Stage 1. Across the school particular strengths lie in literacy and numeracy teaching where teachers show good knowledge and expertise, especially in the teaching of basic skills. Teachers have good subject knowledge, although this is less secure in information technology. The teaching towards the end of Key Stage 2 prepares pupils well for the move to secondary education. The good quality of the teaching has a positive impact on the high standards being achieved.

During the inspection a lot of particularly good teaching was seen at Key Stage 2; some was judged to be good, most of it was judged to be very good and some was judged to be excellent. This very good

pattern of teaching influences the quality of what pupils produce, how productive they are and the levels of progress they make.

In this very effective teaching, the activities are planned carefully with very clear learning objectives. The introduction to the work and the questions asked are very focused. The higher attaining pupils are challenged and the pupils with special educational needs are well supported, often by a classroom assistant. The teacher succeeds in making the subject matter interesting. This was the case in a practical mathematics activity on investigating probability. It was also the case in a mathematics lesson which included an activity on 'investigating handshakes'. After a well crafted introduction the teacher said 'Would you like to find out more?' and all the pupils answered in the affirmative.

The very good relationships, the close knowledge of individual pupils and their needs and the praise and encouragement all have an impact on the quality of learning. High teacher expectations are met so that pupils know they are expected to work hard and give of their best. The ethos of the classroom encourages them to co-operate together and support one another and to work with care. They have clear insights that being noisy and calling out are inappropriate. The teaching promotes self-esteem amongst the pupils who want to succeed and gain teachers' valued approval.

In the activity on probability which followed a very pacy session on mental skills which totally engaged the pupils, the teacher made sure that the pupils were aware of the lesson's objectives, that there were good resources available and that the work matched the learning needs of the pupils, ensuring, for example, that there was challenging extension work for the higher attainers. This careful differentiation was also apparent in the follow up activities in a literacy hour session which focused on an analysis of the poem 'Miller's End'. Pupils settled quickly making effective use of time, showing mature levels of discussion and applying themselves to writing with commitment. In all the good teaching seen, standards of behaviour expected by the teacher and shown by the children were very good.

Teaching is fundamental to the quality of education provided and is the most important influence of the school on the pupils' attainment, progress and attitudes. The effectiveness of the teaching observed at Key Stage 2 impacts very clearly on the rate, breadth, depth and consolidation of pupils' learning helping them to gain the appropriate knowledge, skills and understanding in a systematic and effective way.

### **Very good provision is made for pupils with special educational needs.**

The very good provision for pupils with special educational needs is one of the school's many strengths. There are 24 pupils on the register of special educational needs, of whom four have a Statement of Special Educational Need. The needs of these pupils are well met, an appropriate curriculum is provided for them and they are well integrated into the life of the school. The good quality support ensures that they make good and sometimes very good progress.

There are clear and efficient procedures for the early identification of special educational needs and the work is very effectively led by the co-ordinator. Parents are thoroughly involved and are appreciative of the support given to their children. Pupils have appropriate targets identified in clear and helpful individual education plans; these plans are regularly monitored and reviewed. A feature of the work is the quality of the contribution provided by the special educational needs classroom assistants who, well briefed by the co-ordinator, work conscientiously and sensitively, building up relationships, promoting self-esteem and supporting the pupils' learning development and well being. The very good relationships between the support workers and the pupils have a very positive impact on the quality of teaching and learning.

The approach towards pupils with special educational needs contributes to the caring ethos of the school and the other pupils are helpful and protective towards them. The work benefits from the enthusiasm and good organisation of the co-ordinator, the class teachers and support staff, the volunteers who help and the valuable contribution of the local education authority support staff. Prudent use is made of money allocated to special educational needs and the school's effective arrangements more than meet the requirements of the national Code of Practice.

### **The school provides a broad and imaginative curriculum.**

The school is successful in implementing its stated aim of providing a curriculum which is both broad and imaginative. Although the school has successfully accommodated the national strategies for literacy and numeracy which have significant time implications, there is still a commitment to the education of 'the whole child', including the promotion of the creative and expressive arts.

The quality of the display of written and artistic work and of interesting artefacts is high and is successful in providing a stimulating atmosphere and extending pupils' knowledge and experience. Pupils are encouraged to write stories and record their views and observations on a range of subjects; for example, on vivisection, blood sports, pollution and euthanasia. They use a variety of materials to make models and their paintings and drawings are executed in a sensitive and skilful way. The work is linked to other areas of the curriculum; for example, in English and art, pupils' pictures depicting a seascape show a variety of techniques and are evocatively linked to a text beginning, 'Great waves crashed against the rocks . . . ' .

Teachers work hard to plan their lessons to include stimulating activities that support the teaching of basic skills. Year 2 pupils enjoy writing descriptive poems about Christmas and about 'Walking in the Rain' and reflective ones on 'Remember when . . . '. Year 6 pupils write newspaper articles, letters of complaint, book reviews and autobiographies. Pupils across the school are given imaginative mathematical investigations to undertake. The range of interesting science activities, including the experiments undertaken, combined with the pupils' positive response to them, make a significant contribution to the very high standards in science.

Visits to places of interest and visitors with special skills and expertise are recognised as an important part of the curriculum; for example, the visits by a theatre company and a local artist. Pupils talk with interest and enthusiasm when describing their activities at Clarke Hall where they dressed in period costume. Pupils enjoy a good range of visits both locally and to places further afield, such as the recent ones to the local parish church, the post office and the Humber Bridge. Older pupils have the valuable annual experience of residential visits to the Hornsea Centre and to the Robinwood Activity Centre. Pupils enjoy the out of school activities, such as the weekly chess club and seasonal sporting activities including football, netball and cricket, with pupils often involved in tournaments and inter-school competitions. Many pupils enjoy learning musical instruments and all pupils benefit from performing in regular musical concerts.

### **Pupils behave very well and have very positive attitudes to learning.**

Pupils behave very well in lessons and around the school. They have a good understanding of what teachers expect and of the routines of the classroom. The very good behaviour in lessons ensures that little time is wasted in bringing pupils to order or gaining their attention. Pupils behave very well during break times and play together well. They are trustworthy, polite and respectful to both each other and to adults. On some occasions groups of pupils are allowed to stay in school at break times; for example, Year 5 pupils worked sensibly together, without close supervision, practising their play for a literacy lesson.

Pupils give good support and encouragement to each other and show good levels of co-operation in group and class activities. A good example of pupils working co-operatively was seen in a Year 4 lesson when collecting data for Venn diagrams. The pupils organised themselves efficiently for their practical work, using the dice to generate data, working together to solve their problems. When pupils answer questions in class they do so confidently knowing that, whether right or wrong, their answers will be valued. The very good behaviour is an important part of the school's friendly, harmonious community where bullying is not an issue.

Parents indicated in the questionnaires that their children enjoy coming to school and this is clearly the case. Teachers have high expectations of the pupils who are confident and highly motivated learners. Their very positive attitudes enable them to learn and progress at a good rate. Lessons are interesting and pupils rise to the challenging opportunities set for them. Pupils generally expect to work hard and to concentrate on learning and improving. They have pride in their achievements and apply what they have learnt to new work. Pupils settle to tasks with very little prompting, working equally well either individually or in small groups. They are not afraid to ask for help when they feel in need of it. Pupils are confident and well able to express their views and contribute to discussion with enthusiasm; for example, in a Year 4 lesson, pupils were keen to share their views on different poems and expressed enthusiasm and delight when they were told they would be writing their own poems.

Lively discussion and mental problem solving activities are features of numeracy lessons in all year groups. Teachers extend and challenge the pupils with quick-fire questions and they respond well to this. In a Year 6 lesson, pupils showed considerable interest in the different methods in which calculations can be worked out and listened carefully to the strategies each child described and the ways in which s/he arrived at an answer. The pace of this lesson was very brisk and much was covered in a short time. Pupils showed very positive attitudes, worked hard, putting considerable effort into their work and, as a result, attainment was high. In most lessons the good quality teaching combines with both the pupils' commitment and their very positive attitudes, creating an atmosphere enabling them to learn most effectively.

### **The school makes very good provision for moral and social development and good provision for spiritual and cultural development.**

The school has a caring, community ethos which embodies clear values, rules and standards. This ethos is a clear reflection of the school's statement of aims. A strong foundation exists for the pupils' spiritual, moral, social and cultural development. It is promoted purposefully in the daily life of the school. Pupils respond with positive attitudes, good relationships and a strong spirit of co-operation.

Very good provision is made for pupils' moral and social education. Pupils understand the difference between right and wrong and show respect for each other. Opportunities to think about moral questions and to encourage care for the environment are well taken. Older pupils are protective towards younger ones and pupils give good support and care to their peers with special educational needs. They are polite, considerate and usually very well behaved. They are eager to be involved in taking responsibilities, in welcoming and helping visitors and in such small, but important, courtesies as holding open doors. Pupils play and work well together; for example, sharing ideas when composing poems in their work in the literacy hour. Teaching and support staff provide good role models. Pupils learn the importance of caring for others through being involved in collecting for charities and helping to distribute harvest festival produce amongst the local elderly. Older pupils enjoy valuable opportunities to learn to live together in a community setting away from home through the school's annual provision of residential visits.

The provision for spiritual and cultural education is good. Pupils' spiritual development is extended in religious education, in assemblies and through poetry; for example, their reaction to the plight of the fox in 'Reynard's Last Run', by John Masefield. Pupils are thoughtful, responsive and well behaved in assemblies, they join in with prayers and hymn singing, although their experiences would be further enhanced if more time was allowed for personal, quiet reflection. Their cultural experiences are widened and enriched through their involvement in book weeks and visits from artists and writers. Pupils visit local museums and theatres and, recently, were treated to a visit by a Shakespearian theatre company. Pupils study their local area and learn of other times, places and achievements through their studies in history, geography and art. Although the school is playing a part in educating its pupils about the multicultural society in which they are growing up, this is an area which could benefit from further development.

## **WHAT COULD BE IMPROVED**

### **The information technology curriculum and provision.**

Standards of attainment in information technology are unsatisfactory because pupils have inadequate access to the full range of the programmes of study of the National Curriculum. The school is well aware of this situation as is evidenced by its information technology development plan.

Many pupils do have good levels of confidence and skill in computer work which they have developed through their work at home. This capability and interest needs to be further developed in school. A small number of pupils were observed saving data they had collected when studying food and weather conditions and some of the youngest pupils exercised their growing word processing skills when working in small groups, listing suggestions and ideas for getting the story character, Little Bear, to sleep. Little work was seen in information technology during the short duration of the inspection. Although word processing skills are being developed, especially at Key Stage 2, there is little evidence of work in control technology and there needs to be significant development in the overall provision.

The headteacher, staff and members of the governing body all fully recognise the need to further develop the role and use of information technology throughout the school to ensure that pupils receive their statutory entitlement. To this end, a special grant of money will be made available to the school within the next few months but the ambitious and detailed plans outlining the development of a suite to house a bank of computers are currently unaffordable. Consequently, there is now an urgent requirement for the school to address its organisational problems, including those concerned with location and plug socket provision, and in devising and implementing strategies for the full, routine and cross-curricular use of computer technology across the school.

The school needs to focus on the more progressive teaching of skills and fuller opportunities to practise them. More links need to be made with subjects across the curriculum, with a significant development of programs to support and reinforce the work. This should be undertaken alongside the detailed review and update of the school's policy and scheme of work and a full audit of its resources. These improvements will enable the school to move forward in its information technology curriculum and provision.

### **Self-evaluation of the school's performance, including the monitoring of teaching and learning.**

This is a good school which wants to do better and this aspiration can be served through self-evaluation of its performance. This has been identified as a target for future development. Strategies need to be developed to enable the school to adopt a pro-active approach to review and development.



Although there has been some analysis of performance data and some very recent monitoring of teaching and learning, there is recognition of the need to improve and develop these areas. Self-review exercises, informal and formal discussions, closer consultation with parents, focused external evaluation and analysis of information, including local and national performance data, can help in the development of a new School Improvement Plan, in which targets and action plans are put in place.

Although most of the teaching observed during the inspection was of a very creditable standard, there was some variation in the quality, between that which was judged to be excellent and that which was judged to be satisfactory. Two of the main differences were concerned with the management of pupils and classroom organisation. The school has appropriate aspirations to benefit all its pupils with consistently high quality teaching. Focused monitoring of teaching can provide targets for improvement, targets which are monitored and reviewed. This can enhance teacher performance and have a positive effect on pupils' attainment and progress. The school could seek the help of the local education authority in supporting planned improvements.

Although the current school development plan is seen as a useful tool for improvement, it does not provide a long term view of development. A new School Improvement Plan can cover a longer period and provide helpful, clear and manageable time scales for the school plans for improvement. The staff are very committed to the school and share a will to build on the school's strengths through a programme of review and development in order to further raise the quality of education provided.

### **Some of the health and safety arrangements.**

Although the school cares well for its pupils, there are some arrangements for health and safety which could be improved. The governing body is very supportive of the school but is not sufficiently involved in monitoring and reviewing the health and safety policy. The school follows local education authority guidelines for health and safety and has adopted its own detailed policy, outlining procedures and practices in place in school. Some features of the policy are not reflected in practice; for example, the school does not carry out risk assessments of work place activities nor does it routinely carry out surveys of the premises, recording any findings and subsequent action to be taken. The school is aware that procedures for carrying out routine checks on portable electrical equipment are not in place and arrangements are now in place to remedy this.

Although the school is mindful of the health and safety concerns relating to the heaters in the outside classroom, there is an urgent need to address this problem. Unpleasant fumes are given off from one of the heaters and an ill-fitting guard to the other provides inadequate protection. The previous report highlighted the fact that the Reception class was housed in an outside classroom, which was judged to be inappropriate for such young children. Although the Reception class was moved to the main building for one year, the situation is again as previously reported. There are no integral toilet facilities and this necessitates young children coming into the main building. This arrangement is unsatisfactory and was highlighted in the previous report. There is a need to consider the most appropriate place to accommodate the Reception class, given the current unsatisfactory toilet arrangements for these young children.

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

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed. In order to further make improvements, raise standards and the quality of education provided, the governing body, headteacher and staff should:

- ◆ improve the information technology curriculum and provision by :
  - *addressing the organisational difficulties and determining locations for computers;*
  - *improving the level of resources, both in terms of hardware and software;*
  - *identifying appropriate opportunities for the development of information technology skills across the curriculum;*
  - *increasing teacher confidence through further support and training;*
  - *developing structured opportunities for information technology teaching and the practising of skills.*
  
- ◆ develop self-evaluation of the school's performance through:
  - *the creation of a new School Improvement Plan, to include clear and manageable time scales for the plans for improvement;*
  - *systematic monitoring and evaluation of teaching and learning;*
  - *the use of all available data to analyse pupil performance;*
  - *the continuing review of pupils' performance to inform target setting.*
  
- ◆ monitor and review health and safety arrangements to include:
  - *addressing the safety issues relating to the heaters in the outside classroom;*
  - *reviewing the toilet arrangements and the use of the outside classroom by Reception children;*
  - *ensuring that procedures for checking portable electrical equipment are implemented;*
  - *carrying out risk assessments of work place activities and regular surveys of the premises, recording the findings and action to be taken.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	33	29	24	5	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)	212
Number of full-time pupils eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	5

### Attendance

Authorised absence	%
School data	3.5
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	18	15	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	15	15	15
	Total	32	32	33
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (100)	100 (94)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	15	15	15
	Total	32	33	33
Percentage of pupils at NC level 2 or above	School	97 (100)	100 (94)	100 (100)
	National	82 (80)	86 (85)	87 (86)

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

### 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	16	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	18
	Girls	14	13	15
	Total	31	29	33
Percentage of pupils at NC level 4 or above	School	91 (94)	85 (94)	97 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	18
	Girls	12	13	14
	Total	25	27	32
Percentage of pupils at NC level 4 or above	School	74 (81)	79 (84)	94 (94)
	National	68 (65)	66 (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	2
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	176
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)	8
Number of pupils per qualified teacher	26.5
Average class size	30.3

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

Total number of education support staff	8
Total aggregate hours worked per week	194

### ***Financial information***

Financial year	1998/99
	£
Total income	324,922
Total expenditure	320,785
Expenditure per pupil	1,507
Balance brought forward from previous year	6,210
Balance carried forward to next year	10,347

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

### **Questionnaire return rate**

Number of questionnaires sent out	329
Number of questionnaires returned	88

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	39	2	0	0
My child is making good progress in school.	59	41	0	0	0
Behaviour in the school is good.	54	45	1	0	0
My child gets the right amount of work to do at home.	39	57	4	0	0
The teaching is good.	59	41	0	0	0
I am kept well informed about how my child is getting on.	42	54	3	1	0
I would feel comfortable about approaching the school with questions or a problem.	64	32	2	1	1
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	32	59	8	1	0
The school is well led and managed.	43	52	1	0	4
The school is helping my child become mature and responsible.	57	42	0	1	0
The school provides an interesting range of activities outside lessons.	28	49	14	1	8