

INSPECTION REPORT

PRIORSLEE SCHOOL

Priorslee, Telford

LEA area: Telford

Unique reference number: 123449

Headteacher: Mrs W Moore

Reporting inspector: Mrs P A Simpson
1515

Dates of inspection: 6th – 8th June 2000

Inspection number: 188672

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Priorslee Avenue
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Appropriate authority: The Governing Body

Name of chair of governors: Mr G Raxster

Date of previous inspection: June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Priorslee is a larger than average primary school for boys and girls. It has 332 pupils on roll (167 boys, 165 girls). A third of the pupils are from outside the traditional catchment area. At the time of the inspection 67 children were under the age of six. The percentage of pupils (1.25%) known to be eligible for free school meals is below the national average. The percentage of pupils (11.6%) speaking English as an additional language is high. Thirty-seven pupils (11.1%), including those with statements, have special educational needs; this is below the national average. The overall attainment of children on entry to the school in literacy and numeracy is higher than that expected for children of this age. However, reading and writing skills are better developed than speaking and listening. The headteacher has been in post about a year.

HOW GOOD THE SCHOOL IS

This is a good school that has a number of strengths. The pupils achieve high standards by the age of eleven in English, mathematics and science. Taking these three core subjects together, for the past four years (1996 -1999), the performance of pupils was well above the national average for this age group. The trends over this time in the school's core subject results at the end of Key Stage 2, when compared with the national picture, are broadly in line. The overall quality of the teaching is good. The school is managed well and has an effective monitoring and evaluation system in place. The headteacher, governors and staff are successful in their endeavours to make the children feel valued as individuals within a caring community. Attendance is well above the national average. In relation to its broadly average income and expenditure, the value for money provided by the school is good.

What the school does well

- The school is very effective in monitoring and evaluating its work.
- Results in national tests for pupils in their final year are well above the national average.
- The good quality teaching impacts well on pupils' learning.
- Provision for cultural development is very good.
- The school makes a significant contribution to pupils' attitudes, behaviour, values and personal development.

What could be improved

- The school's approach as a whole to assessing pupils' attainments and progress and the use of assessment to guide curricular planning.
- Day-to-day lesson planning and the quality and use of ongoing assessment.
- The time made available for teaching in Key Stage 2 is less than that recommended in national guidance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In the June 1996 inspection, the key curriculum issues for action were about standards in music, design and technology, information technology, and in regard to using and applying mathematics in Key Stage 2. The other key area for action was linked to assessment practice. Actions to address the reported issues in regard to music and design and technology have been tackled well and as a result standards in music and design and technology have improved throughout the key stages. The policy for design and technology was fully implemented, resources updated and training for staff provided. The school has moved ahead on developing its provision for information technology. It has recently converted a room into an information technology suite, for the discrete teaching of information technology alongside that taught in each classroom. There are still shortages in resources as reported in 1996 to deliver fully the monitoring strand in the subject in Key Stage 2. Staff training in the use of information technology is also an area that requires ongoing attention. The National Numeracy strategy has been implemented appropriately into the school. Appropriate attention has been given to using and applying mathematics in both key stages. Teachers provide good opportunities for pupils to explain their thinking and develop reasoning. Extended practical tasks enable pupils to solve problems related to real-life situations as well as within mathematics itself. However, the range of opportunities provided by the teaching staff, in regard to using and applying mathematics, is not

sufficiently documented. Thorough attention has been given in the last year to systematically monitoring and evaluating aspects of the work of the school; this involves some members of the senior staff and members of the governing body. Priorities for development and improvement are focused well within the strategic and short-term school development plans. The school introduced a records of achievement for pupils but they do not sufficiently influence target setting as a means of raising standards further for pupils of all attainment levels. The school has an assessment policy, but there is still work to be done so as to enable a more consistent approach to its implementation as a means of informing target setting, monitoring at subject co-ordinator level and raising standards. The use of ongoing assessment does not sufficiently influence curriculum planning. The school has identified within its most recent school development planning the need to address its procedures for assessing pupils. The overall rate of improvement since the last inspection in 1996 is at least satisfactory. The school is well placed to further develop its information technology provision and remedy the issues related to assessment, which already feature in the school's most recent development plan.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	A	A	C	well above average A above average B average C below average D well below average E
mathematics	A	A	A	B	
science	C	A	A	B	

By the age of 11, in the latest reporting year 1999, standards were well above average in English, mathematics and science when compared with all schools. In comparison with similar schools, which is based on the same free school meals benchmark group, standards were above average in mathematics and science and average in English. Over the last four years the school has kept broadly in line with the national trend of improvement. The school exceeded the targets set for pupils in English and mathematics at the end of Key Stage 2 in 1999, and teachers' assessments for this current year indicate a similar situation. A reason for this is the positive impact that setting pupils into groups based on prior attainment has made on learning outcomes. The targets for the Year 2001 are more realistic and challenging than in the two previous years with an increased number of pupils expected to reach or exceed the national levels in English and mathematics. The inspection findings are consistent with these higher than average standards of attainment in English and mathematics. At the age of seven, in 1999, pupils' test results were well above the national average in reading when compared with all schools and above the national average in writing and mathematics. Teachers' assessments placed end of Key Stage 1 pupils below average in science in 1999. In comparison with similar schools the pupils' results were broadly average in writing and mathematics and above the average in reading. The inspection findings show an improvement in the standards achieved in science by the age of seven. Pupils with special educational needs and those with English as an additional language achieve well in relation to their earlier attainments. Children under five years old are working well towards the early learning goals including literacy and numeracy skill development. By the end of both key stages most pupils are attaining the expected standard in information technology with regard to handling and communicating information, and in elements of control work. Older pupils have little opportunity due to a lack of resources to monitor events and respond to them; this is a similar situation to that reported in 1996. Information technology is identified as an area of priority within school development planning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are positive about school.
Behaviour, in and out of classrooms	Pupils are very well behaved.
Personal development and relationships	Good overall.
Attendance	Very good. Well above the national average.

There have been no exclusions since the school was founded in 1989. Personal development and relationships are successfully encouraged by the school in a number of ways, including classroom responsibilities and self-evaluations by pupils of those areas where they need to improve in terms of their academic and personal development. Pupils with special educational needs are well integrated into the life of the school. The attendance rate has remained high over the last three years. There was no unauthorised absence during 1998/9.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching is good in the school. Of the lessons observed during the inspection, 97 per cent were satisfactory or better, 21 per cent were very good and three per cent were unsatisfactory. There is less unsatisfactory teaching than in 1996. Teachers have a secure knowledge and understanding of the numeracy and literacy strategies and their expectations of pupils of all levels of attainment are generally high. Through formal monitoring and evaluation of the teaching of literacy and numeracy, strengths have been identified and areas for further development actioned appropriately. The teaching methods and support for pupils with special educational needs and English as an additional language enable the pupils to learn effectively. The school does not yet have a documented policy for meeting better the needs of higher attainers, but 'booster' classes are provided for those pupils in Year 6 who are identified as being on the Level 3-4 or Level 4-5 borderline in English, mathematics and science. The quality of teaching in Key Stage 2 music is significantly improved on that reported in 1996. In all classes observed, teachers made good use of question and answer, and plenary sessions were used well as a means of drawing together the learning that had taken place. The format of the school's own weekly lesson sheet restricts detailed daily lesson planning in all subjects except English and mathematics, which are suitably based on the National Strategies for Literacy and Numeracy. As a result there is good continuity of planning and teaching throughout the school in English and mathematics. Work is marked regularly by most teachers, but the quality and ongoing use of assessment to inform day-to-day planning and individual target setting are insufficiently developed in most curriculum subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall, but the national desirable teaching outcomes for children under five are not sufficiently reorganised in the medium-term planning. The length of the weekly lesson times in Key Stage 2 is over an hour short of that suggested in the national guidance for governing bodies.
Provision for pupils with special educational needs	Good. All pupils fully participate in the learning opportunities provided.
Provision for pupils with English as an additional language	Good. The support provided is effective and enables good progress to be made.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for cultural development is very good. The school gives very good attention to enabling pupils to appreciate their own cultural traditions as well as promoting the ethnic and cultural diversity of British society.
How well the school cares for its pupils	Pupils are well cared for and this enables them to learn effectively.

The organisation of the teaching week is slightly longer than that recommended for five to seven-year-olds but it is less than the national recommendation for pupils aged eight to eleven. About a third of the teaching time is given to the teaching of English, a quarter to mathematics, and about a tenth to science. As a result, in the other curriculum subjects, with the exception of physical education and information technology only about three per cent of the taught time is allocated to them and similarly to religious education. The school ensures that all pupils have equal access to the curriculum offered. Whole-school procedures for assessing pupils' attainment and progress lack coherence, and the use of assessment to guide future planning is inconsistent. The school is aware of the need to address the whole area of how it assesses and systematically records the outcomes of pupils' work and use this information to better inform target setting.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The efficient and perceptive headteacher, who has only been in post for about a year, has taken a leading role in evaluating what the school does well and what needs to be improved. She is actively working to share her vision of the school with staff, governors and parents.
How well the governors fulfil their responsibilities	The governing body is well informed and actively supports the work of the school. Priorities for development are focused well. Members of the governing body make visits to classrooms as a part of finding out how things are going.
The school's evaluation of its performance	This has been given a high priority by the new headteacher. The policy that is in place focuses on using performance data both locally and nationally as a means of raising standards further, including when comparing them with schools in similar contexts based on the free school meals benchmark information.
The strategic use of resources	The governing body, through the finance committee, appropriately links the use of resources to priorities identified within the school

	development plan. Consultation with parents is good in regard to the curriculum. The school is fully aware of how its standards compare with other schools locally and nationally.
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Monitoring and evaluation of the work of the school are effectively conducted by members of the senior staff and the governing body as a means of accounting for the performance and improvement of the school. The governing body shows an increasing understanding of the principles of best value. Development and improvement planning reflect the school's aims and objectives. The approaches that the school takes to meet the needs of all pupils are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The progress made by the children is good. • The teaching is good. • That most teachers have high expectations of pupils. • The school helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> • Some parents do not feel that they have enough information about their children's progress. • The school does not work sufficiently closely with some parents. • The range of activities provided outside of lessons is insufficient.

The inspection team agrees with the parents' views about the strengths of this school. The school has a calendar of scheduled meetings with parents in addition to meetings when changes are made to the curriculum and other associated developments, as for example, the meeting provided for parents about the numeracy strategy and its impact in terms of the teaching and learning in mathematics. The annual written reports to parents on pupils' achievements contain, as is required, brief particulars of pupils' progress in all subjects and activities studied. The end of key stage teacher assessments in 1998 and 1999 for English, mathematics and science showed some disparities against the actual results gained by the pupils. The new headteacher has substantially contributed to supporting teachers in their understanding and use of assessment practices. The school states in its prospectus the importance of working in partnership with parents. Nearly all parents and pupils have signed up to the home and school agreement. The response to recent correspondence encouraging parents to work in a voluntary capacity in classrooms was disappointing to the school. The school welcomes parental suggestions. The 'Friends of the School' actively contribute to the raising of resources to support the work of the school. The most recent initiative of the 'Friends' is the contribution made to information technology. The school provides a range of activities outside the school day, including music, seasonal sporting activities and first aid. Those who participate are older pupils. There is no specific provision for younger pupils, as some parents would like.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is very effective in monitoring and evaluating its work.

1. The headteacher has given priority to identifying the strengths of the school through detailed analysis and those areas that are in need of improvement. The school statement on monitoring, revised in April 2000, gives concise details as to the aims of the monitoring roles within it, what monitoring takes place, and areas for development. Not all curriculum co-ordinators have yet become involved in the formal monitoring of teaching but this is planned. The exceptions are in English and mathematics where both of the subject co-ordinators are actively involved in monitoring and evaluating the impact of the literacy and numeracy strategy on pupil outcomes. Music and science co-ordinators have conducted an analysis of pupils' work across the school as a means of monitoring continuity of teaching and learning. The curriculum is monitored on a regular basis by the headteacher and members of the senior staff; this includes evaluations of the termly curriculum planning, weekly planning, homework diaries and pupil portfolios (which include a termly assessment of one of the following: literacy, numeracy or science). The pupil portfolio information is used as a means of moderating standards within and across the key stage planning teams. The curriculum sub-committee of the governing body is well informed about changes to the curriculum and governors are actively contributing to priorities for development. Presentations were made to them in February 2000 on the analysis of the end of key stage assessments for 1999. Recently a presentation was made by the numeracy co-ordinator to the governing body curriculum committee on the progress made by pupils during the time they are at this school as a result of the teaching of mathematics. A review of the school's present performance is made against past performance and against that for other schools locally and nationally. A more systematic use of baseline assessment data will enable the school to measure formally the rate of progress made by individual pupils during their time in this school against their prior attainment on entry to the school.
2. The monitoring of the school development plan is an ongoing exercise which leads to the production of a written review of the developments that have taken place and their impact on school improvement in the previous year. A good example of this is information technology. In the 1999/2000 plan the success criteria for developments in information technology were met when a room in the school was converted into a suite for the teaching of information technology. Nine new computers have been provided as a part of The National Grid for Learning and funding raised by 'The Friends of the School'. This has led to timetabled discrete teaching of information technology for all pupils in both key stages as well as using and linking information technology to other subjects. This priority area of school development will be carried forward into the next financial year, leading to networking system and access to exchanging and sharing information in a variety of forms, including e-mail and the Internet. Training for staff is identified as an area for action as is the need to introduce formal assessments of pupils' information and communication technology capability and skills as a means of enabling the tracking of individual progress made and the raising of overall standards at the end of each key stage.

3. Rigorous audits of classroom activities and the quality of the learning environment have been conducted by the headteacher as a means of diagnosing the strengths of the school's work and to inform areas for improvement as part of school development planning. Some of the linked subject governors have visited classrooms, a monitoring proforma is completed and the outcomes shared with the teacher. A joint monitoring of the numeracy hour took place involving the school and local authority in 1999. This information was used well as a means of disseminating good practice and securing further improvement. A development target for the current school development plan is to formulate a whole-school teaching and learning policy so as to support and share best practice within the school.
4. A performance management policy is planned to be co-ordinated from September 2000 as is required; this will encompass the established monitoring that takes place in the school.

Results in national tests for pupils in their final year are well above the national average.

5. Standards at the end of Key Stage 2 have risen over the last three years. Pupils' National Curriculum English test results by the age of eleven were above the national average in 1997, and well above the national average in 1998 and 1999 when compared with all schools. In science the 1997 results were broadly in line with the national average but in 1998 and 1999 the results were well above the national averages. For the same three-year period the pupils' results were well above the national average in mathematics.
6. Over the last four years the school has kept up with the overall national trend of improvement in the core subjects. The school exceeded the targets set for English and mathematics in 1999, and teacher assessments for the current year group indicate a similar position. The targets set by the governing body for the year 2000 were reviewed and amended upwards. Better than expected results are due to the positive benefits of learning outcomes, from organising pupils into sets formed on the basis of prior subject attainment in English and mathematics, and providing 'booster' classes for those pupils in Year 6 who were deemed to be Level 3/4 or Level 4/5 borderline candidates. Detailed consideration is given to individuals prior attainment in each year group including those pupils with special educational needs and those who speak English as an additional language. The targets set for the year 2001 are suitably challenging and realistic and are much higher than those set for the year 2000. Pupils with special educational needs and pupils with English as an additional language achieve well in relation to their earlier achievements. On the few occasions when pupils are taken out of normal lessons to work on their English, it is policy for the work to be similar to the work their classmates are involved in.
7. The work seen during the inspection in literacy and numeracy is consistent with the 1999 results. Pupils in Year 6, read confidently, they listen attentively and offer suggestions. They have a secure knowledge of tense and completed an English task of exploring narratives with understanding. Worksheets were carefully completed as required. During a literacy plenary session, good speaking and listening skills were demonstrated by pupils and correct terminology used to explain meanings. Homework diaries indicate that work is regularly completed in regard to reading, spelling, and extended writing activities. In Year 6 numeracy lessons observed, the pupils structured their work systematically, giving mathematical objectives, factual evidence and proceeding to solve problems successfully in an orderly way. The learning was

significantly influenced by the high quality of teaching. The use of homework effectively reinforces and extends what has been learned in school.

8. Central to the maintaining of high standards is the formal monitoring and evaluation strategies of the school including classroom observations conducted by the headteacher and some senior staff. As a result of this process and its outcomes numeracy, science, and information and communication technology are identified as priority curriculum areas for the next school development planning year. Identifying and targeting areas for specific improvement in numeracy are appropriately identified as a part of the ongoing implementation of the National Numeracy Strategy throughout the school.

The good quality teaching which impacts well on pupils' learning.

9. The overall quality of the teaching in the school is good. Of the teaching seen during the inspection, 97 per cent of the lessons were satisfactory or better, 21 per cent were very good. This is an overall improvement in the quality of teaching as reported in 1996. Teachers have a secure knowledge and understanding of the numeracy and literacy strategies and their expectations of pupils of all levels of attainment are generally high. In all lessons teachers plan in accordance with the school policy. The teaching methods and good support for pupils with special educational needs and for those who speak English as an additional language enable the pupils to learn effectively.
10. A reception/Year 1 lesson gave good emphasis to the promotion and use of correct mathematical vocabulary, the opening session of mental mathematics was challenging and pupils made significant gains in terms of abstract thought. In a joint Year1/2 science lesson, the introduction built well on pupils' prior knowledge about investigations in science. Class control and the pace of the lesson was very good. The teaching in a Year 2 class began with a lively and motivating introduction, leading onto role-play involving pupils. The teacher's knowledge and understanding of the content of the literacy session were very secure. Expectations of pupils were suitably high. In music lessons observed for Year 5 and 6 pupils, the teacher demonstrated a very secure knowledge and understanding of music and these enabled pupils to perform their musical skills with confidence and precision. Teachers expect that the quality of work will be presented to a high standard and it is, including in English, mathematics and science. For example, in a Year 5/6 mathematics lesson, pupils devised and refined their own recording methods. Pupils of all ages give very good attention to their handwriting, which is usually neat and of a legible style. In science and mathematics, drawings, charts and tables are completed accurately. Information technology is used well by many pupils as a means of collecting information and presenting work completed at school and at home. Good use is made by teachers of plenary sessions to draw the lesson together and consider whether or not purposes of the lesson and its objectives have been met and to evaluate whether new learning has taken place as planned. Teaching and learning are identified as priority areas for future action within development planning. A teaching and learning policy is to be formulated. The school is working towards helping teachers analyse and draw on the approaches that work best with particular groups of pupils as a means of securing further improvements in the teaching and learning.

Provision for cultural development is very good.

11. A significant strength of the school is the provision made for cultural development. As in the previous inspection report, the school has maintained its very active

approach by enabling pupils to participate actively in the appreciation of cultural traditions, through art, geography, history, music and literature. The school promotes well the cultural traditions of its own area as well as the ethnic and cultural diversity of society. An example of this being the recent visit by Year 6 to Bridgnorth. Through the media of paint, print and construction materials a good understanding was demonstrated of the area including its historical and cultural traditions. The headteacher considers the promotion of cultural development as very important because the number of pupils coming from diverse ethnic backgrounds is rising. She is determined to raise the profile of the diversity and richness of other cultures and traditions, including of those ethnic groups represented in the school. Although it is early days in this headship she is beginning to achieve significant success.

12. The school provides pupils with a wide coverage of a number of faiths in religious education. For example, reception pupils study and learn about a Hindu wedding, in Year 1 they know about the festivals of light such as Hanukkah and Diwali, and in Year 4 they look at the importance of the prayer mat for Muslims. Assemblies provide a good range of opportunities to develop pupils' knowledge and understanding of multi-cultural events such as the variety of festivals that are celebrated. Distant societies are studied in geography, for instance, Trinidad, and the pupils are expected to work independently on researching further information including using information technology as a resource for extending their learning. Personal and social education draws on appropriate comparisons between the families in a variety of cultures and attempts to draw out common values. For example, through topics such as 'How can I make other people happy?' 'Saying no' and 'My rights and responsibilities'.
13. Pupils whose mother-tongue is not English and who are learning English as an additional language receive good support from the school and other support agencies, including designated outreach teaching and bi-lingual support. Several initiatives have been developed to provide these pupils with a great deal of specialist support, but equally they are being helped to settle and achieve well because of the totality of the support which includes teaching all pupils to appreciate their own cultural traditions as well as the diversity and richness of other cultures. A particular strength is the inclusion of parents, for example, in an after-school club which has links with the local college. A perennial problem is the incidence of pupils returning to their family's country of origin for extended periods. A very useful workbook has been produced to provide pupils with the means to continue with their study of English, outside of Priorslee whilst gathering information about another culture.

The school makes a significant contribution to pupils' attitudes, behaviour, values and personal development

14. Pupils are eager to come to school and they respond well in and outside of lessons. Of the 122 parents who returned the parental questionnaire, 93 per cent stated that their children like coming to school. In discussions with parents and pupils, both formally and informally, it is evident that most pupils are happy to come to school and that relationships are generally good amongst pupils and between pupils and staff. Most of the parents who responded to the questionnaire stated that the school is successful in helping their children become mature. There have been no exclusions either fixed-term or permanent since the foundation of the school eleven years ago.
15. The attendance rate at the school is well above the national average, and there was no unauthorised absence in the last reporting year. Instances of lateness are very rare. Pupils with special educational needs and pupils with English as an additional language are fully included and well integrated into all aspects of school life.

16. In classes, pupils were fully engaged in the learning process and it was rare to see any of them drifting off task. This commitment to their learning leads to good behaviour in the classroom and outside of lessons. Although there is often much talking and excitement between pupils, these are more usually related to the tasks in hand; hence it tends to add to the learning rather than detract from it. Good behaviour is a part of the culture and expectation of the school. Cases of bullying are extremely rare and when they do occur they are dealt with promptly and efficiently by the staff. Good behaviour is further reinforced by the good management skills of class teachers, including the use of praise when appropriate.
17. Pupils of all ages were seen behaving responsibly, working conscientiously on their own, even when the class teacher was engaged with other pupils in the class. Personal development and responsibility are successfully promoted in a variety of ways by the school. For example, pupils are given opportunities to carry out classroom tasks and take part in assemblies. They are involved in their own target setting with 'post-its' displayed on class notice boards detailing individual targets for academic and/or personal development. Pupils of all ages give good attention to the presentation of their work. Information technology is used by many as an alternative means of presenting work including that done at home. The extra-curricular activities which are provided in music, physical education, and the extended activities such as school visits in the locality and further afield, make a good contribution to pupils' personal and social development.

WHAT COULD BE IMPROVED

The school's approach as a whole to assessing pupils' attainments and progress and the use of assessment to guide curricular planning.

18. Whole-school procedures to assess and monitor pupils' academic performance and use assessment to inform future planning are at an early stage in school development planning. A comprehensive assessment policy has recently been agreed by the governing body following a series of staff meetings and professional development days. Assessment throughout the school is seen as vital for continuity of learning, and the progress made by individual pupils in all subjects of the curriculum, and in their personal skills. This was an area identified for some improvement in the 1996 inspection report and there is still work to be done in order to implement fully the recently agreed assessment policy. Assessment is a listed priority for the Year 2000/2001 school development plan.
19. Formal assessment is not as yet a natural part of the teaching and learning in most subjects. Baseline assessments are conducted from the start of compulsory schooling but the outcomes are not used sufficiently to guide planning for individual children from the outset. Subject co-ordinators do not as yet work with class teachers so as to ensure that consistent records are produced and made use of throughout the school to guide planning. Raising achievement co-ordinators in both key stages, presented a comprehensive analysis of the outcomes of the 1999 national curriculum test results to the governing body in February 2000 and recently to the staff. There is a growing understanding that in order for performance data to be used to best effect it needs to be understood, interpreted appropriately and be related to day to day teaching and learning in the classroom. Some of the teacher assessments were significantly out of alignment and lower than the actual test results in the end of Key Stage 1 and 2 national curriculum assessments in 1998 and 1999. In both years there was a discrepancy of 12 per cent or more in mathematics in Key Stage 1, and in English in Key Stage 2. In 1999, there were wide differences, too, in the actual test results and

the teacher assessments in mathematics and science. The headteacher is providing teachers with ongoing support to ensure secure teacher assessment against every attainment target, and to ensure that all groups of pupils are achieving their full potential.

Day to day lesson planning and the quality and use of ongoing assessment.

20. The format of the school-devised single-sheet weekly plan, which is used for all subjects except English and mathematics, restricts detailed daily lesson planning. Teachers are providing on a daily basis far more learning opportunities for pupils than those documented in the weekly planned overview. Work is marked regularly by most teachers, but the quality and ongoing use of assessment to inform day to day planning and target setting are insufficiently developed across most of the curriculum. Assessment does not formally feature in planning at all levels. In almost all of the planning seen during the inspection, assessment did not feature. Some teachers were not fully aware of the levels pupils were at in terms of their prior attainment and skills development, and as a consequence, earlier attainment was not sufficiently built upon to inform future planning including for higher-attaining pupils. Provision is better for lower attainers who have individual educational programmes in place as a means of reviewing progress made over time. Some parents expressed a view that they were not sufficiently informed about their children's progress. The annual written report to parents on pupils' achievements contains as required brief particulars about pupils' progress in all subjects and activities studied. The area of assessment in all of its facets is identified as a key priority in the latest school development plan. The headteacher is actively bringing all assessment data together as a means of setting reliable targets for all pupils, using assessment information to plan for the future, and as a means of informing performance management objectives related to pupil progress. The school does monitor appropriately the outcomes of the National Curriculum end of key stage test results, so as to identify the achievements of different ethnic groups and make gender comparisons. This information is used particularly well in providing support for pupils with English as an additional language. The school is committed to meeting the needs of all its pupils.

The time made available for teaching in Key Stage 2 is less than that recommended in national guidance.

21. The organisation of the teaching week is 40 minutes longer than that suggested as a minimum for five-to seven-year-olds. The teaching time made available in Key Stage 2 falls short of the nationally recommended weekly minimum by more than an hour. Information technology is now provided as a discrete subject as well as to support work in other subjects. About a third of the teaching time is given to the teaching of English, and a quarter to mathematics and a tenth to science. As a result in most of the other subjects of the curriculum with the exception of physical education and information technology only about three per cent of the currently available taught time in Key Stage 2 is allocated to each one of them and a similar allocation to religious education. The school ensures that all pupils have equal access to the curriculum offered. The governing body have not formally considered whether the length of the school day in Key Stage 2 is given enough time to accommodate all that needs to be done. Nor has there been any monitoring as to whether the available total taught time spent is enough for those subjects that are taught for less than five per cent, including for example, when they are delivered as part of a topic, including its integral assessment arrangements. Given that the teaching time allocated to most of the foundation subjects and religious education in Key Stage 2 is below the recommended minimum, the school needs to review the overall time made available

for teaching and whether it is adequate to meet the revised National Curriculum requirements for 2000.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. The specific matters which the governing body, headteacher and staff should include in the school's post-inspection action plan are listed as issues for action in order of importance as a means of improving the school further and raising standards.

(1) Improve the schools' assessment arrangements and practice by:

- fully implement the recently agreed assessment policy;
- ensuring that through the established monitoring and evaluation process, assessments of pupils attainment and progress are formally conducted and recorded in all subjects and that this information is used to guide curricular planning;
- more consistently using day-to-day assessment to inform future lesson planning and improving pupils' achievements;
- providing training and support for staff as planned to secure improvements in the consistency of teacher's assessments and by addressing how subject assessment information can be used more effectively for evaluation and target setting to meet the needs of all its pupils. (paragraphs 18, 19 and 20)

(2) Improve the quality of teacher's planning by:

- reviewing the format of the weekly lesson plan (with the exception of those used in English and mathematics, which are suitably based on the structure of the National literacy and numeracy strategies) so as to enable teachers to document in full what pupils are expected to learn and how these objectives will be achieved. (paragraph 20)

(3) In the absence of the recommended minimum for lesson times in Key Stage 2, the governing body should satisfy themselves that adequate time is allocated to each subject, alongside the standards achieved, and that enough time is available for the daily act of collective worship and for other activities to be fitted into the school day. (paragraph 21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	34	42	3	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 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	0	332
Number of full-time pupils eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	37

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	24

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	25	22	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 2 or above	School	98 (91)	91 (89)	96 (98)
	National	82 (80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 2 or above	School	96 (87)	81 (86)	85 (87)
	National	82 (81)	87 (84)	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	23	26	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	20	21
	Girls	25	22	25
	Total	42	42	46
Percentage of pupils at NC level 4 or above	School	88 (98)	84 (84)	94 (86)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	21
	Girls	24	25	25
	Total	42	44	46
Percentage of pupils at NC level 4 or above	School	75 (77)	71 (81)	67 (84)
	National	70 (65)	69 (59)	78 (69)

Percentages in brackets refer to the year before the latest reporting year.1

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	0
Indian	9
Pakistani	5
Bangladeshi	2
Chinese	3
White	255
Any other minority ethnic group	11

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 – Y7

Total number of qualified teachers (FTE)	12.3
Number of pupils per qualified teacher	27:1
Average class size	30.2

Education support staff: YR – Y7

Total number of education support staff	6
Total aggregate hours worked per week	97

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	488700
Total expenditure	491973
Expenditure per pupil	1613
Balance brought forward from previous year	1417
Balance carried forward to next year	-1856

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	307
Number of questionnaires returned	122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	45	5	2	0
My child is making good progress in school.	36	57	3	2	0
Behaviour in the school is good.	25	66	6	1	3
My child gets the right amount of work to do at home.	22	58	16	1	2
The teaching is good.	29	63	3	0	4
I am kept well informed about how my child is getting on.	19	44	31	4	1
I would feel comfortable about approaching the school with questions or a problem.	37	46	13	2	1
The school expects my child to work hard and achieve his or her best.	43	47	6	2	3
The school works closely with parents.	15	57	22	2	2
The school is well led and managed.	17	52	11	4	15
The school is helping my child become mature and responsible.	25	66	3	1	5
The school provides an interesting range of activities outside lessons.	21	31	24	10	13