

# INSPECTION REPORT

## **NEWSOME JUNIOR SCHOOL**

Huddersfield

LEA area: Kirklees

Unique reference number: 107630

Headteacher: Mrs C L Blackaby

Reporting inspector: Richard S Moseley  
16886

Dates of inspection: 20<sup>th</sup> – 21<sup>st</sup> June 2000

Inspection number: 189458

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	County
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Castle Avenue Newsome Huddersfield West Yorkshire
Postcode:	HD4 6JN
Telephone number:	01484 226689
Fax number:	None
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Janice Dorrington
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Newsome Junior School is an average size junior school with 253 children. There are 16 pupils with English as an additional language but these pupils do not require any specific support. An average number of pupils, 20 per cent, are entitled to free school meals. The number of pupils on the school's register of special educational needs is 51, which is above average, of which 11 pupils have statements of special educational needs, which is well above average. Attainment on entry to the school is broadly average but with a higher proportion of middle and lower attaining pupils. The numbers on roll at the school are rising each year.

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

This is an effective school with many good, very good and excellent features. Pupils make good progress in English and science and standards are above average in these subjects by the time they leave the school. The quality of teaching is mainly very good with just over half of the teaching being very good or excellent. The school has developed a very good and challenging climate for learning. Pupils' attitudes to their work are very good. There are very good relationships in the school. The school is well led and managed and provides very good value for money.

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

- The school provides a very successful climate for learning and pupils have developed very good attitudes to their work. This has resulted in good attainment in a number of important subjects.
- Teaching is a strength of the school. Just over half of the teaching is very good with some excellent teaching. The rest of the teaching is mainly good. There is no unsatisfactory teaching.
- The arrangements the school makes for the care of its pupils is excellent and it provides very well for their spiritual, moral and social development. This ensures that pupils' relationships, their behaviour and their personal development is very good.
- The head teacher, with the support of the assistant head teacher and staff, provides outstanding leadership and a clear educational direction for the school.

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

- Standards in mathematics and in aspects of English by the time pupils reach the end of Key Stage 2.
- Further use of information technology to support learning in all subjects.
- A greater involvement of the governing body in aspects of the curriculum.

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

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

The school was last inspected in June 1996. It has overcome the weaknesses pointed out in the previous inspection and has improved in a number of other ways. With regard to key issues in the previous report, the school has improved pupils' behaviour, which is now very good, and maintained their positive attitudes to their work. It has improved teachers' subject knowledge, their range of teaching strategies and given the pupils more opportunities to take responsibilities and show initiative in lessons. It has also raised the level of challenge and attainment for more able pupils in English and mathematics, although the numbers of pupils reaching the higher levels in the National Curriculum tests are still below the national average. The designing aspect of design and technology has been improved and the range of spiritual, cultural and community experiences provided for the pupils has been extended. The teaching of music has improved considerably since the appointment of the coordinator.

In addition, the leadership has introduced other improvements. For example, the quality of teaching and planning has improved. This is mainly due to the careful monitoring of the planning and evaluation of the teaching by the head teacher, as well as joint planning arrangements by the staff

and the sharing of good practice. There have also been considerable improvements to the learning environment. For example, the wall displays of children's work, in corridors and classrooms, creates a sense of pride and promotes further learning. A nature reserve and millennium garden have been added to the school grounds to provide good resources for learning. The quality of the links with parents and carers has improved. For instance, the new arrangements for homework involve the support of the whole family and the quality of information provided for parents is good. A major improvement has been the development of a successful team of teachers and non teaching staff who demonstrate a strong pride in the school and a determination to make further improvements.

## 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	C	B	B	B	well above average A above average B average C below average D well below average E
mathematics	A	C	C	C	
science	A	C	A	A	

- Although the results of the National Curriculum tests over the last three years vary slightly from year to year, they demonstrate high standards in English and science, with average standards in mathematics. However, when the figures are analysed further, they indicate that the number of pupils attaining the higher Level 5 or above last year, in English and mathematics, was below the national average.
- The inspection findings indicate that for the pupils currently in Year 6, attainment in English and science is above the national expectation. Attainment in mathematics and information technology is in line with the national expectation. Attainment in religious education is in line with the expectations of the Locally Agreed Syllabus.
- Attainment in music and art is above that expected for pupils' ages at the end of Key Stage 2.
- Attainment in all other subjects where judgements could be made are in line with that expected for pupils' ages at the end of Key Stage 2.
- Attainment in literacy is above the national expectation, and in numeracy pupils are in line with the national expectation.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and they give of their best at all times. They are responsive and responsible and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour by almost all the pupils in lessons and around the school is very good. Pupils are polite and courteous to each other and to adults.
Personal development and relationships	Personal development and relationships throughout the school are very good.
Attendance	Good.

Pupils are proud of their school. They demonstrate very positive attitudes in all aspects of school life. They care about each other, respect each other's views and most show a great deal of confidence by the time they leave the school.

## TEACHING AND LEARNING

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

Throughout the school, the quality of teaching is either good or very good in all subjects. In almost all lessons the teaching is good or better with just over half of the lessons being very good or excellent. This level of teaching ensures that pupils' learning is good and often very good in many areas and they successfully acquire skills, knowledge and understanding in all the subjects they are studying.

Particular strengths in the teaching are teachers' own knowledge of the subjects they teach and, in particular, the teaching of basic skills like literacy. The basic skills of numeracy have been introduced well into the teaching since the development of the National Numeracy Strategy last September. Teachers use effective teaching methods and ideas to motivate pupils well. Teachers have high expectations of their pupils' work and behaviour. All these strengths encourage pupils' intellectual, physical and creative effort, ensure lessons are productive and pupils retain interest and concentration to the end of the lesson.

Work is usually planned well for pupils with different abilities. In mathematics, this is not always appropriate for the very wide range of abilities in some attainment groups. In some English lessons, not enough opportunity is given for pupils to write extensively for a wide range of purposes. The teaching of music and science throughout the school is a particular strength.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good, broad, balanced and relevant curriculum.
Provision for pupils with special educational needs	Very good provision both in the class and when groups are withdrawn.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral and social development is very good. The provision for cultural development is good.
How well the school cares for its pupils	The school has excellent arrangements for caring for its pupils.

There are effective links with parents. For example, a recent scheme has been introduced to involve parents and families with pupils' work at home. The procedures for child protection and ensuring pupils' welfare are excellent.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school by the head teacher is excellent. She is very well supported by the assistant head teacher, senior management team and curriculum coordinators.
How well the governors fulfil their responsibilities	Good overall. The chair of the governing body is very supportive and works closely with the head teacher. However, the role of the governing body to support aspects of the curriculum needs developing further.
The school's evaluation of its performance	The head teacher, staff and governors are fully aware of the school's performance and have a very clear idea of what they want to improve.
The strategic use of resources	Very good. Resources are readily available and used well. All money available to the school is spent wisely and carefully.

The head teacher has been very effective in deciding the school's priorities for development. For example, she has created a very successful team of teaching and non teaching staff who are all dedicated to raising the quality of all aspects of school life.

A number of governors are new to their jobs and governors with a responsibility for literacy and numeracy have still to be appointed. The governor with the responsibility for pupils with special educational needs is very supportive. The leadership makes a great effort to very effectively use the money and the resources at its disposal.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like the school.</li> <li>• Their children are making good progress.</li> <li>• The teaching is good.</li> <li>• They can approach the staff with any problems.</li> <li>• Their children are expected to work hard and do their best.</li> <li>• The school is well managed.</li> <li>• The school helps their children to become more mature and responsible.</li> <li>• The school provides an interesting range of activities outside lessons.</li> <li>• Their children get the right amount of work to do at home.</li> <li>• Behaviour in the school is good.</li> <li>• They are kept well informed about how their children are getting on.</li> </ul>	<ul style="list-style-type: none"> <li>• A very few parents feel that they would like to be better informed about their children's progress.</li> <li>• A very few parents feel that the school does not work closely with its parents.</li> <li>• A very few parents felt that they would like their children to be involved in more sport and physical education.</li> </ul>

Inspectors' judgements support parents' very positive views about the school. The way the school reports to parents about their child's progress, is also judged to be good and that the school works very closely with its parents. The inspectors do not have enough evidence to make a judgement about the amount of sport or physical education.

## **PART B: COMMENTARY**

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

**The school provides a very successful climate for learning and pupils have developed very good attitudes to their work. This has resulted in good results in a number of subjects.**

- 1 The head teacher, assistant head teacher and staff have created an atmosphere in the school where pupils want to learn. Classrooms are laid out to stimulate learning and pupils are encouraged to take a great pride in their written work, in their books and in every aspect of work displayed on the walls. The whole school, both inside and outside, is clean and bright and full of interest. Pupils' successes are always celebrated. Regular assemblies are held where these achievements are shared. The caring attitude, which is displayed by all the staff, enables each individual to feel he or she is important and can succeed. This encourages the pupils' self esteem and confidence. For example, in one of the religious education lessons seen during the inspection, this caring attitude encouraged one pupil to share his personal research work confidently with the rest of the class. The class listened very well, with respect. They then clapped his performance enthusiastically.
- 2 Pupils' attitudes to their learning are very good. Pupils are interested in their work. For example, in one English lesson, pupils were very interested to discuss the meaning of a poem. It referred to a 'friend being like a rose'. Pupils felt that this was very apt. There is beauty in a friend, but at times, even friends argue and this could be likened to the thorn. Pupils are keen to participate in class and sustain their concentration. This was seen in a mathematics lesson for a Years 4 and 5 class. Pupils were engaged in a stimulating competitive game that was linked to their knowledge of multiplication tables. They worked hard for a long time, each determined to beat their partner. Towards the end of the lesson the teacher introduced a session intended to stimulate the use of mathematical language. Pupils continued to demonstrate their enthusiasm by competing to explain words such as multiples, factors, square roots and cubes. Pupils respond positively to questions and make very effective contributions to the learning objectives of the lesson. Pupils enjoy lessons. They work well in pairs and are responsive to their teachers. Pupils particularly enjoy the stimulation of collaborative work. For example, in a science lesson, groups of four or five pupils successfully worked together to plan an investigation. They appointed a scribe and then discussed the factors they intended to keep the same and which one they were going to change in order to make it a fair test. They could prepare a feedback session in order to explain their proposals. Pupils' speaking skills are, in fact, well developed throughout the school. The contribution of the staff and the environment of this successful learning atmosphere, together with the learning attitudes of the children, has resulted in high achievement in the National Curriculum tests at the end of Key Stage 2. The latest national tests in 1999 indicate above average results in English and well above average results in science. For this year's pupils in Year 6, attainment is above the expectations for their ages in English, science, music and art.

**Teaching is a strength of the school. Just over one half of the teaching is very good, with some excellent teaching. The rest of the teaching is mainly good. There is no unsatisfactory teaching.**

- 3 Throughout the school, teachers prepare their lessons well by identifying precise learning objectives. These are always displayed on the board so pupils have a very good knowledge of what they are going to learn. Lessons proceed at a good pace and are usually well structured with a step by step approach. As a result, pupils are clearly motivated and sustain their interest well to the end of the lesson. These features, together with the teachers' enthusiasm about their work, and their positive attitudes to pupil discipline, contribute significantly to the high standards achieved and the progress pupils make.

- 4 Teachers' subject knowledge in many areas is very good and this enables them to prepare stimulating lessons. This was seen in a Year 4 numeracy lesson. Pupils were given cards with fractions on them. They had to play a game of snap with their partners by identifying quickly whether the fraction was big like a half or smaller like an eighth. This resulted in pupils understanding that the higher the number the smaller the piece. Another example was seen in an art lesson for pupils in Year 6. The teacher's good subject knowledge produced a stimulating lesson where pupils made a very good attempt to produce high quality work. The teacher could identify individual weaknesses well and thus give the correct advice. This teacher also used some excellent landscape painting done by another teacher to raise the expectations of what pupils can achieve.
- 5 Teachers also plan a wide range of stimulating and well thought out ideas. For example, pupils in Year 3 were asked to show the position of their classroom on a map and relate it to other objects and buildings in the school grounds. The pupils were then encouraged to identify other areas that could have a special function. They could, for instance, justify placing an outdoor painting area in the middle of the school field. They could explain that this was an area with the best views. This well thought out activity caught the pupils' interest and developed their understanding of grid references, symbols and maps.
- 6 Teachers' use of assessment to plan future lessons is good. For example, in literacy, pupils are given an unaided writing task with targets and a good local authority scheme is being used for assessment of reading. End of topic assessments in science provides the teachers with a clear picture of pupil progress. This information is used effectively to prepare future work. Some good examples of marking were seen in the pupils' books. The supportive comments written by the teacher clearly indicated to the pupils what had to be done to produce improvements.
- 7 The teaching of basic skills is done well. This is especially so in literacy lessons. Effective implementation of the National Numeracy Strategy is assisting in the development of numeracy skills. Also, for example, there is a strong emphasis on the use of correct mathematical language. This makes a good contribution to the widening of pupils' knowledge of words. The good use of graphs to display the results of scientific investigations is developing their mathematical skills further.

**The arrangements the school makes for the care of its pupils is excellent and it provides very well for their spiritual, moral and social development. This ensures that pupils' relationships, their behaviour and their personal development is very good.**

- 8 The procedures for child protection and ensuring pupils' welfare and safety are excellent. All adults in school have received the appropriate training in child protection. The procedures to raise attendance are also excellent. For example, parents are actively discouraged from taking holidays during term time. The school has an effective health and safety policy. The head teacher, governors and caretaker carry out regular health and safety checks around the school and keep good records. The school has been awarded a special fire safety certificate. The school aims to introduce all children to all aspects of health education and, as a result, the school has been awarded the "Healthy School Award". The school has detailed schemes for health education, including sex education and drug education. The provision for the support of pupils with special educational needs is very good, both within the classroom, with the help of specialist work and specialist support teachers, and during withdrawal sessions. As a result these pupils make good progress.
- 9 The provision for pupils' spiritual development is very good. For instance, collective worship is held each day and is mainly of a Christian nature. From time to time there are visitors of other faiths. In religious education lessons and in the circle time, pupils are encouraged to reflect on spiritual and important events in their own and in others lives. For example, in a Year 4 lesson, pupils listened closely to a Hindu story about the death and loss of a loved one. Some pupils were able to speak movingly about similar losses in their own families. Pupils are also encouraged to reflect on the awe and wonder to be found in nature and especially on the trees and plants to be found in the school grounds.

- 10 The school provides very well for the moral development of the pupils. For example, the very caring and responsible relationship that exists between staff and pupils emphasises the continuous delivery of the principles that distinguish right from wrong. The school expects very good behaviour from its pupils and most pupils demonstrate a clear compliance with the moral code promoted by the school. Moral issues are explored in lessons, for instance, in a literacy lesson for pupils in Year 6 the responsibilities of friendship were discussed. The school has developed 'choosing time' which is a session to participate in exciting activities at certain times. This is a behavioural and moral initiative as pupils can lose 'choosing time' for poor behaviour, but win it back for good behaviour.
- 11 Opportunities for social development are provided by the many school visits. Pupils in every year make day visits linked to the topics they are studying. This provides opportunities for pupils to relate well to each other in new situations. Pupils in Year 6 have an opportunity to experience a residential visit to an outdoor education centre. Here they develop many social skills in a challenging situation. A very good range of lunchtime activities, arranged by the midday assistants, provides very good opportunities for further social development.
- 12 The school places a great deal of emphasis on pupils as individuals and encourages the development of personal skills. For example, pupils are given the opportunity to speak to groups of pupils in lessons. This was seen in a literacy lesson for pupils in Year 4. A group prepared part of the lesson on compound words. They asked various named pupils to answer questions that had been prepared earlier, used the whiteboard effectively and explained the correct answer if a wrong one had been given. Older pupils are given responsibilities to act as prefects and monitors. Pupils are given responsibility through the system of 'executives'. A number of pupils are chosen to hold a specific responsibility for monitoring and controlling an area or activity of the school at break and lunch times. These positions are chosen with care and last for up to half a term. Both pupils and parents believe that this a particularly effective measure in promoting personal responsibility and confidence in pupils.
- 13 The ethos and the spiritual, moral and social provision developed in the school has resulted in very good behaviour by almost all the pupils. This has a very positive impact on the learning ethos of the school. Pupils respect each other's contributions to a lesson. They listen quietly to each other and do not shout or speak to make themselves heard above other pupils. There have been occasional examples of inappropriate behaviour but these are not representative of the general behaviour of the school. Since the previous inspection, the school has successfully improved the behaviour of some boys. As a consequence there are now very few recorded instances of poor behaviour. The head teacher and staff have encouraged very good relationships in the school. During the inspection, pupils were seen to be polite and helpful to each other. They wait and hold doors open to let others through before themselves. They share resources during lessons and work very well together, giving mutual support and help.

**The head teacher, with the support of the assistant head teacher and the staff, provides outstanding leadership and a clear educational direction for the school.**

- 14 The head teacher is a very effective leader of the school. She has developed a strong sense of purpose amongst the staff in the period since the previous inspection. She has encouraged all staff to feel part of a team, involved in moving the school forward with a clear educational direction. There is now an excellent shared commitment to strive for constant improvement.
- 15 The head teacher has been involved in monitoring and evaluating both the teaching and the teachers' planning. This has been effective. For example, the quality of the teaching has improved considerably since the previous inspection, where there was a high proportion of satisfactory teaching and a small amount of unsatisfactory teaching. Teaching has also improved because the head teacher has encouraged staff to plan together and share their good practice. She has developed a strong sense of mutual support.
- 16 The head teacher works very closely with her assistant head teacher and senior management team. This is a very effective partnership. For example, the senior management team

develops the yearly management plan in liaison with the staff and the governing body. This is an effective management document. It is carefully costed and provides a clear framework for action. Funding is linked to priorities and there are good strategies outlined for implementation and evaluation.

- 17 The head teacher has established a good working relationship with the chair of the governing body, who is very supportive, is fully committed to the school and often engages in professional dialogue with the head teacher.
- 18 The head teacher, with the help of the assistant head teacher, has developed very appropriate priorities for future development and takes action to meet the school's targets. For example, she is aware that there needs to be closer links with members of the governing body and this is an item identified on the school management plan, for the autumn. It is intended that teachers and members of the governing body will undertake joint training.
- 19 The leadership has developed an excellent ethos in the school. This is exemplified by very good attitudes to work, the very good relationships and the commitment by all to raise standards further. There is a commitment to equal opportunities for all. Very careful financial planning effectively supports educational developments and priorities. The school wisely uses the money at its disposal and the head teacher and governors are aware of the need to get the best value for its pupils. For example, the school's finances are in very good order and sufficient reserves are in place to cope with planned developments, which include a contribution to the cost of a proposed new extension. The management systems now in place, including the very effective leadership of the head teacher, assistant head teacher, dedicated team of teachers, support staff and governors, have ensured a number of important improvements since the previous inspection. The school has an excellent capacity to succeed.

## **WHAT COULD BE IMPROVED**

### **Standards in mathematics and in aspects of English by the time pupils reach the end of Key Stage 2.**

- 20 The results of the National Curriculum tests for 11 year olds in 1999 indicated that standards in mathematics were broadly in line with the national average and the average for similar schools. However, they were lower than the results for English and science. In addition, although the number of pupils reaching the expected Level 4 or above was slightly above the average, the percentage reaching Level 5 or above was below the national average. The attainment of this year's pupils in Year 6 indicates a similar pattern. The school is committed to raising standards in mathematics for all levels of ability.
- 21 The school has recently introduced the National Numeracy Strategy and this has been planned well. However, the many new initiatives introduced at all ages have not yet had time to have a major effect on standards by the end of Key Stage 2. Also, some initiatives need extending further. For example, specific work is planned for pupils with different abilities. This is aided by the fact that in mathematics, the pupils are grouped into ability classes. Sometimes the work is appropriate but, on other occasions, the work planned is not wide enough to challenge all the different abilities in the one set. Also, occasionally a few pupils can find the work too difficult. This can limit the rate of progress for some pupils. For example, in a Year 4 class on fractions, the majority of pupils were challenged well with appropriate work, but a few found it difficult to cope with simple fractions such as  $\frac{1}{2}$ 's and  $\frac{1}{4}$ 's. A few finished the well thought out game of fractions very quickly and had time to spare. Also, the school has concentrated recently on raising the number of pupils who reach the expected Level 4. This has been effective. However, the coordinator, who is an effective leader, has only been in the post for one year and is fully aware of all these weaknesses. She has introduced a scheme of 'times tables awards' which has been very successful and popular. This is beginning to raise the attainment of all abilities. Also, as the numeracy strategy has been developed and as teachers continue to plan together, these weaknesses are beginning to be addressed.
- 22 In English, the results of the National Curriculum tests for 11 year olds in 1999 indicated that the

percentage of pupils reaching the expected Level 4 was just above the national average but those reaching the higher Level 5 was just below the national average. This still represents good progress and, overall, the results were above the national average. The attainment of this year's pupils in Year 6 are similar to last year. However, the school is still anxious to raise the attainment of all abilities throughout the school. The school has successfully introduced the National Literacy Strategy and aspects are particularly well taught. In particular, the group activities, the introduction and the plenary sessions in each lesson are particularly challenging. Standards in speaking and listening are high and reading standards in Year 6 are above average and pupils read with fluency, expression and understanding. There are some good examples of writing that are of a good length and for a range of different audiences. For example, for adults in the school or the community or for imagined audiences. However, there are not enough opportunities for pupils to engage in this type of writing and for writing at length, especially in Years 3,4 and 5. Also, the range of fiction writing, such as in poems, is limited. The effective coordinator is working hard to raise the standards of all abilities and the introduction of individual targets has been particularly effective in raising attainment.

### **The use of information technology to support learning in all subjects.**

- 23 The school has raised standards in information technology since the previous inspection. Attainment is in line with the national expectation for pupils' at the end of Key Stage 2. Most pupils are confident users of the computer and the school has been particularly effective in timetabling the subject and using the new computer suite effectively for most areas of the National Curriculum syllabus. One area that is less well developed, however, is in the use of CD-ROMs and the internet to support personal research in a range of different subjects. Also the use of computers to interpret stored information or produce graphs, which again can provide good support for a range of subjects. There are, however, some good examples of where this is done well. For example, a group of pupils in Year 6 effectively searched the internet for information in a religious education lesson. They logged on to an Islamic website and were able to effectively decide which extracts were appropriate to their studies. The pupils then printed these sections to use with the rest of the class. On another occasion, pupils in Year 3 were able to produce the results of their science investigation in graph form using the computer. This type of work is, however, limited. The school is aware that this is an area they need to develop much further. They are also aware that the problem is partly due to the organisation of computers in the single computer suite. This arrangement has been effective in raising the general level of attainment throughout the school in basic computer skills. The suite is, however, quite a distance from most of the classrooms and not as accessible for individual or group work as an integral part of a classroom lesson. The school is fully aware of this organisational problem and is planning to address the issue shortly.

### **A greater involvement of the governing body in aspects of the curriculum**

- 24 The governing body fulfils their statutory duties well and the governors' understanding of the strengths and weaknesses of the school is good. The involvement of the governors in aspects of the curriculum is weaker, although some are involved well and are very supportive. For example, the chair of the governing body works very closely with the head teacher on all aspects of the school's organisation and provision, including aspects of the curriculum. The governor with a responsibility for special educational needs uses her own professional experience and expertise effectively to support the coordinator and report back to the other members of the governing body. For example, she meets with the school's special educational needs coordinator on a regular basis and is fully aware of the needs of specific children in school.
- 25 The chair of the governing body is, however, anxious to develop the role and involvement of the governing body further. A high proportion of the governors are new to their positions and, at present, there is no vice chair of the governing body or governors with special responsibility for literacy or numeracy. The number of governors who visit the classrooms or support areas of the curriculum is limited and the chair wishes to raise the profile of the governing body with both teachers and the parents further. Plans to attempt this development are indicated clearly on the school management plan for the autumn term.

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

- 26 To maintain the quality of education and promote further development, the governing body, head teacher and the staff should address the following issues.
- 1 Raise standards in mathematics and in aspects of English by:
    - continuing to implement the requirements of the national strategies for numeracy and literacy;
    - ensure that the work planned in mathematics attainment groups always matches the needs of all the pupils in the group;
    - increase opportunities in English throughout the school for pupils to write at greater length and for a wider range of purposes, such as letters, stories, poems and reports.
  - 2 Develop further the use of information technology to support learning across a wide range of subjects by:
    - devising strategies to use computers more regularly within lessons;
    - outlining opportunities more often in teachers' planning.
  - 3 Develop further the supportive role of the governing body in aspects of the curriculum by:
    - devising strategies to link governors more closely with subjects and involvement in the classroom;
    - appointing governors specifically linked to literacy and numeracy.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
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
5.5	50	39	5.5	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Y3 - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	250
Number of full-time pupils eligible for free school meals	50
<b>Special educational needs</b>	Y3 – Y6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	43
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	16
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	4.73
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.13
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	6	32	31	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	23	30
	Girls	26	23	29
	Total	52	46	59
Percentage of pupils at NC level 4 or above	School	82(68)	73(53)	94(64)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	27
	Girls	24	24	24
	Total	45	45	51
Percentage of pupils at NC level 4 or above	School	72(51)	71(65)	81(70)
	National	68(66)	69(66)	75(72)

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

## Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	10
Black – other	0
Indian	7
Pakistani	8
Bangladeshi	0
Chinese	1
White	215
Any other minority ethnic group	7

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	1
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: Y3 – Y6**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	25
Average class size	32

#### **Education support staff: Y3 – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	96

### **Financial information**

Financial year	1999-2000
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	£
Total income	387,757
Total expenditure	357,820
Expenditure per pupil	1,397
Balance brought forward from previous year	14,900
Balance carried forward to next year	14,900

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

### **Questionnaire return rate**

Number of questionnaires sent out	250
Number of questionnaires returned	103

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	28	0	1	0
My child is making good progress in school.	67	31	1	1	0
Behaviour in the school is good.	57	38	3	0	2
My child gets the right amount of work to do at home.	46	45	8	1	1
The teaching is good.	69	29	1	0	1
I am kept well informed about how my child is getting on.	51	35	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	67	27	6	0	0
The school expects my child to work hard and achieve his or her best.	77	20	2	0	1
The school works closely with parents.	45	40	12	3	1
The school is well led and managed.	69	25	3	2	1
The school is helping my child become mature and responsible.	67	32	0	1	0
The school provides an interesting range of activities outside lessons.	56	36	6	1	1