

# INSPECTION REPORT

## HASLAND JUNIOR SCHOOL

Hasland, Chesterfield

LEA area: Derbyshire

Unique reference number: 112663

Headteacher: Mr. R. Gilby

Reporting inspector: Mr. C. D. Taylor  
23004

Dates of inspection: 7<sup>th</sup> - 10<sup>th</sup> February, 2000

Inspection number: 189823  
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: Community

Age range of pupils: 7 to 11

Gender of pupils: Mixed

School address: The Green  
Hasland  
Chesterfield  
Derbyshire

Postcode: S41 0LN

Telephone number: 01246 234250

Fax number: 01246 229681

Appropriate authority: The Governing Body

Name of chair of governors: Mrs. C. Sims

Date of previous inspection: 15<sup>th</sup> – 18<sup>th</sup> October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Christopher Taylor	Registered inspector
Bernard Eyre	Lay inspector
Veronica Birkett	Team inspector

The inspection contractor was:

Power House Inspections

Grasshoppers  
1 Anglesey Close  
Chasetown  
Burntwood  
Staffordshire  
WS7 8XA

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Alexandra House  
33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Hasland Junior School has 360 boys and girls aged 7 to 11. It is larger than the majority of junior schools. Numbers have remained fairly steady over the last three years. The majority of pupils enter the school with levels of attainment close to the national average. Seventeen per cent of pupils - broadly in line with the national average - are known to be eligible for free school meals. Sixty pupils - close to the national average - have special educational needs, and seven pupils - above the national average - have statements of special needs. Two pupils speak English as an additional language; no pupil is at an early stage of learning English.

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

Hasland Junior is a very effective school with a very good ethos and a warm, caring environment. Teaching and learning are good throughout the school, and pupils' attitudes to work, and their behaviour and personal development, are very good. Pupils make good progress. By the end of Key Stage 2, standards are in line with the national average in English, and above the national average in mathematics and science. The leadership and management of the school are very good. As expenditure per pupil is well below the national average, the school provides very good value for money.

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

- Pupils' attainment is above the national average in mathematics and science.
- Teaching is good throughout the school and pupils' learning is good.
- Pupils' attitudes to learning, their behaviour and relationships are very good.
- The leadership and management of the headteacher and key staff are very good.

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

- Pupils' writing skills are not as good as their speaking, listening and reading skills.
- Accommodation is very poor and restricts the quality of teaching and learning.
- There is an insufficient number of classroom support staff.
- There are too few resources for information technology.

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

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

Since the last inspection in October 1996, the school has made very good progress in addressing the key issues highlighted in the previous report. The school has made good progress in raising the standard of higher attaining pupils by providing many more opportunities for independent work, and by ensuring that work set is sufficiently challenging. The school has made very good progress in implementing the full scheme of work and in improving pupils' attainment and progress in design and technology. It has ensured that teachers' planning in all subjects is based firmly on the skills and knowledge to be developed according to the schemes of work. In addition to these key issues, there have been many other areas of improvement. Teaching, which was good in just under half of all lessons, is now good or better in 70 per cent of lessons. Improved procedures, such as individual target setting and a greater emphasis on spelling skills, have helped to improve standards in writing by the end of Key Stage 2. Pupils now play a more active role in choosing how to conduct their own experiments in science. The leadership and management of the school, which were judged to be effective, are now very good, and the headteacher and key staff provide very good leadership. The governors and curriculum co-ordinators have developed their monitoring roles well. The governors are now effective in carrying out all their statutory duties, and understand the strengths and weaknesses of the school well. The school has identified appropriate areas for development, such as the need to improve pupils' writing skills, and is in a good position to raise standards and 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			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	C	C	C
mathematics	A	C	B	C
science	A*	C	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In English, the school's results in 1999 were close to the national average for all schools, and close to the average for schools with a similar proportion of pupils eligible for free school meals. Pupils make good progress in developing reading, speaking and listening skills, and make sound progress in developing writing skills. Standards have improved broadly in line with improvements nationally over the past four years. In mathematics, the results of the 1999 tests were above the national average for all schools, and close to the average for schools with pupils from similar backgrounds. Standards in mathematics have improved since the previous inspection in line with national trends. In science, standards were well above the national average in the 1999 tests, and were well above the average for schools with pupils from similar backgrounds. Standards in science have fallen slightly from a very high level since the previous inspection. Inspection findings indicate that standards in the current Year 6, which has 6 pupils with statements of special educational needs, are still above national expectations. When there are fewer pupils with special needs in a year group, as in 1997, the school occasionally achieves very high standards in all three subjects. Realistic targets have been set to continue improving standards in English and mathematics in the National Curriculum tests at Key Stage 2 in 2000. To meet these targets, the school has focussed on developing pupils' writing, effective support for pupils with special needs, individual help for slower readers, additional literacy support, and booster classes for pupils in Year 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good attitudes to work. Pupils are very enthusiastic and very keen to learn. They are very interested and very involved in all activities around the school.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in class and around school. They are polite and helpful, and treat property with respect. There have been very few exclusions and these have involved a very small number of children.
Personal development and relationships	Very good. Relationships between pupils and between pupils and staff are very good. Pupils are encouraged to develop responsibility and independence and to widen their experiences.
Attendance	Above the national average. Unauthorised absence is below the national average.

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged 7-11 years</b>
Lessons seen overall	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.*

Teaching was satisfactory or better in all the lessons observed. It was good in 52 per cent of lessons, and very good in a further 18 per cent of lessons. Teaching of English and mathematics, including the basic skills of literacy and numeracy, is good throughout the school. Pupils make good progress in reading and writing, and are getting quicker and more accurate at doing mathematical calculations in their heads. Particular strengths of the teaching include very good subject knowledge and very good management of pupils. As a result, pupils' knowledge and understanding are accurate, and there are few distractions while pupils are learning. The school meets the needs of higher and lower attaining pupils well. Very good planning for pupils at different stages of learning ensures that work is appropriate to their age and prior learning. Teachers' high expectations of pupils, and ongoing assessment of their skills, ensures that work set is appropriately challenging. The use of homework to consolidate and extend learning is good. Teachers' use of time and their use of support staff is good. As a result, pupils work at a brisk pace, receive helpful assistance, and make good progress in acquiring skills, knowledge and understanding.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All statutory requirements of the National Curriculum are met. The school has effectively implemented the National Literacy and Numeracy Strategies. There is a good range of extra-curricular activities, visits and visitors to the school.
Provision for pupils with special educational needs	Good. Pupils with special needs make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for promoting pupils' personal development is good. Provision for pupils' spiritual, moral, social and cultural development is good. There is clear teaching of right and wrong in assemblies and in the personal and social education programme.
How well the school cares for its pupils	Good. Procedures for child protection and for ensuring pupils' welfare are good. The school is a very caring community.



## 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 headteacher and the senior staff ensures strong direction and clear purpose in the work of the school. The school's aims and values are clearly reflected in all its work.
How well the governors fulfil their responsibilities	The governors fulfil all their responsibilities effectively
The school's evaluation of its performance	The school has a very good understanding of its strengths and weaknesses.
The strategic use of resources	The school makes good use of its very limited funds. All major spending decisions take into account the principles of best value. Good financial planning carefully targets educational priorities, but cannot remedy deficiencies in accommodation, staffing and resources which are the result of very low levels of funding.

The accommodation is very poor, producing conditions that are not conducive to good learning. The main building is damp and the roof was leaking during the inspection. The 'temporary' buildings on the annex site provide a very poor standard of accommodation that restricts the quality of teaching and learning. There are sufficient teachers who are well qualified to teach all the subjects of the national curriculum, but there are not enough classroom support assistants to help lower attaining pupils. Teaching resources are generally adequate, but there are not enough modern computers to enable pupils to develop their skills in information technology, or to use these skills to assist their learning across different subjects of the curriculum.

## 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>• Children enjoy going to school.</li> <li>• The school enables children to make good progress in their work.</li> <li>• The school achieves high standards of good behaviour.</li> <li>• Children get the right amount of work to do at home.</li> <li>• The teaching is good.</li> <li>• The school keeps parents well informed about their children's progress.</li> <li>• Parents are comfortable about approaching the school with questions or a problem.</li> <li>• The school expects children to work hard and to achieve their best.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> <li>• The school helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents felt that too much homework is set in Years 3 and 4.</li> <li>• A few parents suggested that there are not enough extra-curricular activities.</li> </ul>

The inspection findings support the parents' very positive views. The amount of homework set for pupils of all ages is broadly in line with the amount recommended nationally. There is a good range of extra-curricular activities, especially for the older pupils.

## **PART B: COMMENTARY**

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

#### **Pupils' attainment is above the national average in mathematics and science.**

1. Pupils achieve high standards in mathematics and very high standards in science in their National Curriculum tests.

2. In mathematics, pupils gain a good understanding of mathematical vocabulary. In Year 3, for example, pupils understand that the 'difference' between two numbers involves a 'minus' calculation. Pupils know the meaning of fractions such as 'halves' and 'quarters', and understand that two quarters equal one half. They know that a cube has 8 'vertices', and calculate the number of 'faces' and 'edges'. The use of appropriate mathematical terms enables pupils to investigate numerical relationships. Pupils in Year 5, for example, write down the 'factors' of numbers up to 36, and identify 'prime numbers'. Year 6 pupils distinguish between the 'numerator' and 'denominator' in fractions, and convert 'improper fractions' to 'mixed numbers'.

3. Pupils are getting quicker and more accurate at doing mathematical calculations in their heads. This is because teachers are implementing the National Numeracy Strategy and placing a greater emphasis on mental mathematics such as learning and using tables. Pupils in Year 3, for example, use their five times table to solve problems quickly in their heads. Year 4 pupils do mental calculations involving the 2, 5, 6 and 10 times tables, and calculate the square root of 64. Pupils have more opportunities for problem solving and explaining the strategies they have used. Pupils in Year 5, for example, calculate  $7 \times 8$  by adding  $5 \times 8$  and  $2 \times 8$ , and then use the same technique to work out  $22 \times 6$ . Year 6 pupils count in thirds up to 3, and then explain how to calculate  $1/16^{\text{th}}$ ,  $1/32^{\text{nd}}$ , and  $1/64^{\text{th}}$  of 32.

4. Mathematical activities are carefully chosen to match pupils' attainment, and work for the most able pupils is often very challenging. While lower attaining pupils in Year 3 recorded new three-dimensional shapes they had made using four cubes, higher attaining pupils made large cubes out of 8 and 27 smaller cubes, and then predicted the number of small cubes needed to build the next largest cube. Lower attaining pupils in Year 5 highlighted information that was relevant when solving simple mathematical problems, while higher attaining pupils worked out problems with three steps in the solution. Teachers assess pupils' work carefully to ensure that they plan activities that are appropriate to pupils' prior learning. In Year 6, for example, lower attaining pupils used 6-sided dice to generate fractions which they put in order of size. Higher attaining pupils used dice numbered 1 to 20 to generate more complex fractions, and then devised strategies to put them in order.

5. In science, pupils have plenty of opportunities to set up and carry out their own investigations. This helps pupils develop independent research skills and encourages them to find out more about topics that particularly interest them. Pupils in Year 4, for example, successfully carried out experiments examining the effect of the distance of an object from a light source on the size of its shadow. Groups of pupils in Year 6 enjoyed organising a variety of investigations to explore how friction is a force that slows moving objects. Pupils predict the outcome of their experiments, and understand that only one variable must be altered if it is to be a fair test. They repeat their tests to ensure the results are valid, and draw sensible conclusions from their observations.

6. Scientific activities are carefully matched to pupils' individual attainment. Pupils in Year 5, for example, carried out a series of investigations on the refraction of light which were carefully planned to challenge pupils of different ability. Lower attaining pupils attempted to explain why it was so difficult to drop a large coin onto a smaller coin placed in the bottom of a bucket of water. Average pupils tried to explain why a ruler appeared to be bent when placed in water. Higher attaining pupils attempted to explain why light projected through concave and convex lenses produced smaller and larger images. The strong emphasis on carefully targeted practical and investigative activities helps to ensure that pupils of all abilities make good progress in exploring the scientific principles underlying their observations.

**Teaching is good throughout the school, and pupils' learning is good.**

7. Teaching is good or better in 70 per cent of all lessons. It is never less than satisfactory.

8. Teaching of English, including basic literacy skills, is good throughout the school. Teachers make good use of the National Literacy Strategy framework to deliver lessons linking a variety of activities at a brisk pace. Pupils respond well to whole-class shared reading sessions, and make good progress in learning new vocabulary and grammar. Pupils in Year 3, for example, learnt to read a poem aloud with suitable expression, identified adjectives in the poem which described opposing characteristics, and then wrote their own poem using different pairs of opposite adjectives. Plenary sessions at the end of lessons are used well to consolidate and extend pupils' learning. In a Year 6 lesson where pupils had written sentences in a contracted form, this technique was used in the plenary to write an advertisement for a new teacher.

9. Mathematics teaching is good throughout the school, and teachers use the techniques of the National Numeracy Strategy to good effect. Good use is made of mental mathematics activities at the beginning of lessons to increase the speed with which pupils work out mathematical problems in their heads. Pupils in Year 4, for example, faced a barrage of quick-fire questions to test their rapid recall of the 2, 5 and 6 times tables. Year 3 pupils hold up their number fans to show answers to problems, and then explain how they tackled the problem in words such as "I took 6 cakes away from 12". Good use was made of a graduated stick in a Year 5 lesson to illustrate how unknown multiplication facts can be derived by doubling or halving known facts.

10. Particular strengths of teaching include very good subject knowledge and very good planning for pupils at different stages of learning. Teachers have a good grasp of English grammar and mathematical processes, and have detailed knowledge of the other subjects. This was shown, for example, in a Year 6 science lesson when the teacher used very skilful questioning to ascertain a variety of everyday uses of friction. Teachers prepare their lessons thoroughly, and are careful to identify precise learning objectives for groups of pupils of different ability or different age. In a mixed age Year 4 and Year 5 class studying features of myths, for example, lower attaining pupils matched words describing opposites and used them in simple sentences, while higher attaining pupils wrote character descriptions of couples with contrasting characteristics.

11. Teachers have very good relationships with their pupils, and have very good class management techniques and excellent discipline. Teachers maintain their pupils' interest by choosing interesting activities, explaining clearly what to do, and by keeping lessons moving at a brisk pace. Teachers use ongoing assessment well to ensure that pupils are meeting the learning objectives, and intervene, if necessary, with additional help or advice.

This was clearly demonstrated in a Year 4 science lesson when the teacher stopped the group activities and reconvened a whole class discussion when it became clear that the investigation was not working as well as planned.

12. Teachers have high expectations of pupils of all abilities. In a Year 6 information technology lesson, for example, pupils were set the challenging task of programming a control box to make a set of traffic lights work in the correct sequence. Higher attaining pupils were given the additional challenge of writing instructions to control two sets of traffic lights at a junction. Teachers use homework well to consolidate and extend learning in a range of subjects. Pupils in Year 3, for example, used their observational skills to look for patterns when working out how many triangles they could make from a triangular lattice of nine small triangles. Year 6 pupils made detailed designs for sand yachts as a homework assignment in design and technology.

13. As a result of lively and interesting teaching, pupils respond well to the challenges they are set. They work at a brisk pace, concentrate well on the task in hand, and make good progress in acquiring skills, knowledge and understanding. In a Year 3 literacy lesson, for example, pupils responded well to lively questioning for half an hour, and then worked hard at identifying word endings which change nouns into adjectives and adverbs. Throughout the school, pupils are making good progress in reading and writing, and are getting quicker and more accurate at doing mathematical calculations in their heads.

**Pupils' attitudes to learning, their behaviour and relationships are very good.**

14. Pupils' attitudes to work are very good. They are very keen, enthusiastic to learn, and eager to come to school. Teachers build on this enthusiasm by enabling pupils to share their knowledge and insights with others during question times. Nearly all parents state that their children enjoy school. Pupils listen very attentively, follow instructions well and settle quickly to a given task. They concentrate well on their work, and stick at a task until it is completed. This enables them to cover topics in greater depth and to make good progress. When given the opportunity, pupils work together well, and share resources sensibly. Pupils share ideas and help each other when working in pairs or in small groups. This enables them to clarify any misunderstandings and to learn more effectively. Pupils are very interested and involved in all activities around the school, and this helps to widen their learning. Pupils' positive attitudes generate a good working atmosphere throughout the school.

15. Pupils' behaviour is very good in and around the school. They behave sensibly during lessons, and play happily together at break and lunchtimes. Most parents feel that behaviour in the school is good. Pupils are polite and helpful, and treat people and property with respect. When crossing the main road en route to the school canteen, for example, every pupil said "Thank you, Margaret" to the school crossing patrol. Pupils queue sensibly in the dining hall, and are well mannered when they eat their lunch. No inappropriate behaviour was seen during the inspection, and the very few exclusions in recent years have involved a very small number of children. Good discipline is a very strong feature of the school. This provides pupils with a sense of security, and enables them to get on with their work undisturbed. Pupils respond well to the system of rewards and sanctions. They can be trusted to work on their own and develop independent research skills. This enables pupils to use their own initiative when finding information, and to enjoy learning in greater depth about their own particular interests.

16. The quality of relationships in the school is very good. Teachers know pupils well and build up very good relationships. They are particularly sensitive and responsive to

pupils with special needs, and pupils respond positively by trying hard to do their best. Very good relationships between pupils are based on co-operation and mutual respect. Pupils are willing to co-operate in group activities, take turns, share equipment and listen to the opinions of others. Pupils know that bullying is unacceptable and have confidence that teachers will deal with it firmly should it occur.

**The leadership and management of the headteacher and key staff are very good.**

17. The headteacher and senior staff provide very good leadership of the school. They have clear aims, and appropriate plans for the future are well documented in the school development plan. The school is moving forward with strong direction and clear purpose. The headteacher works closely with the deputy headteacher and other senior members of staff. He has established very good relationships with staff and parents, and has gained the respect of his pupils. He has nurtured very good attitudes towards work, and has fostered many opportunities for pupils' personal development.

18. The headteacher monitors teaching and pupils' work effectively. Together with the literacy and numeracy co-ordinators, he has monitored the introduction of the National Literacy and Numeracy Strategies by observing literacy and numeracy lessons in all classes. He has analysed the results of the National Curriculum tests and has taken appropriate action to address weaker areas such as the development of writing skills. He is strongly committed to raising standards in the school and has established a very good ethos to support the effective learning of all pupils. He is supported effectively by the governors, who fulfil their responsibilities well, and have a clear understanding of the school's strengths and weaknesses.

19. The aims and values of the school are clearly reflected in all its work. The school provides a warm, supportive and stimulating environment in which children feel happy and secure, and are eager to learn. The school has high expectations of all pupils' learning and behaviour, and introduces them to a wide range of experiences and challenges which motivate and enrich their learning.

**WHAT COULD BE IMPROVED**

**Pupils' writing skills are not as good as their speaking, listening and reading skills.**

20. Standards in English are close to the national average, but are not as high as in mathematics and science. When pupils enter the school, National Curriculum test results at the end of Key Stage 1 indicate that their reading skills are much better than their writing skills. The school has introduced the National Literacy Strategy successfully, and literacy is taught effectively. Pupils make good progress in developing reading, speaking and listening skills, and make sound progress in developing their writing skills. Standards in writing have improved considerably over the last two years. National Curriculum test results at the end of Key Stage 2, however, show that standards in reading are still higher than standards in writing. The school has recognised the need to improve pupils' writing skills as its main priority, and realistic targets have been set to improve standards in the National Curriculum tests at Key Stage 2 in 2000.

21. To improve the standard of pupils' writing, the school has introduced more opportunities outside the literacy hour for pupils to develop a wider range of writing styles, and to produce longer extended pieces of writing. Pupils in Year 6, for example, listened to a range of poems before developing their own different styles of poetic writing. In order to widen their vocabulary, pupils in Year 3 watched a story on television, and then discussed which words could be used to describe the two main characters. During the spring term, pupils in Year 6 are taught some lessons in smaller sets grouped by ability. This enables teachers to spend more time helping individual pupils and developing the skills they need. Pupils in a lower attaining group, for example, focused on structuring and producing a basic information leaflet, while higher attaining pupils concentrated on developing a persuasive form of writing. Teaching was well planned and generally effective, though opportunities to discuss the structure of their leaflets with the lower attaining pupils were sometimes missed. Pupils help to set their own targets for improving their writing, and this focuses pupils' attention on the specific skills they need to develop.

**Accommodation is very poor and restricts the quality of teaching and learning.**

22. Apart from the school hall and a new two-classroom block, the accommodation is very poor and very little is spent on improving it. Expenditure (£1211 per pupil) is very low compared with the national average (£1556 per pupil), and the amount spent on buildings' maintenance and improvement (0.3 per cent) is very small compared with the national average (1.9 per cent). The previous inspection reported leaking roofs, damp walls and a flooded cloakroom, and indicated that the split site and elderly buildings created major difficulties. Little has been done to improve the situation. While teachers try hard to create an attractive environment by mounting colourful and informative wall displays, the main nineteenth century building is musty and damp and the paint on the walls is peeling in places as a result. This creates an environment that is not conducive to good learning. The roof of the main building, for example, was leaking during the inspection, and electrical sockets had to be checked by a qualified electrician to ensure that they were safe to use with computers and other learning resources. The rooms are barely large enough to accommodate Year 6 classes, and this hinders the organisation of practical investigations in science, for example, and prevents teachers from circulating effectively to assess pupils' work during group activities such as in the literacy hour.

23. The 'temporary' buildings on the annex site provide a very poor standard of accommodation. It was acknowledged 16 years ago that they were in need of replacement, and a new school hall was built in 1985 as the first phase of a new school, before plans for other new buildings were shelved. The 'temporary' buildings are damp and suffer from the problem of condensation. As the buildings have no proper damp course, the classrooms have been dry-lined, but the cloakrooms and toilet areas have not. Teachers try hard to create a stimulating working environment by providing attractive wall displays, but the poor quality of the accommodation diminishes the effectiveness of their teaching and pupils' learning. The computers in the 'temporary' buildings, for example, are not connected to the Internet, and pupils are unable to use the Internet, the National Grid for Learning or electronic mail to assist their learning.

24. The 'mobile' classroom provides very poor accommodation. The flat roof is propped up with cross beams and vertical supports which impinge on the floor space, and there is no double-glazing on the windows. As a result, pupils are distracted by the noise of students leaving the adjacent secondary school, and their work suffers. The noise echoing from the wooden floor of the 'mobile' building adds to the distraction when pupils move their chairs, and makes it difficult for the teacher to be heard. Computers are not connected to the Internet or the National Grid for Learning, and there is very little wall space for

informative displays to assist pupils' learning.

25. The school is situated on two sites separated by a main road. As the sites are less than 500 metres apart, the school receives little extra funding to cover additional costs such as the duplication of resources needed on the two sites. The local authority employs a permanent crossing patrol to ensure that the main road does not present a safety hazard. Pupils frequently have to walk between the two sites, for example to reach the school hall from the main building for assemblies and for physical education lessons. This can waste ten minutes of the teaching time allocated to a lesson. During very cold and wet weather, whole-school assemblies are sometimes cancelled so that pupils do not get wet travelling to and from the annex site. Pupils in Years 4 and 5 rarely use the school library for research purposes due to the ten minutes that is wasted when walking to and from their classrooms on the annex site.

26. The school shares a dining hall with the adjacent secondary school. Pupils from the main building have to cross the main road, cross the annex site and then cross the secondary school site to reach the dining hall. The quarter-mile journey takes a minimum of five minutes in each direction, and is closely supervised by lunchtime assistants where the path approaches and crosses the secondary school access road. During cold, wet and windy weather, the journey to and from the dining hall can be very unpleasant.

**There is an insufficient number of classroom support staff.**

27. There are sufficient teachers who are well qualified to teach all the subjects of the National Curriculum, and there are sufficient support staff to assist pupils with special educational needs; but there is only one general classroom support assistant who works 20 hours per week. This level of classroom support is insufficient to help the majority of lower attaining pupils who find learning more difficult without individual adult help during lessons.

**There are too few resources for information technology.**

28. Teaching resources are generally adequate in most subject areas, but, due to the very low level of funding, there has been little spending on expensive information technology resources. The school has had to rely to a large extent on collecting supermarket vouchers in order to fund new computers, and there are not enough modern computers to enable pupils to develop their skills in information technology. Currently, there is less than one personal computer per class (with an average of 32.7 pupils), and pupils get little opportunity to practice their information technology skills using a computer.

29. During the inspection, pupils in one Year 3 class had to go in pairs to a neighbouring classroom during lesson time in order to use a computer which would run a suitable program. There is no computer room where a whole class or smaller groups of pupils can be taught 'hands-on' computer skills. The lack of sufficient computers makes it very difficult for pupils to use their information technology skills regularly to assist their learning across different subjects of the curriculum.

30. The school is taking part in the National Grid for Learning initiative, and has received funding for Internet access in four classrooms. The school has funded additional Internet access links for the other two classrooms in the main building and the school library, but because of the split site and the very low level of funding, the school cannot equip any of the classrooms on the annex site with Internet links. As a result, pupils in Years 4 and 5 are unable to use the Internet, e-mail and the National Grid for Learning as resources to assist their learning across the whole curriculum.

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

31. In order to raise standards and improve the quality of education provided, the governing body, headteacher and staff should seek to:

- (1) continue to improve pupils' writing skills. (see paragraphs 20 - 21)
- (2) improve the standard of classroom accommodation. (see paragraphs 22 - 26)
- (3) increase the provision of classroom support staff. (see paragraph 27)
- (4) improve the resources for teaching information technology skills and for pupils to use these skills to assist their learning in other subjects of the curriculum. (see paragraphs 28 - 30)



## 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	13

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	52	30	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	360
Number of full-time pupils eligible for free school meals	62

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	60

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	16
Pupils who left the school other than at the usual time of leaving	21

### Attendance

Authorised absence	%
School data	4.4
National comparative data	5.4

Unauthorised absence	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

## Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	47	40	87

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	39	44
	Girls	28	27	35
	Total	62	66	79
Percentage of pupils at NC level 4 or above	School	71 (65)	76 (65)	91 (79)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	41	44
	Girls	28	27	32
	Total	62	68	76
Percentage of pupils at NC level 4 or above	School	71 (70)	78 (65)	87 (89)
	National	68 (65)	69 (65)	75 (72)

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

## Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	358
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	6	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)	12.6
Number of pupils per qualified teacher	28.6
Average class size	32.7

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

Total number of education support staff	5
Total aggregate hours worked per week	96

### **Financial information**

Financial year	1998/1999
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	£
Total income	422 670
Total expenditure	421 391
Expenditure per pupil	1 211
Balance brought forward from previous year	10 876
Balance carried forward to next year	12 155

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

### **Questionnaire return rate**

Number of questionnaires sent out	360
Number of questionnaires returned	163

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	2	1	0
My child is making good progress in school.	56	42	1	0	1
Behaviour in the school is good.	42	55	1	1	1
My child gets the right amount of work to do at home.	39	49	10	2	0
The teaching is good.	66	32	1	0	1
I am kept well informed about how my child is getting on.	52	40	6	1	1
I would feel comfortable about approaching the school with questions or a problem.	82	16	2	0	0
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	58	33	7	1	1
The school is well led and managed.	78	21	1	0	0
The school is helping my child become mature and responsible.	60	37	3	0	0
The school provides an interesting range of activities outside lessons.	34	44	12	1	9