

# **INSPECTION REPORT**

## **PADIHAM PRIMARY SCHOOL**

Burnley

LEA area: Lancashire

Unique reference number: 119164

Headteacher: Mr J G Hughes

Reporting inspector: Mr R A Robinson  
21024

Dates of inspection: 05 - 06 March 2001

Inspection number: 190753

Short 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 to 11
Gender of pupils:	Mixed
School address:	Burnley Road Padiham Burnley Lancashire
Postcode:	BB12 8SJ
Telephone number:	01282 772496
Fax number:	01282 770681
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Greenwood
Date of previous inspection:	02/12/1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This is a large primary school for boys and girls aged 4-11 years that serves the local area of Padiham, near Burnley. It has 384 full-time pupils, 194 boys and 190 girls. There is a very small proportion of pupils from minority ethnic backgrounds and there are no pupils at an early stage of learning English as an additional language. Fifty-five pupils (16 per cent) are on the register of special educational needs which is below the national average. An above average proportion of pupils have a statement of special educational needs. Children's attainment on entry to the reception class is very broad and varies from year-to-year; this year it is about average. Forty-nine children under the age of six are taught in the reception classes (the Foundation Stage). The percentage of pupils known to be eligible for free school meals is about 36 per cent which is above the national average. The school consists of two sites which are a short distance apart and separated by a very busy main road. The Annexe contains the reception and Year 1 classes with a temporary building serving as a hall and dining room; the rest of the school is housed in two connected permanent buildings and a separate temporary classroom. Building work is scheduled to commence this year to extend the Annexe to accommodate the reception, Year 1 and Year 2 classes.

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

This is a good school. Pupils achieve well because the overall quality of teaching is good and pupils' behaviour and attitudes to school are very good. The leadership and management of the school are of a high standard. The school provides good value for money.

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

- In Years 2 to 6, the quality of teaching and learning is good and pupils' attitudes to work, their behaviour and their personal development are very good; as a result, pupils achieve well in relation to their prior attainment.
- The leadership and management of the headteacher and deputy headteacher are of a high standard with governors and other staff assisting them ably.
- The monitoring of the quality of teaching and learning is very good.
- The progress pupils make in Years 1 to 6 is tracked very well by the senior management team.

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

- The curriculum in the reception class and the tracking of children's progress from the time they start school to entering Year 1 are unsatisfactory.
- Pupils' attendance is below the national average.
- The accommodation is unsatisfactory.

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

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

The school has made good progress since the last inspection in December 1996. Pupils' standards by the time they leave the school at the age of eleven, have improved, particularly in mathematics and science. The quality of teaching is now much better because there is now no longer any unsatisfactory teaching and a much higher proportion of very good teaching. Pupils' attitudes to work, behaviour and personal development have improved and are now of a high standard; however, attendance rates have declined.

The school has addressed the areas for improvement well overall as shown below:

- good progress has been made in improving standards in information and communication technology. Information and communication technology is used well to support learning in other subjects.

- assessment procedures are particularly strong in Years 1 to 6 and satisfactory in the reception classes.
- the procedures for ensuring pupils' welfare are now satisfactory.
- the development of pupils' independent learning is effective and is very apparent in literacy and numeracy lessons. Provision for cultural development has improved and is good. The school promotes anti-racism actively.
- the school development plan is an effective document for the planning of the current year's initiatives linking to available finances with satisfactory projections for future years.

The particular strengths in the leadership and management place the school in a good position to maintain the present good achievement of pupils though its capacity for further improvement is affected adversely by inadequacies of the accommodation at both school sites.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	B	C	B
Mathematics	B	A	A	A
Science	C	A	A	A

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

- As can be seen from the above table, in 2000 standards in the tests for eleven-year-olds were overall above the national average. There is an upward trend overall in pupils' attainment since the last inspection and high standards have been maintained since 1999 in mathematics and science. In comparison to schools with pupils of similar social backgrounds the performance of pupils is well above average overall. Inspection judgements of the performance of this year's group of pupils at Year 6 concur with the results of the national tests in 2000.
- The results of the national tests for seven-year-olds in 2000 showed pupils' performance to be below the national average in reading and writing and well below in mathematics. Compared to pupils in similar schools, pupils' performance is average in reading and writing but below average in mathematics. The leadership and management took action at the beginning of this academic year to improve pupils' attainments in Year 2 and inspection judgements show that pupils' attainment are on course to reach the national average because the quality of teaching and learning is good in both Year 2 classes.
- Pupils achieve well relative to their prior attainment in Years 2 to 6 as the teaching and pupils' attitudes to learning are good or better in these classes. The achievement of pupils in the reception and Year 1 classes is satisfactory overall; however, lower attainers in the reception classes could achieve better as the curriculum and teaching do not meet their needs sufficiently.
- The school is on course to exceed its challenging targets for the proportion of eleven-year-old pupils who will reach expected levels in English and mathematics as the teaching and learning in both Year 6 classes are good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy school and show high levels of interest and enthusiasm towards their work.
Behaviour, in and out of classrooms	Very good; high standards of behaviour are apparent in lessons and in the playground.
Personal development and relationships	Very good; pupils relate very well to each other and to their teachers. They become increasingly confident and use their initiative exceptionally well to enhance their learning.
Attendance	Unsatisfactory; attendance is below the national average.

## TEACHING AND LEARNING

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

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

- The quality of teaching and learning was good overall. In 25 per cent of lessons it was very good, in 43 per cent good and in 32 per cent satisfactory.
- The quality of teaching and learning of English, mathematics and science was good or better in all lessons in Years 2 to 6. The teaching of literacy and numeracy is strong in Years 2 to 6. The teaching is lively with clear exposition and probing questioning by the teachers. The work is interesting and pupils are interested and learning at a brisk pace. The organisation of the lessons and high expectations of good behaviour result in pupils and teachers working very well together in an industrious and harmonious atmosphere.
- In the reception classes the planning of lessons leads occasionally to an imbalance of content and too few learning opportunities for lower attainers at an appropriate level. In these lessons children spend far too much time sitting on the carpet listening to teachers rather than being involved actively in exciting learning activities which will push their learning on at a faster pace.
- Information technology is used well to support teaching and learning in other subjects, particularly in English and mathematics. High quality computer programs enable pupils to have plenty of practice to consolidate and extend their learning.
- The teaching meets, overall, the needs of pupils well including pupils with special educational needs and higher attainers; however, in the reception classes the teaching and learning of lower attainers is barely satisfactory.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for six to eleven-year-olds is strong; it is broad and balanced and includes effective provision for developing the skills of literacy and numeracy. The curriculum in the reception classes does not meet recent national guidance and restricts children's active participation in a wide range of learning opportunities.



Provision for pupils with special educational needs	The provision for pupils with special educational needs is satisfactory overall though good in Years 2 to 6.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school makes very good provision overall for the personal development of pupils. The provision for moral and social development is particularly strong and many opportunities are provided for pupils to exercise responsibility and to learn to respect the feelings and beliefs of others.
How well the school cares for its pupils	There are sound procedures in place for managing health and safety. Members of staff know the pupils well and respond to them in a caring and supportive way. Very good procedures promote high standards of behaviour. The monitoring of pupils' progress in Years 1 to 6 is very good.
Parents' views of the school	Parents' views of the school are very positive. They support the school effectively.

## 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 deputy headteacher are very good. They work very effectively with the subject managers to promote high standards. The aims and values of the school are promoted well.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties effectively and provides very clear direction to the school. The governors are well aware of the strengths of the school and areas for development. The governors have aspirations rightly to develop the school further on one site in the future.
The school's evaluation of its performance	The school has identified areas for development well and monitors standards very effectively though the procedures are underdeveloped in the reception classes.
The strategic use of resources	The school deploys its staff well to support teaching and learning. The development of the staff expertise is highly successful and the school is extremely well placed to train new teachers. The accommodation is unsatisfactory; however, the extension of the Annexe to accommodate pupils aged four to seven (Foundation Stage and Key Stage 1) and refurbishment of the main site for seven to eleven-year-olds (Key Stage 2) are scheduled to begin in the near future. These developments will overcome many of the shortcomings of the present accommodation. The school uses its resources well and ensures these are accessible to pupils and kept in good condition. The timetable for children under the age of five does not provide sufficient time for outdoor learning or physical activities both indoors and outdoors. There is a high standard of financial planning and the school is careful to use its allocation of funding well for the benefit of the pupils.

## 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 school and behave well.</li><li>• The teaching is good and children make good progress.</li><li>• The school expects children to work hard and achieve well.</li><li>• Children get an appropriate amount of homework.</li><li>• Members of staff are approachable and parents are comfortable talking to them.</li><li>• The school helps children to become more mature and responsible.</li><li>• The leadership and management of the school are good.</li></ul>	<ul style="list-style-type: none"><li>• They are not kept informed well enough about how well children are progressing.</li><li>• The range of activities outside lessons is insufficient.</li></ul>

The inspectors agree with the positive views of the parents; however, they disagree with the views of the minority of parents regarding information about their children's progress and the range of activities outside lessons. Parents have similar opportunities to discuss their children's progress as seen in most schools; reports are satisfactory though they give only limited information as to how parents can help their children to improve. The range of activities available outside lessons is satisfactory and is broadly similar to most primary schools.

## **PART B: COMMENTARY**

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

**In Years 2 to 6, the quality of teaching and learning is good and pupils' attitudes to work, their behaviour and their personal development are very good; as a result, pupils achieve well in relation to their prior attainment.**

1. The quality of teaching and learning in Years 2 to 6 is good overall with a high proportion of very good teaching taking place. This represents a significant improvement since the last inspection. In lessons pupils are very well behaved and have very good attitudes to learning. Relationships of pupils with each other and their teachers are of a high standard. Pupils, including higher attainers and those with special educational needs, achieve well in relation to their prior attainment.
2. Where the teaching of English is of a high standard, pupils' attitudes to work and behaviour are very good resulting in very good progress in their learning. Teachers' knowledge and confidence spill over to pupils so that they achieve very well; for example, Year 5 pupils had few difficulties recognising similes and metaphors gaining high levels of success above that expected of ten-year-olds. Teachers' enthusiasm for the subject is caught by pupils and they are keen and eager to extend their learning. Lesson plans ensure a careful build up of new learning based on prior work and this contributes greatly to the pupils' success. Pupils' very good behaviour and relationships with one another and their teachers contribute significantly to the fast pace of learning in lessons; for example, in small group activities the teacher is able to work efficiently with one particular group whilst the rest of the class are industriously concentrating on their tasks.
3. In mathematics, where teaching and learning is of a high standard, pupils are hardworking, are interested in their work and behave very well. Teachers set challenges for different groups of pupils during whole class teaching of mental strategies; for example, the teacher in a Year 6 lesson actively included pupils with special educational needs in questioning by setting appropriately demanding questions to quicken the pupils' progress. Teachers keep a fast pace to lessons and pupils are very responsive and maintain concentration very well. The very effective use of information and communication technology programs of a high quality that link to the focus of the lesson challenge pupils as well as consolidating and extending their learning; for example, following new learning about number sequences groups of pupils, invariably of mixed gender, worked very well together to practise their new learning. One pupil reported that, 'I start with an easy sequence first and then work up the different levels of difficulty on the program until I find a difficult task. I then work hard with my partner to obtain the correct answer.' Pupils with special educational needs are given good support from additional teachers or classroom assistants to enable them to take a full part in the lesson; these pupils work well with other pupils.
4. In the best science lessons teachers provide pupils with very good opportunities to investigate through practical experimentation in order to develop their understanding; for example, pupils in Year 4 were challenged to investigate the distance a car would travel on different surfaces. The teacher provided high quality resources of sufficient quantity to enable effective learning to take place. Pupils were keen to predict which surface they thought a car would travel down fastest. They recorded their results using a very good worksheet produced by the teacher. The pupils understood the importance of ensuring that the test was fair and gave reasons why this was important. The teacher spent time very productively to show pupils how they could record their results graphically whilst providing plenty of opportunities for pupils to explain their findings which developed their speaking skills effectively. Very good use was made of a computer program to extend the higher attaining pupils' understanding of friction; they made succinct notes of the information they found on the CD-ROM.
5. In a very good information and communication lesson in Year 5, the teacher had very good strategies for ensuring good behaviour and attention, which involved rapid focused questioning and

reminders to individuals of her high expectation of good behaviour. The teacher's planning was very thorough and the implementation of the planning interested pupils resulting in them making good progress in identifying errors in a set of data about the characteristics of a group of pupils. Pupils discussed maturely the database the school holds of their attendance and how it can be used to determine the attendance of each pupil. Classroom assistants helped a pupil with a statement of special educational need to take a full part in lessons by using specifically prepared resources for the pupil.

6. Parents rightly praise the good quality of teaching and the good progress their children make at the school. In addition, they strongly believe that the school helps their children to become more responsible and that their children's behaviour is good; inspectors agree with the positive views of parents.

**The leadership and management of the headteacher and deputy headteacher are of a high standard with governors and other staff assisting them ably.**

7. The leadership and management of the school are very good. The school is very capably led by a very experienced headteacher and deputy headteacher who are a very effective team with a joint determination to ensure pupils achieve their potential. The high expectations expressed in the aims of the school 'to provide all children, regardless of age, background or gender, with the best possible education, so as to maximise each child's full potential' are apparent, particularly in Years 2 to 6, as a result of the high expectations of the senior managers. There is a strong and effective team of teachers with subject responsibilities who work well with the senior managers. They monitor and evaluate their subjects well and this has a positive impact on standards.
8. The recent national requirements to implement a policy for performance management are firmly embedded as a result of the school's high expectations of pupils, and an awareness of the strengths and areas for development achieved through the high quality monitoring of pupils' progress, and of teaching and learning.
9. The governing body is effective and fulfils its responsibilities well. Governors strongly support the headteacher and develop their understanding of the school well through contact with the local community, visits to the school, reports from the headteacher and frank discussions and questioning in governors' meetings. Decisions at meetings are corporate and relationships between governors and staff are harmonious. The governors responded positively to the findings of the last inspection and have, together with the staff, moved the school forward well. The governors are aware of the limitations of the present accommodation and actively seek ways to bring the school together on one site.
10. Parents are overwhelmingly in agreement that the school is well led and managed.

**The monitoring of the quality of teaching and learning is very good.**

11. A particular strength of the school is the support the senior staff provides for other members of staff. Very effective termly evaluations of lesson observations by the headteacher, deputy headteacher or the local education authority's adviser develop teachers' expertise further. Subject managers are given time most weeks to work alongside colleagues to ensure pupils' learning in their subjects is effective.
12. Teachers accept the monitoring of their work as an entitlement to enable them to enhance their professional development. They are provided with a copy of the observations. Strengths are celebrated and areas for development are discussed constructively with staff and, when appropriate, additional training is provided. Teachers are given opportunities to visit other schools with the deputy head teacher to observe good practice in other settings. The effects of the support that teachers receive can be seen in the high standards of teaching which positively impacts upon pupils' learning.

13. In addition to the observation of lessons, the headteacher and deputy headteacher collect samples of pupils' work regularly for examination. Subject managers analyse teachers' planning and check the outcomes in pupils' workbooks termly. The findings of the scrutiny of the planning and pupils' work are reported briefly in writing to the headteacher and occasionally feature as items for discussion at staff meetings.
14. The systems in place are very effective for teachers who are new to the profession, trainee teachers and more experienced members of staff. The procedures place the school in an excellent position to train new teachers.

**The progress pupils make in Years 1 to 6 is tracked very well by the senior management team.**

15. The tracking of pupils' progress is very thorough in Years 1 to 6. The headteacher and deputy headteacher take responsibility for the administration of all national and commercial tests; this ensures consistency and validity of the test results. Commercial tests are used by the senior managers in Years 1 to 6 and are converted to levels and sub-divisions of the National Curriculum which link to national test results of pupils at the ages of seven and eleven. The results of the testing are shared with subject managers and teachers.
16. The information from the testing enables the senior managers and teachers to assess the progress each pupil is making as well as to determine the achievement pupils make in each class. Challenging targets are set for pupils and teachers which have a positive impact on pupils' attainments. The responses of pupils to questions in the commercial and national tests are analysed and the information is used to determine areas which need addressing in order to raise standards further.
17. The systems in the school identify areas of strength and concern, and support the policy for performance management very effectively. Training needs of teachers and whole school issues are identifiable through close analysis of monitoring information by the senior managers and teachers. This information is then reflected in teachers' performance objectives and usually in the school development plan as appropriate.

**WHAT COULD BE IMPROVED**

**The curriculum in the reception class and the tracking of children's progress from the time they start school to entering Year 1 are unsatisfactory.**

18. The scheme of work for the reception classes (the Foundation Stage) is unsatisfactory and there has been insufficient attention given to the recent national curriculum guidance for the foundation stage. The senior managers are aware through their monitoring that improvements are necessary to improve pupils' progress in the reception classes; however, this concern is not featured in the school development plan.
19. The impact of unsatisfactory guidance to teachers can be seen in the organisation of lessons and the imbalance between whole class teaching and stimulating learning activities suited to children of this age. In addition, the planning to develop learning in an outdoor area and the physical development of children are unsatisfactory. The teaching of the curriculum has been split mainly into the subject areas of the National Curriculum rather than the nationally recommended areas of learning of personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Learning objectives are based upon the final stages of the recommended curriculum for the foundation stage or the early stages of the National Curriculum. Whilst this arrangement is satisfactory for higher attainers and some average attainers, it is unsatisfactory for quickening the progress of lower attainers.

20. During the inspection it was not possible to observe any teaching of physical or creative development as these were not taught during the two days of the inspection because teachers timetable them mainly as discrete subjects later in the week, for example, as physical education, art/technology and music lessons. No planning for learning in an outdoor environment was available and children have only two indoor physical education lessons each week. Inspection judgements are that children have too few opportunities to develop either their learning in outdoor situations or their physical development indoors or outdoors.
21. The over-emphasis in the reception classes of the inappropriate organisation of literacy and numeracy lessons each morning results in children spending an excessive period of time sitting on the carpet with little time provided for developing their learning at a faster pace in purposeful individual or small group activities. During a literacy lesson higher and average attainers made satisfactory progress but lower attainers made barely satisfactory progress. In this lesson the whole class teaching and consolidation of previous learning took too long, particularly for the lower attainers who quickly lost concentration. The teacher worked hard to involve the lower attainers through focused questioning and the use of a classroom assistant to maintain the acceptable behaviour of these children. Higher and average attainers concentrated well for most of this part of the lesson and gained plenty of practice in spelling simple words such as 'hen' and 'ran'. The planning for higher and average attainers was appropriate though there was very limited specific planning for lower attainers for this part of the lesson. Planned small group activities according to levels of attainment were satisfactory. Lower attainers enjoyed working with the classroom assistant in the 'Baby Clinic'. There was a good range of resources though the area was cramped and visually uninspiring. The children were interested quickly in the role play; for example, a child who had previously been unsettled and uncommunicative in the lengthy whole class teaching session actively dressed a doll and put it in a pram and went round the whole groups pleading with them to 'please be quiet, my baby is asleep'. The small group activities were stopped inappropriately after a short period of time for children to return to the carpet for a plenary session even though most children were still actively involved in their learning.
22. The assessment of children's progress is satisfactory on a day-to-day basis but underdeveloped to enable children's progress to be tracked during their year in the reception classes. The arrangements for the assessment of children's attainment on entry to the school and at the end of the reception year are satisfactory and enable the senior managers of the school and the teachers to assess children's overall learning over the year in reading and mathematics. There is, however, no consistent monitoring of children's small steps of learning during the year in all their areas of learning to enable the senior managers and teachers to check children's attainment and to set targets for improvement at frequent intervals during the children's first year at school in order to quicken children's progress.

**Pupils' attendance is below the national average.**

23. Pupils' attendance is below the national average. The rate of attendance is lower than at the time of the last inspection though, with the introduction of new procedures from the start of this academic year, some improvements have been achieved, particularly in the reduction of unauthorised absence to below the national average. The school development plan clearly identifies actions to improve attendance by developing amongst staff and pupils a greater awareness of the value of better attendance, active follow up of unexplained absences by the secretarial staff and greater use of the local education welfare services. The governors and senior managers are monitoring the success of the initiatives.
24. Parents are made aware of the importance of regular attendance through pre-admission meetings, letters and telephone contacts from the school. The school attempts to contact parents of children with unsatisfactory patterns of attendance on the first day of any absence if the parents have not explained either in writing or by telephone the reason for the absence. Computerised systems are kept which identify overall attendance and individual pupils' attendance and punctuality. The secretary monitors the information very well to check concerns and patterns of

absence. Records of weekly class attendance are maintained and celebrated with pupils at an assembly each week. Pupils with full attendance for a term are awarded a certificate and the names of those who have made good progress in improving their attendance are displayed. The overall attendance rate is displayed prominently in the main school. Occasionally parents condone absence and others do not inform the school when their children leave the school; the school reminds them of their responsibilities and rightly does not remove pupils from the register until it has identified to which school pupils have transferred. Parents at the meeting before the inspection confirmed they knew the procedures and stated that 'the school checks up if you do not let the staff know the reason for absence'.

**The accommodation is unsatisfactory.**

25. The main site comprises a converted old secondary school and a former elementary school, which have been linked together with a covered way, and, in addition, a temporary separate classroom. A small barren hard-surface playground adjacent to a busy main road surrounds these buildings. This accommodation is cramped and for access to one classroom it is necessary to go through another. The library is very small and has insufficient books and facilities to develop pupils' research skills. The Annexe is situated a short distance from the main site on the opposite side of the main road. The buildings include four small classrooms and shared areas with a temporary building attached which is used for physical education lessons, assemblies and as a dining hall. The Annex is set on a large site with a hard surface playground and extensive grassed areas. Inspectors brought to the attention of the governors health and safety concerns at both sites.
26. Children in the Foundation Stage (reception classes) and pupils in Year 1 (the first year of Key Stage 1) are taught in the Annexe and pupils in Year 2 to 6 are taught at the main site. The reception classes are small and have a shared area adjacent to the classrooms; however, they do not have a suitable area for the development of children's learning in an outdoor area. The pupils in Year 1 have appropriate facilities but do not benefit from working alongside other pupils in their own key stage. There are difficulties with the management of Year 1 classes as the co-ordinator for Key Stage 1 teaches a Year 2 class at the main site and, as a result, liaison with the teachers on a day-to-day basis is not practical. The children in the Annexe miss out on the opportunities for regular visits to the main site, such as for whole-school and key stage assemblies, because of the access problems from the Annexe.
27. Older pupils have little contact with younger pupils at the school and additional staff and great care have to be taken when pupils in Years 2 to 6 walk over to the Annexe for outdoor games. The lack of space in the main site playground area and its proximity to the main road curtail energetic activities, such as ball games, at playtimes and lunchtimes.
28. Many of the shortcomings will be addressed when the scheduled construction of additional classrooms and improved facilities for children in the Foundation Stage and Key Stage 1 are completed. All of the pupils from age four to seven will be taught in the new accommodation, which will release space for improvements to be made to the main site. The governors have prudently built up a substantial sum of money to contribute to the cost of the redevelopment as well as to create a computer suite and library on the main site. The unsuitability of the playgrounds and access to the playing fields for seven to eleven-year-olds will remain. The governors' aspirations for the whole school to be housed eventually on one site are very appropriate.

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

The governors and staff should improve standards further in the reception classes through the following:

- planning and implementing the recent curriculum guidance for the Foundation Stage;
- providing increased opportunities for children, including lower attainers, to be actively involved in learning through exciting and stimulating activities;
- extending the learning for children in a suitable outdoor environment;
- developing assessment procedures in all areas of learning to enable the progress of children to be tracked effectively from entry to the school to the beginning of Year 1.

(See paragraph 18 to 22)

The governors and staff should:

- continue to monitor attendance vigilantly and seek ways to reduce rates of absence.\*

(See paragraphs 23 and 24)

The governors should:

- implement the extension and refurbishment of the Annexe to provide suitable accommodation for pupils in reception, Year 1 and 2, and seek ways to achieve their aspirations to extend the buildings in order to accommodate the whole school on this site.\*

(See paragraphs 25 to 28)

\* These areas for improvement have been identified already by staff and governors.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	25%	43%	32%	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

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	384
Number of full-time pupils known to be eligible for free school meals	120

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	55

#### 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	40
Pupils who left the school other than at the usual time of leaving	22

### Attendance

#### Authorised absence

	%
School data	7.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	28	26	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	24	21
	Girls	21	21	23
	Total	43	45	44
Percentage of pupils at NC level 2 or above	School	80 (79)	83 (85)	81 (85)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	23	26
	Girls	21	23	24
	Total	42	46	50
Percentage of pupils at NC level 2 or above	School	78 (87)	85 (92)	93 (91)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	36	24	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	33	34
	Girls	19	20	23
	Total	47	53	57
Percentage of pupils at NC level 4 or above	School	78 (79)	88 (81)	95 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	34	35
	Girls	19	20	22
	Total	47	54	57
Percentage of pupils at NC level 4 or above	School	78 (71)	90 (79)	95 (77)
	National	70 (68)	72 (69)	80 (75)

*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	1
Pakistani	1
Bangladeshi	0
Chinese	1
White	332
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y7**

Total number of qualified teachers (FTE)	17.0
Number of pupils per qualified teacher	22.3
Average class size	27.4

#### **Education support staff: YR – Y7**

Total number of education support staff	6.0
Total aggregate hours worked per week	107

### ***Financial information***

Financial year	1999
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	£
Total income	654721
Total expenditure	631291
Expenditure per pupil	1611
Balance brought forward from previous year	112161
Balance carried forward to next year	135591

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

### **Questionnaire return rate**

Number of questionnaires sent out	384
Number of questionnaires returned	114

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	32	5	3	0
My child is making good progress in school.	57	37	5	1	0
Behaviour in the school is good.	57	38	4	0	2
My child gets the right amount of work to do at home.	40	48	9	2	1
The teaching is good.	61	37	0	0	3
I am kept well informed about how my child is getting on.	33	46	17	2	3
I would feel comfortable about approaching the school with questions or a problem.	68	27	3	3	0
The school expects my child to work hard and achieve his or her best.	71	27	3	0	0
The school works closely with parents.	33	46	16	2	3
The school is well led and managed.	63	32	1	0	4
The school is helping my child become mature and responsible.	58	36	2	1	4
The school provides an interesting range of activities outside lessons.	23	31	20	6	19