

# INSPECTION REPORT

## **Woodlesford Primary School**

Leeds, West Yorkshire

LEA area: Leeds LEA

Unique reference number: 107834

Headteacher: Mr M. Rossiter

Reporting inspector: Mr R. W. Burgess  
OIN 20950

Dates of inspection: 4<sup>th</sup> – 5<sup>th</sup> April 2000

Inspection number: 190933

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior and Infant

School category: Community

Age range of pupils: 3 – 11

Gender of pupils: Mixed

School address: Church Street  
Woodlesford  
Leeds  
West Yorkshire  
Postcode: LS26 8RD

Telephone number: 0113 214 6306

Fax number: 0113 288 0314

Appropriate authority: Governing Body

Name of chair of governors: Mrs C. Steel

Date of previous inspection: 15<sup>th</sup> April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Woodlesford Primary School is situated to the east of Leeds. Most pupils come from the immediate area. The pupils come from a range of social backgrounds. On entry to the school, the attainment of the majority of children is similar to levels expected nationally for children of their age. The school admits children to the Nursery in the September after their third birthday. The majority of children attend preschool provision within the local area. There are 355 children in the school. English is the first language of almost all the pupils. Unemployment, in most parts of the school's catchment area, is similar to the national average. At the time of the inspection, seven per cent of pupils are in receipt of free school meals which is below the national average. There are 175 girls and 180 boys, aged from three to 11 years. The school has recognised 67 pupils as having special educational needs, which is broadly in line with the national average for a school of this size and type, eight of whom have a Statement of Special Educational Need.

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

This is a very effective school which has many commendable features. The quality of education provided has a significant impact on pupils' attainment. The quality of teaching is very good in the Nursery and in English and mathematics at both key stages and pupils make good progress. The leadership and management are excellent and there is clear educational direction. A strong emphasis is placed on continuous improvement to ensure the school's aims are met. The school provides very good value for money.

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

- ◆ The headteacher, governors and staff give excellent leadership which creates an ethos that is committed to raising standards and strongly supports learning.
- ◆ Standards of attainment and pupils' progress are good across both key stages. Pupils have very good attitudes towards learning.
- ◆ The quality of teaching is very good in the Nursery and in English and mathematics at both key stages.
- ◆ The provision for pupils' personal development is very good. Pupils are very well behaved; relationships and personal development are very good.
- ◆ The school enjoys a very good partnership with parents and the local community.

### **WHAT COULD BE IMPROVED**

- ◆ The application of skills learnt in information technology lessons to support and enhance work across the curriculum.
- ◆ Portfolios of assessed work to assist in moderation in the core subjects.
- ◆ Development of assessment in the foundation subjects.

*These areas for improvement are identified in the school development plan and will form the basis of the governors' action plan which will be sent to all parents and carers of*



*pupils at the school.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1996. It has made a very good improvement since then. The school has acted upon all the issues raised at the last inspection. There are now detailed schemes of work for all subjects and co-ordinators have well organised systems for monitoring and evaluating work across the school. There is a good early years' policy, which continues to be a focus for further improvement, in line with new national initiatives. The building has been developed to improve facilities for the youngest pupils, through the provision of a library area and two new classrooms. Pupils' personal development has remained a strength of the school. The school continues to provide a caring environment for its pupils, which significantly enhances the quality of life in the school. The headteacher, governors and staff share a common commitment to continuous improvement and regularly review the work of the school. The school is well placed to further enhance the quality of education provided.

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

**Key**

very high                    A\*

well above average        A

above average              B

average                        C

below average               D

well below average        E

At Key Stage 2, pupils attain well above the national average and above the average for similar schools in English. Attainment in mathematics is very high compared with the national average and well above average in comparison with similar schools. In science attainment is very high compared with the national average and with similar schools. Over the past four years, standards have been rising. The school sets and meets challenging targets for pupils' attainments, allowing all pupils, including gifted pupils and those with special educational needs, to achieve at good and often very good levels.

Evidence from the current inspection shows that pupils achieve good standards throughout the curriculum particularly in reading, writing and mathematics. Pupils have good understanding in science and they achieve well. In information technology, pupils acquire good levels of skill, knowledge and understanding of the subject. They do not always have sufficient opportunity to apply these skills to assist their learning in other subjects of the curriculum. Standards in other subjects of the National Curriculum are good. There has been a good improvement in standards since 1996, supported by the effective action taken

to address the key issues of the last inspection. These have included an emphasis on progression and continuity in the schemes of work and close monitoring and evaluation of standards and the quality of education provided. The very effective assessment procedures ensure appropriate challenge is provided for all pupils.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils of all ages are eager to learn and participate enthusiastically in their lessons. They have very good attitudes and are responsive and eager to learn. They are interested in their work and ask questions to extend their learning.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are polite and respectful to adults and one another.
Personal development and relationships	Pupils' very good personal development is enhanced by the school's very good spiritual, moral, social and cultural provision and the school's links with the community. Relationships are very good.
Attendance	Good. Attendance figures are very high.

Pupils' personal development is carefully nurtured throughout the school. The youngest children in the nursery are sensitively encouraged to take part in all activities and to gain confidence. The caring ethos actively promotes positive relationships and good behaviour.

## TEACHING AND LEARNING

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

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

Overall in the 20 lessons seen teaching was good and often very good or excellent. Fifteen per cent of teaching seen was excellent, 30 per cent very good, 50 per cent good and five per cent satisfactory. Teaching in the Nursery and for the oldest pupils at Key Stage 2, is often excellent. The teaching of English and mathematics is very good in both key stages. All teachers have a thorough understanding of the basic skills in literacy and numeracy and communicate this well. Pupils' skills are developed through well-structured tasks that build on earlier learning. This ensures that good progress is made. Lessons are imaginative and tasks are carefully prepared. Teachers are alert to the particular needs of gifted pupils and pupils with special educational needs. These pupils are quickly identified and receive good support.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
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The quality and range of the curriculum	Very good. The curriculum is broad and balanced and fulfils statutory requirements. Information technology skills are effectively taught. Some pupils have too few opportunities to apply this learning within other subjects.
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Provision for pupils with special educational needs	Very good. The special educational needs co-ordinator leads the work throughout school. Work is individually planned and pupils make good progress.
Provision for pupils with English as an additional language	The small number of pupils with English as an additional language receive good support and make good progress enabling them to participate fully in the full curriculum alongside their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made in these areas. Pupils are very aware of their moral and social responsibilities. They have excellent opportunities to develop their awareness of their own culture and of other cultures. Spiritual awareness is present in many lessons and is sensitively developed by teachers.
How well the school cares for its pupils	The school provides a good, caring environment in which pupils feel safe and secure.

The extra-curricular opportunities provided are very good. There are particularly effective assessment procedures that ensure pupils make good progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide excellent leadership for the school. The school has a positive ethos which promotes very good teaching and, in turn, high standards. Management responsibilities are effectively delegated and staff work closely to continually refine and improve the quality of education.
How well the governors fulfil their responsibilities	Governors effectively fulfil their responsibilities. They have a very good understanding of the school and take an active role in evaluating developments. They offer excellent support to the school.
The school's evaluation of its performance	Teaching and learning are well monitored by the headteacher and senior staff. The school has a clear view of its work and what succeeds. The school makes a careful analysis of results in order to plan for developments to further raise standards.
The strategic use of resources	Very good use is made of the resources available to the school. Major building improvements have taken place due in part to the persistent representations and active support of the governing body.

The leadership and management is a strength of the school. Challenging targets are set for pupils to raise standards. The headteacher is supported well by the governing body, teachers and all other staff. There is very good support for new staff. There is a shared commitment to continuous improvement and the school's aims and values are met very well. The principles of best value are effectively applied through the clear targets for improvement that are very carefully supported through the school's financial planning to

ensure developments have a positive impact on pupils' attainments and the quality of education that the school provides.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>◆ Their children like school and they make good progress.</li><li>◆ The school is approachable.</li><li>◆ The school is well led and managed.</li><li>◆ The teaching is good.</li><li>◆ Their children are helped to become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>◆ There were no concerns expressed by parents.</li></ul>

The inspection team agrees with the positive views expressed by parents in the responses to the questionnaire and at the meeting prior to the inspection. Parents who attended the pre-inspection meeting expressed their appreciation of the high standards attained by the school.

## **PART B: COMMENTARY**

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

**The headteacher, governors and staff give excellent leadership which creates an ethos that is committed to raising standards and strongly supports learning.**

The school's aims are strongly reflected in its work and make a positive contribution to good standards. The leadership and educational direction are excellent. The headteacher, staff and governors share a commitment to continuous improvement. They all recognise and undertake their responsibilities conscientiously, to benefit pupils. The school has close relationships with parents and its community. It values the good support provided by friends and parents.

Governors have a strategic view of the school's development. The school development plan covers the current financial year in detail and a further period in brief detail. It clearly identifies priorities. There is provision for monitoring and evaluation of the impact of initiatives and responsibilities are clearly identified. Priorities for development are good. These are carefully determined by the headteacher, staff and governors. They take good account of the money available to effect successful developments. All staff and governors are involved in setting these priorities and there are links with the budget.

The headteacher has a very clear vision for the school and its further development. He leads with enthusiasm and dedication and is a very good role model for his staff. The staff co-operate well and carry out their delegated duties effectively and efficiently. They have good opportunities to develop their professional skills and willingly share their expertise. There is a positive and carefully planned approach to evaluating the effectiveness of teaching.

In its aim to improve standards, the school has established good schemes of work and very effective methods for assessing and monitoring pupils' achievement and progress. This has been achieved by the conscientious co-operation between staff. All staff contribute effectively to the system by keeping detailed records and carefully adapting work to meet the needs of all pupils, including those with special educational needs.

The headteacher and staff know their pupils well. They sensitively nurture pupils' personal development. Pupils are encouraged to become independent and to take responsibility. Pupils use their initiative, such as when offering to help and making suggestions. They have good opportunities to serve the community, such as in taking part in concerts and musical events for parents and friends. These events are very well supported by the local community. Many parents expressed their enjoyment and appreciation of school events and of the ways in which their children develop confidence and maturity.

**Standards of attainment and pupils' progress are good across both key stages.  
Pupils have very good attitudes towards learning**

Results from 1996 to 1999 for Key Stage 1 and 2 show a good improvement. Pupils at both key stages make good progress which is reflected in the higher standards attained at the end of Key Stage 2. There is an increasing numbers of pupils who are achieving a result at a higher level than is expected for most pupils nationally. Standards of work seen during the inspection were consistently high across the school, both in lessons and in samples of pupils' work.

The youngest children quickly develop an interest in books. They show delight in stories and anticipate what might happen next in a story. Pupils are enthusiastic about reading. At Key Stage 1, younger pupils compare different stories, looking at the authors' use of words. They learn new vocabulary and identify words with similar patterns, to support their spelling. They read with expression, accurately and fluently. They are developing a good range of strategies to help them tackle unknown words. Regular practice of the basic skills of reading helps all pupils to make good progress. By Year 6, pupils have developed their language skills sufficiently to engage in complex discussions about difficult issues such as capital punishment. They extract key facts from a text and use these to support their point of view with confidence.

Pupils make good progress in writing. Pupils develop a good understanding of different writing styles. They make notes, write letters, draw up lists and send invitations. Standards of spelling and presentation are high for all pupils. At Key Stage 2 pupils willingly offer suggestions about their work, for example, in a Year 3 lesson when pupils were comparing the poems "Circus Elephant" and "Dog in the Playground". They have good opportunities to write for a range of purposes and audiences. They understand drafting and they present their work neatly. Pupils' work demonstrates good use of interesting vocabulary and awareness of the use of suspense and surprise endings. In Years 5 and 6, these skills are used to good effect. They show good understanding of the structure of stories and write for a range of different purposes. For example, in a Year 6 lesson pupils use their skills well in drafting a report of their recent residential visit producing well structured accounts of their experiences.

Children in the nursery match, sequence, count and make sets of numbers. They are provided with a good range of mathematical activities. By the end of Key Stage 1, pupils have developed a good understanding of place value. At Key Stage 2 they continue to make good progress building on the good foundation at Key Stage 1. They are able to apply their mathematical skills well when solving a range of problems and during mathematical investigations. In Year 6, pupils engage in tasks that draw on a wide range of mathematical skills and knowledge. In addition to further developing their numeracy skills, pupils apply their learning to solve problems about area and volume. Higher attaining pupils complete detailed work on square roots, percentages and decimals. Work is well presented and shows that pupils have a good understanding of these mathematical concepts. For example in a Year 6 class when using a dice to develop their skills in multiplication of decimal numbers. Improvement targets for mathematics have been successfully achieved. Pupils show secure mental agility and a good understanding of mathematical terms. The teaching provides a breadth of experiences for pupils, which reinforces and extends their understanding and confidence.

In science, pupils have a good understanding of practical and experimental work. The pupils in Year 3, for example, develop their understanding of force and friction and displayed a good understanding of the importance of a fair test when investigating the

resistance provided by water to a range of different objects. They describe their investigations using scientific language and record their work well. Pupils recognise ways of recording an experiment, such as stating what is to be found out, what will be needed, how to make a fair test and the conclusion. By the end of Key Stage 2, pupils predict and evaluate their results with increasing accuracy. They have a good understanding of the importance of attention to health and safety when conducting their investigations.

Teachers plan interesting and challenging lessons in all subjects. The school has identified the need to develop the use of information technology skills across the curriculum. In the lessons seen, teachers clearly stated the objectives of the lesson. Learning in English and mathematics is used well in other subjects of the curriculum. Pupils are encouraged to engage in discussions and debates about their work. Teachers require them to explain their thinking. For example in a Year 2 mathematics lesson to develop their skills of addition and subtraction, pupils worked effectively in groups discussing their methods for counting on and back from a given number and then presented them to the class in an effective whole class session at the end of the lesson. Key Stage 2 pupils benefit from the grouping by attainment in their English and mathematics work. This enhances their learning and has a good impact on their progress. The high standards in English and mathematics make significant contributions to the standards attained in other subjects of the curriculum.

### **The quality of teaching is very good in the Nursery and in English and mathematics at both key stages**

During the inspection, 95 per cent of lessons observed were good or better. All lessons were at least satisfactory or better. The good quality of the teaching has a significant impact on the quality of education provided. The school places a strong emphasis on ongoing improvement that includes the monitoring and evaluation of teaching. Teachers enjoy their work. Their interest and enthusiasm is evident in their lessons. Work is planned to capture pupils' interest and sustain their involvement. Through carefully chosen activities, well-paced lessons, very good use of questions and considered groupings of pupils, teachers use their skills to promote the high standards and good progress seen in the school. Where support staff are involved in lessons, they are thoroughly briefed about the activities that they are engaged in. They are clear about the outcome of the lesson and know what to expect of the pupils that they are working with. Pupils' progress is closely monitored, using very effective assessment procedures. These features contribute strongly to the good standards and progress achieved.

Careful planning in the Nursery ensures organisation, methods and resources are appropriate for different tasks. There is a good balance between free choice and directed activities, which help the children to gain in confidence and to make good progress in language and literacy. The teacher and support staff provide opportunities for the children to work as a class, in small groups and individually. Very good use is made of assessment to set tasks which are matched effectively to the different levels of attainment. Good emphasis is placed on early reading and writing skills and there are good opportunities for the children to discuss their work and improve their listening and speaking skills. Very effective use is made of voluntary helpers to work with the children so that they can focus on the needs of a group. A variety of approaches are used to interest the children, adapting the approach so that the children are given suitable opportunities to express



themselves. The teacher intervenes effectively and shows sensitivity in asking questions and in guiding the children. Relationships are very good and help to create a positive learning atmosphere.

In a Year 3 literacy hour lesson, the teacher gave a well-structured introduction to the comparison of the emotions and feeling expressed in two different poems. The teacher used their good subject knowledge to engage the pupils and encourage them by asking a range of questions. Encouragement was given to more reticent pupils displaying a good understanding of individual strengths and weaknesses and a good assessment of their previous learning. Good use was made of time and pupils were managed well. Work was very well planned for pupils with differing prior attainment. During the lesson pupils had developed their reading and writing skills through activities which they found fun to do.

An excellent mathematics lesson for Year 5 and 6 pupils was focused on multiplying decimal fractions. The teacher's good subject knowledge enabled her to capture pupils' attention and sustain their interest. Very good quality worksheets had been developed by the teacher. Pupils were actively involved in the lesson, explaining and illustrating their understanding of the subject. Higher attaining pupils were provided with challenging tasks. Relationships between the class teacher and the pupils were excellent, being relaxed but respectful. The lesson closed with a very good assessment of pupils' knowledge and understanding. Questions were clearly expressed and phrased to allow the teacher to assess how well the concepts had been absorbed.

All lessons are well structured. At the start of lessons, teachers state clearly what pupils will be learning. Pupils know what is expected of them and quickly settle at the beginning of lessons, ready to listen. Relationships are very good and pupils' behaviour is very good. Pupils readily ask questions if they need to clarify their understanding and receive detailed answers from teachers. Such mutual respect encourages pupils to persevere with activities. They know that they will receive good support from the teachers and experience success, however great the challenge they face.

Very good planning and use of assessment to inform planning and teaching is seen throughout the school. The school has carefully addressed the issue of the last inspection by establishing consistency in planning. Schemes of work are detailed, showing clear progression and continuity. The early years' curriculum ensures children under five have equal opportunity and access to early areas of learning. Teaching in the nursery ensures the youngest children make a good start to their learning. The nursery teacher and support staff organise and guide children effectively. For example, whilst the teacher was interacting with children during their role-play activities, other staff helped with computers, outdoor play and creative tasks.

**The provision for pupils' personal development is very good. Pupils are very well behaved; relationships and personal development are very good.**

Very Good relationships are a strength of the school. Teachers know their pupils very well and provide a secure and caring environment which promotes and strengthens pupils' personal development. Self-esteem and self-confidence are high and this, combined with very good behaviour and attendance, enhances academic progress. The pastoral care provided for all pupils by the school is very good. This view is supported by parents who

particularly appreciate the caring, 'family' atmosphere promoted by staff which helps their children, particularly pupils with special educational needs, to settle in quickly when they start at the school. They feel that the school promotes high standards of behaviour and that any issues which concern them about their child's well being are dealt with effectively.

It is evident from the good behaviour of pupils throughout the school that the consistent approach and expectations by staff have a positive effect on the atmosphere in the school. Pupils are encouraged to think of the needs of others and help people who are less fortunate than themselves. Through themes in assemblies, religious education and 'circle time' pupils have the opportunity to discuss moral issues. Through example and discussion they are developing a strong sense of right and wrong. Staff provide very good role models and are a good example to pupils of how to treat one another with respect. Pupils have clearly developed a sense of right and wrong and can often regulate their own behaviour. Pupils are taught to value and be polite to each other. All pupils show respect for each other and for the school and its environment which is well cared for. Pupils are very well behaved, friendly and courteous. The adults in the school offer excellent role models in their caring and supportive attitudes.

Teachers have a very good knowledge of their pupils' abilities and a good range of assessments and formal tests are used to monitor their progress and put in place appropriate support in the classroom where it is needed. The procedures for monitoring pupils' personal development are very good. Teachers know their pupils very well and recognise their achievements in class and assemblies with verbal praise, certificates and awards.

The quality of assemblies whether whole school, in key stages or in classes, makes a positive contribution to pupils' spiritual development. The use of stories and music enriches the experience and the celebration of pupils' achievements has a positive impact on raising their self-esteem and appreciation of others. A range of themes are incorporated into assemblies to encourage pupils to relate to each other and care for other members of the community. Time for reflection is provided in assemblies and in some curriculum areas for pupils to reflect on the world around them and their place in it. Within the curriculum, pupils are given good opportunities to study the wonders of the natural world and to show their appreciation of a wide range of art, music and literature.

Many opportunities are provided for pupils to gain excellent social skills and this is a good feature of the school. Pupils are encouraged to work and play together and to value and respect one another's contributions in lessons. The wide range of extra-curricular activities, including residential visits, which are well supported by pupils, give further opportunities for pupils to socialise. Key Stage 2 pupils, including pupils with special educational needs, experience residential visits and sports teams compete with other schools in the area. Pupils have also participated successfully in a variety of sporting events both national and local. These provide individuals with an opportunity to share in and contribute to the wider community of the school. Pupils are given the opportunity to carry out small tasks in the classroom and around the school and they perform these sensibly. The caring attitude towards pupils with special educational needs enables pupils to communicate with confidence and listen with respect to the views of others.

**The school enjoys a very good partnership with the parents and the local community.**

The school has established very good relationships with its parents and is very keen to involve them in the education of their children. The majority of parents show support for the school and its work and value its place in the local community. This has a positive impact on the progress that pupils make in the school and the standards achieved. A large number of parents, governors and friends of the school help in classrooms as well as with other activities. Their commitment is highly appreciated by the school.

The questionnaire and other evidence indicates that parents feel that the school is welcoming, approachable and works in partnership with them. The headteacher is readily available for talks with parents and staff actively encourage parental involvement in their children's learning. Parents hear their children read at home and assist with homework as part of the home-school arrangements and this makes a good contribution to the high standards achieved in this area.

Parents report that the quality of information they receive now has improved since the last inspection. They feel welcome and involved in the life of the school and their suggestions and concerns are responded to in a positive manner. Parents feel very welcome and many help on a regular basis. Parents are able to come into school and speak to teachers and the headteacher without difficulty. They are kept informed of their children's progress and are invited to regular meetings and reviews. They are pleased with the good quality of information provided about the work which their children do. Parents report that they are fully encouraged to take part in the life of the school.

Good quality and detailed information is provided by the school's brochure and by the governing body's annual report. Parents expressed their appreciation of sessions arranged for them to learn about curricular developments, such as the literacy and numeracy work.

The school has good links with the community. The school has a strong identity in the local community and is well supported by local people and families. It fully involves itself in the life of the village and pupils take part in initiatives such as a millennium project commemorating village and school life. There are links with a local university and a mentoring programme is in place for visiting students. The school also makes good use of visitors to add their experience and expertise to topics in the curriculum. Visitors from the emergency services, local clergy, musicians and local people have all recently contributed to work throughout the school.

The school is well supported by the successful parents', teachers' and friends' group. Parents are in strong agreement that the school is well led and managed and that the school has high expectations for their children. These are important features of the school and inform the immense goodwill shown to the school and its staff. The effective links that the school has developed with its parents enhance the pupils' learning and the quality of education provided.

## **WHAT COULD BE IMPROVED**

**The application of skills learnt in information technology lessons to support and enhance work across the curriculum.**

At present the school is not sufficiently well equipped to allow the pupils enough suitable activities to reach the higher levels in information and communication technology, especially towards the end of Key Stage 2. The school has insufficient suitable computers and programs to develop skills well enough. The school is well aware of the deficiencies and these are outlined in the school development plan and, more specifically, in the action plan. The school is to receive funding from the National Grid for Learning during the current financial year. The co-ordinator has made good plans for the use of these funds in the further development of the subject. Pupils of all ages are developing good skills in the use of computers and are making good progress.

The application of these skills to support learning across the curriculum is inconsistent. Opportunities for using information technology in the classroom are not always clearly identified in planning. Pupils with access to computers at home make good use of information technology. They use the Internet for research and are familiar with CD-ROM encyclopaedias. The school has good plans to give all pupils better opportunities to practice and consolidate their learning, applying it to improve their learning in other subjects.

### **Portfolios of assessed work to assist in moderation in the core subjects.**

The school has recognised, in the context of its very good procedures for the assessment and recording of pupils' progress and attainment, that the significant number of new staff and changes to the curriculum, as a result of initiatives such as the National Strategies for Literacy and Numeracy, require the development of comprehensive portfolios of moderated work in English, mathematics and science, which acts as a good reference against which individual levels of attainment can be matched.

### **Development of assessment in the foundation subjects.**

The school recognises that the introduction of the new National Curriculum in September 2000, provides an appropriate opportunity to extend its existing good assessment practices in the core subjects to other subjects of the curriculum.

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

In the context of its many strengths, the following points for improvement which have been identified in the school development plan, should be considered as the basis for an action plan.

- ◆ continuing the development of the use of information technology by:
  - *continuing to improve the level of resources;*
  - *clearly identifying opportunities for the use of information technology across the curriculum;*
- ◆ continuing the development of moderated portfolios in English, mathematics and science to assist staff in the assessment of pupil's standards of attainment;

- ◆ continuing the development of assessment procedures in the foundation subjects to effectively inform planning for future learning.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	6

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
15	30	50	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

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	303
Number of full-time pupils eligible for free school meals	0	20

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	7
Number of pupils on the school's special educational needs register	3	67

#### 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	19
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	4.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.07
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	26	23	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	25	26
	Girls	23	22	23
	Total	49	47	49
Percentage of pupils at NC level 2 or above	School	100 (93)	96 (96)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	24	26
	Girls	23	23	23
	Total	49	47	49
Percentage of pupils at NC level 2 or above	School	100 (93)	96 (96)	100 (100)
	National	82 (80)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	17	18	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	17
	Girls	16	17	18
	Total	31	34	35
Percentage of pupils at NC level 4 or above	School	89 (74)	97 (91)	100 (97)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	17
	Girls	17	17	18
	Total	32	33	35
Percentage of pupils	School	91 (81)	94 (97)	100 (97)

at NC level 4 or above	National	68 (65)	66 (65)	75 (72)
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*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	1
White	256
Any other minority ethnic group	2

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

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

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	23 : 1
Average class size	30.4

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

Total number of education support staff	13
Total aggregate hours worked per week	278

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	62

Number of pupils per FTE adult	9
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/99
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	£
Total income	517,940
Total expenditure	494,502
Expenditure per pupil	1,600
Balance brought forward from previous year	39,690
Balance carried forward to next year	63,128

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	355
Number of questionnaires returned	191

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	2	1	0
My child is making good progress in school.	66	32	2	0	0
Behaviour in the school is good.	55	44	1	0	0
My child gets the right amount of work to do at home.	52	44	2	2	0
The teaching is good.	78	21	0	0	1
I am kept well informed about how my child is getting on.	52	38	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	21	3	0	0
The school expects my child to work hard and achieve his or her best.	79	20	0	0	1
The school works closely with parents.	67	31	2	0	0
The school is well led and managed.	80	18	1	0	1
The school is helping my child become mature and responsible.	79	21	0	0	0
The school provides an interesting range of activities outside lessons.	81	15	2	0	2