

# INSPECTION REPORT

## **OAKRIDGE COMMUNITY PRIMARY SCHOOL**

Hinderwell

LEA area: North Yorkshire

Unique reference number: 121300

Head teacher: Mr K Taylor

Reporting inspector: Mrs K Manning  
20267

Dates of inspection: 11<sup>th</sup> – 12<sup>th</sup> July 2000

Inspection number: 191643

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:	3 - 11
Gender of pupils:	Mixed
School address:	Coronation Avenue Hinderwell Saltburn by the Sea North Yorkshire
Postcode:	TS13 5HA
Telephone number:	01947 840255
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs G Glasby
Date of previous inspection:	February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This is a small primary school, with 37 boys and 46 girls in three classes; one for infants and two for juniors. A further eight boys and five girls attend the nursery class that is held each afternoon. When children start in the nursery their experiences and knowledge are typical for their age. All pupils are of white ethnic origin and they all speak English. The percentage of pupils who are eligible for free school meals is about the same as most other schools. The proportion of pupils who have special educational needs is lower than in most other schools. Three pupils are on the school's register of special educational needs because they have help from outside the school with learning, physical or emotional difficulties.

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

This is an effective school. Very good leadership and management ensures that it is improving all the time. Most of the teaching is good, particularly in mathematics. Pupils achieve high standards in English, mathematics and science. The school's strength lies in very good relationships between pupils, teachers and parents. Despite high costs the school gives satisfactory value for money.

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

- Very good leadership and management ensures that the school continues to improve.
- Most of the teaching of mathematics is good and as a result standards are high for 11-year-olds.
- Pupils' behaviour and personal development are very good.
- The school has built up a very good partnership with parents.

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

- Standards in information technology are low in both key stages.
- In both key stages, standards in writing could be higher.
- The work of a small number of pupils' is not always their best efforts and is untidy.

*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 improved at a good rate since the previous inspection in February 1997. All of the key issues and weaknesses identified in the previous inspection have been tackled successfully. Standards have not been maintained in information technology. The most important issue was to ensure that work given to pupils helped them make good progress, whatever their capability. The head teacher keeps a close check on teachers' planning in order to see that pupils of different ages and abilities in the same class are given the right level of work. By monitoring the teaching of literacy and numeracy systematically the head teacher and deputy head teacher identified the need to provide more challenging work for the brightest pupils and as a result teachers were given training to help them do this. Finally, a good computerised record of pupils' attainment means that it is easy to track whether they are making quick enough progress from one year to the next. The second issue was to reduce the amount of time the head teacher spent teaching. The head teacher now has more time to carry out his managerial duties and as suggested in the last report, much of this time is devoted to evaluating the quality of teaching. The third issue was to extend the role of subject leaders. Several initiatives helped achieve this target. Subject leaders have time to watch their colleagues at work, they plan the curriculum together, share their expertise by teaching lessons in colleague's classes and regularly look at pupils' books. The final issue of having a consistent approach to homework has been achieved to a great extent, although some parents are still concerned that this does not happen. However, the school has a policy and homework in reading, spellings and mathematics is given regularly in all classes. Home-school agreements put the school in a good position to resolve parents' concerns about the amount of homework given. The school is in a good position to continue to improve.

## 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	E	D	B	A
mathematics	D	D	A	A
science	E	C	B	A

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The small number of pupils in Year 6 has a marked effect on percentages when working out the results of national tests and each pupil makes a big difference to the school's results. Test results can fluctuate dramatically if any of the pupils have special educational needs or if the group includes particularly bright pupils. This explains how the school's results vary from one year to the next. In National Curriculum tests in 1999, standards were above average in English and science and well above average in mathematics. Over the last four years standards have been improving at a similar rate to most other schools.

By the age of five, standards are typical in personal and social development, language and literacy, mathematical development, knowledge and understanding of the world and creative development. Standards are not high enough in children's physical development, partially because of the lack of large climbing equipment that is suitable for children under five.

By the time they leave the school, pupils have achieved as well as they can in reading, mathematics and science. Standards are improving in writing but are not yet as high as they could be. With good support from the local education authority and a systematic approach to tackling the problem the school is in a good position to make the necessary improvements. Despite this the school exceeded its targets for English and mathematics.

Standards are low in information technology in both key stages. The school has only recently acquired the computers that will make it possible for pupils to reach the expected standards in information technology. This is also a key area for improvement.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Overall, pupils' attitudes to school are satisfactory. While they enjoy learning and are keen to be involved in a wide range of activities a small number do not always put enough effort into presenting their work tidily.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school. Pupils pay attention in lessons and follow instructions from adults.
Personal development and relationships	This is very good. Pupils are friendly towards one another. They show a tolerant, mature and growing understanding of other people and their views.
Attendance	Attendance is good. It is above the national average and reflects pupils' enthusiasm for the school.

## TEACHING AND LEARNING

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

Based on the lessons seen during the inspection, the quality of teaching has been maintained since the previous inspection. Forty six per cent is good and the remaining fifty four per cent is satisfactory. Teaching is good in the nursery class where interesting activities help children make steady progress in their learning. Teaching of mathematics is good because teachers use the National Numeracy Strategy well to plan work that is challenging for all pupils. As a result they make good progress in both key stages. Teaching of English is often good and greater emphasis on teaching writing means that pupils are beginning to catch up in this aspect of English. They make good progress in reading. Teaching of information technology skills is good but not enough time is given to the subject.

A strength of pupils' learning is the high levels of interest and concentration they have for their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school extends its satisfactory curriculum with a reasonable range of extra-curricular activities. Children under five have sufficient access to the nationally approved curriculum. Some aspects of information technology are not taught in sufficient depth.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs. Their work is planned carefully and they are given the support they need to help them make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	Pupils are looked after well. Teachers' check their personal development and give, support and guidance when it is needed. The way the school assesses and checks pupils' learning, behaviour and attendance is good. Teachers work in very close partnership with parents.



A particular strength of the curriculum is the opportunity that older pupils have to learn to speak German and learn music. A teacher from the secondary school visits the school to give pupils a taste of the German language and another visits once a week to teach music. This not only enriches the curriculum it also strengthens the links between the two schools.

The school takes its responsibility for looking after the health of pupils very seriously. A good feature of how well it does this is in the delicious and nutritious snacks baked by dinner staff each day. They are very popular with children and make the morning break a pleasant social occasion as children munch on their snacks and chatter quietly with friends.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides very good leadership for the work of the school. The leadership and management of senior teachers are good.
How well the governors fulfil their responsibilities	Governors fulfil all of their statutory responsibilities very ably. Through their commitment, they help give direction to the work of the school. They keep a close eye on teaching, spending and the curriculum.
The school's evaluation of its performance	The school is absolutely clear about what needs to be done to improve its performance and how to do it.
The strategic use of resources	There are sufficient teachers and support staff to teach the full curriculum. Accommodation and resources are satisfactory and are used to good effect to improve teaching and learning. Shortages exist in suitable outdoor space and large equipment for children under five. In addition, the nursery is sparsely equipped. The school tries hard to get the best value from all spending.

The school compares its results with other schools. Teachers consult with parents about decisions that effect their children's education, such as the literacy and numeracy hours. One of the things the school does very well is evaluate its strengths and weaknesses. Governors ensure they get value for money from their spending and that what the school provides is done at a reasonable cost.

## 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>• Parents are pleased that their children like school.</li> <li>• They think that most of the teaching is good.</li> <li>• Parents feel comfortable about approaching the school with questions or problems.</li> <li>• They are glad that their children are expected to work hard and do their best.</li> <li>• They are pleased that teachers help their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Several parents feel that their children do not get the right amount of homework.</li> <li>• A significant number of parents would like a more interesting range of activities outside lessons.</li> </ul>

The inspection confirms most of the positive views held by parents. Home-school agreements, should resolve parents' concerns about the amount and regularity of the homework given in some classes. The school has already begun to consult with parents about which after-school clubs and activities they would welcome. At present there is a reasonable range of activities for such a small school.

## **PART B: COMMENTARY**

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

#### **Very good leadership and management mean that the school continues to improve.**

1 The strength of leadership comes from a head teacher who manages the many difficulties faced by a small school in a sensitive way and leads by providing a good example in teaching. In doing this he has built up a strong team of teachers and non-teaching staff. This was evident in the high morale of all staff and the positive way they approached the inspection.

2 Through a systematic review of the schools' procedures for planning work, and assessing and recording what pupils know the head teacher has an accurate idea of what the school does well and what could be improved. For example, a check on teachers' planning showed that this is now done much better than at the time of the previous inspection, particularly in relation to planning work for faster learners. By reading through annual reports to parents, and from seeking their opinions, the head teacher and staff intend to give more information about subjects other than English, mathematics and science in next year's reports.

3 The head teacher has a thorough knowledge of primary education and keeps up-to-date with local and national initiatives. This ensures that the school is prepared to take on the challenges of re-organisation of classes in order to satisfy the requirements of the National Curriculum, as it will be from September 2000. In addition, bringing together the reception and nursery classes ensures that children in the foundation stage will get an appropriate curriculum. It also reduces the age range of pupils in the Key Stage 1 class.

4 A sensible approach to delegating responsibility ensures that teachers can manage all of the subjects of the curriculum well enough. The three full-time teachers share the bulk of the managerial responsibilities between them. This works well because of the good working relationship they have with one another. In reality, what happens is that through careful prioritising of what needs to be done and by always planning together and supporting one another teachers ensure that the curriculum they offer is broad and balanced.

5 As a result of careful monitoring of lessons and planning the head teacher has a very clear view of the quality of teaching. While much of this is done informally, through teaching in the Year 5 and 6 class each day, more rigorous checking has identified areas for further training, for example in the use of computers. Low standards in information technology were identified as a priority for development and through prudent management of the budget, governors were able to purchase the computers and software needed to begin to remedy this situation.

6 Governors play an increasingly effective part in the leadership of the school. They are knowledgeable about the school and ready to be accountable for its strengths and weaknesses. With a strong lead from the chair of governors, they fulfil all of their responsibilities and have a close involvement in much of the work of the school. For example, they help out in classes and with school and community events.

#### **Most of the teaching of mathematics is good and as a result standards are high for 11-year-olds.**

7 Teachers place a great deal of emphasis on teaching mathematics in many subjects. It starts in the nursery class, where children make good progress in mathematical development because of the daily opportunities that staff plan for counting and working with number and shape. This is a good feature of the teaching. Children are frequently asked to count out, whether it is the number of teddies ready for a picnic or how many children are in an activity, they are aware that number is all around them. In addition to this staff ensure that children learn about concepts such as colour. This was evident when a

student nursery nurse reminded children that they were using orange paint. As a result, one boy who had been unsure about the colour at the start of the session could say confidently that his picture was orange by the time it was finished. In Key Stages 1 and 2, pupils are expected to use their mathematical knowledge to show the results of science experiments as charts and tables and to work out temperature and wind speed in geography. They place major historical events on time lines, use their understanding of symmetry and pattern in art and measure in design and technology. All of this helps pupils see the importance of mathematics to everyday life and provides good opportunities to practice their skills.

8 In Key Stages 1 and 2, pupils get an hour of mathematics each day and teachers use the format of the National Numeracy Strategy very effectively. Lessons always start with mental mathematics activities, which pupils particularly enjoy. This is evident in the enthusiasm with which they try to beat their time when completing a *number loop* in which they have an answer to a question read out by another child, in the Key Stage 2 classes. A strength of the teaching in these sessions is the way that teachers in Key Stage 2 ensure that activities are matched to the different ages and capabilities of pupils in classes of more than one year group. For example, in the Year 3 and 4 class the teacher was careful to ensure that the youngest pupils and slower learners had easier problems to solve in the number loop. This meant that they gained confidence, because they could calculate the answer quickly and not keep the rest of the class waiting. As a result of the daily mental mathematics lessons, pupils in Key Stage 1 add and subtract numbers in their head and have a quick recall of multiples of two, five and ten. By the time they are 11, pupils solve problems involving number easily and their explanations of how they have done this are logical.

9 A strength of the teaching is the way work is planned and assessed. In both key stages, pupils' work is planned carefully so that they are given work at the right level of difficulty. Faster learners are given the chance to work with older pupils on more challenging tasks and slower learners benefit from extra help provided by support staff and volunteers. Consequently, by the age of eleven, pupils use all four number operations confidently and their calculations are mostly accurate. Brighter pupils work at a level higher than that expected for their age and are quick to spot pattern and relationship in number, which they use to check their work. Teachers use the framework of the National Numeracy Strategy and a suitable range of textbooks to ensure that activities are interesting to pupils and that they enjoy their mathematics. Teachers assess what pupils can do on a daily basis; as they mark work and through skilful questioning that helps them find out what pupils have remembered from previous lessons and where they need more practice. Lessons are adjusted or changed to take account of this, for example, in a lesson for Year 5 and 6 pupils the teacher was able to spend more time explaining about the number of digits after a decimal point when recording money because some pupils were unsure about whether to write £3.50 rather than £3.5. In addition to good day-to-day assessment, teachers analyse the results of tests carefully in order to determine gaps in teaching or learning. They also keep very detailed records of what pupils can do. These help them track pupils' progress from one year to the next and ensure that if they are slipping behind they get the additional support necessary to help them catch up. Sometimes this is in the form of extra help from the teacher but if necessary children are given individual programmes of study to help them with their special needs.

### **Pupils' behaviour and personal development are very good.**

10 Behaviour is very good. Pupils are aware of the expectations for high standards of behaviour, and have the self-discipline to meet these. Children in the nursery know that they must share toys and equipment and generally do so without fuss. This was evident in the way children played amicably in the sandwich shop. Pupils in the Key Stage 1 class worked very sensibly in an English lesson when the oldest pupils were asked to tell a story to children in the reception year. They not only did this with a great sense of occasion but also were able to continue to do so without prompting by the teacher. Pupils in both Key Stage 2 classes concentrate on their work and rarely need reminding to get on. When work interests them, such as writing a paragraph to persuade children that this is a good school

to attend, they quickly become absorbed in what they are doing and you could hear a pin drop on the classroom floor.

11 Very good behaviour and high levels of maturity extend to playtime and lunchtime. Older pupils are extremely sensible when getting out seating for others to sit on while eating their snacks before play. They do this without reminders from teachers or lunchtime staff and at the end of playtime put them away in an equally organised and conscientious way. Outside, pupils of all ages play games and spend time together. A feature of the school is the close friendships between pupils of all ages. This was particularly noticeable during the teddy-bear's picnic when staff and pupils sat outside for lunch. Once again the maturity of older pupils was evident in the way they helped younger children open packets and avoid spilling drinks. This ensured that the event was very pleasurable for everyone involved.

12 The quality of relationships in the school is very good. Pupils trust and respect their teachers and try to be like them. They look up to the head teacher, though even the youngest children are happy to include him in their role-play. This was evident when he came into the nursery asking if they had got his sandwich ready and complaining that it was a bit expensive. Children immediately took on the role of shopkeeper and then giggled when he left the room.

13 Pupils' personal development is very good. Throughout the school, pupils take appropriate responsibility for getting out materials they need in lessons and handle books and equipment carefully. Children in the nursery know that they have to finish the task and then put things away tidily. Pupils in Key Stage 1 are keen to take on jobs such as holding doors open and taking registers back to the office. Many pupils show increasing self-discipline as they get older and work efficiently when unsupervised. Pupils in Key Stage 2 make good progress in developing their independent learning skills as they are expected to find things out for themselves. Many help with administrative and other tasks around the school.

### **The school has built up a very good partnership with parents.**

14 The school keeps parents very well informed about its daily organisation and routines through its prospectus and the governors' annual report. These documents are clear and useful points of reference.

15 A noticeboard in the entrance to the nursery gives parents a wealth of information about health issues and what is happening in school. Parents of children in Key Stages 1 and 2 get regular letters and newsletters about the curriculum and events in school. They are sent out in good time so that parents can alter work schedules or make arrangements to attend concerts or outings. As the National Literacy and Numeracy Strategies were introduced parents were invited to meetings where they were told how these initiatives would be introduced in the school and the effect it would have on their children's learning. Similarly, parents are given regular opportunities to talk about their children's progress with teachers. Most parents value these times and are happy with the quantity of information that the school provides. However, the close partnership means that if parents are not happy about something they feel confident to express their concerns to the head teacher or governors and the school promptly considers the situation. This was evident from the way the school has consulted with parents about extra-curricular clubs and activities. A letter was sent out to all parents asking them which clubs their children would attend if they were made available. The response to this both surprised and pleased the head teacher and helped staff make decisions that will rectify what parents saw as a gap in the school's provision for their children.

16 Parents are very involved with the work of the school, and this has a positive effect on their children's progress. They uphold the aims and principles of the school and support its values at home. Teachers make every effort to get to know families and to create an environment where parents feel able to share information about their children's lives. Staff are always accessible to parents and welcome help from them in the classrooms. A number of parents and volunteer helpers provide regular and useful support to staff in a variety of ways, such as hearing pupils read and working with groups of children. They are well guided and directed by staff.

## **WHAT COULD BE IMPROVED**

### **Standards in information technology are low in both key stages.**

17 The school has only just got the computers it needs if it is to raise standards in both key stages. This has resulted in standards that are below expectations in both key stages. The main reason for this is that previously, pupils have not had sufficiently frequent opportunities to use computers and practise their information technology skills. With only one or two computers in each class it takes a long time before pupils get their turn to practise what they have been taught and consequently pupils have made only slow progress. This is most marked in Key Stage 2 where many are unsure of how to use multimedia to present and communicate information. Pupils who have computers at home do better than others and are more familiar with many of the software programs on computers. Other pupils know how to word process and can retrieve, save and print their work. They are unsure how or why they would use a database or spreadsheet and have not used new technology such as digital cameras or scanners. However, they know how to use CD-ROMs to research information and can send electronic mail by accessing the Internet. The proposed computer suite and more frequent opportunities for pupils from nursery upwards to use computers puts the school in a good position to tackle the issue.

18 There are still several steps to be taken if the school is to quicken the rate of progress made by pupils. This is particularly important in Key Stage 2 where pupils in Years 5 and 6 have a lot of catching up to do. Staff feel that they need more training in order to be confident with new computers and a wide range of software. This has been identified as a priority for development and the head teacher and governors recognise that further training is likely to be needed to keep staff one jump ahead of the latest technology.

19 At present staff teach information technology skills alongside other subjects. For example, word processing is taught during literacy lessons and mathematics programs are used in numeracy lessons. Not enough attention or time is given to teaching information technology as a subject in its own right and some aspects of the subject are not taught in sufficient depth, for example, the use of control technology. However, the school has adopted a good quality programme of work to help teachers plan lessons.

20 Finally, the current system for assessing and recording what pupils know and can do is not systematic enough. Teachers do not regularly assess or record what skills pupils have and this means that they do not have this information to help them plan work. The school is right to have made this another priority because without more rigorous recording of what pupils can do it is unlikely that teachers will be able to move them forward at a fast enough pace.

### **In both key stages, standards in writing could be higher.**

21 The school has correctly identified the need to improve standards of writing in both key stages. With good advice from the local education authority, teachers have begun to focus on writing as an area of weakness throughout the school and to increase the number of opportunities that pupils in Key Stage 2 have for writing creatively.

22 In both key stages, one of the weaknesses in writing is poor spelling. In Key Stage 1, the use of wordbooks restricts pupils' opportunities to find out how to use a dictionary. This is carried through into Key Stage 2, and was evident in the way pupils in the Year 3 and 4 class asked the teacher how to spell words, even though they could use a dictionary very competently when prompted to do so. In addition, pupils do not use their knowledge of initial or blends of sound to help them spell more accurately. This is obvious in their incorrect spelling of words such as take and time.

23 In Key Stage 2 there is the additional weakness that pupils do not write at length and their stories do not always have a logical beginning, middle and end. Similarly, the wide vocabulary that pupils use in talking about characters is not reproduced in their written work. This was evident in the Year 5 and 6 class when most pupils, including the slower learners, made a list of several particularly evocative words and phrases about what their character in a picture might be hearing, thinking and feeling. However, few of them included these in their subsequent stories. Teachers, recognise that this is an area that needs greater emphasis in teaching. In order to raise standards in Key Stage 2 they have planned more specifically focussed lessons and have already begun to give more time to teaching writing skills. Planning work from the National Literacy Strategy is also helping raise standards and tackle this weakness.

24 Teachers now encourage pupils to write in joined style right from Key Stage 1. This means that pupils have a better chance of reaching the higher level in National Curriculum tests at the age of seven. Greater emphasis on handwriting also puts the school in a good position to be able to improve the quality of presentation of work throughout the school.

**The work of a small number of pupils is not always their best efforts and is often untidy.**

25 In both key stages, pupils setting down of mathematics and their written work is too often untidy and not their best effort. Pupils in Key Stage 1 cannot do their best when they are asked to write or record mathematics on paper that has no lines or squares. In Key Stage 1, while sufficient emphasis is given to forming letters correctly the same does not apply to numbers. Pupils are not always asked to correct numbers that are written backwards and consequently they go on making the same mistakes. Similarly, where books have a space for writing and an illustration, they very often do not have a picture. This spoils the overall presentation of pupils work and makes books look incomplete. In Key Stage 2, too much of pupils' written work, in all subjects, is messy. They do not make enough use of drafting to ensure that what they have in their books is of a good standard and the work of some pupils is littered with words that are crossed out or spelled incorrectly because they have not used a dictionary.

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

### **26 The governors, head teacher and staff school should**

#### **(1) Raise standards of attainment in information technology in both key stages by**

- ensuring that the curriculum for information technology is covered in greater depth and that sufficient time is devoted to it,
- improving the expertise of teachers through additional training,
- giving all pupils frequent opportunities to practise and improve their skills,
- improving the system of recording what pupils can do so that it is possible to see whether they make fast enough progress.

(Paragraphs 17 – 20)

#### **(2) Raise standards in writing by**

- teaching pupils in Key Stage 1 to write in a joined up style,
- teaching techniques for spelling words accurately and encouraging pupils to make more use of dictionaries to find out how words are spelled,
- planning more opportunities for pupils to write creatively and in a more structured way in Key Stage 2.

(Paragraphs 21 – 24)

#### **(3) Improve the presentation of pupils work by**

- giving pupils in Key Stage 1 lined paper for writing and squared paper for mathematics,
- insisting that work is neat and stressing the need to set down work carefully.

(Paragraph 25)

The school has already identified the first two key issues as priorities for development.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

13

Number of discussions with staff, governors, other adults and pupils

11

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	46	54	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)	7	83
Number of full-time pupils eligible for free school meals	0	16

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	11

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	4.2
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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	5	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	5	4	4
	Total	12	11	11
Percentage of pupils at NC level 2 or above	School	100% (95%)	92% (100%)	92% (95%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	5	5	5
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100% (95%)	100% (100%)	100% (89)
	National	82% (81%)	86% (85%)	87% (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	4	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	9
	Girls	4	4	4
	Total	12	12	13
Percentage of pupils at NC level 4 or above	School	92% (65%)	92% (59%)	100% (69%)
	National	70% (65%)	69% (59%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	9
	Girls	4	4	4
	Total	13	12	13
Percentage of pupils at NC level 4 or above	School	100% (65%)	92% (65%)	100% (71%)
	National	68% (65%)	69% (65%)	75% (71%)

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	0
White	75
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 – Y6**

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	23.7
Average class size	27.7

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

Total number of education support staff	3
Total aggregate hours worked per week	41

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

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	14

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

Number of pupils per FTE adult	14
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999 - 2000
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	£
Total income	207,415
Total expenditure	211,760
Expenditure per pupil	2,615
Balance brought forward from previous year	24,015
Balance carried forward to next year	19,670

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

### **Questionnaire return rate**

Number of questionnaires sent out	96
Number of questionnaires returned	30

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	43	0	0	0
My child is making good progress in school.	53	43	3	0	0
Behaviour in the school is good.	43	50	3	0	3
My child gets the right amount of work to do at home.	31	38	21	7	3
The teaching is good.	40	60	0	0	0
I am kept well informed about how my child is getting on.	40	43	17	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	53	30	13	0	3
The school is well led and managed.	57	40	3	0	0
The school is helping my child become mature and responsible.	60	37	0	0	3
The school provides an interesting range of activities outside lessons.	3	45	48	3	0