

# INSPECTION REPORT

**Holy Trinity Church of England School**

Stacksteads, Bacup

LEA area: Lancashire

Unique reference number: 119414

Headteacher: Mr John Aspin

Reporting inspector: Mr Malcolm Johnstone  
21114

Dates of inspection: 6<sup>th</sup> – 8<sup>th</sup> March 2000

Inspection number: 191886

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	3 -11 years
Gender of pupils:	Mixed
School address:	Booth Road Stacksteads Bacup Lancashire
Postcode:	OL13 OQP
Telephone number:	01706 877025
Fax number:	n/a
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G McDermott
Date of previous inspection:	5 <sup>th</sup> -8 <sup>th</sup> November 1996

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>5</b>
By the end of Key Stage 2, pupils achieve well in English, mathematics and science.	
Literacy and numeracy are well taught and result in pupils making good progress.	
Pupils' attitudes, behaviour and personal development are very good and impact well on their learning.	
Provision in the Nursery is very good and enables all children to make a very effective start to their school life.	
The school is well led and committed to improvement.	
<b>WHAT COULD BE IMPROVED</b>	<b>9</b>
By the end of Key Stage 1 standards in mathematics are not high enough.	
At all stages, information from monitoring is not used effectively enough to improve teaching and learning.	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>11</b>



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

### **INFORMATION ABOUT THE SCHOOL**

The school is a voluntary controlled Church of England primary school for boys and girls aged three to eleven-years-old. The school is similar in size to most other primary schools and has 256 full-time pupils and 52 part-time pupils in its Nursery unit. There are no pupils who speak English as an additional language. The school serves an area with features of socio-economic disadvantage. The attainment of pupils on entry to the Nursery is generally below average, although the full range of attainment is represented. Thirty-two per cent of pupils are entitled to free school meals; this is above the national average. About 29 per cent of the pupils have special educational needs and seven pupils have a statement of special educational need; these figures are above the national average.

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

This is an effective school with many good features. By the end of Key Stage 2, pupils achieve above average standards in English, mathematics and science. The quality of teaching is good and pupils' attitudes and behaviour are very good. The school is well led and managed and there is a shared commitment to improvement. It provides good value for money.

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

- By the end of Key Stage 2, pupils achieve well in English, mathematics and science.
- Literacy and numeracy are well taught and result in pupils making good progress.
- Pupils' attitudes, behaviour and personal development are very good and impact well on their learning.
- Provision in the Nursery is very good and enables all children to make a very effective start to their school life.
- The school is well led and committed to improvement.

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

- By the end of Key Stage 1, standards in mathematics are not high enough.
- At all stages, information from monitoring is not used effectively enough to improve teaching and learning.

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

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

There have been good improvements since the previous inspection in November 1996. Standards have improved in Key Stage 2 and have been largely maintained in Key Stage 1. Standards in design and technology are now better. Provision for special educational needs is now good and is particularly effective in supporting the development of pupils' literacy skills in Key Stage 2. Assessment procedures are good and information is used

effectively to inform planning. There are good systems in place to monitor the curriculum and teaching, but the information gained is not clearly focused on improvements. The five-year financial plan has been successfully implemented.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	B	C	B	A	Well above average A Above average B
Mathematics	A	B	C	B	Average C Below average D
Science	B	E	B	A	Well below average E

The table shows that by the end of Key Stage 2, standards in English and science are above the national average and well above average when compared with similar schools. In mathematics, standards are in line with the national average and above those in similar schools. Inspection evidence confirms this picture of attainment for pupils who are currently in Year 6.

In the 1999 National Curriculum assessments for pupils at the end of Key Stage 1, standards were in line with the national average for writing and were above average when compared with similar schools. Standards in reading and mathematics were well below the national average and below those in similar schools. Inspection evidence indicates good improvements in reading due to much smaller class sizes and good teaching in the literacy hour. In mathematics, standards are improving, but are not high enough.

In the Reception class, most of the children who are five years of age achieve what is expected for their age in language and literacy.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good and are one of the keys to the good progress they make. They are interested in all aspects of school life and give of their best. They persevere well with their work and are courteous and

	polite.
Behaviour, in and out of classrooms	Both in classrooms and around the school, behaviour is very good and pupils accept correction without losing their enthusiasm for learning. All pupils respond very well to the high expectations of the staff.
Personal development and relationships	Pupils have a good work ethic and take responsibility for their own learning well. Relationships are very good and all pupils readily give support to others. They have good respect for the feelings of others. Pupils who have special educational needs are very well integrated and participate fully in all aspects of school life.
Attendance	Attendance is satisfactory. The rate of unauthorised absence is a little higher than 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	Good	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.*

The quality of teaching is good. In the lessons seen, 17 per cent were very good, 58 per cent good, 21 per cent satisfactory and four per cent unsatisfactory. The teaching of children who are under five in the Nursery is consistently good and often very good. For the children who are under five in the Reception class, teaching of literacy and numeracy are good, although there are some weaknesses in the planning and organisation of activities in other subjects. In both key stages, literacy and numeracy are well taught. All teachers are enthusiastic, have very good relationships with the pupils and have high expectations. In literacy and numeracy, they plan well for the different needs of the pupils and use assessment information well to build on what pupils know, understand and can do. This ensures that pupils of all abilities make good progress. Teaching in the small number of lessons seen in science and religious education was satisfactory. In all subjects, teachers mark pupils' work regularly, but do not include enough comments to show how pupils might improve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A very broad and well-balanced curriculum is provided in the Nursery. The curriculum at both key stages is broad and balanced and meets statutory requirements. There are effective strategies for teaching literacy and numeracy. The curriculum ensures equality of access and provides



	enrichment through extra-curricular activities.
Provision for pupils with special educational needs	Provision is good overall and enables pupils to make good progress. Well-targeted support during literacy sessions in Key Stage 2 is particularly effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Strong Christian values permeate the work of the school. The provision for pupils' moral and social development is very good and provision for their spiritual and cultural development is good.
How well the school cares for its pupils	Pupils are well cared for and the procedures for child protection and pupils' health and safety are good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is a very good ethos in the school. The headteacher's energy, drive and commitment are key features. Staff work well together and share his commitment to raise standards. The headteacher and co-ordinators monitor teaching and learning, but this is not clearly focused on how they might be improved.
How well the governors fulfil their responsibilities	The governors are supportive of the school and act as a critical friend. They hold the school accountable for its standards. They fulfil their statutory duties well.
The school's evaluation of its performance	Good monitoring systems have been established, but the use of information from these is not rigorous enough to clearly identify what needs to be done to improve standards and teaching.
The strategic use of resources	The staff, accommodation and learning resources are used well. Additional teaching support for lower attaining pupils and those who have special needs is very effectively targeted in Key Stage 2 literacy lessons. The school seeks best value for money. Standards are good at the end of Key Stage 2, the quality of education is good and most resources are used effectively. The school gives good value for money.

## 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>• The literacy and numeracy hours are improving standards.</li> <li>• The stability of the staffing and the teachers' dedication. Teaching is good and their children are making good progress.</li> <li>• Their children like school, behaviour is good and their children are becoming mature and responsible.</li> <li>• The school is well led and works closely with parents.</li> <li>• They would find it easy to approach the school with problems or suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular activities.</li> <li>• The amount of homework.</li> <li>• More information about their child's progress.</li> <li>• Large class sizes in Key Stage 2.</li> </ul>

Inspectors support parents' positive views. The range of extra-curricular activities is satisfactory. The amount of homework is similar to that found in most schools and the school is reviewing the present arrangements. Teachers are available at any reasonable time to discuss children's progress and there are two opportunities per year for formal discussions with the teachers. This is similar to arrangements in other schools. The pupil/teacher ratio is similar to the national average for primary schools.

## **PART B: COMMENTARY**

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

**By the end of Key Stage 2, pupils achieve well in English, mathematics and science.**

1. The 1999 National Curriculum tests showed that standards in English and science were above the national average and well above average when compared with similar schools. In mathematics, standards were in line with the national average and above those in similar schools. Inspection evidence confirms this picture of attainment for pupils who are currently in Year 6. In relation to their prior attainment, progress is good and pupils achieve well in all three subjects. Although standards in mathematics are not as high as in previous years, they are in line with the national average and high enough to be above those in similar schools. Over the past four years, the trend in the school's average National Curriculum points for all subjects is broadly in line with the national trend. In English and mathematics, the school's targets for the next two years, though not quite as high as in previous years, would maintain the above average standards. These are realistic and achievable and reflect the increasing numbers of pupils who have special educational needs. Almost all parents who responded to the questionnaire felt that the school achieved high standards and that their children were making good progress.
2. Inspection evidence indicates that in Key Stage 1 pupils' speaking and listening skills are developed well in literacy sessions. They are encouraged to listen carefully and speak clearly in whole-class discussions at the beginning and end of lessons. This impacts well on their confidence and self-esteem. This sound start is developed effectively throughout Key Stage 2 and in Year 6, pupils of all abilities listen carefully and speak confidently and clearly. In a literacy group session for lower attaining pupils and those who have special needs, all pupils listened attentively in the shared reading session and all answered questions clearly. In Key Stage 1, pupils develop sound reading strategies and higher and average attaining pupils have a good understanding of what they read. Reading develops well in Key Stage 2 and by Year 6 most pupils are confident and fluent readers. The school has targeted writing as an area for development and this is having a good effect on standards. By the end of Key Stage 1, pupils' writing conveys meaning well in both narrative and non-narrative forms and shows a developing understanding of basic grammar. Handwriting has consistent form and size. Higher attaining pupils write brief, imaginary conversations using speech marks and commas correctly. These skills are built on successfully in Key Stage 2 and by Year 6 pupils write well in different styles, including poetry, factual accounts and imaginative stories. Spelling is usually accurate and a good range of punctuation is employed with accuracy. One pupil wrote, *'Half a pound of sweets, please', said old Mrs. Crow as she leaned lazily onto the counter.* Pupils' literacy skills support work well in other subjects. In history, they write interesting and

factual 'newspaper headlines' recording famous historical events. In science, they write good factual accounts of the life cycle of a frog. In design and technology, they write clear instructions on how to make a jam sandwich.

3. In mathematics, at both key stages, pupils present their work well. They develop a secure understanding of addition and subtraction and the value of each number in two, three and four digit numbers. Throughout Key Stage 2, pupils cover a good range of work in number, shape, space and measure and handling data. Most pupils have quick mental recall of number facts and a sound range of strategies for working out number problems. They use computers effectively to create graphs and tables in their mathematics topics. Pupils in Year 6 calculate perimeters and areas with good accuracy in connection with a topic to plan a garden with patio, lawn and flowerbeds. The use and application of mathematics to investigate pattern in number is not as well developed as other elements of mathematics. Pupils' numeracy skills support work in other subjects satisfactorily. Pupils in Year 5 construct graphs and tables to record the results of science experiments using a forcemeter.
4. In both key stages, pupils develop a good scientific knowledge and understanding of life and living things. They have a good knowledge of the human body and what is needed to keep healthy. Pupils in Year 2 identify correctly which creatures are classified as insects and why this is so. In Year 3, pupils develop a good knowledge of teeth as a living structure, the causes of tooth decay and the relationship between diet and dental health. By the time pupils reach Year 6, they have widened their knowledge to include a good understanding of materials and their properties and physical processes. They have satisfactory opportunities to develop experimental and investigative skills, but progress in this area is not as good as in other aspects.

**Literacy and numeracy are well taught and result in pupils making good progress.**

5. During the inspection, the quality of teaching in almost all the literacy and numeracy lessons was at least good and none were less than satisfactory. In both key stages, the literacy hour is well established and development of the numeracy hour is progressing well. All teachers have a good understanding of the development of skills in both literacy and numeracy. This enables them to introduce and consolidate the correct vocabulary and impacts effectively on pupils' learning.
6. Reading is well taught in Key Stage 1 and pupils develop a good understanding of letter sounds and combinations to help them read unfamiliar words. This is built on successfully by teachers in Key Stage 2 when working with reading groups in the literacy hour. In literacy and numeracy lessons, teachers have high expectations of behaviour and of pupils' involvement in all activities. This transmits to the pupils effectively

and is a key factor in their good progress. When the teacher is engaged with a particular group of pupils, other groups know what they have to do and persevere until it is completed. Planning is good and clear learning objectives are detailed for the different needs of all the pupils. This ensures a good match between the work set and pupils' prior attainment and results in all pupils making good progress. In literacy in Key Stage 2, the additional teaching support provided for lower attaining pupils and those who have special needs, is particularly effective and impacts well on the good progress these pupils make. A clear focus on the development of pupils' speaking and listening, reading and writing skills enables them to achieve a good standard of work.

7. Teachers use a good range of methods and organise literacy and numeracy lessons well. In numeracy, pupils' own strategies for working out problems mentally are shared with the class and this helps others develop their ideas. Learning is particularly effective when mathematics is linked to real life problems. In a Year 6 lesson pupils made very good progress when their work on perimeter and area was linked to the design of the teachers' own garden. In a Year 3 lesson, pupils were interested and motivated when working with real money in shopping activities. In literacy and numeracy lessons, teachers provide good opportunities for pupils to develop listening and speaking skills. Pupils' confidence is developed well when pupils are expected to report back what they have achieved and discovered to the whole class. Most resources are used very well to develop pupils' understanding and interest. 'Big Books' and posters capture pupils' attention successfully in literacy and number cards and charts are used effectively in numeracy lessons. Support staff provide valuable help in literacy and numeracy group activities, but are not sufficiently involved in whole-class activities.
8. Day-to-day assessment is used effectively to develop pupils' learning. In the introductions to lessons, teachers target particular individuals to answer questions and this ensures that all pupils are involved and not just the first with their hand up. Pupils' understanding is assessed after each literacy and numeracy unit of work and this is taken into account when planning work in the next similar topic. This ensures that key skills are built on effectively and misunderstandings corrected. Pupils' work is regularly marked and contains effective praise and encouragement. There are, however, too few written comments on how work might be improved.

**Pupils' attitudes, behaviour and personal development are very good and impact well on their learning.**

9. At all stages, pupils have very good attitudes to work and show interest and commitment in lessons. This is a key factor in the good progress they make. They listen carefully to what others have to say and move quickly into their different activities. This ensures that little time is wasted in starting work. Pupils understand what is expected of them in lessons and respond appropriately. They take a pride in their work and are keen to discuss and

share their achievements with others. They are polite and courteous. Two older pupils provided inspectors with an effective and informative tour of the school and introduced them to various members of staff. Adults provide good role models and relationships at all levels are very good. A strong feature of lessons is the calm, patient manner of all staff when dealing with pupils. Pupils who have special educational needs participate fully in lessons and are well integrated into all activities.

10. The school's procedures for promoting good behaviour are excellent and have developed well since the previous inspection. They are based effectively on a clear system of rewards and sanctions that is understood by all in the school. Behaviour is very good both in and out of lessons. On a wet lunchtime during the inspection, pupils worked and played sensibly in their classrooms without the need for interventions from adult helpers. Pupils behave very well in assemblies and show respect for beliefs and feelings of others. They show respect for property and use books and equipment with care. During the inspection, pupils of all ages worked sensibly and with minimum supervision on computers and took care when working with mathematics and science equipment. No evidence of bullying was seen during the inspection and there are clear procedures to deal with it should it occur. Over the past academic year there has been one exclusion of a pupil for a fixed period.
11. As pupils get older, the effective personal and academic support that they receive impacts increasingly well on their personal development. The school is very effective in helping pupils to take responsibility for their own actions. In the Nursery, children are expected to tidy up and help around the classroom. They respond to this expectation willingly. By Years 5 and 6, pupils are well-established independent learners. They accept responsibility readily and carry out duties enthusiastically and efficiently. They help teachers prepare lessons and tidy up afterwards, act as monitors and look after the younger pupils. Almost all parents who responded to the questionnaire and attended the meeting prior to the inspection, felt that all these aspects of the school's work were good.

**Provision in the Nursery is very good and enables all children to make a very effective start to their school life.**

12. The Nursery provides a happy, secure and stimulating environment that children enjoy. They are well prepared to start coming to the Nursery, settle in quickly and are soon familiar and at ease with Nursery routines. Parents state that children love coming to Nursery. A very broad and well-balanced curriculum is provided. This is well planned to cover all the required areas of learning of personal and social education, language and literacy, mathematics, knowledge of the world, creativity, and physical education. Practical resources are well organised, of good quality and easily accessible to the children and staff. Parents who help in the Nursery are well prepared through their attendance at a school-based course. This makes an extremely valuable contribution to children's learning. Staff and

parent helpers work as a team to provide well-structured activities, to support the children's own choice of activities and to assess their progress.

13. Teaching is mostly very good. Both the teacher and the nursery nurse have a good understanding of the needs of young children. Personal and social skill development is planned and developed very successfully in all activities. All children are introduced to all the helpers or visitors every session and say 'good morning', or 'good afternoon' to them using their name. They relate to adults well and expect them to join in with their activities. The teacher and the nursery nurse have very high expectations of behaviour.
14. Language and literacy development is given a suitable emphasis. Stories are made more interesting by the use of different visual aids such as a fox glove puppet, and a large circular pancake on the wall to develop listening skills. The children are encouraged to answer questions and listen to each other's contributions. Books are given a high profile in the Nursery and this has a marked effect on early positive attitudes to reading. All children receive gifts of books during special occasions such as birthdays, and there is a good selection of books that parents can buy at half price. These are displayed well in the entrance to the Nursery and encourage the reading habit. Mathematical activities are fun, and clearly focused. During the inspection children and adults participated in a 'circle hunt' around the classroom during pancake week. Children are given opportunities to expand their experiences through the effective linking of activities such as exploring air in bubble painting, parachutes, bread and smoke. A climbing frame is always accessible, and children have plenty of opportunity to use wheeled vehicles and large and small construction equipment. This develops their physical skills effectively.

**The school is well led and committed to improvement.**

15. The headteacher, staff and governors are committed to improvement and are working together very effectively. The headteacher leads by example and has the drive and enthusiasm to move the school forward. The governing body is supportive, acts as a critical friend and holds the headteacher accountable for the school's performance. It fulfils its statutory duties effectively. The aims of the school reflect Christian values and appropriate academic and personal goals. They are clearly reflected in the life and work of the school and make a beneficial contribution to the good standards. A good ethos has been created where very good relationships, a good work ethic and strong family atmosphere pervade. This impacts very well on the pupils' progress, self-esteem and confidence. All pupils have equality of access to a broad and balanced curriculum, including a satisfactory range of extra-curricular activities. The headteacher has a good understanding of the school's strengths and weaknesses and has identified these in school development planning.



16. Good systems to monitor standards and teaching have been established. The performance of different year groups is tracked effectively using optional National Curriculum tests and the school's own tests. This enables the school to set realistic targets for pupils at the end of the key stages. All co-ordinators have had release time from teaching to monitor planning and observe teaching of their subjects across the school. This has given them a valuable insight into how their subject is being developed. This is a marked improvement since the previous inspection. The literacy hour is well established and is raising standards. The numeracy hour is at an early stage of development, but is beginning to lead to improvement in standards at Key Stage 1. Recent good monitoring of the whole-class mental mathematics sessions has identified areas for improvement and this is feeding through in lessons. Some governors have observed lessons and this has given them a valuable insight into standards and the quality of teaching. Each governor has responsibility for liaising with a particular class and this is developing an atmosphere of trust and mutual respect.
17. The management of special educational needs has improved since the previous inspection and provision is effective in helping the pupils make good progress and achieve well. The school complies fully with the Code of Practice and involves parents effectively in the progress of the pupils. Well-targeted individual education plans are drawn up by teachers with the support of the co-ordinator and are referred to in general lessons effectively. Support agencies are enlisted when specialist inputs are required. The Nursery is very well managed and provides a highly effective start to school life for the children.
18. Day-to-day management is good and successfully deflects mundane administrative tasks away from the teachers. This allows them to get on with their teaching effectively. The staffing, accommodation and learning resources are used well to develop pupils' learning. The governors seek best value for money when making major spending decisions and oversee the financial management of the school effectively.

## **WHAT COULD BE IMPROVED**

**By the end of Key Stage 1, standards in mathematics are not high enough.**

19. Whilst inspection evidence indicates that there is some clear evidence of improvement, standards in mathematics by the end of Key Stage 1 are not yet high enough. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 1 standards were well below the national average and below those of similar schools. This was the case for pupils attaining the average Level 2 and the higher Level 3. This picture has been repeated since 1996. Inspection evidence places standards for pupils who are currently in Year 2 as closer to the national average, but still below.
20. By the end of Key Stage 1, most average and lower attaining pupils do not have rapid mental recall of basic number facts to ten. Whilst most pupils

have sound formal calculation skills and a secure understanding of the value of a number, they have difficulty in identifying simple pattern in numbers. They find it difficult to identify missing numbers in a sequence. Most pupils make insufficient progress in using and applying their skills and in seeking ways of overcoming difficulties. There are insufficient opportunities for them to share their strategies and explain their methods and reasoning. In discussions with pupils in Year 2, average and lower attaining pupils made simple mistakes when working out addition and subtraction problems to 50 pence. Pupils are not secure in their understanding of measures and find it difficult to compare by direct comparison and then by measuring using appropriate standard units.

21. Certain key developments have brought about improvements over the past academic year. The class sizes in Key Stage 1 have been reduced by up to twelve pupils in each class. The introduction of the numeracy hour has brought about improvements in teaching. There is now more emphasis on developing pupils' mental skills and strategies for solving problems. The quality of teaching in the lessons seen is good and is beginning to impact on standards. Parents are impressed with improvement brought about by the numeracy hour and feel that a good range of work is now being covered.

**At all stages, information from monitoring is not used effectively enough to improve teaching and learning.**

22. Good monitoring systems have been established since the previous inspection. These enable the headteacher and staff to discuss general strengths and weaknesses in curriculum provision and teaching. The outcomes of National Curriculum tests are shared with the governing body and pupils' overall performance is discussed. However, the use of information from these systems is not rigorous enough to clearly identify what needs to be done to improve standards and teaching. In the most recent National Curriculum tests for pupils at the end of Key Stage 1, girls performed better than boys in reading and mathematics and in Key Stage 2 tests, boys significantly outperformed girls in mathematics. Whilst this can be explained to some degree by differences in relative numbers of boys and girls taking the tests, the implications for teaching and learning have not been considered. The school recognises that standards in Key Stage 1 are not as high as in Key Stage 2, but most of the additional teaching support has been focused in Key Stage 2. There are now plans to shift the balance towards Key Stage 1.
23. The literacy and numeracy co-ordinators have worked hard to establish the literacy and numeracy hours and have observed teaching across the school. This gives them a valuable insight into any teething problems that arise. However, monitoring centres essentially on support and improvement in resources, rather than on critical appraisal of teaching and learning strategies. The monitoring of the introductory mental activity sessions in the numeracy hour has resulted in a more consistent approach to teaching, but

has not clearly identified what particular teaching strategies have been successful or not. The weakness in pupils' use and application of mathematics has not been effectively targeted as a focus for planning and assessment. Monitoring of standards and teaching in science has not brought sufficient improvements in pupils' skills in experimental and investigative science. In consequence, pupils do not make as much progress in these aspects of mathematics and science as in other areas of their learning.

24. Whilst there has been some monitoring of teaching in the Nursery and Reception classes, this has not focused on the effectiveness of provision in the Reception classes and of how successfully the very good Nursery provision is developed. In sessions other than those in the literacy and numeracy hours, free choice activities in the Reception classes are not effectively planned and slow down children's progress at these times. There is no joint planning between the Nursery and the teacher of Reception children who are under five. Thus the expertise of the Nursery staff and their knowledge of good practice, for example, of what is good quality structured play, and a stimulating learning environment, is not used efficiently for the benefit of all younger children. Although records of children's progress are passed from the Nursery to Reception, there are no systems to ensure that experiences are not repeated. This slows down their rate of learning in the Reception class.

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

In order to improve standards and the quality of learning, the headteacher, staff and governors should:

- 1) Improve standards in mathematics at Key Stage 1 by:
  - a) continuing to develop pupils mental skills through sharp and regular mental mathematics sessions;
  - b) planning activities that develop pupils' use and application of mathematics skills;
  - c) ensuring that pupils have more opportunities to share their methods and explain their reasoning;
  - d) improving pupils' understanding of standard and non-standard measures.
  
- 2) Use information from monitoring more effectively to:
  - e) evaluate more clearly strengths and weaknesses in teaching and learning with more emphasis on critical appraisal;
  - f) evaluate the relative performance of girls and boys in the National Curriculum assessments;
  - g) improve investigative skills in mathematics and science;

h) improve joint planning between the Nursery and Reception classes.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
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	16.6	58.3	20.8	4.1	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	256
Number of full-time pupils eligible for free school meals	N/A	81

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	3	79

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	10
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.8
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.9
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	11	24	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	19	19	20
	Total	27	27	28
Percentage of pupils at NC level 2 or above	School	77 (66)	77 (68)	80 (65)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	11
	Girls	20	21	24
	Total	28	29	35
Percentage of pupils at NC level 2 or above	School	80 (71)	83 (65)	100 (92)
	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	15	19	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	17	15	17
	Total	30	28	31
Percentage of pupils at NC level 4 or above	School	88 (74)	82 (76)	91 (54)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	13
	Girls	17	16	18
	Total	28	29	31
Percentage of pupils at NC level 4 or above	School	82 (76)	85 (79)	91 (69)
	National	68 (65)	69 (65)	75 (72)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	229
Any other minority ethnic group	0

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

**Teachers and classes****Qualified teachers and classes: YR - Y6**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	23.27
Average class size	27.3

**Education support staff: YR - Y6**

Total number of education support staff	5
Total aggregate hours worked per week	69

**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	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	13
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**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	1	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.*

**Financial information**

Financial year	1998/99
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	£
Total income	431337
Total expenditure	436316
Expenditure per pupil	1698
Balance brought forward from previous year	24142
Balance carried forward to next year	19163

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	256
Number of questionnaires returned	124

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	5	0	0
My child is making good progress in school.	48	46	4	1	2
Behaviour in the school is good.	56	39	1	1	4
My child gets the right amount of work to do at home.	35	45	15	1	4
The teaching is good.	66	33	0	0	1
I am kept well informed about how my child is getting on.	43	37	16	3	1
I would feel comfortable about approaching the school with questions or a problem.	73	26	1	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	1
The school works closely with parents.	50	43	6	1	0
The school is well led and managed.	59	35	2	0	3
The school is helping my child become mature and responsible.	61	35	2	1	1
The school provides an interesting range of activities outside lessons.	38	35	15	2	10

**Percentages are rounded up and not all parents may have responded to certain questions. Totals may not equal 100**