

INSPECTION REPORT

PARKSTONE PRIMARY SCHOOL

Kingston upon Hull

LEA area: City of Kingston upon Hull

Unique reference number: 117795

Headteacher: Mr P G McGlinchey

Reporting inspector: Mr B Sprakes
23800

Dates of inspection: 15 - 17 October 2001

Inspection number: 192657

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Parkstone Road
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Hull

Postcode: HU6 7DE

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Appropriate authority: The Governing Body

Name of chair of governors: Mr K Spencer

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The size of the school is above average for schools of this type. The school is situated in the northern part of the city of Kingston-upon-Hull. Most pupils who attend the school come from houses which are in the immediate vicinity; however, there has been a recent trend of pupils travelling to the school from neighbouring areas.

There are 325 pupils on roll, the majority of whom are white; there are seven pupils from ethnic minority backgrounds, three pupils having English as an additional language. When children enter the school, attainment is broadly typical of the age group. There are 49 children in the reception classes. Overall, 18 per cent of pupils are entitled to free school meals, this being broadly in line with the national average. The proportion of pupils on the register for special educational needs (16 per cent) is below average. Two pupils have statements of special educational needs.

HOW GOOD THE SCHOOL IS

This is an effective school with many strengths and few weaknesses. Pupils achieve well and by the time they leave the school, standards are broadly above average. The quality of teaching is good overall and this enables pupils, including those who have learning difficulties and those who are gifted, to make good progress in their learning. The headteacher, staff and governors are determined to drive up the standards further in the context of a very pleasant and supportive learning environment. Parents hold the school in high regard. It gives good value for money.

What the school does well

- By the end of Year 6, pupils achieve well in mathematics, science and reading.
- The quality of teaching for pupils of all levels of attainment is good.
- Pupils enjoy school. They display very good relationships, have very good attitudes and overall, their behaviour is good.
- The school monitors progress and cares for all its pupils very well.
- The partnership with parents is effective. This has a significant impact on the standards pupils achieve, particularly in reading.
- Leadership and management are very good and are a strength of the school. There is a constant desire to strive towards greater improvement.

What could be improved

- Curriculum planning and provision for the very youngest children to meet all stages and areas of learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection report, in 1997, found the school to have many strengths but several areas for improvement. The school has made good progress since this time and the implementation of the school's action plan has addressed the issues from the inspection well.

There has been a dramatic improvement in both the provision and teaching of information and communication technology. This subject now has a high profile within the school. Teachers' subject knowledge and planning in design and technology are now satisfactory and more

opportunities for pupils to investigate, explore and experiment have been provided. The amount of teaching time for junior-aged pupils has increased and pupils have been provided with more opportunities to learn about their own and other cultures. Significant developments have been made in the monitoring of the quality of teaching and learning.

Other areas of improvement outside the last inspection's action plan have included the implementation of monthly meetings within the governing body's very good committee structure and effective developments to the school grounds. The school is well placed to continue to make improvements.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	E	C	C	well above average A above average B average C below average D well below average E
mathematics	C	C	B	B	
science	D	A	A	A	

As they start school, children's attainment is broadly average. They make satisfactory progress both in the reception classes and throughout Years 1 and 2. By the time they are seven years old, many pupils are achieving well and their attainment in reading and science is slightly above that found in most schools. In writing, standards are just below average, and in mathematics attainment is average. In information and communication technology, attainment is at the expected level for pupils of this age.

In Years 3 to 6, pupils achieve well in mathematics and science. The above table shows that, in 2000, attainment in mathematics was above average while attainment in science was well above average. Although national test results in 2001 showed a reduction in standards for mathematics and the school did not reach its challenging target, attainment was still above the national average and results in science were again high. In English, the 2001 national test results were slightly above average and the school met its target.

Standards of attainment throughout the school are affected by the changing nature of different year groups. There is significant pupil mobility, with pupils joining the school from outside the school's normal area. Many of these pupils have lower than average levels of attainment. Inspection judgment shows that for the present Year 6 group, pupils' attainment in English is average and in mathematics and science, above average.

Throughout the school, pupils work well across the curriculum. Literacy, numeracy and information and communication technology are linked well to other subjects. Since the last inspection good progress has been made in both information and communication technology and design and technology. In both of these previous areas of weakness, attainment is now at the expected level. All age groups achieve very good standards in the areas of personal, social and citizenship education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school. They are keen to succeed, are responsive and give of their best at all times.
Behaviour, in and out of classrooms	Behaviour throughout the school is generally good, other than with a small minority. Pupils show respect for each other and for adults.
Personal development and relationships	Personal development and relationships are very good. Pupils respect their own and others' property. Older pupils conscientiously take on extra responsibilities. The school is a harmonious community.
Attendance	Attendance is broadly average compared with other schools. The rate of unauthorised absence is in line with the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Overall, the teaching is good. In four fifths of lessons seen, the teaching was good or better, one fifth of these being very good. The teaching in one lesson was unsatisfactory; however, in one lesson it was excellent. In the remainder of lessons, there was satisfactory teaching.

The good teaching has enabled many pupils to achieve well throughout the school. The teaching of numeracy and literacy is effective. Together with information and communication technology, these areas of the curriculum are fully integrated into the teaching and learning throughout the school.

The best teaching provides challenges and enables pupils to build on prior learning. Teachers have high expectations of their pupils, there are very good relationships and pupils are clear about what they are doing and why they are doing it. Independent study skills are evident and pupils work well together, even when not directly supervised. Teachers have a good understanding of their subject and they are able to stimulate pupils' interest, so challenging pupils of all levels of attainment. Occasional weaknesses include too much time spent on input by the teacher. This inhibits the pace of the lesson and limits opportunities for pupil involvement.

The teaching weaknesses identified in the last inspection have all been successfully remedied and there has been an improvement in the quality of teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad and relevant curriculum is provided for infant and junior pupils and it caters for the full range of attainment. There is insufficiently detailed planning for the very youngest children. A satisfactory range of extra-curricular activities is provided for older pupils.
Provision for pupils with special educational needs	Very good. The special educational needs of individual pupils are met well and teaching and work designed for them allow good progress to be made.
Provision for pupils with English as an	Satisfactory. The school has immediately provided some specialist teaching for the three, recently arrived, pupils who have English as an

additional language	additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is a strong focus on social and moral development. This has a significant impact on behaviour and relationships. Assemblies and visitors make substantial contributions to pupils' spiritual development. Art, music, religious education and literature are used well to promote cultural and multi-cultural awareness.
How well the school cares for its pupils	Very well. The school has high regard for pupils' safety and welfare. Very good procedures are in place for child protection and the monitoring of both academic and personal welfare.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very efficiently led and managed. The recently appointed headteacher sets a very clear educational direction and is well aware of what the school needs to do to continue its improvement. The deputy headteacher and other members of staff enthusiastically provide very good support.
How well the governors fulfil their responsibilities	Under the able leadership of an experienced Chair, the governors fulfil their statutory duties very well. They are very supportive of the headteacher and through a well-established and successful committee structure, they play an active role in shaping the direction of the school.
The school's evaluation of its performance	The school is developing effective systems to evaluate its performance. Analysis of pupils' progress takes place and teaching is closely monitored. Evaluation against national norms ensures that priorities for further development are identified.
The strategic use of resources	The school makes good use of human, physical and financial resources. Strategic planning is linked well to the school's educational priorities, based securely on principles of best value. The school provides 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"> • The quality of teaching is good. High expectations allow good progress to be made. • Children enjoy school. • The school is well managed and led. • There is good behaviour and pupils have responsible attitudes. • The school works closely with home and any problems are dealt with efficiently. 	<ul style="list-style-type: none"> • Some parents would like more extra-curricular activities for their children. • Some parents feel that their children receive an inappropriate amount of homework.

The vast majority of parents support the school and are very appreciative of what it achieves for the children. The inspectors endorse parents' positive comments. There is a satisfactory range of activities for older pupils: however, opportunities for younger pupils are limited. The school has a homework policy and an appropriate amount of homework is provided. Teachers do not always apply the homework policy consistently, however.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

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

1 The results of the 2000 national tests for eleven-year-olds show attainment that is average in English, above average in mathematics and well above average in science in relation to all schools and in comparison with similar schools. In English in 2001, the school met its target regarding the attainment of eleven-year-olds, this being a slight improvement on the previous year's results. In mathematics, the school did not reach its challenging target; however, the number of pupils achieving Level 4 or above in the national tests was still above average. In the 2001 national science tests, results were again high.

2 Attainment in English by the end of Key Stage 2 has improved, but overall attainment in English for the present Year 6 group of pupils is average. The standard of reading is good; however, writing skills are broadly average. When reading, pupils are able to understand demanding text and they use previous learning to support their independent work. This was evident in a proof reading session in a Year 6 group. Pupils read reports, commentaries and narratives with confidence and use strategies to predict and decode unknown words effectively. Weaknesses in writing include pupils' failure to use the text to support their answers and not giving their opinions often enough. Several pupils with low levels of writing skills have entered the junior school later than the normal time for admissions. This delay has adversely affected their attainment. The school has worked hard to create initiatives to develop writing. These are proving beneficial and attainment in writing is improving.

3 In mathematics, attainment by the end of Key Stage 2 is above average and the present Year 6 group of pupils is on course to maintain this standard. Pupils have a good mathematical vocabulary and can discuss with confidence the properties of shapes such as parallelograms, trapeziums and rhombuses. Pupils of higher attainment work out mental problems in three and four parts and can understand the concept of coordinates in four quadrants. Good teaching ensures that pupils have high but realistic targets for improvement.

4 For several years, attainment in science by the end of Key Stage 2 has been well above average. Pupils use very good observational skills when identifying different parts of a flower and they can describe the properties of different materials when classifying substances as solids, liquids and gases. Pupils of higher attainment have a good understanding of more complicated concepts such as how the various organs of the body work. Good teaching and learning indicate that pupils are again on course to achieve very well by the end of the present academic year.

5 Both the National Literacy and National Numeracy Strategies have impacted positively on standards across the school. Literacy and numeracy are well emphasised within the school's broad curriculum. The targeting of mental mathematics during numeracy lessons and the placing of pupils in teaching groups according to their level of attainment for both English and mathematics are impacting well on overall attainment.

6 Throughout the school, attainment is adversely affected by the changing composition of different year groups. A significant number of pupils join the school at times other than the beginning of a key stage and many have levels of attainment which are below average. Despite this, the school has evaluated its overall performance well and is succeeding in its efforts to maintain and improve its overall good achievement.

The quality of teaching for pupils of all levels of attainment is good.

7 The quality of teaching is a strength of the school. Overall, the teaching is good and promotes pupils' progress and learning well. There has been an improvement in teaching since the last inspection.

8 During the inspection, 32 lessons were seen. In 19 of these, the teaching was good, in five lessons it was very good and in one there was excellent teaching. The remainder of the lessons were satisfactory except for one, which was unsatisfactory. There was teaching of good quality for all age groups. In the very good lessons, teachers' expectations of pupils are high and very good organisation is backed up by appropriate subject knowledge. When the teaching is good, pupils are clear about the lesson objectives; lessons are well planned, proceed at a brisk pace and are well organised to sustain pupils' interest. Less successful elements of lessons included too much time spent by pupils listening to the teacher and inappropriate discipline. The excellent teaching resulted from the teacher's total understanding of every pupil's needs, perfect relationships and outstanding planning and organisation of the lesson. Homework, although regularly given, is not consistently used by some teachers and this is a cause of concern for some parents.

9 Teachers teach literacy and numeracy well and they plan other lessons taking into account what pupils have learnt in these curriculum areas. Information and communication technology is integrated into the teaching of other subjects well. Pupils of all levels of attainment are fully integrated and have good opportunities to learn. Throughout the school, the teaching of pupils with special educational needs is very good. Each pupil has an individual education plan drawn up by the class teacher and the co-ordinator. The teaching of pupils for whom English is an additional language is satisfactory. These pupils have very recently arrived at the school and although very limited external support has been allocated, the school has worked hard to find some expert voluntary assistance.

10 The teaching of citizenship, social, moral, spiritual and cultural aspects of the curriculum is very good. Lessons and assemblies give pupils opportunities to reflect and give their opinions on a range of subjects. In an excellent lesson, in which pupils celebrated their own promises and those of other social groups and religious faiths, the teacher was able to capture the imagination and moral and spiritual values of every child.

11 Within the overall improvement in teaching since the last inspection, there has been a distinct improvement in the teaching of information and communication technology and design technology and in providing more opportunities for pupils to investigate, explore and experiment. The very youngest children are confident when using the computer's mouse to direct the cursor when dressing a teddy bear. Year 2 teachers have successfully taught pupils to produce very good designs, for example in their analysis of building a model stock car, and good teaching allows pupils to feel confident when carrying out an experiment on healthy eating. Teachers are well placed to continue the general improvement in the teaching.

Pupils enjoy school. They display very good relationships, have very good attitudes and overall, their behaviour is good.

12 Pupils are keen to come to school and they enjoy the experience. They work and play with purpose, responding to the challenges set with enthusiasm and determination. Attitudes and behaviour were good or better in nine out of ten lessons seen. Throughout the school, pupils respond well to teachers' expectations and overall, their application to work is good.

13 The school is a harmonious community. Adults and children are open and friendly but at the same time show respect for one another. Relationships between the pupils themselves and

between pupils and adults are very good. Pupils listen to each other as well as to adults with careful attention. They are willing to predict, investigate, experiment and form hypotheses, as was seen in a science lesson when pupils explained how and why they thought that water would change the weight of the various objects measured. Pupils are confident enough to express more personal feelings when this is appropriate, such as in assemblies or informal discussions with their teachers.

14 Children in the reception class come to school happily and are settled, secure and confident. They are very familiar with day-to-day routines. They behave well and are sufficiently independent to be able to choose for themselves when given a range of planned activities. They move between tasks, spontaneously working and playing happily with each other or on their own and they share resources fairly. They understand the importance of taking turns to speak and of listening carefully to the teacher. This could clearly be seen in a language and literacy lesson when the teacher, using picture clues and descriptions well to support the children's understanding of a story, encouraged them to copy her clear enunciation.

15 Nearly all pupils in Key Stages 1 and 2 enjoy school and are interested in their lessons. They respond well to praise and appreciate teachers valuing their opinions. In a religious education lesson, pupils confidently discussed their ideas on the theme of responsibility, asking the advice of both their teacher and the visiting local vicar. In most cases, pupils are capable of working both collaboratively and independently. They are able to get on with their work without interrupting the teacher and without the direct supervision of an adult. Most show good skills when problem solving and can analyse their thinking when giving solutions.

16 The school successfully promotes high standards of social behaviour. Adults provide very good role models and pupils learn what is appropriate behaviour in different situations. They are polite and courteous with adults and each other. For example, lunchtime is a pleasant social occasion; older pupils take on the role of helping younger ones and when someone falls over in the playground, others anxiously offer help and comfort. Pupils know the daily routines of the school and willingly organise resources for lessons.

17 The success of the school in promoting pupils' personal development is evident in the positive attitudes of all pupils. One parent remarked that her son 'could not get to school fast enough.' Pupils take a pride in their work and in the whole school environment.

The school monitors progress and cares for all its pupils very well.

18 The very good relationships within the school are the foundation upon which very effective systems for care and welfare are based. The manner in which the school cares for the welfare and safety of its pupils enhances their academic and personal development. A well-organised system allows the school to track pupils' progress both individually and collectively. The monitoring of standards from year to year enables purposeful targets to be set. The school analyses information from a wide range of sources, including statutory and optional National Curriculum tests and other teaching assessments, including the regular marking of pupils' work. This information, together with the professional judgements of teachers, gives the school a solid base on which to assess the strengths and weaknesses of individual pupils, year groups and the school as a whole. Systematic tracking of pupils throughout the year enables realistic attainment challenges to be formed which help the school to set targets for the National Curriculum tests for eleven-year-olds.

19 Procedures for child protection are well established and there are effective links with outside agencies, which give extra support when needed. Within the school, all staff members are properly trained and aware of the need for vigilance in these matters. Regular risk assessments and inspections deal with health and safety issues effectively. Matters concerning the safety of the building, security, first aid and welfare are all very well organised and

understood. Teachers, support assistants and mid-day supervisors all work hard to create a happy environment in which pupils feel happy and secure. There is a comprehensive personal, social and health education curriculum which provides many opportunities for pupils to talk about their feelings and matters that concern them.

20 The thorough assessment procedures within the school enable staff to identify pupils with special educational needs quickly. Pupils with learning difficulties, specific problems and indeed gifted pupils receive a very good level of support. These pupils are known well by their class teachers, all of whom are involved in devising individual learning programmes.

21 Effective measures to promote good attendance are in place and the school monitors any absence well. The systems for the improvement and management of behaviour are very good. Pupils know what standards are expected of them and together with their parents, they enjoy the rewards of various certificates, merits and awards.

The partnership with parents is effective. This has a significant impact on the standards pupils achieve, particularly in reading.

22 Parents and carers have positive views about what the school achieves for their children. Parental involvement in children's learning is good and has a significant impact on attainment and progress. From the high percentage of questionnaires returned and discussions with several parents both at the parents' meeting and during the inspection, parents appear to be satisfied with academic standards, the high expectations, the behaviour and values which the school promotes, the quality of teaching, leadership and management and that the school works closely with home. They are concerned, however, about homework and opportunities for out-of-school activities.

23 The school provides parents with a good range of information about the school and their children's progress. The school offers every opportunity for parents to become involved in their children's learning. Most play a significant part in improving reading skills when they share the task of developing reading both at home and at school. A good number of dedicated adults are regular volunteers, helping in classrooms in many aspects of the curriculum.

24 As children join the school, parents are invited to meetings at which they meet the staff, receive a prospectus and guidance about early learning and are told about the organisation of the school and the curriculum. All parents have the opportunity to attend information and curriculum meetings, together with consultation meetings with teachers at which pupils' progress is discussed. In the summer term there is an opportunity to discuss pupils' annual reports, which provide a clear picture of pupils' attainment and progress and suggest targets for future development. Parents of all pupils with special educational needs receive good information about their children's progress. There are regular opportunities for them to meet and discuss progress and if necessary to meet with outside specialists involved in their children's learning.

25 The school works hard to build productive links with parents and the community. The level of parental support has a significant impact on facilities and the resources offered by the school. Various fund-raising activities organised by the Friends' Association are very well supported, especially those that involve the children, and the group raises a considerable amount of money which is used to enhance the education of all pupils.

26 A number of parents are concerned about homework. Some feel that there is too much, others that there is too little. Since the last inspection, the school has introduced a homework policy and homework diary for pupils. Teachers give an appropriate amount and range of homework; however, there is inconsistency in both the setting of homework and the use of homework diaries. Some parents would like more extra-curricular activities for their children. Several clubs are held after school and at lunchtime and there is a satisfactory range of activities

for junior pupils; however, opportunities for younger pupils are limited.

Leadership and management are very good and are a strength of the school. There is a constant desire to strive towards greater improvement.

27 The school is positively influenced by strong and effective leadership. The newly appointed headteacher, ably supported by the very hard-working deputy headteacher and senior management team, provides a clear vision of how the school should develop and he has quickly identified areas which can be improved still further. The very good leadership and management of the school (much of it previously directed by the previous headteacher) has enabled the school to develop many strengths and successfully address the issues from the previous inspection report. The aims and values of the school are reflected in its everyday life and staff, governors, parents and pupils are clear about their roles in making the school effective within the community.

28 The governors, ably led by an experienced Chair, make a significant contribution to the life of the school. They are very well informed about all aspects of school life, recognise the strengths of their popular school and have a strong commitment to maintain the positive ethos and high standards. There is an excellent committee structure covering the areas of curriculum, personnel, finance, resources and health and safety. Monthly meetings ensure that the governing body is fully aware of areas for further development and that full and effective support can be given to the headteacher. Governors who form part of the curriculum committee are involved in lessons, observing both teaching and learning. Governor training includes courses held prior to every meeting of the governing body. The governors' role of maintaining a strategic view of the school's development has evolved effectively.

29 Good financial management and planning ensure that the budget is spent wisely. The school employs a peripatetic bursar who, together with the headteacher and administrative officer, oversees the general budget, thereby carefully planning to gain maximum benefit for the school. Through a governors' sub-committee, financial resources are linked well to the school development plan and educational priorities. The school monitors its performance well and plans effective action where possible weaknesses are evident. The school provides good value for money.

30 Thorough analysis of pupils' progress takes place and the teaching is closely monitored. Pupils' performance is rigorously evaluated against national standards and from this, priorities for future development are identified. The management role of the curriculum co-ordinators is developing well and each contributes to the very well organised self-evaluation process. Observation of both teaching and learning in English and mathematics is extensive and feedback is given to teachers.

31 The commitment to high standards, both academically and personally, is very much the key factor to the school's success. Parents are very positive about the school and recognise the very strong commitment of the headteacher, staff and governing body.

WHAT COULD BE IMPROVED

Curriculum planning and provision for the very youngest children to meet all stages and areas of learning.

32 When the children first start school, their attainment is broadly average. Teachers build on what children know and can do and initially, this enables a satisfactory level of achievement to be made for most children. Under-developed planning, however, inhibits further progress in some areas of the curriculum. By the end of the foundation stage, some children have exceeded the

early learning goals and others are still working towards them. Although these early learning goals for young children are broadly identified in teachers' planning, they are not sufficiently well used to provide a basis for children's development through the foundation stage. Planning is not detailed enough to ensure progress for all or to support high expectations.

33 At present, there is insufficient identification of the stepping stones of progress towards the early learning goals in any of the six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development. Such stages should not be age-related, but closely linked to the individual child's development. When planning does indicate the stepping stones of progress, they are often identified in specifically ranked order. This does not show details of how the needs of children of different attainment levels are to be met to give them opportunities to develop greater security and confidence in learning and thus to make greater progress.

34 Although there is a designated outside play area solely for younger children, any constructive outside work and play are incidental rather than by design. Provision for outdoor activities is in the form of free play rather than structured teaching sessions. As a consequence, children in the foundation stage have limited opportunities to develop imaginative work and play in a well-resourced outdoor environment as recommended in the nationally agreed curriculum for young children.

35 The curriculum does not include planning for purposeful activity that provides opportunities for teaching and learning outdoors as well as indoors. At present, there is insufficient scope for children to gain opportunities of high quality in which they can develop physical, imaginative and creative skills. Although they can gain the confidence and control learnt for example, from riding wheeled toys at varying speeds and in different directions, they do so in an unstructured way. They cannot plan their own routes on a road layout or have the challenge of working and playing on a range of safe surfaces. Careful planning for teaching in a well-resourced outdoor environment is needed to extend children's spontaneous play and promote self-control and self-reliance.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governing body, headteacher and staff should:

1. review curriculum planning and provision in the foundation stage of learning in order to:
 - ensure that the stepping stones of progress towards the early learning goals are fully implemented;
(Paragraphs 32 and 33)
 - ensure that provision is made for opportunities of high quality for physical, imaginative and creative development outdoors.
(Paragraphs 34 and 35)

In addition to the above issues, the following area for development should be considered for inclusion in the action plan:

- ◆ monitor the impact and effectiveness of placing pupils in teaching groups according to their levels of attainment, with specific reference to continuing the development and improvement of writing skills.
(Paragraphs 2 and 5)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	19	6	1	0	0
Percentage	3	16	59	19	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

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)	N/A	325
Number of full-time pupils known to be eligible for free school meals	N/A	58

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	51

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.5
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	16	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	15	19
	Girls	16	15	15
	Total	33	30	34
Percentage of pupils at NC level 2 or above	School	89 (84)	81 (82)	92 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	15	14	15
	Total	32	31	32
Percentage of pupils at NC level 2 or above	School	86 (86)	84 (96)	86 (98)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	30	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	18
	Girls	26	26	28
	Total	39	42	46
Percentage of pupils at NC level 4 or above	School	80 (57)	86 (74)	94 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	16	17
	Girls	24	27	27
	Total	35	43	44
Percentage of pupils at NC level 4 or above	School	71 (70)	88 (86)	90 (87)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	319
Any other minority ethnic group	4

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	2	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)	12.5
Number of pupils per qualified teacher	26.0
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	7.0
Total aggregate hours worked per week	145

Financial information

Financial year	2000/1
	£
Total income	669,548
Total expenditure	656,223
Expenditure per pupil	1,989
Balance brought forward from previous year	18,962
Balance carried forward to next year	32,287

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	1.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	325
Number of questionnaires returned	209
Percentage return rate	64%

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	32	5	0	2
My child is making good progress in school.	55	36	2	1	5
Behaviour in the school is good.	49	45	1	0	4
My child gets the right amount of work to do at home.	32	41	16	3	7
The teaching is good.	55	40	0	0	4
I am kept well informed about how my child is getting on.	43	43	8	1	6
I would feel comfortable about approaching the school with questions or a problem.	61	34	1	0	3
The school expects my child to work hard and achieve his or her best.	61	35	1	0	3
The school works closely with parents.	36	52	7	0	5
The school is well led and managed.	53	40	1	0	6
The school is helping my child become mature and responsible.	50	46	0	0	4
The school provides an interesting range of activities outside lessons.	19	44	10	6	21

The vast majority of parents supports the school and are very appreciative of what it achieves for the children. The inspectors endorse parents' positive comments. There is a satisfactory range of activities for older pupils: however, opportunities for younger pupils are limited. The school has a homework policy and an appropriate amount of homework is provided. Teachers, however, do not always apply the homework policy consistently.