

# **INSPECTION REPORT**

## **ST ALBAN'S CHURCH OF ENGLAND PRIMARY SCHOOL**

Wickersley, Rotherham

LEA area: Rotherham

Unique reference number: 106937

Headteacher: Mrs G Atkin

Reporting inspector: Mrs S E Hall  
21750

Dates of inspection: 4<sup>th</sup> and 5<sup>th</sup> June 2001

Inspection number: 192686

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Morthen Road Wickersley Rotherham South Yorkshire
Postcode:	S66 1EU
Telephone number:	01709 542878
Fax number:	01709 547950
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G. Lancashire
Date of previous inspection:	10.3.97

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21750	Mrs S. E. Hall	Registered inspector
15181	Mrs M. Hackney	Lay inspector
10638	Mr. M. Newell	Team inspector

The inspection contractor was:

Lynrose Marketing Ltd  
Bungalow Farmhouse  
Six Mile Bottom  
Newmarket  
Suffolk CB8 0TU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</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>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Alban's Church of England Primary School is situated in Wickersley, in Rotherham, South Yorkshire. There are 246 pupils on roll, which is an average size. Most pupils are of white ethnic heritage and none speak English as an additional language. The area that the school serves is generally socially advantaged and a lower than average proportion of pupils (6%) is entitled to free school meals. Ten per cent of pupils are on the school's register of special educational needs which is well below the national average, with the number having a statement of special educational need being average. Assessments carried out soon after children start school show that their attainment is above average in most areas of their development.

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

This is a good school. The pupils attain very high standards by the age of eleven in English and in mathematics and science. The quality of teaching is good with the teaching of 'booster' activities for the older pupils prior to end of year tests having a significant impact upon their achievement. There is firm leadership and efficient management and the school provides good value for money.

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

- The school enables pupils at both key stages to achieve well above average standards in English, mathematics and science.
- The good quality of teaching and careful tracking of pupils' attainment ensures that all pupils make good progress.
- The attitudes of pupils to their learning are very positive and behaviour and relationships are good.
- The school cares for all pupils well and makes very good provision for pupils with special educational needs.
- Curriculum planning is good and there is strong and determined leadership and management of the school.

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

- Standards in writing.
- The marking of pupils' work.

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

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

The school has made good progress since its last inspection in 1997 which is reflected in the higher standards that are now being achieved by pupils at the age of eleven. The good quality of teaching and leadership has been maintained and the school has extended the procedures to track pupils' attainment and prepare the oldest pupils when taking national tests. In terms of the key issues identified at the last inspection the school has ensured that statutory requirements are now met in information and communication technology. Pupils are now taught more effectively and their skills and understanding in information and communication technology are beginning to be developed more systematically. The school has developed schemes of work and assessment procedures to guide future planning and has enhanced the role of curriculum co-ordinators in the monitoring of planning, teaching and learning. The Governing Body has appointed a governor with responsibility for special educational needs and repairs have been made to exterior walkways around the school. All

of these factors make an important contribution to the continuing success of the school and there is good capacity for further improvement.

## 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	
	1998	1999	2000	2000	
English	C	A	A	B	well above average A above average B average C below average D well below average E
mathematics	B	A	A	A	
science	C	A	A*	A	

The table shows that the school's results for pupils aged eleven in the National Curriculum tests in the last two years have been high, which is a considerable improvement from previous years. A critical factor in the raising of standards has been the development of a full and well planned system of 'booster' activities in English and mathematics for all pupils in Year 6 prior to the end of key stage assessments. In 2000 standards in English and mathematics were well above the average and in science they were very high and in the top five per cent of schools nationally. When the results are compared to those of similar schools attainment in mathematics and science remained well above average and that in English was above average. Inspection findings reflect these results. Pupils' attainment in all three subjects is well above average. Writing standards however, although they are good, are not at the same high level as speaking and listening, reading, mathematics and science.

The children's attainment when they start school is above average. Pupils make consistently good and sometimes very good progress in the Foundation Stage and infant classes and by the age of seven attainment in English, mathematics and science is well above average with a good proportion of pupils achieving well. The rate of progress dips slightly in Years 3 and 4 but improves in Year 5 and very good progress is made in Year 6 especially in preparation for end of key stage assessments. The provision and support for pupils with special educational needs is very effective and as a result these pupils make good progress towards the targets set in their individual education plans. The schools targets for 84% to reach the nationally expected level in English and for a similar proportion to attain this level in mathematics were exceeded and current targets are appropriate. Pupils achieve well in relation to their abilities and they realise their full potential.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are responsive, enthusiastic and well motivated. They work hard and pupils of all ages have very good levels of concentration, which makes a significant contribution to their learning.
Behaviour, in and out of classrooms	Good. Most pupils are well behaved and polite. They co-operate well in lessons and behaviour at playtimes is usually good.
Personal development and relationships	Relationships are good. There are satisfactory opportunities for pupils to take on responsibilities and undertake personal study

	and research.
Attendance	Overall attendance is very good although in the period of inspection several parents had taken their children on holiday.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
23 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. During the inspection the teaching observed was very good in 22 per cent of lessons, good in 65 per cent and satisfactory in 13 per cent. No unsatisfactory teaching was observed. The school has successfully implemented the National Literacy and Numeracy Strategies and this has helped towards the good quality of the teaching and standards that are achieved. The best teaching is in Year 6 with consistently high but achievable levels of challenge for all pupils including the higher attaining pupils. The teaching of 'booster' activities in English and mathematics for the oldest pupils in preparation for end of key stage assessments has a considerable impact upon the standards attained. The teaching of pupils with special educational needs is good. There is some very good teaching in Year 2, in Reception/Year 1 and in the Nursery class. In the Foundation Stage, Key Stage 1 and upper Key Stage 2 pupils make good strides in their learning and this is reflected in the good progress that they make. The good quality of teaching ensures that there is little underachievement and this is reflected in the number of pupils that exceed the levels expected at the age of seven and eleven. However, the teaching of writing is not as effective as other subjects and the quality of the marking of pupils' work is inconsistent and sometimes fails to indicate to the pupils how to improve their work

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum that is broad and balanced with a particular emphasis on the provision for reading. The school makes effective use of the local community and residential visits to enhance the quality of pupils' learning.
Provision for pupils with special educational needs	The provision is of a very good standard with the support staff making a valuable and valued contribution to the progress pupils make.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The clear codes of behaviour and Christian values ensure that pupils develop a growing understanding of their moral and social responsibilities. Teachers promote the spiritual, moral, social and cultural development of the pupils well.
How well the school cares for its pupils	Good. The school cares well for all pupils and recognises and caters for their individual needs. There is an effective system for tracking the progress that pupils make as they move through the school and of setting individual targets for improvement.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong and determined leadership. Her clear vision for the school's continuing development has had a significant impact on the standards of achievement. Senior staff are generally effective in leading development in areas for which they hold responsibility.
How well the governors fulfil their responsibilities	Good. The Governing Body fully meets its statutory duties. It is well informed about the life and work of the school and governors are developing their direct role in the monitoring and evaluation of the work of the school.
The school's evaluation of its performance	Good. The headteacher and staff are developing effective systems for the monitoring and evaluation of the quality of planning, teaching and learning to identify the next stages in development. The assessment of what is working or not working well has been an important factor as to why attainment at the age of eleven has risen recently.
The strategic use of resources	Good use is made of teaching and support staff, the school accommodation and resources to enhance pupils' learning. Financial planning is of a good standard and the principles of best value are employed well when purchasing goods or services.

## 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>• That the school expects pupils to work hard and achieve their best.</li> <li>• That behaviour in the school is good.</li> <li>• Children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• A greater number and range of activities outside lessons.</li> <li>• The school working more closely with parents.</li> <li>• More information about how pupils are getting on at school.</li> </ul>

The inspectors fully endorse the positive views of parents. There is a good range of extra-curricular activities, but whilst there are good opportunities to discuss with staff the progress that pupils make the quality of pupils' reports is inconsistent. There is a quite firmly held perception by some parents that the school does not work closely with them and that their comments are not received in a positive manner. Inspectors note these concerns and that the school is actively pursuing ways to improve communication with all parents.

## **PART B: COMMENTARY**

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

**The school enables pupils at both key stages to achieve well above average standards in English, mathematics and science.**

1. The National Curriculum tests in 2000 show that standards for pupils aged 11 in English and mathematics were well above both the national average and the average for schools with similar characteristics. Attainment in science was very high and amongst the top five per cent of schools nationally. When compared to similar schools science attainment was well above average. The results of the end of key stage assessments for pupils aged seven are also well above average and show a very positive picture of achievement with a good proportion of pupils doing well. The inspection findings endorse the national test results. The school actively promotes high standards and enables pupils to achieve well. The key to the very high levels of achievement by the age of eleven is in the very thorough preparation for end of key stage assessments in English and mathematics. This considerably boosts pupils' attainment. By the time they leave school at the age of eleven pupils are attaining standards that are well above the national average in speaking and listening, reading, mathematics and science. Although standards are good in writing they are not at the same high level as reading.
2. Children enter the school with a level of development that is above average for their age. In the Nursery class and throughout the school pupils are expected to listen attentively and they do this well. The manner in which teachers value the pupils' contributions in discussions means that almost all are happy to talk about their ideas and experiences. Many have an expressive vocabulary when they start school and make very good progress in developing their speaking skills especially in the Reception and Infant classes. In Key Stage 2 pupils' speaking skills are well developed through the teachers' use of specialist vocabulary including in mathematics and science and this extends the pupils familiarity with and use of a mature vocabulary.
3. From an early age the school promotes in pupils an enjoyment of reading by providing a well organised programme for pupils to read within Literacy activities and on an individual basis. Teachers teach the early skills of reading in a structured and effective manner. This results in pupils developing a good understanding of phonics and learning a range of strategies to help with their reading, which give them confidence when they meet new words. Pupils are also very well supported in their reading at home by parents and many read widely for enjoyment.
4. As pupils move through the school their reading skills continue to be developed well and pupils have access to a good range of fiction and non-fiction texts. Key Stage 2 pupils are taught higher order reading skills that enable them to skim and scan and to search for information with confidence. These skills serve them well in end of key stage assessments when they have to read and interpret information and solve problems. By the time the pupils leave the school most read with confidence, fluency and understanding and several develop a particularly expressive style of reading.
5. Standards of numeracy are very good in both key stages. Teaching in mathematics contains a high but relevant level of challenge for pupils who make different rates of progress. Teachers provided many good opportunities for pupils to use and develop

their numeracy skills across the curriculum including some well planned activities in science and geography. Pupils of all ages are confident when dealing with numbers and through numeracy activities develop very efficient mental strategies. Teachers are very careful to phrase questions in a variety of ways to ensure that pupils gain a broad mathematical vocabulary. Other aspects of the mathematics curriculum are also taught effectively and pupils have a very good knowledge and understanding of shape, space and measure by the time they leave the school.

6. The school enables the pupils to attain high standards in science through a very well planned series of activities, which emphasise the development of experimental and investigative skills. Many pupils have an active interest and curiosity in the world around them and about why things function as they do. Key Stage 2 pupils use their scientific knowledge well to make predictions and they have a very clear understanding of how to conduct a fair test. Pupils observe things very closely and use specific scientific vocabulary well. Coverage of the National Curriculum programmes of study is very effective and ensures that the pupils have a very broad and well balanced range of scientific knowledge.

**The good quality of teaching and careful tracking of pupils' attainment ensures that all pupils make good progress.**

7. The overall quality of teaching is good which maintains the judgement of teaching seen in the first inspection of the school. This good teaching makes an important contribution to the high standards that pupils achieve; to the quality of their learning and progress made. During the period of inspection teaching was very good in 22 per cent of the lessons observed, good in 65 per cent and satisfactory in 13 per cent. No unsatisfactory teaching was seen.
8. The best teaching is seen in Year 6 where pupils including those with special educational needs are consistently provided with a high but achievable level of challenge that moves the pupils on in their learning. The teaching of the oldest pupils is very good and considerably enhances the rate of progress made in the final year in school. This enables a good proportion of pupils to achieve at levels above the average for their age. Staff have extended the school's assessment routines and have a good range of information available to support the setting of individual targets. The quality of teaching for booster classes in Year 6 has a significant impact upon the progress that all pupils make. An additional hours teaching for three mornings per week for nine weeks prior to the end of Key Stage 2 assessments advances the rate of progress made by pupils in English and mathematics.
9. Teachers have implemented the National Literacy and Numeracy strategies well and this has made an important contribution to the standards that pupils achieve. Staff plan well together. Planning is thorough and builds in a consistent and progressive manner on what the pupils know, understand and can do. In Literacy and Numeracy lessons teachers provide well planned activities that capture the interest of the pupils. Following a whole class introduction to the main activities work is often planned for different groups of pupils, which provides appropriate challenge for those with higher and lower attainment. The teaching of basic skills is good. Teachers' plan a well considered range of activities from the Foundation Stage onwards to build on and extend the children's early interest in reading, numbers and the world around them. This is maintained well throughout the school so that as pupils become fluent readers and competent mathematicians they are taught the higher order reading and mental mathematics skills.

10. Teachers make very clear to pupils exactly what they are expected to do in lessons. They use the time at the end of lessons well to discuss with pupils what they have found out and this raises the pupils' confidence when they see how they have improved a particular skill during the lesson. Teachers make very clear to pupils from the Nursery class onwards that they are expected to listen carefully, concentrate well and work hard and there are very effective sessions where pupils' efforts are praised. A particularly effective strategy with the pupils in Reception/Year 1 is to allow the pupils who have worked the hardest to tickle the class puppet which makes the pupils laugh and motivates them to try hard.
11. Throughout the school pupils are managed well. Adults and pupils show a high level of respect for one another. Pupils are confident to approach staff if they have any queries and respond with thoughtfulness and often with enthusiasm. Pupils maintain good levels of concentration so that time is used effectively in lessons and they work hard to ensure that their work is completed on time. These factors all help to create a pleasant, but purposeful working atmosphere where pupils and staff are confident and relaxed in school and there is an environment that is conducive to effective and productive learning. The teaching of pupils with special educational needs is good and teachers are well supported by the effective deployment of classroom support staff and this significantly boosts the attainment of pupils.
12. The tracking of the attainment of all pupils is good and is used effectively when setting individual targets for pupils. This has been particularly valuable in reading, mathematics and science. The assessment of pupils' progress has improved since the previous inspection of the school with the role of assessment co-ordinator being an important development in such work. Where teaching is best assessment data is well used to inform the planning of lessons and to ensure that pupils remain on course to reach the individual targets that have been identified. Pupils are fully informed of their individual targets and take pride in reaching or exceeding these in due course.

**The attitudes of pupils to their learning are very positive and behaviour and relationships are good.**

13. The school has a clearly Christian ethos and expects pupils to have a positive approach to school, to their own learning and to those around them. From an early age pupils are encouraged to treat one another with consideration and to be polite, friendly and caring to each other. There is a happy and purposeful atmosphere which makes pupils want to come to school. Parents have high expectations of achievement and behaviour, which the staff and governors fully support. Pupils are keen to live up to the expectation of the school and their families and most work hard, concentrate well and are conscientious. These very positive attitudes have a direct and significant affect on pupils' learning
14. Staff make it clear to pupils from starting school what is expected of them in terms of developing positive attitudes to work and behaving well. The school stresses the importance of self-discipline and that pupils must accept responsibility for their own actions. By the age of eleven pupils have a clear understanding of the difference between right and wrong and a good appreciation of the impact of their actions upon the well being and happiness of others. The large majority of pupils conform readily to these expectations of good behaviour and demonstrate good levels of self-discipline.

Pupils feel that there is a sense of fairness in the school and are confident that misbehaviour will be treated in a fair and consistent manner.

15. Pupils' behaviour in and around the school is good and makes an important contribution to their learning. This is exemplified in hymn practice where with the minimum of fuss pupils divide themselves into two groups to sing a hymn in two parts. Similarly in a whole school assembly the youngest children in the Nursery class behaved very well in a lengthy activity with a much more dynamic emphasis than their usual experiences in the calm environment of their own classroom. The large majority of parents who responded to the pre-inspection questionnaire believe that their children like school and that behaviour is good. Inspection findings support the views of parents with pupils being polite and happy to talk to staff, pupils and visitors. The pupils take pride in the school and are more than willing to undertake roles such as reading a chosen text in school assemblies. Boys and girls mix very well together and happily sit together in lessons and at lunchtimes. Pupils work well together and readily share ideas. This makes an important contribution to the calm but purposeful atmosphere that exists throughout the school.

**The school cares for all pupils well and makes very good provision for pupils with special educational needs.**

16. The school provides a challenging but supportive environment where pupils flourish. Pupils' well being is developed alongside their academic achievements. The school's life and work is characterised by a strong Christian ethos, which reinforces the notion of the school working together. The care of pupils is seen as important to all staff including those in support roles. The school provides effective advice and guidance to pupils, which is informed by the monitoring of their academic progress, personal development and behaviour. Central to this is the action taken to ensure pupils welfare, health and safety are assured. The school clearly transmits the understanding necessary to limit oppressive behaviour including bullying. The quality of care impacts upon pupils' learning positively by making the pupils feel secure and confident that their efforts are appreciated.
17. The school promotes the pupils' personal development effectively. Teachers promote the spiritual, moral, social and cultural development of the pupils well. The moral and social development of pupils is at the forefront of many activities with very clear expectations of pupils. Pupils are given opportunities to reflect on their own lives and experiences and on those of others, and pupils are encouraged to appreciate their own cultural traditions and the diversity and richness of other cultures.
18. The school's provision for pupils with special educational needs is very good with the program of support being more extensive than in many schools. There is a good number of staff helping pupils with special educational needs. Staff are well briefed by teachers who plan specific activities for groups of pupils to ensure that time spent with support staff is used well. Many of the support staff are highly competent in the roles they undertake and clearly add value to the quality of teaching in the school which enables all pupils to achieve well. Support staff establish a good rapport with the pupils who clearly value and enjoy the additional help they receive. Problems are identified at an early stage and a programme of appropriate support is drawn up. All pupils in Year 6, including those on the schools' register of special educational needs, are fully involved in booster activities prior to the end of key stage tests. The quality of this support makes a significant contribution to the good progress that pupils with special needs make.

**Curriculum planning is good and there is strong and determined leadership and management of the school.**

19. Curriculum planning is good. Long and medium term planning is carried out by teachers working closely together to ensure that lessons build in a continuous and progressive manner on what the pupils know, understand and can do. Planning in each subject is generally good with a specific emphasis upon the development of skills in reading across the curriculum. The school allocates more time than is usual to the teaching of English which has a direct bearing upon the very good standards reached in speaking and listening and in reading. The school development plan has rightly identified the need to further extend the teaching of writing skills.
20. Staff throughout the school work and plan closely together. The members of the senior management team with responsibility for Key Stages 1 and 2 work closely together to ensure that planning for each subject is not only good for each individual subject but relates to other subjects of the curriculum. This careful planning ensures that as the pupils move through the school they encounter a range of activities that build on what has gone before and prepare pupils for what comes after their time in any given year.
21. Staff teach lessons based on the National Literacy and Numeracy Strategies well and policies and schemes of work are regularly reviewed in the light of other national initiatives. Three staff have worked closely together in planning the full programme of support for all pupils in Year 6 prior to the end of key stage assessments. This curriculum enhancement has been welcomed and fully supported by parents and has been an integral part of raising the pupils' levels of achievement at the age of eleven. The school has a good program of extra curricular activities and makes particularly effective use of the local community and of residential visits to extend pupils' knowledge and understanding of local history and geography. This is epitomised in visits to Whitby and the Eyam, which the pupils talk about with enthusiasm and with well remembered detail.
22. The leadership and management of the school are good overall and have been important factors in the raising of standards in Key Stage 2. The positive ethos of the school, reflected in its aims, its high achievement and concern for the individual are important influences. There has been good improvement in standards and in addressing the issues identified in the previous inspection. The headteacher has a powerful impact on what the school achieves and is a strong and determined force in moving the school forward. Under the leadership of the headteacher the ideas and opinions of staff, parents and visitors are considered and this is a school that shows no degree of complacency. There is a desire to continue to improve and the school is well placed to build on its many strengths and the good quality of education provided.
23. The headteacher is well supported by the recently extended senior management team including the two key stage co-ordinators. The team meets regularly and generates ideas that become the basis for further discussions and priorities amongst the full staff. There are good procedures in place to monitor the quality of planning, teaching and learning across the school. There are plans to extend monitoring and development activities to further involve senior staff and there is scope to further extend the role of some senior staff in strategic development.

24. The Governing Body is supportive of the work of the school and plays an active part in school development planning. Some governors visit the school on a regular basis and although several work in the school, governors strive hard to be objective and fulfil their role as critical friends of the school. Governors discuss new initiatives and how they will affect the quality of education offered in school in detail and are justifiably keen to maintain the high standards of achievement. Teachers often attend governors' meetings to make presentations about curriculum developments. The Governing Body is effective in fulfilling its responsibilities, and the school has identified in the development plan the areas identified in the inspection for further improvement.

## **WHAT COULD BE IMPROVED**

### **Standards in writing.**

25. Pupils' writing is generally good but not at the same very high level as their development in other aspects of English. Most pupils have reasonable grammatical accuracy and spelling but this is not always consistently developed. Many pupils acquire a good ability to write instructions, lists and reports but not always in great depth or with full use of their wide vocabulary. Whilst some develop a neat handwriting style this is variable. Teachers do not plan a sufficiently wide range of tasks for pupils to write in depth in order to fully develop and complete a story or report. Work sheets are sometimes used at the expense of allowing pupils to develop a more imaginative style of recording their findings.
26. The school is rightly assessing what needs to be tackled to more closely align reading and writing standards. At present the writing standards are below the high level that the school achieves in reading. From an early age the pupils are taught the basic skills of writing and the importance of grammar, spelling and punctuation. The school has adopted the National Literacy Strategy well and some skills are developed in a systematic manner as pupils get older. In some classes there are good opportunities for pupils to write for a variety of audiences and purposes including the recording of science experiments and visits to places of educational interest.
27. However, although technically correct the pupils' writing on occasion lacks depth and a real sense of expression through lively use of imaginative vocabulary. Teachers do not always plan sufficient opportunities to specifically develop pupils' writing skills in depth. Whilst they emphasise the beginning of a story or report teachers do not always give sufficient guidance to ensure that pupils complete this work well. As a result, stories may start off well but then do not continue at this level and pupils do not always use sufficiently expressive language or sustain plot or characterisation over the course of their writing. Some pupils lack the determination to complete their writing at the same standard as when they started and the story fizzles out. Some good examples were seen in the inspection of pupils' writing skills being developed in other areas of the curriculum but this practice is not as consistent as it could be across the school and on occasion too many worksheets are used that stifle the pupils' individual responses.

### **The marking of pupils' work.**

28. The marking of pupils' work is inconsistent and sometimes fails to indicate what needs to be done to improve and this affects the rate of progress made in all subjects

and particularly in the further development of writing skills. Although the school has an agreed marking policy it is not used in a similar manner in each class and this prevents pupils' learning from being as effective as it could be. Teachers do not consistently identify what is effective or not about a piece of work. There are some good examples of the marking of work where indications are clearly made of what the pupils have done well and of how they could improve their work. However, on too many occasions marking is cursory and the tick given to the work fails to indicate if this is of a good standard or is simply satisfactory or correct. This is most notable for the marking of the work of pupils in early Key Stage 2 which does little and sometimes nothing to indicate how good the work is. The school's monitoring of samples of pupils' work has failed to identify the marking of work as an issue and more rigour is required in this aspect of the monitoring of teaching and learning. To further improve the quality of the marking of pupils' work there is a need to re-establish a common and agreed format for the marking of work and ensure that this is consistently applied throughout the school.

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

- (1) Improve the development of pupils' writing skills by;
  - ensuring that the necessary skills of writing are taught in a systematic and progressive manner;
  - ensuring that there are good opportunities to enhance pupils' writing skills in other areas of the curriculum.
- (2) Improve the quality and consistency of the marking of pupils' work by;
  - ensuring that the schools' marking policy is consistently applied by all teachers;
  - ensuring that all teachers clearly identify why work is good and indicate to pupils what they need to do to improve their work.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

23

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

7

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	22	65	13	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)	30	216
Number of full-time pupils known to be eligible for free school meals		16

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		33

#### 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	5
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	3.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	17	17	17
	Total	32	31	32
Percentage of pupils at NC level 2 or above	School	100 (90)	97 (94)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	17	17	17
	Total	31	32	32
Percentage of pupils at NC level 2 or above	School	97 (90)	100 (94)	100 (97)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	16	14	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	14	12	14
	Total	29	28	30
Percentage of pupils at NC level 4 or above	School	97 (87)	93 (90)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	15
	Girls	14	12	14
	Total	26	26	29
Percentage of pupils at NC level 4 or above	School	87 (80)	87 (87)	97 (93)
	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	1
Pakistani	2
Bangladeshi	0
Chinese	0
White	189
Any other minority ethnic group	0

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

**Exclusions in the last school year - 0**

	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)	10
Number of pupils per qualified teacher	25
Average class size	28

**Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	144

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	15
--------------------------------	----

*FTE means full-time equivalent.*

**Financial information**

Financial year	1999/00
	£
Total income	406,403
Total expenditure	404,188
Expenditure per pupil	1,629
Balance brought forward from previous year	11,601
Balance carried forward to next year	13,816

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

### **Questionnaire return rate**

Number of questionnaires sent out	280
Number of questionnaires returned	132

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	2	2	1
My child is making good progress in school.	57	34	7	2	0
Behaviour in the school is good.	47	48	2	1	2
My child gets the right amount of work to do at home.	39	39	12	5	5
The teaching is good.	60	32	4	2	2
I am kept well informed about how my child is getting on.	39	41	15	5	0
I would feel comfortable about approaching the school with questions or a problem.	52	35	8	4	1
The school expects my child to work hard and achieve his or her best.	53	42	2	0	3
The school works closely with parents.	31	48	16	5	0
The school is well led and managed.	39	45	9	2	5
The school is helping my child become mature and responsible.	46	46	5	2	1
The school provides an interesting range of activities outside lessons.	23	31	21	12	13

### **Summary of parents' and carers' responses**

Almost all parents believe that the school expects pupils to work hard and achieve well, that children like school and that behaviour is good. Parents would like to see a greater number and range of activities outside lessons, more information about how pupils are getting on at school and that the school should work more closely with them.