

# INSPECTION REPORT

## LAUNCESTON PRIMARY SCHOOL

Launceston

LEA area: Cornwall

Unique reference number: 111931

Headteacher: Mr M Lindfield

Reporting inspector: Stephanie Denovan  
17718

Dates of inspection: 13 - 15 November 2000

Inspection number: 193027

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Launceston Primary School Windmill Hill Launceston Cornwall
Postcode:	PL15 9AE
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Y Horn
Date of previous inspection:	11 March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Launceston Primary School is an average sized school for boys and girls aged four to eleven years old. It has 206 pupils on roll, including 17 pupils in Reception who are currently part-time. Approximately 30 per cent of pupils are from a wider area than the centre of the town, where the school is situated. Attainment on entry is below average compared with pupils of the same age nationally and the pupils' social circumstances are generally less favourable. Thirty-six pupils in the school have special educational needs. At 17 per cent of those on roll, this is below average. Three pupils have statements of special educational need, which is close to average. No pupils speak English as an additional language and there is no ethnic minority in the school. Nine per cent of pupils have free school meals, which is much lower than average.

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

Launceston Primary is an effective school where good quality teaching is raising standards from below average when the pupils enter, to above average at the end of Key Stage 2. The school is satisfactorily led and managed. Expenditure per pupil is low and the school provides good value for money.

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

- At the end of Key Stage 2, standards are well above average in English and above average in mathematics and science. National Curriculum test results show that for the last three years, mainly above average standards have been maintained in English and mathematics.
- The mainly good quality of the teaching, especially setting challenging work and teaching basic skills well, contributes strongly to the good standards attained by the pupils and their rate of learning.
- The pupils' very good attitudes, good personal development and generally good quality relationships have a positive impact on the way they learn and what they achieve.
- Provision and the quality of teaching for pupils with special educational needs are very good. The special educational needs co-ordinator and teaching assistants provide well-targeted support both in classrooms and when pupils are withdrawn; the pupils' needs are met well.
- Co-ordination for implementing the National Literacy Strategy is very good and this is helping to raise attainment in English across the school.

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

- The minority of weaker teaching at Key Stage 2, which has not improved enough since it was identified at the last inspection in March 1997.
- The standards of presentation in the pupils' books.
- The school development plan to ensure action plans focus on raising standards further, particularly in science and information and communications technology, and to ensure the developments dovetail with class target-setting plans.

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

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

Launceston Primary School was last inspected in March 1997. The school has made satisfactory improvement since that time in the good quality of teaching and standards achieved, particularly in English at the end of Key Stage 2. The school has responded to the key issues from the last report but there remain significant shortcomings. The unsatisfactory teaching identified last time is still evident. Information and communications technology is

planned but there is limited evidence of wordprocessing, use of the Internet and e-mail, combining text with graphics, database and data handling in the work seen. Systems for assessing pupils' achievements are still evolving. A particular strength now is the way pupils assess their own work through editing their writing in English. There is a new system in place to show the coverage of work by pupils in all subjects but this is of limited value in helping pupils move forward. Overall progress in monitoring teaching and learning has been satisfactory. Monitoring by the literacy co-ordinator is effective in pinpointing areas to improve; there is a well-established and valued system in place. Governors visit regularly and the headteacher monitors effectively through regular teaching and through evaluating the teachers' planning.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	B	A	A
mathematics	A	A	B	A
science	A	B	D	D

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

At the end of Key Stage 2, mainly above average standards have been maintained over the last three years in English and mathematics. Pupils achieve as well as those in similar schools (i.e. those with a similar proportion of pupils entitled to free school meals). Inspection findings show that by the age of eleven, standards in English are well above average and those in mathematics and science are above average. In the 2000 national tests at the end of Key Stage 2, the number of pupils achieving at the higher Level 5 in science was below the average level, which depressed the overall result based on pupils' average points score. Results for 2000 in English show further improvement to well above average standards because the literacy strategy is effectively in place and there have been improvements in writing and spelling. Mathematics results in 2000 are above average. Whole-school targets in English were exceeded last year and could be more challenging as the percentage of pupils attaining at the higher Level 5 has been well above the national average for two years. Targets in mathematics were slightly exceeded and are realistic. On entry to Key Stage 2, pupils achieve well; this is maintained throughout Year 3 but slows in Years 4 and 5 before accelerating dramatically in Year 6. Results at the end of Key Stage 1 in the 2000 national tests are slightly below the national average for reading and close to the national average in writing. In mathematics results are below average at Level 2 but above average at the higher Level 3. However, the results do not compare so well with schools with similar levels of free school meals, particularly in reading and writing. This is because children have below average standards on entry. From this low base they achieve well in the Foundation Stage and are on track to meet the Early Learning Goals at the end of the year. The pupils' progress slows in Year 1 and accelerates during Year 2 but even with this tremendous effort it is hard to get pupils to average standards by the end of Key Stage 1. Inspection findings show that current standards are broadly average by the end of Key Stage 1 in reading, writing, mathematics and science; this represents an improvement, particularly in English. Pupils with special educational needs across the school make very good progress and are being helped to achieve as well as can be expected.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and enjoy learning and there is an industrious atmosphere in most lessons.
Behaviour, in and out of classrooms	Mostly good. Pupils are mainly well behaved in lessons and around the school.
Personal development and relationships	Good. Pupils are willing to reflect on their relationships and they are aware of their actions on others. They show initiative and take responsibilities well.
Attendance	Satisfactory and a big improvement on the below average attendance previously. The pupils enjoy attending the school and most are punctual.

Most pupils show very good attitudes to each other and to their work in school. Behaviour and personal development are mainly good. The attendance rate in the school was below the national average in 1998/9 because more than the annual leave entitlement was taken by some pupils. Attendance is now satisfactory.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very 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 quality of teaching is good although there are inconsistencies across both key stages. The best teaching is in Years 2, 3 and 6 and in Reception. The quality of teaching in English overall is mainly very good. It is very good in Reception, excellent in Year 2 and mainly very good at Key Stage 2 although there is a small minority of unsatisfactory lessons here. The skills of literacy are generally taught well. The quality of teaching in mathematics is good overall. It is very good in Reception and good across the rest of the school with some very good teaching in Years 2, 3 and 6. The skills of numeracy are taught well. There is some very high quality teaching to pupils with special educational needs. The pace of this teaching is very good and the teacher and teaching assistants provide challenging activities well matched to the pupils' needs. The needs of the higher attaining pupils are often met well particularly at the end of the key stages. Overall, there is a suitable match of work to attainment levels for all pupils. In the lessons observed, 60 per cent of the teaching was very good or better, 95 per cent was satisfactory or better and 5 per cent was less than satisfactory. The teachers work hard to set challenging tasks and they teach basic skills well. Very good quality teaching has a positive impact on the pupils' learning. Pupils acquire new knowledge and skills and develop their understanding at a good pace and, because they are expected to put creative effort into their work, they live up to expectations. Most enjoy the challenge of finding out for themselves. Research skills, used when completing homework, are helping them become independent in their learning. However, the system of individual target setting is not yet firmly established for them to fully appreciate what they need to do to improve. Where teaching is less good, the behaviour of pupils is not focused enough on working hard and maintaining self-discipline and skills already acquired are not built on and taken forward sufficiently.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Planning is well structured with key learning objectives clearly stated. There is good implementation of the National Literacy and Numeracy Strategies. However, some literacy and numeracy lessons are too long and this restricts time available to achieve a sufficiently balanced curriculum.
Provision for pupils with special educational needs	Very good. A careful balance is achieved between supporting pupils in the classroom and withdrawing them.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good overall. Provision for moral and social development is good. Provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Satisfactory overall. The use of assessment to guide planning and the effectiveness of assessment generally are satisfactory. Procedures for ensuring pupils' welfare and safety are good.

The provision for pupils with special educational needs is very good. These pupils make very good progress. The provision for pupils' personal development, including spiritual, moral, social and cultural development, is good overall. All adults working at the school provide good role models and help pupils by reinforcing the difference between right and wrong. Good opportunities are provided for pupils to take responsibility, such as when older pupils look after younger ones in the playground. There are very good opportunities for day and residential visits to enhance the curriculum. The use of information and communications technology is not yet established enough across the curriculum. The school's links with parents are good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has a clear educational vision for the school and knows its strengths and weaknesses through regularly teaching in classes and monitoring teachers' planning.
How well the governors fulfil their responsibilities	Satisfactory. Governors meet their statutory responsibilities appropriately. They know the strengths and weaknesses of the school and support the staff in making improvements.
The school's evaluation of its performance	Satisfactory. There is some analysis of test data by teachers to set class targets but there is little cohesion between these action plans and the ones in the school development plan. This plan does not focus specifically on raising standards further or go far enough to explain how changes at classroom level will meet the targets set.
The strategic use of resources	Satisfactory. Developments are costed appropriately and there is adequate monitoring of the school's financial position by the governors and headteacher. Clear decisions were recently made to increase the number of teaching assistants; this represents money well spent.

There is sound leadership and management of the school overall. The literacy co-ordinator is very effective; her monitoring and feedback to teachers have brought improvements to the pace of lessons, independent work and plenary discussions. The principles of best value are considered and applied to the school's context satisfactorily.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children's attainment and progress.</li> <li>• Behaviour in school is good.</li> <li>• The education their children receive.</li> <li>• The attitudes and values the school promotes.</li> </ul>	<ul style="list-style-type: none"> <li>• More feedback on their children's progress.</li> </ul>

The inspection team agrees with parents' positive views. However the team feels that the school offers ample opportunities (three planned sessions annually) for parents to discuss the progress of their children with teachers.

## **PART B: COMMENTARY**

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

**At the end of Key Stage 2 standards are well above average in English and above average in mathematics and science. National Curriculum test results show that for the last three years, mainly above average standards have been maintained in English and mathematics.**

1. These results show that the school is adding a great deal of value, particularly as pupils enter school with below average standards. When comparing the results pupils achieved in national tests between 1996 Key Stage 1 and what they achieved in the 2000 tests at Key Stage 2, pupils far exceed expectations in English and they are broadly in line with expectations in science and mathematics. By Key Stage 2, it is significant that boys have outperformed girls in all three core subjects over the last three years and it is most noticeable in mathematics and science. There are good role models for boys with four male teachers (including the headteacher) at Key Stage 2 and the extensive use of non-fiction texts appeals to boys. They have high self-esteem and this raises their all round achievement. The school is providing some support for small groups of girls but it is not yet targeting improvement by girls systematically.

2. The school's results in the 2000 national tests in English for eleven year olds are well above average at both Levels 4 and 5 in relation to similar schools based both on prior attainment and in comparison with schools with a similar percentage of free school meals. Inspection findings show the school is sustaining the well above average standards. These very good standards are because teaching at the end of the key stage is very good. Results in the 2000 national tests in mathematics are above average at both Levels 4 and 5. In the 2000 national tests in science, although standards are above average at Level 4, the percentage of pupils achieving Level 5 is below average. The school must ensure that enough time is given to science in Key Stage 2 to ensure that higher attaining pupils can reach the achievement of which they are capable. The school has worked hard to maintain the mainly above average standards in English and mathematics over the last three years.

3. Results of the tests for seven year olds in 2000 are below average in reading. In writing results are close to the average but because no pupils achieved at the higher Level 3 this depressed the overall results. In mathematics, results are below average at Level 2, although the percentage of pupils achieving at the higher Level 3 are well above average and this lifts the overall results. In the teacher assessment in science results are below average. Inspection findings show that by the end of Key Stage 1 pupils are on course to achieve better results this year because of the excellent teaching in Year 2.

4. The rate of achievement for lower attaining pupils throughout the school is good overall. It is very good when pupils are withdrawn for support and when they work alongside the teaching assistants. However there are inconsistencies between the progress these pupils make across the school. Generally they achieve well in Reception and in Years 2, 3 and 6 and satisfactorily elsewhere. Individual education plans clearly identify pupils' needs, programmes of work develop their basic skills appropriately and plans are used on a regular basis to measure pupils' progress. The rate of achievement for higher attaining pupils is mainly good across the school because pupils are grouped by attainment within classes. Where tasks are challenging, particularly at the end of both key stages, these pupils do very well. This was seen in a Year 6 lesson, where pupils improved the flow of their written reports by producing more complex sentences. The school has planned to identify a number of pupils who are gifted and talented. It is important to make progress with this as there are some very able pupils, for example in the current Year 2, who require extension work in mathematics.

5. Children enter the school with below average standards. The school admits children three times a year in line with the Local Education Authority's policy. There is a significant difference in attainment between the children who started full time in September 2000 and those who currently attend for only half a day. This is because children make rapid progress in Reception and achieve well. The oldest children are in line to achieve the Early Learning Goals in this Foundation Stage by the end of Reception. The younger ones are currently a long way off achieving those goals. It is also difficult to see how children who enter as late as Easter next year will be ready for the National Curriculum in Year 1 as they are coming from such a low base. The oldest children make very good progress with basic literacy and numeracy skills. Good opportunities are provided for all children in Reception to listen carefully to music and stories and they grow in confidence when encouraged to share their experiences in front of the whole class. The youngest children find listening and concentrating very hard. They enjoy sharing books and talk about events in the pictures. From the teacher modelling letter formation in the air and multi-sensory activities using plasticine, playdough and drawing left and right patterns in sand, children make good progress with writing skills. The oldest children have made very good progress in mathematics and they are already working within National Curriculum levels for number. They all recognise numbers to five and about half of them can count to ten. Most can take away one or two mentally from a single digit number and give an accurate answer. Baseline assessment data confirms that about 75 per cent of children find listening, writing and creative skills difficult.

6. In English, pupils' progress slows down in Year 1 because of the quality of teaching but by the end of Year 2 they have made rapid progress in speaking and listening and achieve well. They confidently recall events in a sequence, such as when communicating their ideas about laundry days in Victorian times, following a visit to the local museum. They try very hard with role-play and show good expressions when recreating a Victorian washing day. Phonics is taught well to all children, which results in pupils pronouncing sounds accurately. A huge emphasis is given to both guided reading and writing throughout lessons and this is helping to raise standards. There is some good poetry in Year 2, such as, '*The Noisy Town*' - *High heels tapping, bicycles screeching...* and good diary writing, which shows an awareness of audience and expresses feelings - *I miss you Sophie...* By Year 6, pupils have built on these basic skills well but there are inconsistencies in the rate of pupils' progress across Key Stage 2. On entering Year 3, the good performance achieved in Year 2 is built upon and sustained. Progress slows throughout Years 4 and 5 and picks up well in Year 6. In Year 3, pupils develop good habits of using a writing sequence that highlights composing, revising, editing, publishing and evaluating. In a very good lesson seen, the teacher modelled guided writing of a playscript which enabled pupils to achieve well by the end of the lesson. In this class, there is some good quality writing on volcanoes and autumn, and good examples where pupils' writing has improved by revising and redrafting. Writing journals in Year 4 encourages children to write accurately at length and story frames are used well to support emerging ideas. Pupils are making satisfactory progress with editing skills, such as in the lesson seen in the computer room using the 'Publisher' program. When writing a newspaper article they can cut and paste sections, organise and present their work appropriately. By Years 5 and 6, pupils can work out the tense of verbs and understand the features of non-chronological writing. Pupils refine their writing and know how to make it flow better and connect sentences and clauses.

7. In mathematics, by Year 2 the large majority of pupils are on track to produce average standards. Even by this stage, boys are beginning to out-perform girls. The majority of pupils enter Year 1 already launched into the National Curriculum, but achievement slows because the quality of teaching lacks the pace and rigour needed for the good rates of progress to be sustained. Pupils are not sufficiently challenged to do better. Higher attaining pupils do not yet have the confidence to add and subtract mentally numbers up to 10; they needed equipment to help them. Thus achievement is below what is expected. In Year 2, pupils understand that multiplication is repeated addition and they can count in twos, fives

and tens up to 100 and recognise number patterns well. They are learning to use correct mathematical vocabulary. Due to the well-planned and closely-focused teaching in this year group, pupils make very good progress and have accelerated away from the slow pace of the year before. By Year 6, standards are above average and pupils achieve well in relation to their prior attainment. They make good progress in Year 3, satisfactory progress in Years 4 and 5 and very good progress in Year 6. In Year 3, pupils solve problems by choosing the appropriate number operations and calculation methods; this work is built on and extended in Year 4 and pupils can solve money and real life problems involving multiplication and division. By Year 5, pupils make satisfactory progress with understanding analogue and digital time recording. However, what pupils can achieve is not reflected in the generally poor standards of presentation in their books. By Year 6, standards are above average and the very high expectations of pupils are the key to good gains in learning. Pupils can add and subtract two digit numbers mentally but were challenged to achieve additions, such as  $780 + 390$ .

8. Attainment in science is broadly in line with expectations at Key Stage 1, and above those expected at Key Stage 2. This represents an improvement on the results of the national tests in the Year 2000 where the percentage of pupils achieving at the higher Level 5 was below average. By the end of Key Stage 2, only seven per cent of curriculum time is spent teaching science; this is not enough to ensure that higher attaining pupils reach the achievement of which they are capable. By the end of Year 2, weekly science lessons ensure pupils cover a wide range of work, including senses and the food we eat, road safety, life cycles and electricity. Pupils are gaining the skills of scientific enquiry well. By the end of Key Stage 2 pupils have made good progress and their work shows they have gained significant skills. They reflect on their practical work well through work, such as 'Factors which could have affected results', in their work on forces. They draw out good evaluations from their experiments, such as when testing elastic bands, 'for every 100g weight added it stretches 5mm more'. Well-marked work challenges pupils to achieve further, such as 'what would it stretch by if you put 50g on each time?' Pupils make good predictions when experimenting with solids dissolved in water and they understand the processes of filtering and evaporation. Pupils have good ideas to explore in their investigations and take responsibility for their own learning well.

**The mainly good quality of teaching, especially setting challenging work and teaching basic skills well, contributes strongly to the good standards attained by pupils and their rate of learning.**

9. The quality of teaching is mainly good throughout the school but it is inconsistent in its range from excellent to unsatisfactory. Excellent teaching occurs at Year 2 and consistently very good teaching can be seen in Reception, Year 3, Year 6 and with the co-ordinator for special educational needs. There is very good or better teaching overall in 60 per cent of lessons. This represents a big improvement from when the school was inspected in March 1997. A strong feature of the teaching is clear planning and specifically targeted learning objectives, which are shared with pupils, for every lesson. The school is still trialling methods of assessing and recording pupils' work that will show individuals how to improve and point the way forward for future teaching. In Reception, teaching is consistently very good and this ensures pupils achieve as well as they can in the time they are there. The teacher has a good knowledge of teaching basic skills, high expectations of how pupils will learn, and good questioning skills, and there is a careful pace to build on growing skills. The teacher has effective strategies for encouraging good behaviour. There is a very good balance between class, group and individual activities and ongoing assessments of children's performance shape the teaching well. Throughout all teaching here, social skills, such as respect for one another, are reinforced. Teaching shows much necessary repetition and reinforcement of basic ideas. Very good opportunities are provided for developing pupils' speaking and listening skills, such as sharing their experiences. This helps them to grow in confidence rapidly. The skills of writing are taught well from gradual letter formation to writing their own sentences. Planning is thorough and uses a combination of the Early Learning Goals for the

Foundation Stage and Level 1 of the National Curriculum. The needs of all pupils are met well because there is closely-targeted support for individuals from teaching assistants, parents and students.

10. There is a huge variation in the quality of teaching between the two classes at Key Stage 1. In Year 1, teaching is broadly satisfactory, although the teacher has insufficient strategies to manage pupils' behaviour for them to always remain on task. At times the learning objectives are not clear and this results in a lack of challenge. Consequently, pupils' progress is not as rapid as it needs to be. However, the teacher has a calm and supporting manner, planning is thorough and evaluations shape future teaching well. In Year 2, the quality of teaching is of a very high standard. Planning is excellent. Clear learning objectives and thorough organisation for all groups ensure learning is rapid. In an excellent English lesson, the teacher built on pupils' previous knowledge of vocabulary to sequence a story. The teaching of phonics is pervasive, and pronunciation is reinforced at every opportunity. Fussing is kept to a minimum, pupils are well supported and their self-esteem grows. Pace is excellent; everything is designed to get the maximum from the time available. Resources are used very well to carefully structure activities to support pupils' learning. Activities, such as role-play following a museum visit, both challenge and inspire pupils, and as a result they apply creative effort to their work. Pupils here sustain concentration throughout lessons and are challenged to think and learn for themselves.

11. At Key Stage 2, consistently very good teaching is seen in Years 3 and 6 and broadly satisfactory teaching elsewhere, although occasionally there are shortcomings in some lessons which mean a small minority are unsatisfactory overall. A strength is the clear learning intentions shown in planning, which are shared explicitly with all children across this key stage. This enables pupils to understand the sequence of their learning. However, not all teachers evaluate their planning sufficiently to inform future teaching. In Years 3 and 6 there are very high expectations of pupils' achievements and a rigour and intolerance to accept trite answers. Consequently, pupils are pushed hard to achieve their very best. In Year 3, where pupils have a weakness in composing their writing, they are supported fully by the teacher and teaching assistant. Lessons begin with a revision from last time and techniques, such as deliberately making mistakes with punctuation when writing on the board, keep pupils alert and well motivated. The teacher explicitly seeks pupils' ideas to support other groups. In a very good mathematics lesson in Year 3, the teacher gave pupils various strategies for solving problems and identifying the sort of calculations needed, and tasks were well matched to pupils' levels of attainment. In Year 6, there is some very good teaching to groups, such as in the lesson seen on using spreadsheets in mathematics. Very effective questioning and challenging tasks in English enable pupils' learning to be very good, which in turn is producing very good standards. Homework is used well to reinforce and consolidate class work.

12. In Years 4 and 5 the quality of teaching is broadly sound but there are significant shortcomings which need improving. In mathematics lessons, good features include developing pupils' use of vocabulary, good resources, clear planning and good use of teaching assistants. There are shortcomings in the pace of the lessons; at times the mental calculation sessions are overlong and restrict the time for group work. Relationships between teachers and pupils are at times strained. This is because, in one case, the teacher needs to spend an inappropriate amount of time reprimanding pupils to keep them on task, and in the other, instructions are over-prescribed, work cannot be completed within the allocated time and this inhibits pupils' ability to take responsibility for their own learning. In English lessons, and elsewhere, good features include the help teachers give pupils to overcome difficulties, such as when helping them to cut and paste and edit their work on the computer. However, there are shortcomings when pupils cannot see the texts used from the back of the class, when individual copies are different to the big book and when the school's behaviour policy is not adhered to. At times, the pace of lessons is too slow and pupils' prior knowledge, skills and understanding are not built on significantly.

**Children's very good attitudes, good personal development and generally good quality relationships have a positive impact on the way they learn and what they achieve.**

13. In 75 per cent of the lessons seen pupils' attitudes were very good, and, overall, were never less than sound in any lesson. In Reception, children's attitudes are good overall although a few of the youngest find it difficult to sit still and listen. The teacher's quiet insistence that they concentrate is enabling them to make rapid progress in learning, and the oldest children have already developed very good attitudes to their work. There is a very smooth start to the day and the youngest children leave their carers readily. They are keen to share their experiences and speak out in a familiar group well. Children form good relationships with their friends and adult helpers. They largely take turns well and are developing their skills of independence by selecting activities and resources independently. Children's confidence is growing steadily and they show a developing respect and care for each other.

14. Within Year 1, pupils' attitudes are sound overall. The large majority of pupils are attentive and interested in the lessons although a few quickly stray off the tasks. Some lessons, such as physical education and mathematics are overlong, and this only adds to a few pupils' restlessness. The large majority of children are well behaved. A few do not always listen as carefully as they should and need constant repeating of instructions to achieve satisfactorily. Pupils in Year 1 enjoy their mathematics work, particularly the use of small white boards for calculations. By Year 2, pupils' attitudes to their work are exemplary. Here they are keen, interested and sustain concentration throughout the whole lesson. Their behaviour is excellent because it is managed skilfully and they are clear about what is expected of them. Ample opportunities are provided for pupils to reflect on their learning and understand their feelings. Pupils here are taught to listen to each other well and respect each other's views. They show initiative and enjoy taking responsibility for their own learning through activities such as writing as many words that include the 'ar' sound on a wipe board. They try hard and made useful suggestions in a history lesson when studying museum artefacts about what could be put inside an old fashioned iron to heat it. Pupils demonstrate their involvement by readily bringing research books from home to share with the class. Daily routines are well established and at the end of the day pupils stack chairs and clear away with the minimum of fuss.

15. By Year 3, pupils' attitudes are very good and they are very well settled during their independent work. This enables the teacher to teach effectively to small groups. During whole-class teaching, pupils are attentive and behave well and concentrate throughout all lessons. There is a good work ethos in this class and pupils reflect on their ideas well. Evidence of this was seen in a good lesson where pupils applied their ideas well to understand how to record different characters' dialogue in script writing. In mathematics, pupils work collaboratively and concentrate well despite the lesson being too long. Pupils' ability to work well with each other extends to Year 4, where attitudes are good overall and the pupils' behaviour is good throughout lessons. These children show perseverance when working on problem solving in mathematics, and they have the determination to achieve. They try hard and maintain momentum, although the mathematics lesson was over long. When working in the computer room, pupils support each other well and work co-operatively in groups. They take it in turns to enter data and suggest ideas for editing each other's work.

16. By Year 5, pupils' attitudes to learning are mainly satisfactory, although a significant minority of pupils challenge the teacher. Pupils work better when taking part in group work; their interest and motivation wavers during whole-class work, particularly when they have covered similar work before. By the end of Year 6, pupils' attitudes to their work are very good and they behave very well in class and around the school. The oldest pupils work very hard and they support each other even when mistakes are made. Pupils respect their

teacher and value the support he gives in moving their learning forward. They are keen when working in whole-class, group work and individually; they settle down quickly and work very hard. Pupils have very good listening skills and are keen to give very detailed explanations in response to the teacher, such as when giving a detailed sequence of events in their non-chronological writing. Older pupils take responsibility for younger ones in the playground and befriend and support those feeling unhappy.

**Provision and the quality of teaching for pupils with special educational needs are very good. The special educational needs co-ordinator and teaching assistants provide well targeted support both in classrooms and when pupils are withdrawn; pupils' needs are met well.**

17. Pupils who receive extra support in English from the special educational needs co-ordinator make very good progress with phonics, spelling and writing, in line with targets in their individual education plans. There are 36 pupils on the special needs register; almost 50 per cent of them are at Stage 1 of the Code of Practice. The special educational needs co-ordinator is part-time and supports small groups of pupils both in the classroom and by withdrawing them. The provision made for these pupils and the quality of teaching are very good. For example, a small group of girls are withdrawn on Monday afternoons for catch-up phonics work. This lesson was extremely well planned and the teacher did not waste a minute of the 30-minute session to develop the girls' listening, speaking and writing skills. The teacher has very good knowledge about how to teach basic skills, and pupils made very good progress with initial, medial and end sounds in words. The phonics game chosen to reinforce the blending of sounds motivated pupils because it was fast-paced and exciting. The teacher expects the most of these pupils and praises their efforts constantly. As a consequence, their learning is rapid. Children are challenged to think hard and make very good progress with spelling. A particular strength of teaching is that the teacher gives pupils a number of different activities to consolidate their learning through practice. These range from saying the final sounds from flash cards, to games and then using the computer. The teacher encourages pupils to be self-critical in their work. Relationships between the teacher and groups of pupils are very good. The teacher always starts from what pupils already know and builds their learning systematically.

18. The register of pupils with special educational needs is updated regularly. Individual education plans for pupils with special educational needs are of good quality. Both class teachers and teaching assistants have immediate access to these plans in classrooms, and work hard to provide tasks well matched to needs to help pupils meet their targets. A small number of pupils have individual behaviour plans, which appropriately focus on modifying behaviour. The co-ordinator has contributed an action plan for special educational needs into the school development plan. Two main areas of development include updating the policy and identifying pupils who are gifted and talented. When pupils are withdrawn for support work, care is taken to ensure, where possible, they do not miss vital parts of other lessons. For example, in Year 2, pupils go out for text level work and return for word level work.

19. The section of the resources area where the co-ordinator for special educational needs works is well organised, and provides a stimulating print-saturated environment. Pupils enjoy their support lessons. The quality and range of resources to support these pupils are good. The school provides more money than that allocated for special educational needs from its own resources. There is a newly formed team (since September 2000) of teaching assistants who support pupils mainly in classrooms. The decision by the headteacher and governors to fund these four extra teaching assistants to support these pupils is a wise one. These assistants work closely with teachers to discuss how pupils' needs can best be met. They have detailed planning files, are well briefed by teachers about lessons and record detailed observations about pupils' progress at the end of each day. Teaching assistants meet with the headteacher on a regular basis and feel well valued by the whole school team.



**Co-ordination for implementing the National Literacy Strategy is very good and this is helping to raise attainment in English across the school.**

20. The co-ordinator for literacy is based in Year 2 but she has been instrumental in ensuring the National Literacy Strategy is in place and being implemented well across the whole school. The co-ordinator has disseminated her training and led well. Many staff have attended training due to her leadership. Following training to implement the National Literacy Strategy an audit was completed and two main areas of focus became apparent - to improve standards at Key Stage 1 and spelling at Key Stage 2. This year the focus is on improving writing across the school. Weekly writing workshops are helping to raise attainment in writing by the end of Key Stage 2. Due to below average standards on entry to the school, the raising of standards at Key Stage 1 will be necessary to focus development for a considerable number of years yet. Regular monitoring by the co-ordinator ensures she knows the strengths and weaknesses of the implementation of the literacy hour, and she is well placed to improve them further. For example she has monitored everyone's literacy lessons three times and takes a different focus each time. The plenary has improved as a result of both oral and written feedback from the co-ordinator, and when the need for more independent work was highlighted, this improved too. The co-ordinator works closely with the governor responsible for literacy to discuss progress with the action plan. The co-ordinator has ensured that a wide range of literacy activities continues, such as book fairs, Readathon and visiting storytellers.

21. Every year, teachers of each receiving class get together to plan targets for each class. Not all these targets are specific enough to track improvements. For example, the one for Year 5 English says 'improve Level 2 writing skills, improve writing skills of children that have not made significant progress since Year 3'. It is unclear what percentage of pupils needs to be raised to which level. The success criteria, because they are not quantifiable, are imprecise. The co-ordinator has submitted an action plan for the school development plan but it is difficult to track the connection between class targets and this action plan. This lack of cohesion between documents means that the school development plan has shortcomings as a tool for improvement. For example, the action plan for literacy makes no mention of raising standards. The attainment of boys and girls in English by the end of the school shows little differences. Boys have improved their reading as a result of using non-fiction texts extensively and this has helped to raise their all round attainment. Each child has a formative record sheet for assessing progress to date but this merely records work covered. Some staff feel that this is limited in helping them to move forward. These record sheets are used well at parents' meetings to set targets for pupils.

22. Teachers' planning within the school is generally good. The co-ordinator has ensured that the *Progression in Phonics Scheme* is used mainly in Key Stage 1 and the *Additional Literacy Scheme* is in place at Years 3 and 4. The *Grammar for Writing Programme* will be taught in Years 5 and 6. The co-ordinator has seen a good balance of word, sentence and text level work and well-planned plenaries. For example, during inspection in Year 6, the plenary was well focused on the learning objectives and guidance was given on improving the style of writing, which culminated in good features of a report. Teachers generally have good subject knowledge of the requirements for teaching the literacy hour. The school has worked hard with other local schools to agree a standards bank for awarding National Curriculum levels to pupils' work. The policy for English is clear and has been updated since Curriculum 2000. There are useful booklets for parents to support their child's reading, writing, spelling and phonics work at home.

## **WHAT COULD BE IMPROVED**

**The minority of weaker teaching at Key Stage 2, which has not improved enough since it was identified at the last inspection in March 1997.**

23. The quality of very good teaching has improved since the last inspection, although a minority of unsatisfactory lessons remains. Two of the characteristics of the unsatisfactory teaching identified in March 1997, such as a lack of discipline and control and unclear explanations have improved slightly but they still hamper the progress pupils make, and in this respect progress has not been good enough.

24. There are shortcomings in teaching when:

- in English, pupils cannot see the texts used from the back of the class and when individual copies are different from the big book used;
- the school's behaviour policy is not applied consistently;
- the pace of lessons is too slow;
- pupils' prior knowledge, skills and understanding are not built on systematically;
- pupils are unsure how to complete the tasks;
- relationships between teachers and pupils are tense;
- the teacher needs to spend an inappropriate amount of time reprimanding pupils to keep them on task;
- the mental calculation sessions are overlong and restrict the time for group work;
- instructions are over-prescribed and work cannot be completed within the allocated time;
- pupils are not expected to take responsibility for their own learning.

### **The standards of presentation in pupils' books.**

25. Throughout the school not enough priority is given to high quality standards of presentation in written work. It is rare to see pupils writing in ink in their books. This is reserved for copying out best work for the classroom wall, such as that seen in Year 4. Teachers do not encourage pupils to use a cursive script from the earliest opportunity and they do not always model a cursive script when writing on the board. This is a contributory factor as to why no pupils have attained Level 3 in writing over the last two years at Key Stage 1. The standards of high quality written presentation vary too much across classes. The work on display in classrooms is generally presented better than work in pupils' books. A significant number of pupils do not take enough pride in their work.

26. In Reception, the oldest children are beginning to show care in their work and annotations by the teacher are useful to show the progress children make. In Year 1, there is an overuse of worksheets and some of the work is of a low level. There is little evidence of informative comments by the teacher to improve the presentation of this work. The presentation of work at Year 2 is better and pupils are generally working neatly. The school has a useful editing policy for pupils to self-correct their work. However, when teachers mark work they do not necessarily adhere to the same policy, which is confusing for pupils. In Year 3, there is evidence of homework sheets but these are not dated so it is difficult to track pupils' progress systematically. There is some evidence that in Year 4 neat presentation is encouraged as work becomes neater over the course of the term. In Year 5 there is some poorly produced work; it is not always dated, pieces do not follow on in books on consecutive pages and pupils do not remember to title and underline their work. However, in this class there is some well-marked work with comments to help pupils move forward. In Year 6 there is some good marking to aid pupils' progress but there are inconsistencies in the use of dates and rulers to divide up the work, particularly in mathematics.

**The school development plan to ensure action plans focus on raising standards**

**further, particularly in science and information and communications technology, and ensure the developments dovetail with class target-setting plans.**

27. The Foreword of the school's three-year strategic plan emphasises the importance of continual progress in raising standards. However, the action sheets for literacy, mathematics, science, information and communications technology, history, physical education, and geography do not show precisely how targets will raise standards. For example, a target for mathematics says, 'Improve SATs and optional SATs results across year groups'. As a target, this is imprecise and does not explain exactly where the improvements need to be. The action points do not explain what needs to happen differently at classroom level for raising attainment in mathematics. The plan's strength is that it has involved all staff and parents through an audit of needs. The overview at the front of the plan shows how developments are linked to the budget appropriately within six areas: curriculum, community, staffing, management, parents and governors.

28. In a separate document called *Target Setting Class Action Plans - Literacy Targets* each class has separate action planning sheets for literacy and numeracy and, occasionally, one other, for example, to improve pupils' behaviour. There is little coherence between this document and the school development plan, which hampers the plans as tools for improvement. Class action plans are constructed jointly between the receiving and previous teachers at the end of the year. However, in this system, the Year 6 teacher has a target to improve the behaviour of pupils. This is not needed as the behaviour of these pupils with the current Year 6 teacher is very good.

29. The target for literacy in the school development plan mentions the importance of the focus on writing but does not contain the whole-school target for raising attainment. Over the last two years the school's literacy targets have been exceeded both at levels 4 and 5 and those set could be more challenging. The success criteria for literacy are specific enough to be measured, for example, 'developed interest in reading, writing and literacy skills highlighted in display', but they do not focus on raising attainment in reading and writing, particularly at Key Stage 1 where it is needed.

30. The targets for mathematics in the school development plan do not relate to the success criteria sharply enough. For example, one of the success criteria says, 'Agreement of scheme to be purchased after classroom trials'. Yet this is not mentioned in the targets and there appears to be confusion as to whether teachers want a scheme at all. The success criteria need to show how the targets can be measured, rather than being a checklist of actions completed, so that evaluation can point the way forward.

31. Within the school development plan, mathematics and science plans do not mention the need to raise the attainment of girls. By Key Stage 2, boys have outperformed girls in all three core subjects over the last three years but this is most noticeable in mathematics and science. The school has not monitored its data by gender rigorously enough. Plans for science do not give sufficient focus to raising standards for higher attaining pupils or ensure that the time allocation for the subject enables it to be taught thoroughly. There are insufficient plans to ensure information and communications technology is taught systematically across the curriculum to enable pupils to achieve standards of which they are capable. The teachers and the headteacher know the strengths and weaknesses well in the school. The dissemination of good practice, such as watching each other teach at Key Stage 1 and in the Foundation Stage, is good but adequate steps to overcome the weaknesses now need to happen.

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

In order to improve standards and the quality of education further, the governing body, headteacher and staff need to:

### **1. Improve the minority of weaker teaching at Key Stage 2 by:**

- applying the school's behaviour policy consistently to ensure pupils receive sanctions fairly;
- building on the skills pupils already have;
- quickening the pace of whole class teaching and ensure it is not overlong;
- ensuring resources and activities support pupils' learning and allow them to become independent learners.

(See paragraphs 11, 12, 15, 16, 23, 24)

### **2. Improve the standards of presentation in pupils' books by:**

- encouraging the use of a cursive script as soon as pupils are ready;
- expecting pupils at Key Stage 2 to work in ink;
- monitoring pupils' books more carefully for high standards of presentation and ensuring work shows the date and title and is marked appropriately;
- rewarding good standards of presentation.

(See paragraphs 7, 25, 26)

### **3. Improve the school development plan by:**

- ensuring initiatives are well focused on raising standards;
- dovetailing its developments with the class target-setting plans;
- analysing data by gender and raising the attainment of girls across the school, particularly in mathematics and science;
- including plans to develop the use of information and communications technology across the curriculum to raise standards;
- including plans to raise standards in science for higher attaining pupils;
- ensuring targets and their success criteria are precise.

(See paragraphs 1, 21, 27, 28, 29, 30, 31)

## PART C: SCHOOL DATA AND INDICATORS

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

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

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	50	10	25	5	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)		197
Number of full-time pupils eligible for free school meals		19

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		3
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	9
Pupils who left the school other than at the usual time of leaving	9

### Attendance

Authorised absence 1999/00 data	%
School data	4.8
National comparative data	5.2

Unauthorised absence 1999/00 data	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	12	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	11	12	12
	Total	23	24	24
Percentage of pupils at NC level 2 or above	School	79 (82)	83 (79)	83 (85)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	12	12	12
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	83 (82)	83 (85)	83 (88)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	19	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	19
	Girls	13	10	12
	Total	30	27	31
Percentage of pupils at NC level 4 or above	School	91 (76)	82 (91)	94 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	19
	Girls	13	12	14
	Total	31	30	33
Percentage of pupils at NC level 4 or above	School	94 (79)	94 (91)	100 (100)
	National	70 (68)	72 (69)	80 (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	0
White	176
Any other minority ethnic group	0

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

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

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	23
Average class size	29

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

Total number of education support staff	7
Total aggregate hours worked per week	115

### ***Financial information***

Financial year	1999/2000
	£
Total income	387366
Total expenditure	389184
Expenditure per pupil	1976
Balance brought forward from previous year	29960
Balance carried forward to next year	28142

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

### **Questionnaire return rate**

Number of questionnaires sent out	204
Number of questionnaires returned	45

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	2	2	0
My child is making good progress in school.	48	43	2	4	4
Behaviour in the school is good.	41	48	6	0	6
My child gets the right amount of work to do at home.	17	65	13	0	6
The teaching is good.	56	33	4	2	6
I am kept well informed about how my child is getting on.	22	63	11	2	2
I would feel comfortable about approaching the school with questions or a problem.	67	28	6	0	0
The school expects my child to work hard and achieve his or her best.	50	44	0	2	4
The school works closely with parents.	30	46	17	2	6
The school is well led and managed.	48	35	9	0	7
The school is helping my child become mature and responsible.	46	44	2	0	7
The school provides an interesting range of activities outside lessons.	26	39	17	2	17

### **Other issues raised by parents**

Only one written comment was received from parents and this referred to the enforcement of wearing school uniform.