

# INSPECTION REPORT

## **HOLDEN LANE PRIMARY SCHOOL**

Stoke-on -Trent

LEA area: Stoke- on -Trent

Unique reference number: 124021

Headteacher: Mrs H Leek

Reporting inspector: Mr G J Yates  
2465

Dates of inspection: July 9 - 10 2001

Inspection number: 194126

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 - 11 years

Gender of pupils: Mixed

School address: Ralph Drive,  
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Stoke- on- Trent,  
Staffordshire.

Postcode: ST1 6JS

Telephone number: 01782 234890

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Appropriate authority: The governing body

Name of chair of governors: Mr A Brindley

Date of previous inspection: March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Holden Lane Primary is an average size primary school, situated on the outskirts of Stoke-on-Trent. There are 222 boys and girls on roll between the ages of four and eleven and twenty-seven children in the nursery. The socio-economic circumstances of the pupils are well below average, almost all pupils are of white ethnic origin and no pupils speak English as a second language. The proportion of pupils with special educational needs is broadly average at 17 per cent. Four pupils have a statement of their need. The percentage of pupils who are known to be eligible for free school meals is well above that found in most schools. Pupils' attainment on entry is well below average.

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

This is an effective school that provides a good quality of education. The headteacher provides very good leadership. Pupils achieve well because they work hard and teaching is good. Standards of attainment at the end of Key Stage 2 have improved significantly in the last four years. The school uses its resources well and provides very good value for money.

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

- Pupils make good progress overall and achieve above average standards in English and very high standards in mathematics and science when compared with similar schools.
- The leadership and management are good.
- The overall quality of teaching is good.
- The school cares effectively for its pupils. Procedures for child protection, pupils' welfare, behaviour management and attendance are very good.
- The provision for pupils' spiritual, moral and social development is very good. The provision for pupils' cultural development is good.
- Very effective displays of children's art create a stimulating learning environment.

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

- Pupils' use of their writing skills in history, geography, religious education and science.
- The use the school makes of assessment information to set targets for pupils to improve even further.
- The opportunities provided for curriculum co-ordinators to monitor standards and the quality of teaching in their subjects.

The school has already identified these areas as being in need of development.

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

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

There has been a very good level of improvement since the school was last inspected in March 1997. The key issues identified have been effectively resolved. The school's aims have been redefined and now provide a greater focus on raising standards. Standards of attainment in English, mathematics, history, religious education and information and communication technology have risen. Schemes of work have been developed for all subjects and curriculum planning is good. However, the school is not using assessment information to inform future developments in subjects and to target individuals and groups of children. Curriculum co-ordinators are not fully involved in the monitoring of the curriculum. Legal requirements with regard to the teaching of religious education are fully met. There is now in place an effective distribution of responsibilities among teachers. Inspection evidence shows that the weaknesses in the quality of teaching found at the time of the previous inspection have been fully addressed. The school has good systems in place to ensure best value for money when purchasing equipment.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	D	D	B
Mathematics	C	C	A	A*
Science	B	B	A*	A*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

As can be seen from the table above, over the last few years there has been a significant improvement in the standards pupils attain in mathematics and science in the end of Key Stage tests for eleven year-olds. The year 2000 results in science were amongst the top five per cent in the country. Standards in English are below average when compared with all schools nationally because not many pupils attain higher than the expected level. When compared with the results found in similar schools standards in mathematics and science are very high and well above average in English. The school exceeded the targets set in mathematics and English in the year 2000. It has recently received an excellence award from the Department of Education and Skills in recognition of its very good results.

Inspection evidence shows that the high standards in mathematics and science have been maintained with the current year group. Pupils' achievements in English are broadly average with a good improvement on the number of pupils attaining above the expected level. Pupils' achievements in all other subjects are in line with those found in most schools by the age of eleven. The school is in line to exceed the targets it has set for 2001.

Numeracy and literacy skills are taught well but pupils are given insufficient opportunities to use their writing skills in other subjects such as history, geography and religious education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school and are keen to talk about it. They concentrate well and work hard in lessons.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around school. Playtimes and lunchtimes are pleasant, social occasions when pupils play amicably together.
Personal development and relationships	Very good. The school is very successful in developing the social skills of its pupils. Relationships are very good. Pupils undertake duties sensibly.
Attendance	Below average. Attendance has shown a slight improvement from that found at the time of the previous inspection. However, despite the school's best efforts parental condoned absence is a real problem for the school.

## TEACHING AND LEARNING

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

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

On the evidence from lesson observation and scrutiny of work, the quality of teaching is good overall. During the time of inspection all the teaching was at least satisfactory and much good teaching was observed. Seventy three per cent of the teaching observed was good or better. Eighteen per cent was at least very good and excellent teaching was observed in Year 6.

Teachers plan their lessons well and have a good grasp of the National Literacy and Numeracy Strategies. As a result pupils make good progress in their learning.

Pupils in need of additional help with their learning receive good support from learning support assistants. This is especially effective in Years 3 and 4 in helping pupils improve their reading skills.

The quality of learning is good. Pupils are clear about the tasks they are asked to undertake, they are confident about how to complete their work successfully and they work at a good pace.

#### **OTHER ASPECTS OF THE SCHOOL**

Aspect	Comment
The quality and range of the curriculum	Good overall. The school places an appropriate emphasis upon the teaching of English, mathematics and science. . However, pupils do not use their writing skills well in other subjects. Statutory National Curriculum requirements are fully met. Homework reinforces soundly what children are learning in class.
Provision for pupils with special educational needs	Good overall. Pupils are identified at an early stage and receive appropriate support to enable them to take a full part in all lessons.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. All aspects of spiritual, moral and social development contribute very well to pupils' personal development. Cultural provision is of a good quality.
How well the school cares for its pupils	Good overall. Very good procedures are in place to ensure the health, welfare and safety of all pupils. Members of staff know pupils very well and provide a caring, supportive and rich environment in which pupils flourish. The school still does not make full use of assessment information to set targets for further improvement. The partnership with parents is good.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership and ensures clear educational direction for the school. Her influence and that of the deputy headteacher are major factors in the improvement in standards over the last few years. The management team supports her well.
How well the appropriate authority fulfils its responsibilities	The governors are involved effectively in all aspects of school life. The governing body fulfils all its legal responsibilities.
The school's evaluation of its performance	The school's well-developed self-evaluation procedures enable it to set its own suitable improvement targets. The priorities for development are very appropriate and there is a shared commitment to improvement.
The strategic use of resources	Good. Educational priorities are supported effectively by careful financial planning. Specific grants are used well. Principles of best value are applied on all purchases.

Resources are satisfactory and used well. The grounds have been developed attractively. The building is kept clean and pupils' artwork is attractively displayed. Classrooms are of an adequate size and most activity areas are effectively used. However, the resource area for children under five is not organised well. Key Stage 1 pupils housed in external classrooms have to go to the main building to use toilet facilities.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Children behave well.</li> <li>• Their children are making good progress.</li> <li>• The teaching is good.</li> <li>• The school expects pupils to work hard and achieve their best.</li> <li>• They feel comfortable about approaching the school with questions or problems.</li> <li>• The school is helping their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents are concerned about the amount of homework children are asked to do.</li> <li>• Some parents feel the school does not provide an interesting range of activities outside lessons.</li> </ul>

The inspection team agrees with the positive views parents have expressed. Homework is set and contributes effectively to pupils' learning. Because of staff absence the range of activities outside of lessons has diminished this year, but the school has set up a child care facility and provision is further enhanced by visits to places of educational interest.

## **PART B: COMMENTARY**

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

**Pupils make good progress overall and achieve above average standards in English and very high standards in mathematics and science when compared with similar schools.**

1. The school's aim, '*At Holden Lane we celebrate achievement- it helps us to feel proud and improve all the time,*' is fully met and is a key factor in the good progress that pupils make. Pupils are made to feel valued and every opportunity is taken to encourage them to succeed. '*We will not accept low standards*' is the philosophy adopted in ensuring school improvement. Pupils have also benefited from good teaching with both the National Literacy and Numeracy strategies being introduced well.
2. Evidence from the assessments made of children when they start school shows that most have attainment levels that are well below average. Pupils make good progress in English and very good progress in mathematics and science. By the time they leave the school at the end of Year 6 standards when compared with those found in similar schools are above average in English and very high in mathematics and science.
3. At the time of the last inspection standards in English and mathematics were found to be in need of improvement. The percentage of pupils attaining the expected level was less than half the national average. Over the last four years there has been sustained improvement and this has resulted in a rise in standards. In both subjects the percentage of pupils attaining the expected level has more than doubled and in mathematics standards are now well above average when compared with all schools. Inspection evidence shows that standards in mathematics remain above average and in English standards are broadly average. Higher attaining pupils in both English and mathematics make very good progress. During the week of the inspection discussions held with a group of higher attainers showed them to have excellent skills in solving practical mathematical problems. In English there are some good examples of pupils using their writing skills. However, in other subjects writing skills are not used well.
4. Pupils make very good progress in science as shown in the end of Key Stage 2 tests, resulting in standards being very high when compared with all schools and similar schools. The science results are among the top five per cent in the country.
5. The enthusiasm and interest of the great majority of pupils match teachers' high expectations and, as a result, most lessons are enjoyable and productive. Well-planned and taught literacy and numeracy lessons ensure that pupils make good progress. In the Foundation Stage, activities such as the use of numbered magnetic fish [as part of a topic about water] really captures the children's imagination. As a result they develop their number recognition skills well. Children enjoy being involved in practical activities that are rewarding and satisfying. As a result progress is good. For example, in one lesson seen during the inspection music was used to create the mood of a forest and children imagined they were trolls wandering amongst the trees. Children used language to imagine and create and recreate roles and experiences well. In Key Stage 1 during the week of the inspection Year 2 pupils made good progress in one lesson in developing their understanding of units of time because they were encouraged to explain how they came to an answer.
6. Good progress is made throughout Key Stage 2 in English, mathematics and science, with very good progress in Year 6. There are some good examples of writing skills being developed well in Year 4. Pupils in Year 6 are keen to talk about the work they do. In science and mathematics many have very good subject knowledge and can apply their skills well. For example, in science, they ensured that the principles of fair testing were applied when testing the safety features of vehicles they had made. The good progress in mathematics made throughout the school culminates with Year 6 pupils being able to calculate the answers to complex mathematical problems.

**The leadership and management are good**

7. The headteacher provides very good leadership and ensures clear educational direction for the school. Her influence and that of the deputy headteacher have been major factors in school improvement over the past few years. The Department for Education and Skills has recognised the school's success by presenting it with an excellence award. Since the previous inspection school management responsibilities have been re-defined appropriately. Co-ordinators are involved more as curriculum managers but as yet are not involved sufficiently in the monitoring and evaluation of their subject areas. The school has recognised that the role of the co-ordinator needs to be extended.
8. There is a strong commitment amongst all staff to achieving high standards and providing the best possible education for the pupils. As a result, standards have improved significantly in English, mathematics, history and information and communication technology since the last inspection. The rate of improvement in the school's end of Key Stage 2 test results for eleven-year-olds has been above the national trend. Legal requirements with regard to the teaching of religious education are now met.
9. Procedures for reflecting on what works well and what could be done better are well developed overall and as a result the school is able to set its own appropriate targets for improvement. For example, every year it undertakes a comprehensive self-review and evaluation of key areas such as attainment in national tests, pupils' attitudes and curriculum provision. The quality of this process is assured by the Local Education Authority. Questionnaires are also sent out to parents so that their views about the school can be taken into consideration. The findings are put alongside national and local directives to form the basis of future development. Once priorities have been agreed between staff and governors, a School Improvement Plan is drawn up to ensure that the necessary action is taken. This measured response to change accounts for the very good improvements made since the last inspection.
10. Governors are involved in all aspects of school life and fulfil their legal requirements. They are well briefed through the headteacher's termly reports and as a result have a good understanding of the school's strengths and weaknesses. Individual governors have expertise in education and financial management. Their knowledge and skills are used well to ensure that the school operates efficiently and achieves the best value for money. For example, the chair and vice chair of governors have used their business experience to help guide the school in its implementation of performance management. Parent governors are particularly active and hold an open surgery once every half term when parents can come and discuss any concerns or suggestions they might have. The school's aims and values are reflected very well throughout all its work.

#### **The overall quality of teaching is good**

11. On the evidence of lessons observed and the scrutiny of work, the quality of teaching is now good overall. Teaching has improved significantly since the previous inspection when just over twenty per cent of lessons were judged to be unsatisfactory. During the time of the inspection, all the teaching was at least satisfactory and much good teaching was observed in the nursery, reception and Key Stage 2. Seventy three per cent of the teaching observed was good or better. Eighteen per cent was at least very good and on occasion excellent teaching was observed. All teachers plan their lessons well and have a good grasp of the National Literacy and Numeracy Strategies. Expectations in most classes are high and as a result pupils make good progress in their learning. Good use is made of classroom assistants to support pupils' learning, especially in Years 3 and 4.
12. Teaching in the Foundation Stage (pupils aged up to 5 years) is good. The teacher and nursery nurses have a secure knowledge of how young children learn. As a result they are able to plan appropriate activities which suitably challenge the children and extend their learning. A feature of the teaching is the use made of imaginative 'hands on' resources to stimulate pupils' interest. For example, in one lesson the teacher showed the class a fish she had bought from a supermarket. The children analysed patterns on the fish's skin, identified colours well and were able to compare the patterns on a codfish with those on a plaice skin. The children were excited and keen to start the activities. The teacher's introduction

stimulated the children and gave them a firm foundation for the practical activity that entailed painting their own fish design. Work is well organised to promote communication, language and literacy and mathematical development. Staff provide effective support for all activities, ensuring that children are purposefully involved in the work all the time. They are well briefed and know when to intervene and when to leave children alone to work things out for themselves. Both classrooms are organised well but the indoor resource area is not well organised.

13. Teaching is satisfactory overall in Key Stage 1. The teachers have sufficient subject knowledge to provide clear explanations, ask appropriate questions and use correct terminology consistently. However, sometimes they spend too much time talking to the pupils instead of letting them get on with the activity. For example, in a design and technology lesson the pupils sat on the carpet listening to their teacher for half an hour. As a result the lesson lacked pace. Even so, pupils get something worthwhile from the teaching and make sound progress, especially in the development of basic skills in literacy and numeracy.
14. Teaching is good overall in Key Stage 2. The teachers have in-depth subject knowledge that enables them to maintain the level of challenge for all pupils throughout lessons. In whole-class plenary sessions teachers are adept at asking specific questions of pupils at different levels of attainment. Planning is detailed and meets the needs of high, average and low attaining pupils. Group and independent tasks are usually made appropriately demanding. Teaching in Year 6 is often very good or excellent. In this class the teacher's subject knowledge and expertise are used creatively to make lessons exciting and highly effective. Tasks extend understanding, are effectively linked to lesson objectives and are relevant to the needs of the pupils. For example, in a mathematics lesson the pupils had to identify and use appropriate operations to solve number problems. They had to work out which was the best deal when purchasing certain articles of clothing from different shops. They were encouraged to "get information, sort it, decide!" The children responded enthusiastically and enjoyed the challenge.
15. Writing skills are being developed well throughout the school but teachers do not provide pupils with sufficient opportunities to use these skills in other subjects such as history.
16. Relationships are very good. Throughout the school teachers manage pupils' behaviour very well and act as good role models. This has a very positive impact on the quality of learning. Work is marked conscientiously but teachers rarely write comments that give pupils pointers to how improvements could be made.

**The school cares effectively for its pupils. Procedures for child protection, pupils' welfare, behaviour management and attendance are very good.**

17. All the teachers and support staff know the pupils well, and they have together developed a safe, supportive and caring environment for pupils. For example, eight members of staff have first aid qualifications. The procedures for ensuring all aspects of pupils' health and safety, and promoting their general welfare, including child protection, are very good. Parents are very positive in their support for the school's success in this area. The school works hard to ensure that any conflicts on the local estate between adults stop at the school gate so that pupils are not affected.
18. The school has a very good approach to the management of pupils' behaviour. The use of achievement awards is very effective and pupils look forward in eager anticipation to receiving an award. All members of staff have high expectations of the way pupils should behave and use consistent standards throughout the school to reward pupils and, where necessary, to impose sanctions. As a result most pupils behave very well. At lunchtime the lunchtime assistants take care of each class well. In the dining hall pupils are sometimes noisy but this is because they are making the most of the opportunity to discuss the morning's events. Around the school pupils are orderly even when not under the direct supervision of an adult.
19. The procedures for monitoring attendance are very good. Attendance has shown a slight improvement from that found at the time of the previous inspection but remains below the national average. Parentally condoned absence is a real problem for the school. Holidays

taken in term time are responsible for a lot of authorised absence and undermine the school's strenuous efforts to improve its attendance figures further.

**The provision for pupils' spiritual, moral and social development is very good. Provision for pupils' cultural development is good.**

20. The school's provision for pupils' spiritual, moral and social development is very good. Provision for cultural development is good. The school takes every opportunity to develop these aspects and in so doing strengthens the overall quality of education and fulfils the school's aims effectively.
21. Provision for pupils' spiritual development is very good and is an integral part of the life of the school. In assemblies and religious education lessons, pupils are invited to reflect on their situation and that of others. For example, an excellent assembly was observed during the inspection. It was based upon the theme '*a trouble shared is a trouble halved.*' Magic was used very effectively to capture the pupils' imagination and attention. A moment of reflection was reverently introduced and the pupils invited to join in the "Amen." Appropriate opportunities are provided during the week for pupils to sit in a group and discuss and reflect upon important issues such as the meaning of prayer. The school makes very good use of its environment to help pupils appreciate the wonders of the world. For example, mini beasts are investigated and pupils are fascinated by what they discover.
22. The provision for moral development is very good. The whole ethos of the school is focused on developing pupils' awareness of self and how to behave towards others in the right way. The headteacher and the deputy take the lead in setting the tone in discussing issues with pupils and dealing with all fairly and openly. Pupils know how to tell right from wrong in the school and are sufficiently self-disciplined to ensure that they make socially appropriate choices when on their own. Moral and ethical issues are addressed in history. For example, pupils have thought about the effects and implications of World War 2. They have considered the shortages that resulted and the need for rationing. Pupils are encouraged to think of others who are less fortunate. They collect for charities such as 'Jeans for Genes' the 'Blue Peter Appeal'. Every year the pupils are given the opportunity to meet, talk to and entertain elderly citizens from the community at a Harvest Tea arranged in the school.
23. Social development is very good. All staff make it clear that they expect pupils to show due respect for adults and other pupils and to be well mannered. Members of staff are also very good role models; they always treat pupils with the utmost sensitivity and courtesy even when rules have been broken. Success in lessons, acts of social responsibility and personal successes are recognised and rewarded in class and in the weekly celebration assembly. The behaviour policy and the rewards and sanctions are effectively and consistently implemented. Incidents of bullying at school are very few and are not tolerated. Pupils know where they stand and are helped to consider and modify their behaviour. Team play and sporting events, participation in community initiatives such as "Ground Force" and the carefully organised residential visit all provide further ways in which the school fosters pupils' social development effectively.
24. The school makes good provision for pupils' cultural development. It is successful in developing an interest in, and awareness of, others' faiths and cultures. Year 6 pupils have explored the importance of prayer in the daily lives of Muslims. Through their art lessons, pupils are introduced to the work of famous artists and sculptors such as Picasso and Giacometti. There are some very good pieces of work on display representing art from around the world.

### **Very effective displays of children's artwork create a stimulating learning environment**

25. The learning environment in the main school building is enhanced greatly by the quality of pupils' artwork on display. The careful arrangement of these displays helps to celebrate pupils' successes and show that their work is valued. There are some very good examples of work from all age groups. A key strength is that the work reflects a comprehensive range of techniques and is based on ideas found in many different cultures ranging from decorative plate designs in the school's own 'Potteries' area to aboriginal art from Australia. Pupils are proud of their achievements and the work on display demonstrates a high level of artistic expertise.
26. Displays of children's work in the foundation stage include tribal masks of good quality based on makishi masks from Zimbabwe. Nursery children have used their fingertips to create waves in white paint on sailing pictures. In Key Stage 1 watercolours are used effectively to create a *Potteries* skyline. Year 2 pupils' ink and charcoal observational drawings of famous people are very effective.
27. In Key Stage 2 there are many examples of work of high quality on display. The paintings of famous artists such as Matisse and Picasso are used as a stimulus. A very good example of art being used in other subjects of the curriculum is displayed in one part of the school. The painting 'Bathers at Asnieres' is used as a stimulus for the opening of a story. One child writes 'It was a blistering hot day---'. Models made out of mod roc and wire based on the work of Giacometti are of exceptional quality.
28. All classes have contributed to an 'art around the world' display that includes Guatemalan kites, aboriginal art and Russian icons using mosaic techniques. The work on display makes a very good contribution to the school's provision for pupils' cultural development.

### **WHAT COULD BE IMPROVED**

#### **Pupils' use of their writing skills in history, geography, religious education and science**

29. Throughout the school, a strong emphasis is placed on developing pupils' writing skills during English lessons. This has resulted in an improvement in the quality of writing. Pupils are able to write for a range of purposes and audiences. For example, they write letters of complaint and accounts of the death of Macbeth in the form of a newspaper report. However, teachers do not provide pupils with sufficient opportunities to use these skills in history, geography, religious education and science. In these subjects, pupils in most classes are often given worksheets to fill in which restrict the response they can make. Year 6 have been learning about evacuees during the Second World War. A scrutiny of the work found that the pupils had not been provided with the opportunity to write extensively, for example, from the point of view of a child who had to leave home and go to live with strangers. In religious education pupils' writing does not include their own thoughts and ideas about the topics being studied. However, there are examples in the school where pupils have been given the chance to practise their writing skills successfully in other subjects. In Year 4, for example, there is some good writing on display about a visit the class made to the Tramway Museum. Pupils write about what it would be like to go to a Dame School. One child writes, 'When I was even cleverer I learned to read the bible.'

#### **The use the school makes of assessment information to set targets for pupils to improve even further**

30. Statutory requirements are met fully for the assessment of pupils' attainment at the end of both key stages. The school has good procedures in place for assessing pupils on entry to the school. In other age groups the school uses its own tests and external tests to gather information about pupils' progress. However, the available information about all subjects has not yet been analysed fully to highlight areas for improvement. The school has already recognised that this is something that needs to be improved. There is an example of very good

practice in the reception class where information about literacy and numeracy is used to set targets that are shared with parents. At the first parents' evening individual children's assessment sheets that begin, ' *I have been so clever in RB, I now have some targets for next term - -* ' go on to demonstrate very good practice in using assessment information effectively.

31. All teachers mark pupils' work conscientiously. However, there are very few examples of written comments being made in pupils' books, where appropriate, that provide information about how they might improve their work.

**The opportunities provided for curriculum co-ordinators to monitor standards and the quality of teaching in their subjects**

32. The role of subject co-ordinators has been developed since the time of the previous inspection. For example, weekly plans are monitored and work surveys are undertaken. However, staff absence has limited the progress made. The school has identified as a priority the need to extend the co-ordinators' role in the next academic year. Currently co-ordinators are not given the opportunity to monitor and evaluate classroom practice in any consistent way. As such they do not have first hand knowledge of how skills are developed and the type of questions pupils ask and how teachers answer them.

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

33. In order to improve further the good quality of education in the school the governors, headteacher and staff should:
- (1) provide more opportunities for pupils to use their writing skills in geography, history, religious education and science. [*Paragraph 29*]
  - (2) make better use of assessment information to set targets for pupils to improve. [*Paragraph 30*]
  - (3) provide more opportunities for curriculum co-ordinators to monitor standards and the quality of teaching in their subjects. [*Paragraph 32*]

The school has already recognised that the areas outlined above need to be improved.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	9	55	27	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)	27	222
Number of full-time pupils known to be eligible for free school meals	0	117

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	8	35

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	25
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	4.3

#### Unauthorised absence

	%
School data	0.7
National comparative data	0.3

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	18	14	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	16
	Girls	12	12	13
	Total	23	22	29
Percentage of pupils at NC level 2 or above	School	72 (72)	69 (83)	91 (90)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	15	13
	Girls	12	13	10
	Total	24	28	23
Percentage of pupils at NC level 2 or above	School	75 (83)	88 (93)	72 (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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	17	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	16
	Girls	10	11	15
	Total	24	27	31
Percentage of pupils at NC level 4 or above	School	71(60)	79 (81)	91 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	12
	Girls	4	6	11
	Total	11	16	23
Percentage of pupils at NC level 4 or above	School	32 (42)	47(51)	68 (67)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	189
Any other minority ethnic group	4

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	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)	9
Number of pupils per qualified teacher	24
Average class size	28

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

Total number of education support staff	11
Total aggregate hours worked per week	138

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	N/A

Total number of education support staff	3
Total aggregate hours worked per week	68

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999/2000
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	£
Total income	489885
Total expenditure	487036
Expenditure per pupil	1933
Balance brought forward from previous year	17040
Balance carried forward to next year	19889

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

### **Questionnaire return rate**

Number of questionnaires sent out	249
Number of questionnaires returned	98

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	37	4	0	1
My child is making good progress in school.	59	37	3	0	1
Behaviour in the school is good.	46	46	5	0	3
My child gets the right amount of work to do at home.	31	42	22	4	1
The teaching is good.	72	27	1	0	0
I am kept well informed about how my child is getting on.	51	38	7	4	0
I would feel comfortable about approaching the school with questions or a problem.	84	13	2	1	0
The school expects my child to work hard and achieve his or her best.	82	13	2	1	2
The school works closely with parents.	69	23	3	2	2
The school is well led and managed.	83	14	1	0	2
The school is helping my child become mature and responsible.	72	22	3	0	2
The school provides an interesting range of activities outside lessons.	38	35	17	5	5