

# **INSPECTION REPORT**

## **LOXLEY PRIMARY SCHOOL**

Sheffield

LEA area: Sheffield

Unique reference number: 107049

Headteacher: Mrs J. Fletcher

Reporting inspector: Mrs J. Tracey  
20270

Dates of inspection: 12 -13 November, 2001

Inspection number: 194591

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 category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Rodney Hill Loxley Sheffield
Postcode:	S6 6SG
Telephone number:	0114 2344510
Fax number:	0114 2344510
Appropriate authority:	The governing body
Name of chair of governors:	Mrs S. Careless
Date of previous inspection:	May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20270	Mrs J. Tracey	Registered inspector
11457	Mrs J. Beattie	Lay inspector
10859	Mrs O. Cooper	Team inspector

The inspection contractor was:

North West Education Services  
Cheshire House  
164, Main Road  
Goostrey  
Cheshire  
CW4 8JP

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Alexandra House  
33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Loxley Primary School is an average size primary school with 210 pupils on roll in the age range 4-11 years. The school does not have a nursery. The school is popular and over-subscribed. It draws predominantly from the surrounding area and pupils come from a broad range of backgrounds. The proportion of pupils on the register of special educational need (15%) is below the national average. Most of these have moderate learning difficulties. The number of pupils with formal statements of need is average for the size of the school. The proportion eligible for free school meals is below average. There are no pupils from ethnic minorities. Attainment on entry is average.

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

This is an effective school that provides its pupils with a sound education in a supportive and caring environment. Effective teaching results in standards that are above average in mathematics and science, and average in English by the end of Year 6. The school is well led. The headteacher has successfully managed significant changes in the short time she has been at the school. Staff and governors work closely together to create a good learning environment. The school provides good value for money.

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

- Overall, standards of work are above average by the end of Years 2 and 6.
- The overall quality of teaching is good.
- The school benefits from good leadership and management by the headteacher.
- The school works in close partnership with parents and the local community.

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

- Standards in reading throughout the school, and in writing in Years 3 to 6, could be raised further.
- The progress of pupils in Year 4.
- More challenging work could be provided for the highest-attaining pupils.

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

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

The school has made good improvement since its previous inspection in 1997.

- Standards in English, mathematics and science have improved by the end of Year 2.
- Accommodation and resources for the teaching of information and communication technology (ICT) have improved and are contributing to effective learning in the subject.
- The curriculum in art and design and design and technology has improved. Pupils progressively build on skills year-on-year.
- The school development plan has been redesigned so that it more clearly reflects the priorities for action and criteria by which success can be judged.
- A new classroom has been built for the reception class which meets the needs for academic, creative and play activities.
- The roles of co-ordinators have been more clearly defined so that teachers are more directly accountable for their areas of responsibility. The improvement in the performance of pupils in Year 2 in 2001 was a direct consequence.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	All schools			Similar schools	
	1999	2000	2001	2001	
English	A	A	C	D	well above average A above average B Average C below average D well below average E
Mathematics	A	A	B	C	
Science	A	A	A	B	

Children make good progress in the reception class. By the time they start Year 1 almost all reach the Early Learning Goals in language, number, physical and creative development, understanding of the world and personal development. A substantial number of pupils exceed them in language and number work.

Pupils continue to achieve well in Years 1 and 2. By the end of Year 2, standards are above average in reading, writing and mathematics. During the period 1998 -2000, the pupils' results in national tests taken at the end of Year 2 were satisfactory and stable. In 2001, they rose from average to well above average in writing and mathematics. There was no change in reading, which remained above average. Compared to similar schools these results were above average in writing and mathematics but below average in reading. The school has already identified the need for greater breadth of reading and comprehension of its content. The teacher assessments indicated a high level of achievement in science that was borne out by the standards of work seen during the inspection.

Overall, pupils achieve satisfactorily in Years 3 to 6, but progress varies between year groups. Progress accelerates in Years 5 and 6 because the work is more sharply focused on the standards expected by the time pupils leave the school. Currently, standards of work in Year 6 are above average in mathematics and science and average in English. Standards are not as high in English because literacy skills are not being as extensively promoted as they could be across the whole curriculum. Boys do not achieve as well as girls, often because they are not stimulated by the content of the material. Up to 2000, pupils' results in national tests taken in Year 6 were consistently well above average. They declined a little in 2001, particularly in English, because not as many pupils as in previous years exceeded the standards expected for their age. The main reason for this was the wider ability spread of the cohort, in which a third of the pupils were on the register of special educational needs. The school did not meet its targets in English and mathematics in 2001. They were unrealistic and had not been thought through carefully enough.

Although standards of work are above average overall at the end of both key stages, they could be even better, particularly in English. The highest-attaining pupils could be provided with more open-ended and challenging work to stimulate initiative. Numerical skills and mental agility are developing well, especially in the lower year groups where pupils have benefited from the National Numeracy Strategy from the start of their schooling. ICT is the only subject in which standards of work are below average. This is because the school has only just acquired sufficient up-to-date computers to enable pupils to start working on a systematic programme of study.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are enthusiastic and conscientious learners.
Behaviour, in and out of classrooms	Overall, pupils' good behaviour contributes well to the positive learning environment both in lessons and at play. There were no exclusions last year.
Personal development and relationships	Good. Pupils interact well with other pupils and adults. Pupils show initiative and are keen to take responsibility. The School Council works well by providing a channel through which pupils' views are taken into account.
Attendance	Attendance is above average. Unauthorised absence is below average.

## TEACHING AND LEARNING

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

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

The overall quality of teaching and pupils' learning is good, but more consistently so for pupils in the reception class and Years 1, 2, 5 and 6. Some good teaching was seen in English, but, overall, teaching is better in mathematics than in English. This is because strategies for developing pupils' reading and writing skills are not as well thought out and implemented as are those for promoting pupils' numerical and reasoning skills. In the best lessons, teachers' subject knowledge is passed on to pupils with infectious enthusiasm. Skilful questioning helps teachers to develop the lessons in response to pupils' contributions. Where lessons are satisfactory rather than good, the tasks set are not sufficiently different or demanding to motivate the most able pupils. In contrast, the work planned for the less able pupils, particularly those with special educational needs, is suitable and matches the criteria in their individual education plans. Consequently their learning is good. The school has recently introduced targets, for individual pupils and groups, so that pupils know what their objectives are in the short and long term. Some teachers are making good use of these to spur on pupils' learning. Inconsistencies in marking, the use of targets and the follow up to homework account for variations in the quality of learning in different classes. Monitoring of teaching and pupils' progress by the headteacher and subject co-ordinators is beginning to smooth out the differences.

Good use is now being made of ICT across the whole curriculum due to the recent acquisition of new computers. Pupils are appreciating the value of ICT as another tool to aid their learning. This is a significant improvement since the previous inspection.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant, with appropriate emphasis on the development of literacy and numeracy skills. It is enriched by an interesting range of extra-curricular activities, including opportunities to work with mentally handicapped adults.
Provision for pupils with special educational needs	Good provision results in most of these pupils progressing well towards their individual targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is good. Provision for spiritual and cultural development is satisfactory. The school is focusing well on the inclusion of all pupils in every aspect of its work. Currently, this includes raising awareness of cultural diversity throughout other areas of the curriculum.
How well the school cares for its pupils	The school cares for its pupils well. Assessment procedures could be used more consistently throughout the school so that pupils know what to do to further improve their work.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides positive and energetic leadership. She has brought about significant improvements since her appointment at the beginning of 2001. She is well supported by colleagues who share her commitment to ensuring that pupils reach their full potential.
How well the governors fulfil their responsibilities	The governors are equally committed to the school and fulfil their responsibilities satisfactorily. They know the school's strengths and weaknesses well but could be more searching in understanding the reasons for them. Targets set for English and mathematics in 2001 were unrealistic because



	they were not based on systematic records of pupils' work.
The school's evaluation of its performance	The school analyses its performance well and is satisfactorily using the information gained to remedy perceived areas of weakness.
The strategic use of resources	The budget and specific grants available to the school are put to good use, but, until recently, they have not been spent with a sense of urgency. This has been rectified and the purchase of additional resources is having a positive effect on pupils' learning, especially in ICT. More fiction and non-fiction material is needed to support work in English. Satisfactory consideration is being given to the principles of best value.

## **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>• The school's expectations that pupils will work hard and achieve of their best</li> <li>• Teaching is good</li> <li>• The school is well led and managed</li> <li>• The school is approachable</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular activities</li> <li>• A small minority of parents felt that they were not well informed about their child's progress</li> </ul>

Inspectors endorse the parents' positive views of the school. The range of extra-curricular activities has increased this term to cater for a wider range of interests. In extending these to sport, choir, recorders, first aid, French and ICT it was felt that the school was offering as much, if not more, than many schools. The school provides information on pupils' progress through various channels, including written reports and consultation evenings. The headteacher and staff are accessible at other times to discuss concerns as they arise. Inspectors did not find justification for comments that parents were not well informed.

## **PART B: COMMENTARY**

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

#### **Overall, standards of work are above average by the end of Years 2 and 6**

1. On entry to the school in the reception class, pupils' language, number and personal skills are average. They achieve well in the reception class. By the time they start Year 1, a significant proportion is exceeding the Early Learning Goals for children of this age. They are beginning to write independently and some have a grasp of numbers up to 100. In Years 1 and 2, pupils build on previous learning and continue to achieve well. By the end of Year 2, standards are above average in reading, writing and mathematics. This is an improvement since the previous inspection. It is reflected in pupils' results in national tests taken at the end of Year 2. In 2001, compared to all schools, these rose from average in the previous year to well above average in writing and mathematics. Reading was above average in both years. Results were above average in writing and mathematics but below average in reading compared to schools of similar background. This is consistent with the need for greater challenge and breadth in reading, particularly for the most able pupils. It is an area the school has identified for further improvement. Teacher assessments in science indicate a high level of attainment in respect to standards expected for pupils' ages. Evidence from the inspection confirms this.

2. Progress is more variable in Years 3 to 6, partly because of disruptions in staffing in Years 3 and 4 last year. Overall, pupils achieve satisfactorily. Progress accelerates in Years 5 and 6 because the work is more sharply focused on the standards expected for pupils' ages. By the end of Year 6, standards of work are average in English and above average in mathematics and science. The difference is due to a shortage of good quality resources for English and the lack of opportunities to broaden pupils' experiences in reading and writing across the whole curriculum. Boys do not achieve as well as girls. Too often they are not stimulated by the content of the texts used. During the period 1998 - 2000, pupils' results in national tests taken at the end of Year 6 were consistently well above average in English, mathematics and science. In 2001, compared to all schools, this level of performance was sustained in science but dropped to average in English and mathematics. When compared to similar schools, performance was below average in English. The poorer results in 2001, apart from in science, reflect the wider ability spread of the cohort and the relatively large proportion of pupils (a third) on the register of special educational needs. The science results were better because particular emphasis was placed on the acquisition of knowledge and facts. The overall level of attainment was also affected by the poor behaviour of a number of pupils in this year group. Evidence of this was documented in records provided by the headteacher.

3. The school has effectively implemented the National Literacy and Numeracy Strategies. The latter is improving pupils' mental agility and giving them more confidence in transferring numerical skills to other aspects of the subject. The way in which the Literacy Strategy is used is effective in meeting specific targets but it is not encouraging pupils to view English in its wider perspective. The school is aware of this and is already putting new practices into place. For example, in some classes, parents are provided with questions to discuss with their children about the books they are reading. This is encouraging pupils to read more critically, and with greater understanding.

4. The overall quality of provision is good. It is a significant factor in the improvement in standards in Year 2 since the previous inspection.

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

5. Teaching is good overall, but more consistently so for pupils in the reception class, Years 1 and 2 and Years 5 and 6. This is an improvement on teaching at the time of the previous inspection when there was some unsatisfactory teaching, mainly in classes for pupils under seven.

6. Although some good teaching was seen in English, teaching is generally better in mathematics and science. This is because strategies for developing pupils' reading and writing skills are not as well thought out and implemented as are those for promoting pupils' numerical and reasoning skills. For example, there is no

consistent approach to the teaching of spelling patterns. The school is making good use of the National Literacy and Numeracy Strategies to extend pupils' learning. However, in following them fairly rigidly, teachers sometimes miss out on opportunities to develop learning further through cross-curricular work. This is more evident in Years 3 to 6 than in the younger year groups. For instance, in a Year 2 lesson, the teacher made good use of pupils' own findings of instructional texts, such as recipes for baking and directions for making simple toys, to contrast different styles of writing. An additional strength to the lesson was the use of ICT by small groups of pupils. In manipulating the sequence of instructions they demonstrated confidence in use of the keyboard and in understanding how print can be edited to meet particular requirements. It is noticeable that, throughout the school, teachers are incorporating the use of ICT in cross-curricular work. This channel of learning is particularly beneficial and pupils are beginning to appreciate ICT as an additional tool to aid them in their work.

7. Teachers have good subject knowledge that is often passed on to pupils with infectious enthusiasm. In a history lesson in Year 5, for example, pupils were fascinated to learn how reforms in education since Victorian times had influenced schooling at their own school in Loxley. Expectations and learning objectives for whole class groups are generally high, but this is not always the case for groups of pupils of different ability. Throughout the school, and particularly in Year 4, the most able pupils could be challenged more. The provision for less able pupils is good. They receive good support from their teachers and learning support assistants. Teachers make constant reference to criteria in the individual education plans of pupils with special educational needs. This helps these pupils to move on in their learning and to gain confidence from their own success.

8. Lessons are well planned and usually delivered at a good pace that sustains interest throughout the whole session. Almost without exception, lessons contain an element of direct class teaching and there is a good balance between this and other activities. Pupils are given clear instructions that include what it is that the teachers want them to learn. Skilful questioning and good use of praise contribute well to pupils' learning, especially when teachers develop the lesson in response to pupils' contributions. Occasionally, for example in Year 4, praise is used too generously and it loses impact. In oral work, girls tend to respond more readily than boys. Most teachers recognise this and direct their questions to ensure that boys make an equal contribution to the lesson. Another good feature of planning, in ICT, is the arrangement for partnering pupils when working on computers in the new ICT room.

9. The school keeps detailed records of pupils' progress. The information is well used in planning for lessons but it is not used consistently throughout the school to match work to pupils' abilities or to help them know what to do to improve. There is evidence that teachers are beginning to draw pupils' attention to targets for improvement, for instance in Years 2, 5 and 6, but this is an aspect of the school's work in need of further development. Linked to this is quality of marking in pupils' books. At present this is inconsistent. The best provides constructive advice, indicates whether the work was done independently or with support, and shows pupils how to improve it. Sometimes it is a simple comment such as 'good' or 'brilliant'. This does not reflect the effort put into the work, nor indicate whether it met the teachers' expectations.

10. Relationships between teachers, other staff and pupils are good. They promote pupils' confidence and self-esteem. Classes are well managed and pupils respond accordingly. Good classroom routines provide pupils with a secure framework in which to operate.

11. A small minority of parents expressed concern about homework. The school's policy with respect to this is not sufficiently well defined to encourage its consistent use from class to class. For example, in mathematics, pupils are provided with information about what they are expected to learn each term. Teachers follow this up in a variety of ways but pupils do not always know at what stage they need to complete the learning, or if it will be checked or used. Consequently, homework does not make as good a contribution to learning as it otherwise might.

**The school benefits from good leadership and management by the headteacher**

12. The headteacher joined the school at the beginning of 2001. Previous to that the deputy had been acting as headteacher for a period. The new headteacher quickly identified aspects of the school needing improvement and has made an impressive start in implementing change. This has led to more coherent procedures for monitoring teaching and learning, the formulation of a comprehensive and relevant development plan, better progression in the content of the curriculum and good relationships between pupils, staff, parents and governors. These directly influence pupils' learning. Subject co-ordinators have been given greater responsibility for the organisation, development and monitoring of pupils' progress and results. This is generating debate and making staff more aware of their dependency on each other for promoting the progressive development of pupils' knowledge base and skills year-on-year.

13. The headteacher is respected for the high profile she has about the school. This has improved the discipline.

14. Two of the key features identified for action in the previous report were the school development plan and procedures for recording and assessing pupils' progress. Not enough action had been taken in respect of these until this year. Currently, the school has suitable and realistic strategies in place to deal with priorities identified by the headteacher. These hinge on the improvement of pupils' writing skills to underpin work across the curriculum. The current action plan includes the monitoring of teaching and learning so that teachers can judge the best practices for themselves and share them with colleagues. This has already been effective in raising standards in mathematics. A consequence of the headteacher's monitoring following appointment was the establishment of a centrally organised system for tracking pupils' progress and setting targets. This is now in place but is not yet used consistently by all teachers to challenge pupils to reach their optimum potential. The lack of rigorous procedures in previous years led to inappropriate targets in national tests at the end of Year 6. In both 2000 and 2001 there was a 10 per cent difference between the targets and the results achieved in both English and mathematics.

15. The need for better provision for ICT also featured in the previous inspection report. Swift action has been taken this year. With the help of technical support from the local secondary school, parents, and funding from other sources the school has set up a computer suite, established a network between computers in classrooms, and started pupils off on a systematic scheme to build up information technology skills. Pupils in the lower year groups are benefiting to the greatest extent because they have the advantage of starting early enough to build up skills year-by-year. However, older pupils are responding well and catching up on some of the skills they missed out on in earlier years. Standards are inevitably below average at present but in aspects of work covered this term, incorporating word-processing and data handling, they are close to the average expected for pupils' ages.

16. The leadership of the school is effectively promoting a good team spirit amongst staff and a commitment to sustain and further improve standards. There has been significant improvement during the current year and there is good capacity for more now that the headteacher is firmly established and the roles of co-ordinators are being developed.

### **The school works in close partnership with parents**

17. The school values its place at the centre of the local community. Parental support for the pupils' academic success and personal development is strong and effective.

18. The Parent Teacher and Friends of the School Association is lively and active. Its work is highly valued by the school staff and parents. The association's newsletter keeps parents well informed of its activities which are enterprising and provide opportunities for parents to work together with a common purpose. The friendship generated promotes good relationships with the school. The association works relentlessly to raise funds for resources and provides good practical support. For example, some parents are working with pupils and the local environmental officer to improve facilities in the school's grounds. An outstanding example of parents' commitment was the fundraising that resulted in the provision of a new building for the reception class. Parents have also made a very generous contribution to the provision of the new ICT suite and internet

links. Pupils' enthusiasm and improving expertise in the use of information technology skills, albeit at an early stage, are clear indications of the impact of the parents' contribution on their children's progress.

19. A measure of the school's success is the feedback from parents of prospective pupils. Many come through recommendation from families already connected to the school who praise it for promoting high standard of attainment, behaviour and care. Evidence from the inspection, the parents' questionnaire and the meeting for parents supports these views. The great majority of parents are well satisfied with the school's expectations of their children and with the openness and availability of the headteacher and staff to deal with any concerns. A small minority of parents feel they are not well informed about their children's progress. Evidence from the inspection does not support this because parents can make arrangements to talk to staff at any time during the year. In addition, there are written report and regular opportunities for discussion with teachers at parents' meetings.

20. The parent governors listen carefully to the comments of other parents and take them into consideration when making decisions. This channel of communication is beneficial and is particularly useful in helping the governing body evaluate the consequences of its actions from the perspective of parents rather than solely from the results of its own analysis.

## **WHAT COULD BE IMPROVED**

### **Standards in reading throughout the school, and in writing in Years 3 to 6, could be raised further**

21. Whilst current standards in reading and writing are average and improving in Year 6, they could be higher, particularly among boys with special educational needs and some of the more able pupils. The older pupils have not had the advantage of following the National Literacy Strategy throughout their primary education, which is partly the reason, but a shortage of resources and narrowly focused teaching methods have also hindered pupils' progress in reading throughout the school. The progress of some boys has been restricted by the lack of interest in the content of books they have been given to read and the limited range of non-fiction books available. Not enough pupils have developed a real enthusiasm for literature and their knowledge of different authors of children's books is limited. Some of the books in the reading scheme are used repetitively and a number are old, worn and unattractive. By the end of Year 2, too few pupils have started to develop strategies to attempt to read unfamiliar words. They do not look at the pictures for clues or immediately break word into smaller parts. Many tend to wait for an adult to tell them what it says. Although pupils regularly read to adults at home and make good progress, they often read mechanically without developing the skills to tackle unfamiliar words or to fully understanding the context.

22. Standards in reading have also been affected by the quality of the learning resources in Years 3 to 6. For example, the use of text books which take a short piece of text to highlight a specific aspect of writing, such as the difference between biographies and autobiographies. Pupils only study the short extract and not a whole book so the way in which different parts are written, and the impact on the reader, are not explored in depth. As a result, pupils read fluently and accurately, but when questioned about the deeper meaning of what they have read they struggle to answer the questions and they do not refer to the text to justify their views or opinions. Some pupils could not deduce what the author was inferring in passages they read. They were not confident in using the text to try and work out the meaning of words. Consequently, when pupils are asked to write their own stories they have not got the experience of different styles of writing to draw from. Their writing is often brief, with insufficient use of words to add real interest for the reader. In some classes, the development of pupils' writing skills is occasionally impeded by the inappropriate use of worksheets. For example, in Year 4, a worksheet designed to increase pupils' awareness of how settings in stories are built up from small details was merely used to identify the objects, but with no evidence of further work to incorporate this learning into pupils' own writing.

23. Since the recent appointment of a new curriculum co-ordinator, areas for improvement have been identified and action has been taken to begin to remedy some of the shortcomings, particularly in the range of reading books available. Sets of books have been purchased so that pupils can read together and explore texts in more depth, but further resources are needed if pupils' reading skills are to improve further. The range,

quantity and quality of books in the school library is unsatisfactory and does little to foster a love of books and promote the development of reading for research.

24. Spellings are set for homework each week, but there are weaknesses in pupils' spelling as there is no consistent approach to teaching spelling patterns and expecting pupils to spell words correctly once a spelling pattern has been learned. This again affects the quality of pupils' finished work. Similarly there are examples where older pupils are still not using capital letters and full stops in their work despite many reminders evident in the marking.

25. There is a noticeable difference in the presentation of pupils' work between the classes. Pupils are taught to join letters together and so develop a fluent style, but, too often, older pupils revert to printing and in Year 4 in particular there are examples of letters being poorly formed and uneven in size. Pupils need to begin to join letters at an earlier stage and then be encouraged to persevere in developing a fluent style of writing so that they can record their work more quickly.

### **The progress of pupils in Year 4**

26. Pupils in Years 4 and 5 experienced disruption in teaching for various reasons in the last school year. This affected their progress to some extent, and, consequently, their levels of attainment at the end of the year. Pupils in Year 5 are now achieving well and rapidly making up the lost ground. Progress in Year 4 is satisfactory but could be better. The tasks provided are not sufficiently different and challenging to keep pupils occupied and interested throughout the whole lesson. Pupils lack pride in the presentation of their written work and the marking of it often does not lead to pupils knowing what to do to improve. A more rigorous approach is needed, supported by regular monitoring of pupils' progress, so that they become more engaged in their own learning and strive for higher standards.

### **More challenging work could be provided for the highest-attaining pupils**

27. Teachers' planning usually identifies differences in the work expected of pupils of varying abilities. Too often, however, but less so in mathematics and science than other subjects, the more able pupils start off on similar work to other pupils before reaching a level that stimulates them to think in greater depth and transfer skills from one subject to another. More open-ended work requiring the use of initiative and self-planning would benefit all pupils, but particularly the highest attainers. Teachers' judgements on the quality of pupils' work sometimes rely too heavily on its quantity and accuracy rather than deeper understanding and reasoning. Some good practices demonstrating challenge for the most able were seen during the inspection. These need to be extended to all classes across the full range of subjects. A particularly good example was the work being done on the transformation of shapes in a mathematics class in Year 6. The majority of pupils worked from diagrams. The most able pupils interpreted what was required from written words, and then successfully proceeded to translate shapes to new positions and locate their co-ordinates. At the end of the lesson, when the teacher used an overhead projector to assess learning, some pupils gained great satisfaction from spotting that double translations could often be described by a single one.

28. The school has drawn up a register of gifted and talented pupils that includes the higher-attaining pupils. As yet no specific action has been taken to drive these pupils on, except for two pupils who are working with a special group organised by Sheffield University.

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

29. In order to maintain and further improve the school's provision it should:

(1) Raise standards in reading throughout the school and in writing in Years 3 to 6 by:

- increasing the quantity and range of books in the school library;
- placing more emphasis on pupils' understanding of what they have read;
- providing opportunities to study books in depth by a wider range of authors;

- placing more emphasis on developing pupils' independent writing skills through extended pieces of writing which are interesting to read;
- ensuring a consistent approach to the teaching of spelling;
- encouraging pupils to develop a joined, fluent style of handwriting as early as possible.

(2) Improve the rate of progress of pupils in Year 4 by:

- providing work that is more closely matched to pupils' abilities,
  - improving the pace of lessons so that all pupils are fully engaged throughout the session,
  - improving the presentation of pupils' written work,
  - ensuring that pupils know what they have to do to improve and monitoring progress towards set targets.
- (3) Provide more challenge for higher-attaining pupils through the use of more open-ended work across the whole curriculum.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	30

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	4	5	0	0	0
Percentage	0	40	27	33	0	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	210
Number of full-time pupils known to be eligible for free school meals	4
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	27
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	2

### *Attendance*

Authorised absence		Unauthorised absence	
	%		%
School data	4.3	School data	0
National comparative data	5.2	National comparative data	0.5

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



### ***Attainment at the end of Key Stage 1 (Year 2)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	18	11	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	17	18
	Girls	11	11	11
	Total	26	28	29
Percentage of pupils at NC level 2 or above	School	90(90)	97(94)	100(97)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	18
	Girls	11	11	11
	Total	27	27	29
Percentage of pupils at NC level 2 or above	School	93(84)	93(94)	100(94)
	National	85(84)	89(88)	89(88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	17	16	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	16
	Girls	15	14	16
	Total	27	26	32
Percentage of pupils at NC level 4 or above	School	82(93)	79(93)	97(96)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	13
	Girls	10	15	15
	Total	19	26	28
Percentage of pupils at NC level 4 or above	School	86(89)	79(89)	85(89)
	National	72(70)	74(72)	82(79)

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	180
Any other minority ethnic group	

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

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

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

*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)	8.0
Number of pupils per qualified teacher	26.3
Average class size	30

**Education support staff: YR– Y6**

Total number of education support staff	4
Total aggregate hours worked per week	84

***Financial information***

Financial year	2000/2001
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	£
Total income	389347
Total expenditure	393933
Expenditure per pupil	1867
Balance brought forward from previous year	10000
Balance carried forward to next year	5414

***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out

158

Number of questionnaires returned

54

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	4	2	0
My child is making good progress in school.	46	50	4	0	0
Behaviour in the school is good.	46	48	4	0	2
My child gets the right amount of work to do at home.	35	55	10	0	0
The teaching is good.	51	45	2	0	2
I am kept well informed about how my child is getting on.	35	48	15	0	2
I would feel comfortable about approaching the school with questions or a problem.	67	29	4	0	0
The school expects my child to work hard and achieve his or her best.	54	44	0	0	2
The school works closely with parents.	48	50	2	0	0
The school is well led and managed.	53	43	2	0	2
The school is helping my child become mature and responsible.	44	50	4	0	2
The school provides an interesting range of activities outside lessons.	36	40	12	4	8