

INSPECTION REPORT

SHINEWATER PRIMARY SCHOOL

Eastbourne

LEA area: East Sussex

Unique reference number: 114476

Headteacher: Mr P Candlin

Reporting inspector: Mr D Manuel
21090

Dates of inspection: 22nd – 24th October 2001

Inspection number: 194920

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:	3 to 11
Gender of pupils:	Mixed
School address:	Milfoil Drive, Langney, Eastbourne, East Sussex,
Postcode:	BN23 8ED
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Appropriate authority:	The Governing Body
Name of chair of governors:	Father Jonathan Graves
Date of previous inspection:	09/06/1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shinewater Primary School is situated to the north-east of Eastbourne in East Sussex. The school serves the surrounding community. The socio-economic circumstances are below average. The school is larger than average size with 523 pupils aged from three to eleven years. The school has a nursery unit with 50 places. There are 153 pupils on the register for special educational needs. This is a proportion of 31 per cent, above average. Of these, 31 are at Stages 3 to 5, mostly with specific learning difficulties (dyslexia) or speech and communication difficulties. Six pupils have statements of special educational need, which is above average. There are 142 pupils (29 per cent, well above average) eligible for free school meals. There are 15 pupils from minority ethnic groups, of whom 12 speak English as an additional language. Two of these are at an early stage of language acquisition. Attainment on entry to the nursery is well below average. The attainment level of those entering at other than recognised occasions is usually below average.

HOW GOOD THE SCHOOL IS

Shinewater is a good school where the headteacher, staff and governors work extremely hard to improve the all round development of their pupils. Pupils look forward to coming to school and try hard to meet their teachers' high expectations. Relationships are very good at all levels. Standards are improving and over the past four years have improved above the national rate, particularly in mathematics and science. The school's evaluation of pupils' progress indicates that they achieve well, with a growing number of pupils reaching average and above average levels. Standards are not yet as high as the school would like at the age of eleven, particularly in English, but rigorous monitoring is beginning to have a positive impact. New strategies are in place to ensure that the quality of teaching and learning is checked on a regular basis. The right support is put in place to enable all staff to play an active role in the school's effective approach to self-evaluation. The headteacher provides a very clear direction for the work of the school and is well supported by the strong team commitment of all staff and an active governing body. The school provides good value for money.

What the school does well

- By the end of Year 6, pupils achieve well and attain above average standards in mathematics and music.
- Good teaching across the school results in sustained good achievement by all pupils and helps them develop good attitudes to learning.
- The very good leadership and management of the school make very effective use of the strong teamwork and the whole-school commitment to further improvement.
- In supporting its aims and motto, "Where children come first", the school identifies pupils' needs quickly and provides very good care and support for all its pupils resulting in a very successful and inclusive learning environment.
- The school promotes very good social development of pupils and good levels of spiritual, moral and cultural development.

What could be improved

- The use of assessment, whilst satisfactory, requires further improvement to support the agreed priorities and guide planning to raise standards further.
- Standards in English are still not high enough.
- Levels of attendance are not high enough.

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 satisfactory improvement since the previous inspection in 1997. In response to the key issues identified then, the school has improved the nursery play area to increase access and allow more freedom for children whilst participating in planned outdoor activities. Satisfactory improvement has been made in reviewing the planning of the whole-school curriculum to ensure that computer facilities are used as fully as possible. There are good links in mathematics. The new co-ordinator for information and communication technology (ICT) is drawing up a new action plan to develop ICT links further. A new

homework policy has been implemented to ensure more consistency and a better understanding by pupils and parents of the regular, planned arrangements.

In addition to these key issues, the school has continued to provide very good support for all its pupils. The academic and personal needs of all pupils are catered for very well. A strong team commitment, a new management structure and continued support from governors have established very effective ways of improving the work of the school and enabling all to develop their roles and responsibilities well and play a full part in the management of the school. The new headteacher has built very effectively on the inherited strengths of the school and staff development is closely linked to the school's priorities. Agreed priorities to raise standards in mathematics have proved very successful and improvement has been above expected levels. Monitoring procedures for all subject areas have been extended in the past year.

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			
	all schools			similar schools
	1999	2000	2001	2001
English	D	E	D	D
Mathematics	C	B	B	A
Science	C	C	C	B

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

In 2001 tests, pupils at the end of Year 6 attained above average results in mathematics, average results in science and below average results in English. However, when compared with similar schools, results in mathematics were well above average, in science were above average and in English remained below average. Results over the past four years have improved above the rate of schools nationally. The school's tracking of individual pupils' results indicates that pupils of all capabilities achieved standards of which they were capable. The school met its targets.

When children start school their attainment is well below expected levels, particularly in language and communication and personal, social and emotional skills. By the time they move into Year 1, pupils' standards have improved as the result of good teaching, although they are still below average overall. In 2001, results at the end of Year 2 were low in reading and average in writing and mathematics. When compared to similar schools, reading results were low, average in mathematics while standards in writing compared very favourably. The school has worked very hard to improve standards in mathematics and writing and has done so successfully.

Pupils achieve well at each stage in their learning. Pupils with special educational needs make equally good gains in their learning because of the high quality of the support they receive and the ways in which their learning is organised. The small number of pupils who speak English as an additional language make the same good progress in relation to their prior attainment because their learning is closely supported and monitored.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They are keen to learn and improve.
Behaviour, in and out of classrooms	Behaviour throughout the school is consistently good. Pupils treat each other, adults and visitors with natural respect.
Personal development and relationships	Relationships between pupils themselves and between pupils and adults are very good. Girls and boys work and play together well and older pupils look after younger ones with genuine concern. Personal development is good. Pupils show increasing levels of responsibility as they progress through the

	school.
Attendance	Attendance levels are unsatisfactory, despite the continuing efforts of the school to improve them.

TEACHING AND LEARNING

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

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

The quality of teaching is good throughout the school and promotes consistently good learning. Teaching is particularly strong in Year 6. In the nursery, class teachers have a good understanding of how young children learn. There is a strong focus on developing clear routines and widening children's experiences and vocabulary to ensure they settle very quickly and rapidly grow in confidence. Very good, and occasionally excellent, teaching in Year 6 leads to accelerated learning in the final year, building very effectively on the solid base established in earlier years of the school. Particular strengths in all teaching are good subject knowledge and detailed planning.

The teaching of English is good and enables pupils to improve their skills of speaking, listening, reading and writing from very low levels on entry to the school. The teaching of mathematics is good and makes good use of ICT and other resources to involve pupils in investigations and problem solving. The school is very effective in teaching basic literacy and numeracy skills. Teachers have high expectations of achievement and behaviour and make sure that pupils understand precisely what they are aiming for. Relationships and classroom management are very good and this means that pupils work purposefully in most lessons. In all classes, pupils try their hardest and work at a good rate. Support staff work very effectively alongside class teachers and make a significant contribution to pupils' learning. As a result, pupils with special educational needs work with as much commitment and concentration as others in their class. Teachers assess and monitor pupils' progress accurately in English, mathematics and science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced with good relevance to the learning needs of all pupils. Provision for teaching numeracy is good and improved provision for literacy is a current priority.
Provision for pupils with special educational needs	The provision for these pupils is very good. Their needs are quickly identified, very good support given and progress is monitored closely.
Provision for pupils with English as an additional language	The provision for these pupils is very good. Teachers work hard to meet pupils' learning needs and provide very good support to enhance their achievement at the appropriate level.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for social development is very good and for other aspects is good. This has a positive impact on the personal development of all pupils resulting in their sensitivity and appreciation of others, a healthy curiosity into values and beliefs and gives them access to an understanding of different faiths.
How well the school cares for its pupils	The school provides very good care for all its pupils, a significant number of whom are disadvantaged socially. All adults work hard to fully support the school motto.... 'Where children come first.'

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and a very clear direction to the work of the school. He has built on the inherited strengths of the school, implementing new structures very well. The deputy headteacher and phase leaders complete a very strong team.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well and are very supportive. They have a good understanding of the strengths and weaknesses of the school and play a full part in decision-making.
The school's evaluation of its performance	The school evaluates its progress effectively. Significant improvements have stemmed from decisions to improve the school's performances over the past year.
The strategic use of resources	The school's use of strategic resources is good and the principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Every returned questionnaire agreed that the school is well led and managed and that the school is helping children become more mature and responsible. In addition the following points were made:

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• Children make good progress in school.• Behaviour in school is good.• The teaching is good.• The school expects children to work hard and achieve their best.	<ul style="list-style-type: none">• Children should get the right amount of work to do at home.• The school should provide a more interesting range of activities outside lessons.

The inspection team agrees with all of the aspects that please parents most. Of the areas that a small number of parents would like to see improved, the team considers that the new homework policy now makes clear to parents what is provided and that the amount set is appropriate for this type of school. The team also considers that the range of activities provided outside lessons is also appropriate for this type of school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the end of Year 6, pupils achieve well and attain above average standards in mathematics and music.

1. In mathematics, evidence from work completed last term, at the end of Year 6, shows that standards were above nationally expected levels. In work observed during the inspection, most pupils in Year 6 are already working at levels that would be expected by the end of the school year. These standards are achieved as a result of the good implementation of the National Numeracy Strategy throughout the school, teachers' good planning and high expectations which are particularly evident in Year 6. This is an improvement since the previous inspection when standards were judged to be in line with expected levels.
2. When children first enter the school in the nursery, standards are well below levels expected at this age. By the end of Year 2, the most recent national test results show levels have improved to average and by the end of Year 6, test results show levels above the national average and well above the average for similar schools. Over the past three years, the school has raised standards in mathematics faster than the national rate. Over the past year, a whole-school priority has been to improve pupils' achievements in numeracy and this has been done very successfully.
3. Teachers have developed the national guidance well. Whatever the prior attainment and potential of each pupil, all are encouraged to achieve the best possible standards. As a result of the good learning opportunities provided, pupils systematically develop a wide range of mathematical skills and are keen to use and apply their knowledge and understanding effectively to make quick and accurate mental calculations to solve problems. This was clearly demonstrated in a lesson during the inspection when pupils in Year 6 worked confidently and accurately to meet challenges within a range of statistical data. Different groups calculated the mean, the mode, the median and the range in a series of tasks. Higher attaining pupils and many average pupils achieved above expected levels, with the remaining average and lower attaining pupils achieving expected levels. All pupils were accurate with their answers, explained their methods thoughtfully and checked and shared their results with others. When given the opportunity, pupils in pairs also solved problems in a computer program to reinforce their understanding.
4. In other aspects of mathematics pupils quickly multiply and divide decimals by ten, by moving the decimal point right or left as required, and identify numerators and denominators when calculating equivalent fractions. They also identify rotational symmetry and calculate areas and perimeters of regular and irregular shapes. All evidence confirms that all pupils, whatever their background and capability, achieve well in this subject and reach above average standards.
5. In music, by the end of Year 6, pupils achieve well and attain above nationally expected levels. This is a similar judgement to that made in the previous inspection. All music in Year 6 is taught by the subject leader, who is particularly gifted and has excellent subject knowledge. She also gives support to teachers in Year 5. All pupils in Years 3 to 6 enjoy the benefits of her excellent strategies when they participate in singing hymns together. Even with this large number of pupils present, over 200, the teacher has high expectations, not only of tuneful singing and clear diction, but of other musical skills such as dynamics, tempo and phrasing. Pupils sang very well in unison with good tone, pitch and harmony with descant. Selected pupils played accompanying recorders well too. In these sessions high levels of enthusiasm and achievement are very evident and pupils' attitudes and behaviour are exemplary.
6. Pupils in Year 6 use their musical skills very successfully in links with history and dance. They compose their own tunes, songs and dances for a presentation to other year groups on the theme of 'Theseus the Hero'. In the lesson observed, pupils worked with great success in small groups, composing tunes to lyrics they had written in a previous lesson about Theseus in ancient Greece.

Within their groups, pupils worked very collaboratively with different individuals recording notation, singing, playing tuned instruments and adding rhythmic accompaniment in ostinato form. They thoughtfully evaluated and improved their compositions and later performed them to others in the class. Many of them showed high levels of appreciation, sensitivity and musical understanding of the efforts of others. As a result of the excellent teaching strategies used and the high expectations of what all pupils should achieve, the quality of achievement was well above that normally seen. Pupils with special educational needs also achieved well. All pupils are keen and receptive and participate in all musical activities with enthusiasm and a great sense of enjoyment.

Good teaching across the school results in sustained good achievement by all pupils and helps them develop good attitudes to learning.

7. The quality of teaching is good across the school. In lessons observed, almost half the teaching was good and a quarter of teaching was very good or better, with two lessons excellent. In two lessons teaching was unsatisfactory. This confirms the good quality identified in the previous inspection and with a higher proportion of good or better teaching. During the current inspection teaching was very good in Year 6.
8. Good subject knowledge and detailed planning contribute significantly to the successes. This was particularly evident in mathematics lessons and music where teachers' expertise and high expectations ensured that pupils worked at a good pace with interest and enthusiasm for the challenges set. These factors promoted confident learners who achieved well and enjoyed their work. Good use is made of support staff who work closely with designated pupils, monitoring their learning closely and enabling many pupils with early learning problems to improve and reach average levels.
9. The teaching in the nursery is good and takes full account of the early learning goals, providing a good balance between structured learning experiences and practical first-hand play activities. As a result of well-established routines, children are clear about rules and procedures. Together, nursery staff form a strong team who monitor children's learning closely and adjust planning accordingly. Children benefit from the good provision that ensures that they get off to a good start in their learning.
10. Almost all lessons are well structured and build upon previous learning experiences. In the best lessons, teachers have high expectations of what all pupils should achieve and how they should behave. Teachers use whole class, small group and individual work as appropriate to support and extend learning in an effective way. Very good use is made of questions and prompts to extend pupils' thinking and help them understand and respond. A good example of this was in a literacy lesson in Year 2, concerned with writing to a friend to explain how to plant seeds. The quality of pupils' written responses was much improved by the teacher's strategies.
11. Teachers form very good relationships with pupils, have good knowledge of their needs and regularly assess work to track progress and plan the next stages in learning. As a result, all pupils are interested and involved in their lessons and are keen to play a full part in contributing ideas and answers. Pupils of all backgrounds and capabilities make good progress in their learning. Pupils with special educational needs are well supported and achieve very well in relation to set targets. Pupils who speak English as an additional language are taught well and make good progress. Those who are at an early stage of language acquisition make very good progress due to the very focused support provided. Higher attaining pupils and pupils with particular interests are encouraged to develop their skills as evident in mathematics, art and music.
12. Literacy skills are taught effectively. Teachers work hard to improve pupils' achievement from a very low starting point upon entry to the school. Speaking, listening, reading and writing skills are all supported well and developed in a variety of carefully planned experiences. During the past year, the focus has been on raising standards in writing and this has been achieved successfully. The current focus is on improving reading but strategies are at an early stage. Numeracy skills are

taught well. Pupils are grouped according to prior attainment in most classes and good use is made of developing pupils' mental strategies to help them solve problems. As a result of the recent focus on improving standards in numeracy, the class work achieved by pupils and their results in national tests have risen.

13. Teachers are very aware of links that can be made across subjects, confirming the judgement made in the previous report. Links with information and communication technology (ICT) are increasingly evident, particularly in English, mathematics, art, geography and history. Good use is made of opportunities to investigate problems and gather information from CD-Roms and supervised use of the Internet. Boys and girls work together well in these situations, which also develops their personal and social skills very effectively. On a very few occasions teachers' expectations are not high enough. Planning does not take sufficient account of the needs of all pupils and, therefore, tasks are not always challenging enough. This results in a lack of interest by pupils, the pace of work slows and progress is unsatisfactory. Insufficient use is made of the review session to enable pupils to share their findings and enable the teacher to assess levels of understanding. Overall, the many strengths in teaching considerably outweigh the very small number of weaknesses and have a significant impact on the good levels of achievement made by pupils.

The very good leadership and management of the school make very effective use of the strong teamwork and the whole-school commitment to further improvement.

14. Shinewater is an effective school because there is a shared understanding of what needs to be done and a strong team commitment to achieve the agreed aims and priorities. The headteacher, staff and governors share a common purpose and place pupils and their well-being first and foremost. The high quality of leadership, identified in the previous inspection, has been maintained.
15. The headteacher has been in post for just over one year. He is successfully building on the inherited strengths of the previous headteacher and gives a very clear direction to the work of the school. During the past year, a new management structure has been created involving very good delegation to staff to take on particular management responsibilities. This has enabled the deputy headteacher, the special educational needs co-ordinator (SENCO), phase leaders and curriculum project teams to identify priorities and monitor the work of the school effectively. This monitoring is at an early stage but is already proving successful, as in the tracking of pupils' achievements in mathematics. Phase leaders are allocated time to allow observation in classes and discussion with staff and pupils. This also contributes well to the initiatives led by the curriculum project teams. As a result of their hard work, the curriculum provision for pupils is being made more exciting. This is shown to good effect in the example of linking history, music and dance to enhance the learning about the ancient Greeks.
16. Governors have a good understanding of the school's strengths and the challenges it faces to ensure the correct priorities for development. They effectively apply the best value principles. Costs and services are regularly compared to justify the provision and use of resources, as for example, in the improved provision for ICT. Governors make regular visits to the school to help them evaluate the school's performance and how they can continue to provide the support that is needed. For example, their interest and involvement contributes to the high quality of provision for all pupils, particularly those with special educational needs.
17. Other good developments have taken place in the provision for the significant number of disadvantaged pupils. The school works very well with outside agencies and charities, providing much needed support for these pupils. Teachers provide very good care and support for all pupils and, as a result, provision for personal and social development is very good. Another key area of success lies in the commitment to continually develop teaching and learning in response to national and local initiatives. The deputy headteacher is also effective in her new monitoring role and provides a very effective partnership with the headteacher. With the creation of the new management structures, the school is well placed to continue with its improvement.

In supporting its aims and motto, “Where children come first”, the school identifies pupils’ needs quickly and provides very good care and support for all its pupils resulting in a very successful and inclusive learning environment.

18. Very good procedure are in place to ensure very good support and guidance for all aspects of care and pupils’ welfare, whatever their background. When children first enter the school, their capabilities and needs are quickly and accurately identified and effective support is provided. In the nursery, children benefit from working in small groups, or individually, with clearly targeted tasks. Good levels of response are provided to support children’s needs both in learning and in personal development. Upon leaving the foundation stage and entering statutory schooling, pupils continue to benefit from the caring teachers and adults around them.
19. Regular and focused monitoring ensures that pupils’ progress in personal and academic development is evaluated and important amendments are made in the programme of support. This includes making very good use of strengths in the partnership with various agencies. The support and care for pupils who are socially disadvantaged and for those with behavioural problems is outstanding. Pupils’ problems diminish as they are helped to become eager learners within the school’s positive environment. All staff, supported by the SENCO, work hard to reduce the number of statemented pupils, by providing what is best for each individual pupil.
20. Support for pupils who speak English as an additional language is good. They are assessed on arrival at the school and progress is monitored closely. Those who are at an early stage of language acquisition make very good progress as a result of the very good support provided. The school identifies pupils by ethnic background, language and religious beliefs. When pupils leave the school, they are well rounded individuals. The high quality efforts made by the school are much appreciated and highly valued by parents.

The school promotes very good social development of pupils and good levels of spiritual, moral and cultural development.

21. The school works very successfully to promote pupils’ social development. A significant number of pupils are socially disadvantaged when they enter the school and, as a result of the strong commitment by all adults, pupils make very good progress in their personal and social development. This very good provision begins in the foundation stage where a calm, well organised and purposeful atmosphere creates good opportunities for children to learn routines and relate well to each other.
22. Pupils in Year 2 enjoy high quality provision in their lesson called “Special person of the week”. Each week the teacher and classroom assistant choose one pupil. Other pupils are then encouraged to offer their views, in sensitive discussion, about why the pupil is so special. Very good relationships are formed between all pupils as they speak with genuine fondness about the special person. Older pupils in Year 5 and Year 6 are provided with very valuable experiences in working together collaboratively in such lessons as science, mathematics and music ensuring a richness of provision for social development.
23. Provision for pupils’ spiritual development is good. Collective worship provides a good sense of belonging to a caring and supportive school environment through opportunities to share emotional experiences. This was demonstrated very well in an assembly taken by the local parish priest. In a truly special atmosphere around a lighted candle, pupils reflected quietly as they talked respectively about different moods of festivals and compared them to their own experiences at funerals, weddings and baptisms. In a lesson in Year 5, pupils used religious artefacts well to bring prayer to life in the context of the task. Other good opportunities are provided when pupils sing hymns together. All pupils show real feeling when singing a range of hymns with understanding and appreciation of the deeper meanings within a faith.

24. Provision for pupils' moral development is good. From the moment they start in school, they quickly learn the differences between right and wrong. Teachers and other adults provide consistently good role models and treat all pupils fairly and openly. In this positive environment, pupils show care and consideration for each other as they work and play together. Pupils are well behaved at all times and show genuine respect for each other. Older pupils provide thoughtful contributions to wider moral issues such as the environment, pollution and conservation.
25. Provision for pupils' cultural development is good. There are good opportunities for pupils to discover more about, and understand their own culture. These include gathering information about their own local community in geography and history and learning about and respecting other cultures in art and music. In a religious education lesson in Year 5, pupils learnt about the Qur'an and showed great interest in, and respect for, the Muslim culture and asked thoughtful and perceptive questions. The school's provision promotes a healthy curiosity into their own and other cultures, preparing them effectively for the modern society in which they will be adult participants in the future.

WHAT COULD BE IMPROVED

The use of assessment, whilst satisfactory, requires further improvement to support the agreed priorities and guide planning to raise standards further

26. The school has developed good assessment procedures since the previous inspection, particularly in English and mathematics, where a detailed record is kept of individual pupils' achievements. Individual targets are set in the medium and long-term, based on the results of national test results and the school plans to analyse these further to identify which pupils might be under-achieving. The procedures and support for pupils with special educational needs are very good. The leadership of the co-ordinator and the support given to class teachers helps them to prepare well-targeted lesson plans for these pupils. However, teachers do not always provide sufficient challenge for the higher attainers.
27. The school has taken a further step forward this year by identifying the need to link assessment to medium-term planning and to improve the quality of marking. At the end of each six-week unit of work, teachers carry out summative assessment related to the new national guidance. Provision is made in weekly plans to meet the needs of different attainment groups but not enough links are made with the previous unit assessment to identify targets in the subsequent units of work to ensure that learning moves forward to the next stage. In ICT, teachers use a check-list which measures coverage of various elements but this in itself does not measure the levels of competence.
28. In the phase leaders' monitoring meeting held early in October, it was agreed that the new assessment procedures should be used to lead to more helpful and effective marking by teachers. This is planned to enable teachers to indicate more clearly to pupils what they have to do to improve, particularly to extend the higher attainers. The new initiatives have been well prepared and thought through to strengthen the areas of agreed weakness in the use of assessment. The school is well placed to make the required improvements.

Standards in English are still not high enough

29. Over the past three years, the results of national tests and assessment of pupils at the end of Year 2 have been below or well below the national average. Over the same period, at the end of Year 6, results were also below and well below the national average. In the most recent tests of 2001, results show improvement in writing at the end of Year 2, with results above the national average in relation to the number of pupils reaching the expected Level 2 but no pupils gaining the higher Level 3. This indicates that the recent focus on improving standards of writing has been successful but standards are still not high enough. The results from tests at the end of Year 6 show that standards in English have improved and are close to the national average for those achieving the

expected Level 4 and above. However, the number gaining the higher Level 5 will be well below average. Evidence gathered during the inspection confirms that standards in reading are below expected levels.

30. Upon entry to the school, the level of literacy skills is well below that expected of this age group. Although improvements have been made in all aspects of communication, close scrutiny of pupils' work indicates that standards are still not high enough in speaking skills, sentence construction and use of vocabulary. Improvements are also needed in the opportunities provided for pupils to develop the use of imaginative language. Some adequate and good opportunities are provided but this provision is not applied consistently throughout the school.

31. The school has identified the need to make further improvements this year in reading throughout the school and to increase the number of higher attaining pupils gaining the higher Level 5 in English by the end of Year 6. The development of reading and communication skills is still in need of improvement overall. There is a need to develop a reading environment in classrooms, particularly for the younger pupils. The number and quality of books are adequate but they are not displayed or presented in a way to invite true value from pupils.

Levels of attendance are not high enough

32. Attendance levels, at 92.5 per cent, are unsatisfactory and compare unfavourably with national averages despite the school's very good procedures to monitor and improve attendance.
33. The school has put great thought into improving attendance. There is 'first day contact' with parents when pupils fail to arrive at school as expected. This serves as an excellent reminder to parents of their responsibility to notify the school promptly of any absence. Many absences are due to pupils taking holidays during term-time, some for more than two weeks. These levels of absence have a disruptive effect on pupils' learning. This is particularly true of Year 6, a few of whom took 2, or even 3, weeks holiday at a key time at the beginning of term. The school does not report attendance figures in the prospectus and this is contrary to statutory regulations.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the good work being achieved and raise standards further, the school should:

- (1) use information gained from assessment procedures to identify the school's priorities for improvement and guide the curriculum planning more effectively;
(paragraphs 26 – 28)
- (2) raise standards in English by
 - (a) developing pupils' speaking, sentence structure and vocabulary,
 - (b) developing pupils' imaginative speaking and written language,
 - (c) developing a more stimulating reading environment in classrooms;(paragraphs 29 – 31)
- (3) take necessary steps to improve levels of attendance and include the latest attendance figures in the School Prospectus.
(paragraphs 32 & 33)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	5	11	6	2	0	0
Percentage	8	19	42	23	8	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	498
Number of full-time pupils known to be eligible for free school meals		142

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	3	153

English as an additional language

	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	7.5
National comparative data	5.0

Unauthorised absence

	%
School data	0.02
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	35	33	68

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	31	32
	Girls	26	30	31
	Total	48	61	63
Percentage of pupils at NC level 2 or above	School	70 (57)	89 (68)	93 (84)
	National	84 (82)	86 (85)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	28	29
	Girls	31	27	32
	Total	61	55	61
Percentage of pupils at NC level 2 or above	School	89 (61)	81 (78)	90 (72)
	National	(84)	(88)	(88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	42	26	68

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	33	36
	Girls	19	18	22
	Total	46	51	58
Percentage of pupils at NC level 4 or above	School	68 (67)	75 (79)	85 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	33	36
	Girls	18	18	22
	Total	41	51	58
Percentage of pupils at NC level 4 or above	School	61 (61)	75 (73)	84 (66)
	National	(70)	(72)	(79)

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	5
Pakistani	0
Bangladeshi	6
Chinese	1
White	415
Any other minority ethnic group	3

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	6	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)	22.3
Number of pupils per qualified teacher	27.4
Average class size	27.8

Education support staff: YR – Y6

Total number of education support staff	11.0
Total aggregate hours worked per week	262

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	25.0
Total number of education support staff	1.0
Total aggregate hours worked per week	30
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Financial information

Financial year	2000-01
	£
Total income	971,047
Total expenditure	946,621
Expenditure per pupil	1,810
Balance brought forward from previous year	21,063
Balance carried forward to next year	45,459

Recruitment of teachers

Number of teachers who left the school during the last two years	19.0
Number of teachers appointed to the school during the last two years	13.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	497
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	3	0	0
My child is making good progress in school.	67	29	2	0	2
Behaviour in the school is good.	52	44	0	0	3
My child gets the right amount of work to do at home.	24	54	14	5	3
The teaching is good.	57	41	0	0	2
I am kept well informed about how my child is getting on.	48	44	6	0	2
I would feel comfortable about approaching the school with questions or a problem.	75	22	2	0	2
The school expects my child to work hard and achieve his or her best.	65	33	2	0	0
The school works closely with parents.	44	46	6	0	3
The school is well led and managed.	60	40	0	0	0
The school is helping my child become mature and responsible.	49	51	0	0	0
The school provides an interesting range of activities outside lessons.	16	43	19	3	19

(Numbers in each row may not add up to 100 because of rounding up or down in each cell)