

# **INSPECTION REPORT**

## **KIRKHEATON PRIMARY SCHOOL**

Kirkheaton, Huddersfield.

LEA area: Kirklees LEA.

Unique reference number: 107683.

Headteacher: Mr B. Dye.

Reporting inspector: Mr D J Halford  
12908

Dates of inspection: 27 – 29 March 2000.

Inspection number: 194964

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: 4 – 11 years.

Gender of pupils: Mixed.

School address: New Road,  
Kirkheaton,  
HUDDERSFIELD.  
West Yorkshire.

Postcode: HD5 0HR.

Telephone number: 01484 226667.

Fax number: 01484 226668.

Appropriate authority: The Governing Body.

Name of chair of governors: Mr M. Waddington.

Date of previous inspection: 27 – 30 January 1997.

## INFORMATION ABOUT THE INSPECTION TEAM

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Mrs S Scull	Lay inspector
Mrs D Davenport	Team inspector
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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7-11</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL 12-15

- The headteacher is a very caring individual who has effectively ensured that all staff work together. They are dedicated to improving standards and ensure that all pupils are committed to giving of their best.
- The governors are particularly knowledgeable and have good systems in place for checking on the school's strengths and weaknesses.
- Teaching is good with teachers explaining to pupils what it is they are to learn at the beginning of each lesson and then checking how successful they have been at the end.
- The support provided for pupils with special educational needs is particularly good. The small steps they need to take in order to improve have been accurately identified and staff work hard to provide tasks to match their needs.
- There is good use of the National Literacy Strategy by all the staff, resulting in improved standards in reading and writing.
- Teachers with additional responsibility for a subject or an area are very thorough in checking on how effective the school's provision is for their subject or area.

### WHAT COULD BE IMPROVED 15-16

- The complex organisation in the early years is putting undue pressure on staff to track the progress that is made by each child.
- A few teachers are not introducing challenging enough work for more able pupils quickly enough during lessons. They too frequently have to complete work covered by all pupils first.
- There are inconsistencies in the quality of teachers' marking resulting in pupils not always knowing what they need to do next in order to improve their work.

### WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? 17

- Reconsider the complex organisation of the Early Years Unit, so that:-

- Staff make the most effective use of their time;
  - The activities children follow can be monitored more systematically;
  - A more precise picture of children's progress can be achieved.
- Be more consistent in providing challenging work for more able pupils giving particular attention to when extension activities should be introduced.
- **Ensure consistency in teachers' marking** so that it is clear: -
    - When a piece of work has been undertaken;
    - Where pupils' strengths and weaknesses lie;
    - What pupils need to do next to improve the standard and quality of their work.

## **PART C: SCHOOL DATA AND INDICATORS**

**18-21**

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

### **INFORMATION ABOUT THE SCHOOL**

Kirkheaton Primary School is situated in the village of Kirkheaton, within the town of Huddersfield. The Kirklees Local Education Authority maintains it. There are currently 406 pupils on the roll, 205 are boys and 201 are girls. This figure includes 18 children in the reception year who attend school on a part-time basis. The percentage of children who have special educational needs is below average (13 per cent). However, of these a larger than average percentage (2 per cent) have a statement of special educational need. A very small percentage of pupils have English as an additional language and just over 8 per cent (well below average) of the pupils are eligible for school meals without charge. When pupils first start school they have above average levels of skills in personal and social development, but the majority display average levels of skill in language and literacy and aspects of mathematical development. This represents a substantially similar situation to when the school was last inspected in January 1997.

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

The school has many positive features and the strengths far outweigh the weaknesses. Effective leadership has ensured that all staff are dedicated to raising standards, especially in English and work effectively as a team. Teaching is good and pupils are very receptive and keen to improve their own work. The school gives good value for money.

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

- The headteacher is a very caring individual who has effectively ensured that all staff work together. They are dedicated to improving standards and ensure that all pupils are committed to giving of their best.
- The governors are particularly knowledgeable and have good systems in place for checking on the school's strengths and weaknesses.
- Teaching is good with teachers explaining to pupils what it is they are to learn at the beginning of each lesson and then checking how successful they have been at the end.
- The support provided for pupils with special educational needs is particularly good. The small steps they need to take in order to improve have been accurately identified and staff work hard to provide tasks to match their needs.
- There is good use of the National Literacy Strategy by all the staff, resulting in improved standards in reading and writing.
- Teachers with additional responsibility for a subject or an area are very thorough in checking on how effective the school's provision is for their subject or area.

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

- The complex organisation in the early years is putting undue pressure on staff to track the progress that is made by each child.
- A few teachers are not introducing challenging enough work for more able pupils quickly enough during lessons. They too frequently have to complete work covered by all pupils first.
- There are inconsistencies in the quality of teachers' marking resulting in pupils not always knowing what they need to do next in order to improve their work.

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

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

The school was last inspected in January 1997. It has dealt very thoroughly with all the areas identified for improvement in the last inspection. The overall improvement has been good.

The school has made good progress in raising pupils' levels of attainment in English and now uses test results to check on strengths and weaknesses. Individual records of pupils' progress are maintained effectively. A successful programme of development has been undertaken to raise attainment in geography. An effective assessment policy is now in place and this is helping the school to identify pupils' progress as they move through the school. Files of pupils' work showing examples of different levels of attainment are being compiled to assist teachers in gaining greater confidence in their overall assessments. Planning and teaching are now regularly and systematically checked and the timetable has been modified to make better use of teaching time.

The quality of teaching has improved still further with a greater percentage now being at least good. The successful implementation of the National Literacy Strategy has also improved the provision for English and has helped to raise standards. There has been steady improvement in mathematics standards for pupils aged 5 to 7 years as a result of initiatives undertaken by the school to raise the pupils' achievement.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	D	B	B	well above average      A above average          B average                    C below average          D well below average      E
mathematics	B	E	B	B	
science	A	C	A	A	

In comparison to all schools the test results for 11-year-olds show good performance over time, with the exception of 1998, when the cohort of pupils contained a higher than average number of pupils in the higher stages of the special educational needs register. In other years, the test results in English and mathematics have been consistently above the national average, and well above the national average for English, in 1997. In comparison to similar schools results in English and mathematics in 1999 are also above average. The percentage of pupils achieving the higher levels in English and mathematics is above the national average in 1999, with pupils achieving a slightly better performance in English. Test results for 11-year-olds in science show consistently well above average results over time when compared to all schools, with average results in 1998. In 1999, when compared to similar schools the science results are well above average. Almost half the pupils achieved the higher level in science, which is well above the national average. The present Year 6 cohort reflects the attainment of pupils from the 1999 cohort in English and mathematics. The school has set realistic, yet challenging future targets in literacy and numeracy and are on course to meet these.

The national test results for 7-year-olds are broadly in line with national averages, except in writing where they are better. When compared to similar schools, the school's results are average for reading



and mathematics and above average for writing. When taking into account the percentage of pupils who attain the higher levels, the overall picture is rather similar. In reading and mathematics the percentage of pupils gaining the higher level is broadly in line with the national average. In writing, an above average percentage of pupils gain the higher level. The present Year 2 is attaining well in reading and writing and in line with that expected for their age in mathematics.

There has been effective work happening in information and communication technology, which has helped the school ensure that pupils' skill level is at least in line with that expected nationally. Similarly, standards in religious education are in line with the Locally Agreed Syllabus.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils are enthusiastic and are working hard at improving their basic literacy and numeracy skills. Pupils with special educational needs, in particular, appreciate the support they receive and give of their best.
Behaviour, in and out of classrooms	Behaviour is satisfactory. The vast majority of pupils conduct themselves well at all times. Lunchtimes are particularly pleasant.
Personal development and relationships	Relationships are good between staff and pupils. There is a small minority of pupils who find it difficult to maintain appropriate levels of self-control when not directly supervised by adults.
Attendance	Pupils enjoy coming to school and attendance is above average with the vast majority of pupils being punctual.

## **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Satisfactory	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.*

Teaching is good overall. Seventy-five per cent of the teaching seen during the inspection is at least good, including almost ten per cent, which is very good. It is particularly effective in English, mathematics and science for pupils aged 7 to 11 years. The grouping of pupils by ability has been a positive factor in this respect. For pupils aged 5 to 7 years, teaching is good overall but not quite as effective in helping to improve pupils' standards. There are some inconsistencies in the way more able pupils are challenged. Too frequently they have to complete the same work as others before being provided with extension activities. Children aged under five are provided with much stimulation but the organisation is too complex to enable staff to keep track of all children. Teachers' expectations are not always high enough and support staff are not always used as effectively as they might be. However, overall, the consistently good quality of the teaching has a positive impact upon the learning of the pupils and contributes significantly in maintaining high standards.

All teachers are very confident in teaching the basic literacy and numeracy skills. They are also providing pupils with every opportunity to improve by sharing with them on a lesson-by-lesson basis what it is they need to learn and they check this at the end of the lessons. However, the same attention

is not given to marking, where pupils are not as consistently clear as to what to do to improve. Teachers are very effective in using questions to focus on what pupils have learnt and they manage pupils well, even those with the potential for being disruptive.

Pupils work hard and older ones, in particular, know what they need to do next in order to improve. The good teaching enables them to make gains in their learning resulting in their academic skills being better.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All the subjects of the National Curriculum and religious education are taught. There is good attention given to literacy, numeracy and information and communication technology. The school has detailed plans for the development of all other subjects.
Provision for pupils with special educational needs	This is a particular strength of the school. Pupils with difficulties are identified early. Detailed programmes of the small steps they need to make in order to improve are well organised. Their needs are frequently reviewed and they make very good progress.
Provision for pupils with English as an additional language	The few pupils with English as an additional language are appropriately supported enabling them to achieve to their full potential.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school works hard to provide pupils with a wide range of visits and experiences which help them have greater understanding of their own community as well as the way of life of others from different parts of the world.
How well the school cares for its pupils	The staff have developed good systems to help them know about the academic success of individuals as they progress through the school. Pastoral care is particularly effective with a high priority given to any pupil who has a particular need in respect of health and welfare.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has the confidence of the staff and governors. He has successfully communicated the importance of working together to raise standards. All staff with management responsibility are clear about their roles and work effectively to maintain improvement.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They have good systems in place to check on how well the school is performing. They target their spending effectively so as to aim to improve standards.
The school's evaluation of its performance	The school checks its national test results thoroughly and acts appropriately on what it learns. The school development plans forms a

	good vehicle for setting out priorities. The quality of teaching is regularly checked and appropriate systems are in place to support staff, when necessary.
The strategic use of resources	Finances are allocated after detailed and careful consideration is given to the overall impact on standards. Specialist classroom assistants, working with pupils with special educational needs, are deployed very effectively. The school uses appropriate systems to check whether it is receiving the best possible value from its spending.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• That the school has improved a great deal over the past few years and there is still a feeling that it will improve further.</li> <li>• The headteacher is very approachable and sets high standards for the children.</li> <li>• Children enjoy coming to school.</li> <li>• They are actively encouraged to be involved in the work of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The parents' meeting, questionnaires and discussions with them indicated no major problems. However some are concerned about the amount of work their children have to do at home.</li> </ul>

The inspection team can well understand why parents are so happy with this school. There is every indication that there has been much improvement over the past few years and that there is a momentum for further improvement. The team agrees with all the positive comments made. The school has a very comprehensive homework structure in place and this is having a positive impact on the day-to-day learning for all pupils.

## **PART B: COMMENTARY**

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

- 1      The headteacher is a very caring individual who has effectively ensured that all staff work together. They are dedicated to improving standards and ensure that all pupils are committed to giving of their best.**
- 2      When the school was last inspected the report indicated that ‘the headteacher, ably supported by a hard-working staff and governing body, has created in a relatively short time an excellent team spirit that is having a positive effect on the life of the school. They have recognised the need to raise attainment and improve standards’. This particularly positive and encouraging start has been built upon very effectively. The school has improved, knows it has improved and is active in maintaining this forward momentum.
- 3      The headteacher has the confidence of all who have a part to play in the daily life of the school. He has a clear vision of what has to be done to continue its improvement. He has gathered together a strong group of professionals who work very effectively together as a team and ensure that the school continues to improve. Everyone, in whatever capacity they hold, know the part they play and are collectively keen to make their contribution and see improvement maintained.
- 4      He has a good relationship with the pupils, some of whom display challenging behaviour. He has established clear systems to promote improvement in behaviour management. For example, blue, yellow and red cards given to pupils at lunchtime, reflecting acceptable and unacceptable standards of behaviour. The system actively involves the lunchtime supervisors, and provides information, which the pupils understand. The vast majority of pupils respond positively – especially in lessons – and are keen to give of their best.
- 5      The deputy headteacher and other senior staff also work together very effectively as a senior management team. Each has a particular contribution to make, and as a group, they have good systems in place to ensure that decisions they take are reflected in practice. There is effective support from the Local Education Authority, which is valued by the school. There is no doubt that leadership in this school is very effective.
- 6      The governors are particularly knowledgeable and have good systems in place for checking on the school’s strengths and weaknesses.**
- 7      The governing body of the school also fulfils its role very effectively. Collectively it has an extensive knowledge of the day-to-day working of the school. It is very well informed and uses its knowledge sensibly in planning for the future development of the school.
- 8      A large percentage of the governors take an active part in the daily work of the school. A parent governor works in school with pupils with special educational needs, and the chair of governors has taken time to ‘shadow’ individual pupils through a school day. Curriculum coordinators report frequently and regularly to the governing body. In this way the governors gain a wide range of information from a wide variety of sources, and all add to the collective knowledge which they have.
- 9      The governors are well informed about the results attained by the pupils in the end of key stage tests. Detailed information is readily available to them. The school development plan is

a very effective document, which contains realistic plans for future development. It is written following wide ranging discussions and the governors have a clear sense of where the strengths and weaknesses of the school lie, and how those priorities for development will improve the school.

- 10 The school's finances are managed prudently. Much thought and consideration is given to getting the best value for the money the school spends. There are many examples of this, including the use of private insurance for teacher supply cover. There is a clear determination to target spending as effectively as possible on school improvement. This can be seen in the good quality resources supporting the English curriculum and the school being ahead of its target on up-grading information and communications technology hardware.
- 11 **Teaching is good with teachers explaining to pupils what it is they are to learn at the beginning of each lesson and then checking how successful they have been at the end.**
- 12 There are many characteristics of good teaching in the school. Teachers throughout the school display a good level of knowledge and understanding. Teachers in the early years unit show a good understanding of the needs of young children and provide them with a wide range of good quality experiences. For pupils between the ages of 5 – 11 years teachers show good levels of understanding of the curriculum. The structure of the National Literacy and Numeracy Strategies are well established and teachers are confident when teaching English and mathematics. This is particularly the case with the project in mathematics, which is taught consistently and is effectively improving the mental agility of the pupils in the lower year groups.
- 13 Lessons throughout the school are well managed and a particularly strong feature of teaching is seen in the clarity with which teachers share with the pupils exactly what it is they need to learn during the course of specific lessons. The key features of the lesson are written down at the start, and the pupils know what is expected of them. The pupils are frequently reminded of the focus of the lesson as it proceeds, and often, at the end teachers check to see what the pupils can remember.
- 14 This works well, leaves pupils in no doubt about what they are to do, constantly checks their progress towards their new learning and reviews the success of the lesson as it concludes. There is no doubt that the good quality of the teaching is having a positive impact on the learning of the pupils. This is one of the basic reasons why the standards achieved by the pupils in this school are improving
- 15 **The support provided for pupils with special educational needs is particularly good. The small steps they need to take in order to improve have been accurately identified and staff work hard to provide tasks to match their needs.**
- 16 The provision made for pupils with special educational needs is very good. Detailed plans are consistently available. Pupils are supported very effectively and this ensures that they make good progress in the standards of work they undertake.
- 17 The school benefits from the services of a very able and committed special educational needs coordinator. She manages the resources available to her very effectively. She demonstrates teaching of an outstanding quality and enables pupils in her care to work at a high level. This was demonstrated particularly well in a lesson for older pupils on 'photosynthesis'. Over

twenty pupils, all on the special educational needs register – and some at a high stage in the Code of Practice – were led to work with high level of independence on this subject. They made very good use of dictionaries, finding complex technical words, and engaged in a particularly lively debate. Their questions were challenging and the learning was at a high level.

- 18 In addition to the high quality of the teaching, the pupils have access to very good levels of classroom support. Classroom assistants have detailed records of pupils' individual needs, clearly written individual education plans and (in some cases) behaviour modification plans. This enable the support staff to be well informed, very well prepared and in a very good position to offer very good levels of support to these pupils.
- 19 Most classroom teachers have detailed plans that include specific reference to the needs of these pupils. They ensure that the pupils' needs are met effectively and that the pupils themselves make good progress with their learning. There are also examples of classroom teachers using very good pupil management skills with pupils whose behaviour is particularly challenging. A very capable teacher illustrated this on the first morning of the inspection, when she sensitively managed a young pupil who found settling into the classroom routine particularly difficult.
- 20 **There is good use of the National Literacy Strategy by all the staff, resulting in improved standards in reading and writing.**
- 21 The National Literacy Strategy has been implemented appropriately. It has been supplemented by a detailed programme of training, and been taken up enthusiastically through the school. The training programme gave the school a good focus for the collective attention of the staff. A target-setting system has also been introduced, and this overall development has had a positive impact on improving the pupils' standards of work.
- 22 Teachers work in pairs to plan the work undertaken in each year group. The coordinator collects teachers' planning for monitoring purposes and pupils' writing is regularly reviewed so that all the staff are able to develop a clear understanding of the characteristics of different levels of work. Resources have been improved since the introduction of the Strategy, and work pupils undertake at home has also been included. There are detailed plans for future development, including an audit of guided reading materials, the development of targets for reading and increased levels of reviewing pupils' work.
- 23 The work undertaken has been comprehensive and has had a noticeable effect on improving the standards of the pupils' work. Teachers are clearly enthusiastic to make this a success, can see the improvement that has been made and the possibility of further development in the future
- 24 **Teachers with additional responsibility for a subject or an area are very thorough in checking on how effective the school's provision is for their subject or area.**
- 25 Every subject and many aspects of the work of the school have a named coordinator, and each individual works in a very dedicated manner to ensure that the provision made is thorough and detailed.
- 26 Comment has already been made about the good quality of the management for Literacy. In mathematics, the school is engaged upon a project to introduce a particular and developing

scheme from another Local Education Authority into the school. The school is part of a Local Authority initiative in Kirklees. The school has undertaken its initial role with verve and enthusiasm, under the direction of a particularly well-motivated coordinator. It is clear that the staff as a whole have taken to the project in a very positive manner and are keen that the initiative should be successful. In information and communications technology, the school, under the direction of the coordinator, has set itself challenging targets to meet in the establishment of minimum standards of hardware available for the pupils' use. These targets have been met before the expected time. For every other subject of the curriculum, the coordinator is responsible for ensuring that overall priorities for the subject are set out in the School Development Plan.

- 27 Coordinators ensure that detailed records of the progress made by individual pupils as they pass through the school are up-to-date. The information is effectively shared amongst all the staff that come into contact with those pupils. The provision made for pupils on the register of special educational needs is kept in equal detail. Their particular stage on the Code of Practice, copies of appropriate individual education plans and other details of their progress are accurately maintained and available to each adult who works with the pupils. Individual pupils who have specific welfare needs are listed along with their symptoms, requirements and contact points. This information is widely available for teachers, classroom assistants and mid day support staff. The school is particularly thorough in this regard.

## **WHAT COULD BE IMPROVED**

- 28 **The complex organisation in the early years is putting undue pressure on staff to track the progress that is made by each child.**
- 29 The Early Years Unit is staffed by a very dedicated group of teachers and support staff, who spend many hours ensuring that a wide range of good quality experiences are available for the children who use the unit. Good quality resources are available and a great deal of time and effort is expended upon ensuring that good quality early years learning is undertaken.
- 30 The unit, however, struggles under the weight of some severe difficulties. There are very large numbers of children accommodated in the Unit – in excess of eighty – and some are full time whilst others are part time. The admission arrangements require that children start school in the term when their fifth birthday occurs and that part-timers start the term after they are four. At any one time, therefore, there are children who are established in the routines of school life together with those who are just embarking upon their early days of education.
- 31 To cope with this wide range of experience and very large number of children, the school has established a complex organisation, which has with it some inherent difficulties. Where teachers lead specific experiences in particular areas of learning, for example in the production of some cards for Mothers' Day, or in the construction of Humpty Dumpty Eggs, with moving arms and legs, the work undertaken by the children is carefully structured and effectively monitored. Detailed records of the children involved are kept. Similarly, where pupils are encouraged to take an interest in books, their interest levels, developing skills with words, and their overall understanding of books are equally appropriately recorded. However, where children are engaged in moving freely between activities – for example, working with constructional apparatus, matching number cubes or gaining experience of working on the computer – their progress is not monitored as effectively as it might be. Similarly, whilst some record is kept, by way of a tick sheet, on which activities some children have experienced, this

record is not effective, since it is not sufficiently comprehensive. Many children move between the activities unnoticed, and some of the support staff are not used as effectively as they might be in monitoring the children's activities.

- 32 Thus, despite the dedication of staff, they are unable to maintain an effective record of the activities followed by the majority of the children, nor an accurate record of the progress they make.



- 33 **A few teachers are not introducing challenging enough work for more able pupils quickly enough during lessons. They too frequently have to complete work covered by all pupils first.**
- 34 In many of the lessons observed, and the scrutiny of pupils' work, the same tasks are offered to all the pupils in the class. In many of these lessons the work is clearly in line with the expectations of the National Curriculum, for the age of the pupils. In these lessons, pupils with special educational needs, and who find it difficult to learn, are able to work alongside their peers and undertake the same work as everyone else. For these pupils the work is challenging and their progress is good. For pupils who are able and capable of working at a higher than average level for their age, working at these similar tasks does not represent a sufficient challenge, and does not take their learning forward as quickly as it should
- 35 In some areas of the school, for example, amongst the older pupils a successful 'setting' arrangement means that work undertaken is targeted more appropriately to the abilities of a wide range of pupils. In some classes containing younger pupils, extension activities are regularly available to for higher attaining pupils, so that they do gain access to more challenging tasks.
- 36 However, in some classes, more able pupils do not gain access to more challenging tasks early enough. They frequently have to complete work covered by all the pupils in the class first, and in some cases do not get beyond this stage. The overall progress made by these pupils is not as effective as it should be as they do not make sufficient gains in learning early enough in some lessons.
- 37 **There are inconsistencies in the quality of teachers' marking resulting in pupils not always knowing what they need to do next in order to improve their work.**
- 38 A review of the work undertaken by pupils through the school reveals some inconsistencies in the quality of teachers' marking. In some cases work is undated and it is therefore not immediately clear when it has been undertaken. It is important that it should be clear so that a pattern of pupils' progress can be seen over time.
- 39 Most marking is very clear about what is correct and incorrect. Some marking, however, does not clearly identify for the pupils what are the strengths and weaknesses of their work. Directly as a result of this, pupils themselves are not clear about what it is they need to do to improve the quality of their work. This is in contrast to the efforts made by teachers to share with pupils what it is they are to learn a lesson-by-lesson basis.
- 40 This is not an area of weakness occurring throughout the school. Indeed some elements of marking, in some classes, are good. The current position, however, is inconsistent and a review of the practice is required.

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

41 In this improving school where staff and governors know its strengths and weaknesses, and where there is a clear commitment to continued improvement, the following areas for further development should be considered:-

- **Reconsider the complex organisation of the Early Years Unit**, so that:-
  - Staff make the most effective use of their time;
  - The activities children follow can be monitored more systematically;
  - A more precise picture of children's progress can be achieved.
- **Be more consistent in providing challenging work for more able pupils giving particular attention to when extension activities should be introduced.**
- **Ensure consistency in teachers' marking** so that it is clear: -
  - When a piece of work has been undertaken;
  - Where pupils' strengths and weaknesses lie;
  - What pupils need to do next to improve the standard and quality of their work.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	14

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	9%	66%	25%	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)		397
Number of full-time pupils eligible for free school meals		35

*FTE means full-time equivalent.*

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register		59

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	10

### *Attendance*

#### Authorised absence

	%
School data	4.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

### ***Attainment at the end of Key Stage 1***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	30	22	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	25	28
	Girls	19	21	20
	Total	43	46	48
Percentage of pupils at NC level 2 or above	School	82(82)	88(96)	92(96)
	National	82(80)	88(80)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	25	24
	Girls	21	19	20
	Total	44	44	44
Percentage of pupils at NC level 2 or above	School	84(86)	84(94)	84(98)
	National	82(80)	86 (84)	87 (85)

*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
	1999	33	36	69

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	26	29
	Girls	31	29	33
	Total	54	55	62
Percentage of pupils at NC level 4 or above	School	77(55)	80(44)	90(72)
	National	70 (63)	69 (62)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	21	26
	Girls	29	28	33
	Total	51	49	59
Percentage of pupils at NC level 4 or above	School	74(65)	71(65)	85(71)
	National	68 (62)	69 (62)	75 (69)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	
Black – other	2
Indian	
Pakistani	5
Bangladeshi	
Chinese	2
White	315
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		
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)	16
Number of pupils per qualified teacher	24.8
Average class size	30.5

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

Total number of education support staff	15
Total aggregate hours worked per week	270

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

Total number of qualified teachers (FTE)	[ ]
Number of pupils per qualified teacher	[ ]

Total number of education support staff	[ ]
Total aggregate hours worked per week	[ ]

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

### ***Financial information***

Financial year	1998/99
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	£
Total income	509257.00
Total expenditure	510166.00
Expenditure per pupil	1350.00
Balance brought forward from previous year	-1064.00
Balance carried forward to next year	-1973.00

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

### **Questionnaire return rate**

Number of questionnaires sent out	330
Number of questionnaires returned	164

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	2	0	1
My child is making good progress in school.	50	48	1	1	1
Behaviour in the school is good.	40	52	2	0	5
My child gets the right amount of work to do at home.	26	55	10	2	6
The teaching is good.	51	48	0	0	1
I am kept well informed about how my child is getting on.	38	53	6	2	1
I would feel comfortable about approaching the school with questions or a problem.	59	37	3	1	0
The school expects my child to work hard and achieve his or her best.	55	43	0	0	1
The school works closely with parents.	49	41	7	1	2
The school is well led and managed.	57	35	2	1	5
The school is helping my child become mature and responsible.	46	49	0	1	4
The school provides an interesting range of activities outside lessons.	32	42	5	1	20