

# INSPECTION REPORT

## **TALBOT PRIMARY SCHOOL**

Roundhay, Leeds

LEA area: Leeds

Unique reference number: 107908

Headteacher: Roy Dougill

Reporting inspector: George Derby  
25349

Dates of inspection: 10<sup>th</sup> – 11<sup>th</sup> December 2001

Inspection number: 194966

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

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## INFORMATION ABOUT THE SCHOOL

|                              |                                    |
|------------------------------|------------------------------------|
| Type of school:              | Primary                            |
| School category:             | Community primary                  |
| Age range of pupils:         | 3 - 11                             |
| Gender of pupils:            | Mixed                              |
| School address:              | East Moor Road<br>Roudhay<br>Leeds |
| Postcode:                    | LS8 1AF                            |
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| Appropriate authority:       | The Governing Body                 |
| Name of chair of governors:  | Peter Thompson                     |
| Date of previous inspection: | June 1997                          |

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Talbot community primary school is situated in the relatively advantaged Roundhay area of Leeds. Some pupils travel greater distances from places such as Oakwood and Harehills to attend the school, which serves a well-established community. There is little movement of pupils in and out of the school. It is much larger than other primary schools, with 500 pupils in total and 81 children currently attend the nursery every morning and afternoon, mostly on a part-time basis. Although the school's nursery places are sought after by parents, not all nursery children continue with their compulsory education at Talbot; they sometimes attend their local school. There is a wide range of attainment on entry to the nursery and, at present, the pupils' attainment on entry to the reception classes is above that expected for their age group. The percentage of pupils who receive free school meals, at seven per cent, is below the national average. The percentage of pupils on the school's register of special educational needs is below the national average, although the number with Statements of Special Educational Need is broadly in line with the national average. The school has 87 pupils who are learning English as an additional language – a high number. These pupils' first languages include Panjabi and Urdu. Five of these pupils are at an early stage of language acquisition. The school has had a relatively stable staff for many years, but has faced considerable difficulties during the last academic year, due to a number of staff being on maternity leave, as well as some staff illness. Recruitment of temporary staff has been problematic. A main aim of the school is to educate the 'whole child'; that is to successfully promote pupils' personal development as well as their academic progress.

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

Talbot is a very effective and inclusive school which promotes the development of the 'whole child' very well. Overall, it provides a very good education for its pupils. They achieve very well, overall, because of the very good teaching. By the time they leave the school, their attainment is well above the national average in English, mathematics and science. All staff and governors work together as a very effective team to maintain high standards, as well as to promote pupils' personal development. As a result, pupils leave the school as very polite, well-mannered pupils, who are very well prepared for the next stage of their education. The pupils have very positive attitudes to their work and strive to do well. The school gives very good value for money and has a very good capacity to improve further.

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

- There is a strong commitment to providing a rich and stimulating learning environment where pupils' achievements are highly valued and praised and their personal development is very well promoted.
- The standards the pupils attain are well above average by the time they leave the school; their achievement in ICT is very good and supported by excellent facilities and very strong subject leadership.
- The leadership and management of the headteacher, key staff and governors are particularly effective.
- The quality of teaching is very good, overall.
- The quality of the personal support for groups, such as those pupils with special educational needs (SEN) and those with English as an additional language (EAL), as well as for other individuals, is very good.

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

- Pupils' handwriting in Years 2 and 3, so that they can attain higher levels in their written work.
- The written planning to identify what different groups of pupils will do and learn, in order to raise their attainment even further.

*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 progress since its last inspection in June 1997. It has built upon its strengths and improved where there were areas of weakness. The quality of teaching has improved; the proportion of

very good or excellent teaching has increased and there is now no unsatisfactory teaching. The pupils' results achieved in the National Curriculum tests at the age of 11 have been consistently well above the national average for several years. The only issue from the last inspection has been effectively addressed. The previous weakness in the ways pupils were assessed in subjects other than English, mathematics and science have improved and these are now good. Assessments in English, mathematics and science are now fully in place and are good. The analysis of test results which the headteacher and the assessment co-ordinator produce confirms that pupils do very well by the time they leave the school.

## STANDARDS

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

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1999          | 2000 | 2001 | 2001            |
| English         | A             | A    | A    | A               |
| mathematics     | A             | A    | A    | B               |
| science         | A             | A    | A*   | A               |

**Key**

|                    |    |
|--------------------|----|
| very high          | A* |
| well above average | A  |
| above average      | B  |
| average            | C  |
| below average      | D  |
| well below average | E  |

Pupils' performance in the 2001 National Curriculum tests at the end of Key Stage 2<sup>1</sup> was well above the national average in English and mathematics and was very high (in the top five per cent of schools nationally) for science. In comparison with that in similar schools, pupils' performance was well above average in English and science and above average in mathematics. The test results between 1999 and 2001 have improved at a rate similar to the national trend, but have been consistently well above average. The gains made by last year's Year 6 pupils, measured from their National Curriculum test results when they were at the end of Key Stage 1, were well above the national average. By the end of their time in the school, the pupils achieve very well and inspection evidence shows that their attainment is well above national expectations. Pupils with English as an additional language, and those with special educational needs, also achieve very well because of the very good support they receive and the high degree of attention the school gives them.

Pupils' performance in the 2001 National Curriculum tests at the end of Key Stage 1 was well above the national average in reading and mathematics and above average in writing. In comparison with those in similar schools, the results were well above average in mathematics, above average in reading and in line with the average in writing. Evidence from the inspection indicates that the standards in writing are rising, but that, for pupils in Years 2 and 3, the lack of a joined-up style of handwriting prevents them from attaining at the higher level. Attainment seen in Year 2 in English, mathematics and science during the inspection was above average and was on course to be well above average by the end of the year. Inspection evidence suggests that targets for 2002 are realistic, challenging and likely to be met.

<sup>1</sup> Children in the Foundation Stage attend the school's nursery and reception classes. Those in Key Stage 1 are in Years 1 and 2. In Key Stage 2, pupils are in Years 3, 4, 5, and 6.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Pupils have very good attitudes to school and work. They are keen to come to school. They settle quickly and have high levels of interest in their lessons. They are productive workers, taking a great pride in their work.   |
| Behaviour, in and out of classrooms    | Pupils' behaviour is very good, overall, and the school is a very harmonious community. The pupils' behaviour around the school is excellent. There are no exclusions. Talbot pupils are very polite and respectful of others. |
| Personal development and relationships | Relationships between pupils and with their teachers are excellent. Pupils' personal development is very good. They willingly take on responsibility in classrooms and around the school and are able to work collaboratively. |
| Attendance                             | Attendance is very good. There is no unauthorised absence.   |

## TEACHING AND LEARNING

| Teaching of pupils:  | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | good               | good           | very 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 very good, overall, and it effectively promotes the progress and attainment of all pupils. The small number of pupils with SEN and the high number of EAL pupils are very well supported by skilled staff and they learn very well. This very good quality of teaching is based on very good and close relationships between pupils and teachers and on the considerable care and concern all staff have for their pupils. Teachers' management of their pupils is skilful and the way they present lessons is interesting, entertaining and challenging. Staff ask probing questions which really challenge pupils to think and they ensure that they include all pupils with questions relevant to their needs. Lessons are well planned in the practical sense, although written lesson planning is very limited for subjects other than English and mathematics and for all subjects there is little reference to what different groups of pupils will learn. Planning for literacy and numeracy is detailed, but identifying objectives for average, higher- and lower-attaining pupils could help teachers be more precise in what they want pupils to learn and raise standards further. They do, however, take account of pupils' differing needs and abilities in the support they give during lessons and, in mathematics, there is often extension work provided for pupils. In English, including literacy, pupils are taught very well, overall. Literacy is very well promoted in other lessons. The teaching of mathematics, including numeracy skills, is good, overall, and strongest in Key Stage 2, mainly because of the way pupils are grouped according to attainment. Additional support for literacy helps pupils who are relatively lower attaining or who have specific difficulties in reading and writing to keep up. Pupils respond very well and they learn very well. They are keen to learn, work hard, concentrate well and develop and deepen their knowledge, skills and understanding.



## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | The quality and range of learning opportunities, including the arts programme, are very good. The curriculum is broad and balanced and provides a very good range of interesting and relevant activities, very well matched to the needs and abilities of all pupils. It is significantly enhanced by the visits, visitors and the range of extra-curricular activities, including residential experiences.  |
| Provision for pupils with special educational needs   | Very good. Pupils are very well supported and, as a result, make very good progress. Work is well matched to their needs. Although individual education plans are generally well written and detailed, it is sometimes difficult for teachers to check on how the pupils have achieved, as teachers' written lesson planning does not reflect these targets.   |
| Provision for pupils with English as an additional language   | There is very effective support for the high number of EAL pupils currently taught. They make very good progress as a result of this. The use of targets for groups and individuals is helping to identify strengths and weaknesses in particular pupils.  |
| Provision for pupils' personal development, including their spiritual, moral, social and cultural development | The school provides very well for the pupils' spiritual, moral, social and cultural development. Teachers and other members of staff are very good role models. Themes in collective worship are used well to encourage pupils to think about their moral responsibilities and to appreciate the wonders of God's world. The celebration of world festivals contributes strongly to pupils' cultural development.  |
| How well the school cares for its pupils  | There are good child-protection procedures and health, safety and security are well considered by the school. Staff know pupils very well and know their strengths and weaknesses. Staff take a keen interest in their pupils and build very good relationships with them. Pupils are well supervised and staff demonstrate real care and concern for them. As a result, pupils feel secure about coming to school and they confidently play a full part in lessons and school life. |

The school works hard to forge positive links with its parents and its partnership with them is good.

## 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 management and has established a very positive climate for learning in the school. He is insistent on high standards and expects staff and children to give of their best.  |
| How well the governors fulfil their responsibilities             | Very good. Governors are very supportive and take an active interest in the life of the school. They have a well-established role as 'critical friends' and bring with them considerable skills in supporting the work of the school. The chair of governors, in particular, has an impressive understanding of the capabilities of the school.   |
| The school's evaluation of its performance                       | Very effective. Assessment results are thoroughly analysed and whole-school and individual targets set. The school development plan is regularly reviewed. Formal monitoring of teaching has been effectively undertaken by the senior staff and systems for implementing it are constantly being updated and improved. Monitoring of teaching is securely in place and literacy and numeracy teaching has been the recent focus of evaluation. |
| The strategic use of resources                                   | Very good. Very effective use is made of the school budget and additional grants to benefit pupils' learning. Financial planning is very good and resources are used well to support educational priorities.  |

The school makes good use of best-value principles, especially in using its money wisely.

## 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>• Their children like coming to this school.</li> <li>• Teaching and pupils' behaviour are good.</li> <li>• Children are expected to work hard, achieve their best and helped to become mature and responsible.</li> <li>• Their children make good progress in school.</li> </ul> | <ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The amount of homework.</li> <li>• Parents' involvement in children's learning.</li> <li>• The information provided by the school on their children's progress.</li> </ul> |

Inspectors agree with everything that parents like about this school. However, they do not agree with most of the parents' criticisms of the school. The range and number of activities at lunchtimes and after school are judged to be very good and accessible to the appropriate age groups. The amount and type of homework are appropriate; it is relevant and well-matched to the ability of the pupils. The quality of the information which the school provides for parents is very good. It includes regular and interesting newsletters and provides information on what is being taught in each class. The quality of the end-of-year reports to parents on their children's progress is consistently very good, although they could be improved further if future learning targets were stated more clearly and consistently. What the school does to involve parents in children's learning is satisfactory. Parents of Nursery and Reception children are given good information on how to help their children and a number of meetings have been held for parents to better understand the methods used in teaching primary-aged children. However, the school does not always use home/school reading records consistently enough as a method of supporting parents' regular involvement in their children's learning and for them to keep a check on what their children are reading.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**There is a strong commitment to providing a rich and stimulating learning environment where pupils' achievements are highly valued and praised and their personal development is very well promoted.**

1. This is a very caring school which successfully includes all groups of pupils, especially those with special educational needs and those with English as an additional language. It has an increasing number of pupils with complex needs, some of whom are educated in the school's high-quality nursery, where they get very good support from teachers and the well-trained support staff. The organisation of the Foundation Stage classes and the nursery, in particular, promotes children's exploration, experimentation, investigation and creativity so that they become enthusiastic and active learners. The school has a high regard for all pupils' individual needs and plans for these very well. Staff take considerable interest in their pupils' particular circumstances, both from an academic and a personal viewpoint. The very rich and varied curriculum supports pupils' learning well; there are particularly strong and effective 'all round' opportunities so that pupils can develop in a well-rounded way. There are very good opportunities for extra-curricular activity, which includes an extensive range of clubs, such as an ICT club for parents and pupils, a library club, table tennis and a chess club, which strongly promote pupils' social and personal development. The school's choir, orchestra and other musical groups meet regularly and competitive games such as football feature heavily in the school's activities; for example, the school team plays in the Leeds school's league and cup competitions and last year the school achieved a national award winning the *Adidas Predator* six-a-side competition. Pupils show a sense of fair play, which is clearly demonstrated in their written accounts of football competitions which appear in the *Talbot Tales of the Talbot Times*. Residential visits and the school's art's programme for pupils in Years 5 and 6 make a significant contribution to the excellent opportunities the school provides for pupils' social and cultural development. For instance, during the arts programme pupils take part in opera and dance workshops and see behind the scenes of a theatre in Leeds. Last year, they took part in the ballet "Hansel and Gretel" and Year 5 are soon to perform with the Northern School of Contemporary Dance. Good procedures are established for child protection and there are good systems for identifying any trends or patterns. Particular attention is given to the health and safety of pupils and the school works hard to minimise risks.
2. Pupils are always encouraged to relate positively to each other, to be considerate and courteous, and to play well together. The school has high regard for 'friendship'. A Key Stage 1 assembly about making friends and a reception class start to the day very effectively helped pupils to consider what friendship was, how they could be friends and how they 'should treat others how you would like to be treated'. Weekly themes help pupils focus on particular aspects of personal development and life; the pupils' responses to these are recorded and form part of the school's tracking of their personal and social development. Relationships between pupils are excellent and they have a genuine concern for each other. For instance, older pupils take seriously their responsibilities to look after younger pupils at break and lunchtime; they do this in a very caring and sensible manner. All adults are very positive role models. In class, there are many examples of pupils working collaboratively, especially in science, where they often have to discuss how they will plan their investigations, the techniques to be used and the equipment required. They are given many opportunities to work and share together from an early age, such as working with partners on the computer or in group mathematics games in the nursery. These personal skills develop very well and, as pupils progress through the school, they clearly value and respect each other's contributions and efforts. By Year 6, pupils are mature, sensible and well-adjusted, and are well prepared for their next stage of education.
3. The pupils' work is celebrated during assemblies and through portfolios, school publications and the high-quality displays seen around the school. This demonstrates the value the school places on pupils' efforts and the sense of community which exists within the school. Pupils regularly stop to explore the displays of other pupils' writing, art work and photographs; groups of pupils can be seen discussing the content and even the youngest pupils sometimes debate the features. Pupils'

presentation of their work and ICT plays an increasingly important role in this, especially for captions and digital photographs. Good and independent use is made of the digital camera and desktop publishing, and there is good attention to layout, taking into account the age and interests of their 'readers'.

**The standards the pupils attain are well above average by the time they leave the school; their achievement in ICT is very good and supported by excellent facilities and very strong subject leadership.**

4. The school's records indicate that pupils' attainment on entry to the nursery is now very wide ranging . Some children who have special educational needs are delayed in their development. They are just learning the names of some objects, while other higher-attaining children show considerable awareness of the world around them. They know their colours, are beginning to add and subtract numbers and can read simple words. One child, in a mathematics activity, remarked, *'I've one cup.....I need three more to make four'*. Overall, although there is a wide variation in pupils' attainment on entry to the Reception classes, it is generally above that expected for their age. Pupils' progress through the early part of their education in the Foundation Stage and in Key Stage 1 is good and in Key Stage 2 it is very good. By the time pupils have reached Year 6, their achievements are very good. This is because of the high quality of teaching in that key stage and the extremely rich and extremely varied curriculum with which pupils are presented. The pupils' attainment at the end of Key Stage 2 in the 2001 National Curriculum tests, taking English, mathematics and science together, was well above the national average and has been for many years. The picture is similar for those pupils reaching the higher levels<sup>1</sup> of attainment in the tests. In 2001, the pupils' results in science were very high and in the top five per cent of pupils nationally. Compared to those in similar schools, the results were well above average in English and science and above average in mathematics. The school had difficulty in obtaining suitable replacement teachers for the two key mathematics co-ordinators who were taking maternity leave. As a result, it struggled to maintain the high standards it usually achieved in the subject and the statutory targets set for pupils at the end of Key Stage 2 were missed by just a few percentage points. Compared to their National Curriculum results when they were Year 2 pupils, the progress of pupils taking the tests last year in Year 6, indicated that their progress was well above average for English and mathematics and particularly high for science.
5. The pupils' results in the Key Stage 1 National Curriculum tests have also been consistently well above average for many years. However, in the 2001 tests, although pupils' attainment in writing was above average nationally, it was only average when compared to that in similar schools. The lack of emphasis on a joined style of handwriting limits pupils' achievements. In reading, this was well above the national average and was above the average for similar schools.
6. Judged on pupils' work seen during the inspection, their attainment was above average and well on course to be well above average by the end of Key Stage 1. It was well above average or high by the end of Key Stage 2.
7. Standards in literacy and numeracy are very good and the school has successfully introduced and developed the National Literacy and Numeracy Strategies; it is very adept at ensuring that these skills are not taught in isolation. Teachers intuitively reinforce aspects of literacy and numeracy in all lessons, with a particular emphasis on ensuring that pupils understand the ideas behind the vocabulary introduced and that the correct use of grammar and punctuation is promoted in pupils' speaking and writing.
8. Teachers provide a very good range of opportunities to develop pupils' speaking and listening skills in a variety of settings. From the earliest age, children are encouraged to freely contribute and discuss matters. Their teacher provides very good opportunities for them to communicate thoughts and

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<sup>1</sup> The National Curriculum expected level of attainment at Year 2 is Level 2. Pupils achieving at the higher level attain Level 3 and above. At the end of Year 6 the expected level is Level 4. Pupils achieving at the higher level attain Level 5 and above.

feelings and share ideas. They recall the events of a story and speak clearly in short sentences, such as, 'He left his scarf behind on the Snowbear'. By Year 6, they are able to debate, discuss and evaluate with confidence and this is seen well in a variety of subjects, such as science, ICT and history. In science, they listen to others' reports on their investigations into the role of the constituent parts of food and contribute, using imaginative ideas. In Year 4, pupils collaborate and discuss how they would set up an investigation to test paper strength. In a junior assembly, pupils can identify that gifts do not need to cost anything and explain, taking the needs of the range of listeners into account, how a smile, kind words, hugs and thanks can all affect others and make them feel good. Many pupils are beginning to use standard English in formal situations.

9. One of the reasons why pupils' standards in reading are well above average is that the school strongly promotes the enjoyment of books. In the nursery, children enjoy a variety of independent opportunities for reading as well as sharing books with other children and adults. They all enjoy listening to and using spoken language as a result of the good guidance by the teacher. Children talk about what they are reading, such as the purpose of the writing on the back of the book and their opinions about why they like a particular story are frequently sought. By Year 6, pupils' reading skills are very well developed and they use their knowledge to read and analyse poems by famous authors such as Ted Hughes, using their skills of inference and deduction. They identify examples of personification and powerful verbs. One pupil from an ethnic minority background identifies that 'The fog paints the town with its ice cold fingers'. Pupils are good at 'skimming' the text and appraising what they have read. A particular strength is the way they can explore and select information from different sources such as the Internet, reference books and CD resources, to support their views.
  
10. Pupils' writing shows clear progression, but a joined style of handwriting develops in a consistent way only in Key Stage 2. Pupils' progress in writing is good over Key Stage 1 and very good over Key Stage 2. For instance, pupils in Year 2 show that they can produce simple letters, with clearly sequenced sentences and with good punctuation. They write for a wide range of purposes and audiences and there were good examples seen of pupils' narrative, instructional and poetry writing. Spellings are generally accurate, including those words with many syllables. Higher-attaining pupils demonstrate fairly sophisticated techniques in their writing, such as the use of speech marks. By Year 6, they have a very good knowledge of grammar and punctuation; they can make very good use of paragraphs, vocabulary is very well chosen and spellings are accurate. Writing is interesting and pupils make great efforts to ensure that it conveys meaning well; there is very good attention to the many ways in which writing can be presented. One Year 6 pupil's very well written poem exemplifies her view of what jealousy feels like:

*Loathing.....  
 Spiteful hatred.  
 A longing nothingness –  
 A wicked, envious craving.  
 Tortured.*

11. Pupils' discriminate fact and opinion well, make very good use of personification in their writing and write about issues from a range of different perspectives.
  
12. Pupils' standards in mathematics at Key Stage 1 and 2 have been fairly consistent over the last four years, varying from high to well above average, depending on the ability of the cohort of pupils. However, in the 2001 Year 2 National Curriculum teacher assessments, teachers assessed pupils' attainment as low for the higher level (Level 3) in one particular area. In shape, shape and measures, the percentage of pupils reaching the higher level was well below average, although for every other area of the subject it was above average or high. The school has now successfully addressed the teaching of this area to ensure that there are no specific areas of weakness and are using commercial materials to support their work. By Year 2, pupils' attainment is above average and, by Year 6, it is well above average. Pupils make good gains in their knowledge and understanding of mathematical skills and their vocabulary is very well promoted through the experiences they receive. By the end of Key Stage 1, through an interesting range of opportunities, including mathematical investigation, pupils recognise and order numbers to 1000 and tell the time, using analogue and

digital clocks. They recognise two- and three-dimensional shapes and count the sides and vertices. They are confident with addition and subtraction to 20. By Year 6, they are competent mathematicians, using a range of information to solve problems and have the skills to know that their answers are sensible. They are highly competent with number and can, for instance, calculate fractions and percentages and relate these to each other to make equivalences. They multiply and divide by 10, 100, 1000 and interpret data very well in their statistical work and calculate the mode, mean and median of a set of data as well as using their knowledge of number to calculate probability. Their mental skills are very well developed.

13. Pupils' make very good progress in science, overall; it is good in Key Stage 1 and very good in Key Stage 2. Standards are above average by Year 2 and well above average by Year 6. In last year's National Curriculum Year 6 tests, the pupils' results were very high when compared nationally and in relation to similar schools. The high-quality teaching and superb attention to vocabulary, pupils' thinking skills and promotion of collaborative working all contribute to standards being so high. Practical work is very well developed and pupils are asked probing questions to explore and develop their scientific knowledge and understanding. Pupils in Year 6 are adept at working out how to carry out investigations, making hypotheses and testing these out. Throughout Key Stage 2, their confidence in all aspects of science develops quickly and they build very well on the ideas they have gained in Year 2 about fair testing. Year 6 pupils have a thorough knowledge of this and readily identify the key factors to be considered in an investigation. They integrate well their work in mathematics to record data in tables and other graphical forms, often using computers to display such information.
14. The majority of pupils in the current Year 6 have reached standards in ICT skills that are expected. In some aspects of the subject, pupils' achievements are above this level. The school's high quality records of pupils' work show that pupils study all aspects of the subject. Teachers plan to extend pupils' knowledge of ICT to the higher levels of attainment and this means that some are able to consider when the ICT is useful and when it is not. They can critically appraise the use of and select different ICT applications in their work. They can send emails with file attachments and can use equipment to control events and log and track physical changes in science, such as logging changes in temperature. They know how to use spreadsheets to collate and present data about heart rate and exercise in science. They have produced good multimedia presentations for younger pupils, choosing content, which shows awareness of their audience, as well as using some basic animation of characters and animals. The very good teaching, the high quality of the accommodation in the relatively new ICT suite and resources and the way the subject is led and supported make a significant contribution to pupils' progress; all this is driving up standards. As a result, pupils at the beginning of Key Stage 2 are showing levels above the expectation for their age. Teachers have recently received training in the use of the interactive whiteboard and use this well as a powerful tool to demonstrate skills and techniques for pupils to learn from. The use of this holds pupils' attention superbly and helps teachers demonstrate the ideas they want the pupils to develop, very clearly.

**The leadership and management of the headteacher, key staff and governors are particularly effective.**

15. The headteacher's very positive leadership and very clear educational direction have resulted in the school fulfilling its aims to educate the 'whole child' as well as in providing an exceptionally good all-round education, where pupils' achievements and their personal development are very well promoted. The very positive, supportive, caring atmosphere and the sense of commitment displayed by all who work in the school, reflect the effectiveness of the leadership. There is a clear sense of unity of purpose and of shared values. The school works very hard to include all pupils and to ensure that all receive a high quality of education and it is very successful in this. The school's management is very effective, with highly developed policies and clearly defined roles and responsibilities for all staff. The school's work is mostly rigorously documented and standards thoroughly analysed to ensure that the school can do all it can to maintain high standards. The headteacher's commitment to high standards and his leadership and development of an effective staff, have resulted in consistently high standards being attained. The senior management team are very effective and take their

responsibilities seriously. The day-to-day management is very efficient and unobtrusive and very well supported by the school's administrative assistants.

16. The governing body is of high calibre. There is a very impressive chair of governors who fully understands the issues for the school. Governors are from a wide range of backgrounds with a genuine interest in the pupils' education and in supporting an establishment where the highest possible standards can be achieved. They are 'critical friends' who are able to maintain a wide view of the school's work. They have the expertise to ask searching and probing questions; they rigorously explore the workings of the school and monitor the school very effectively. They have a thorough knowledge of the standards in the school and the reasons for them. They spend time in the school monitoring aspects of the school's work and critically appraising their own areas of responsibility. The effect of their work, together with the information they receive from subject co-ordinators results in a strong partnership with staff. There are clear committee structures and efficiency in thinking how best the school can plan for the future and move forward and in the decision-making for this. The governors have considered well how they should keep parents informed about the school's work and have recently produced an excellently-presented 'parent friendly' brochure as their Annual Report to Parents. However, this lacks a few important features which governors need to report upon. These omissions, the progress on the school's action plan and a report on the school's arrangements for pupils with special educational needs are to be included in next year's report.
17. The school development plan is a comprehensive document, outlining actions for school improvement over the long-, medium- and short-term and is produced in conclusion with staff and governors. The school's finances are very well planned for and well tied to priorities and spending is regularly checked against these by governors. Although the school has a long history of setting targets to raise attainment, the plan itself does not have clear success criteria which relate to driving up standards. These are more related to 'things done' or in place, rather than more specific measures which the school's actions can be assessed against. The school has established a very good climate for continuous improvement and reflects carefully on everything it does.
18. Subject co-ordinator's roles are well developed, although the monitoring of teaching by the subject co-ordinators has included only English and mathematics. The headteacher, through systematic checking on the quality of teaching across subjects and through informal monitoring from his highly visible presence around the school, has a very good overview of teachers' strengths and weaknesses which enables him to ascertain the guidance needed to help staff improve. All co-ordinators examine pupils' work and curriculum plans and pupils' progress is well tracked. The headteacher's knowledge of pupils' attainment is very good and trends and patterns in progress are well understood; measures are readily put in place to counter any deficiencies or weaknesses identified in school provision.

### **The quality of teaching is very good, overall.**

19. The quality of the teaching is very good, overall. The teaching in nearly nine tenths of lessons seen was good or better and nearly a half of all the teaching was very good or excellent. From an observation of lessons and an examination of the planning and teachers' records, it is good, with very good features in the Foundation Stage (especially the nursery) and very good with excellent features in Key Stage 2. All the lessons that were judged to be excellent were seen at Key Stage 2 and nearly two thirds of lessons seen at this stage were very good or excellent. At Key Stage 1, the quality of the teaching is good. Teachers know their pupils very well, particularly in the Foundation Stage and in Key Stage 2. In the Foundation Stage, the school's experienced staff have a considerable understanding of the needs of the pupils and how to promote children's personal, as well as academic, progress.
20. The quality of questioning by staff is excellent. Through probing questioning they regularly check on pupils' understanding, as well as using it as a form of assessment. Adjustments to lessons are frequently made to take into account pupils' responses and any difficulties they have.

21. Teachers make very clear to pupils what they are going to learn at the beginning of the lesson, using 'child friendly' language, although for the non-core subjects it is more about what they are going to do. Teachers and pupils evaluate how well they have performed in plenary sessions at the end of lessons, although some teachers do not leave enough time for this. In a Year 6 lesson on diet, following collaborative, research work on food groups and the nutrients in different food, pupils were given excellent opportunities to present their findings and learn from each other. The plenary very successfully expanded pupils' knowledge even further. This promoted not only their ability to speak confidently in front of others, but, also, to present key scientific ideas in a logical way and based on their evidence collected. On occasions, lessons extend into break time because pupils' are so enthusiastic and want an opportunity to present their conclusions or their work to the class during plenary sessions. Introductions are carried out particularly well and help pupils gain a thorough understanding of the ideas they are going to use or develop throughout the lesson.
22. Teachers promote literacy skills particularly well in lessons and teachers, quite naturally, take every opportunity to reinforce, correct or develop pupils' understanding of grammar, punctuation and vocabulary; for instance, the use of bullet-pointed lists when pupils in Year 2 are required to produce key facts and the exploration of pupils' knowledge of prefixes to deduce what a word containing 'hydra' might mean in Year 6. Pupils often discuss their new-found literacy knowledge at lunchtime, such as in a discussion heard on their work on imperative verbs and their use. Teachers use ICT very well in their lessons and use the ICT suite regularly to research, model and teach new ideas, such as the use of propaganda through war posters in history. . The use of ICT has had a significant effect on the quality of teaching and teachers use the new interactive whiteboard with enthusiasm. Although teachers have only just learned how to use this, they use its 'power' well to demonstrate in a way which brings new ideas to 'life'. Long and complicated explanations of how to use 'tools' or sequences of actions in programs are now replaced by very simple and clear demonstrations. The highly effective ICT co-ordinator is timetabled to support teachers' use of this new technology in lessons and her help has resulted in the new equipment being used quickly and accurately. The already enthusiastic pupils, who are 'hungry' to learn, increase their motivation - even the youngest pupils show very good powers of concentration and application when doing this. In a Year 3 art lesson, using painting and drawing software, pupils were very well taught to repeat their designs in a symmetrical way, so as to produce mirror images in their work. The careful guidance given by staff, the pupils' own willingness to explore the 'tools' and their ability to produce interesting designs, meant that they learned very well. In a history lesson, where Year 6 pupils were exploring the messages in World War II posters, through the use of the teachers' well-prepared picture files (taken from another school's website), pupils very enthusiastically examined the posters. They were encouraged to use language which was highly descriptive and emotive, as well as metaphors and similes, to represent the propaganda in the posters. One pupil wrote about his poster entitled 'Maneater' (showing Adolph Hitler eating human bones with the names of European countries on them):

*The message is that Hitler is an EVIL man....he's hungry for power and he's eating the countries he's already invaded.*

This resulted in pupils' knowledge of the 'war effort' growing further.

23. Teachers' manage pupils very well and their discipline is firm, caring and unobtrusive. Very good, trusting relationships exist between pupils and staff. Occasionally, teachers do not direct pupils to sufficiently listen to others, or to be directly involved in an activity and there is too much movement when trying to give explanations or review work with the class. In Key Stage 1, work is not always set to extend pupils' learning at the higher levels of attainment and teachers sometimes run out of time at the end of lessons. This means that opportunities to evaluate the quality of their work or for teachers to assess what they have learned are lost.
24. Learning occurs in a caring atmosphere and one where the praise given by teachers for pupils' efforts is highly valued. All staff promote pupils' personal skills very well and the development of study skills prepares older pupils well for the next phase of their education. Lessons usually proceed at a very good pace and group work is well organised, so that pupils explore, practise, learn and evaluate. The learning environment is highly stimulating and exceptionally conducive to pupils' very good achievements.



**The quality of the personal support for groups, such as those pupils with special educational needs (SEN) and those with English as an additional language (EAL), as well as for other individuals, is very good.**

25. Talbot is an inclusive school. It has a strong commitment to meet the needs of all the pupils in the school. While it does effectively support particular groups, the school's emphasis is on the individual needs of pupils. A strength is the way the school tracks and sets good targets for the progress of individuals. Despite having only a small number of pupils with special educational needs (although the proportion of those with Statements of Special Educational Needs is similar to the national average) the school provides particularly well for them and assigns resources above those received through its budget formula. Similarly, for pupils whose first language is not English, high-quality additional support, through additional staff in the classroom, is funded out of a government grant, resulting in a nursery nurse and two classroom assistants supporting pupils in lessons. Some pupils with EAL have special educational needs and nine of the 17 pupils on the school's register of special educational needs and EAL are given extra support for learning. This enables work to be carried out in smaller steps, with careful explanation and many opportunities for reinforcement. One co-ordinator manages well both the provision for special educational needs and the education of pupils with English as an additional language. There are clear action plans for both areas, which are well written, although there needs to be more specific timescales on the SEN plan when actions are to be carried out and completed.
26. The quality of the day-to-day support for pupils' learning is very good and results in pupils with SEN and EAL making very good progress, overall. Staff are very perceptive about the support they need to give to pupils. The learning mentor provides help for pupils with specific learning difficulties, while there is very good, regular teaching for pupils with SEN and groups of lower-attaining pupils who need additional support with literacy and numeracy. Specific pupils are sometimes provided with individual support. Staff who provide it are well trained, have a good knowledge of pupils' individual targets and are adept at providing opportunities to help them meet their targets in lessons. In one example in the nursery, a pupil with SEN was very effectively helped to understand vocabulary in a story being read through the use of signs. A pupil with specific learning difficulties in Year 6 achieved very well through very good support for his literacy skills. This enabled him, despite his problems with reading and writing, to understand the ideas presented in lessons.

## **WHAT COULD BE IMPROVED**

**Pupils' handwriting in Years 2 and 3, so that they can attain higher levels in their written work.**

27. The school has worked hard to improve the content of pupils' writing and to increase the range of ways and opportunities for doing this. The pupils' handwriting, towards the end of their time in school, is very good. It is very legible and their written work is exceptionally well presented. Pupils give careful attention to the needs of the reader as well as the 'messages' in the writing. However, some pupils are unable to reach the higher level (Level 3) in their writing by the end of Key Stage 1. Despite the use of interesting vocabulary, a particularly strong feature of the writing, the pupils' handwriting is not joined. There are some examples where some higher-attaining pupils' writing is joined and legible, but this is not consistent among all pupils. Some pupils' printed text is not always accurately formed or consistent in size. Pupils are set good targets for writing, relating to improving style, punctuation and grammar, but there are few targets for handwriting itself. The school has a suitable handwriting scheme and pupils undertake exercises regularly, but the skills developed through this are not transferred to written work in other lessons. By Year 3, in some classes, pupils are still not joining their letters.

**The written planning to identify what different groups of pupils will do and learn, in order to raise their attainment even further.**

28. Teachers meet the needs of pupils with different abilities well and do this largely in a practical way. They usually do it as a response to a situation in the classroom, to support individual pupils who are known to have particular needs in lessons, through their questioning or through targeting specific groups for support. Pupils are grouped according to their level of attainment in mathematics and this has been shown to have had a significant effect on improving the attainment of these groups. However, although written planning is usually very detailed for literacy and numeracy lessons, with clear objectives identified for the class, overall, the quality of planning for other subjects is variable. It ranges from planning which is very detailed to that which contains very broad, inadequate statements about what the pupils will do. What pupils are to achieve is often not specified, which makes it extremely difficult for teachers to assess how successful pupils' learning has been. In addition, in the majority of teachers' written planning, there is very little reference to pupils with different abilities or needs and to what teachers expect them to learn in lessons. Teachers do adjust the lessons when they see pupils struggling with an idea or a piece of work and are quick to identify pupils' difficulties. For instance, in a Year 6 mathematics lesson on ratio and proportion, some pupils struggled with the ideas when applying them practically to solve problems. The teacher revisited the concepts to help them understand better and identified the need to go over key ideas in another lesson. However, although it was known that some pupils would have some difficulty with this, ways of supporting them were not planned for and work at a different level, or more finely graded than the rest, was not provided.

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

29. In order to improve standards in the school and the quality of education even further, the headteacher, senior management team and governors should ensure that:
- i. pupils' style of handwriting enables them to attain higher standards at Key Stages 1 and 2;  
*(paragraph 27)*
  - ii. teachers' planning clearly identifies what different groups of pupils will do and learn in lessons.  
*(paragraph 28)*

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 37 |
| 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 |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 3         | 14        | 15   | 5            | 0              | 0    | 0         |
| Percentage | 8         | 38        | 41   | 13           | 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 two 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)      | 41.5    | 418     |
| Number of full-time pupils known to be eligible for free school meals | 0       | 29      |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 2       | 5       |
| Number of pupils on the school's special educational needs register | 2       | 15      |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 87           |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 8            |
| Pupils who left the school other than at the usual time of leaving           | 7            |

### Attendance

#### Authorised absence

|             | %    |
|-------------|------|
| School data | 4.48 |

#### Unauthorised absence

|             | %   |
|-------------|-----|
| School data | 0.0 |

|                           |     |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

|                           |     |
|---------------------------|-----|
| 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 | 36   | 32    | 68    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 35      | 35      | 35          |
|   | Girls    | 29      | 30      | 31          |
|   | Total    | 64      | 65      | 66          |
| Percentage of pupils at NC level 2 or above | School   | 94 (97) | 96 (97) | 97 (97)     |
|   | National | 84 (83) | 86 (84) | 91 (90)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 35      | 36          | 35      |
|   | Girls    | 30      | 31          | 30      |
|   | Total    | 65      | 67          | 65      |
| Percentage of pupils at NC level 2 or above | School   | 96 (95) | 99 (97)     | 96 (97) |
|   | 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 | 34   | 30    | 64    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 31      | 26          | 34      |
|   | Girls    | 29      | 25          | 29      |
|   | Total    | 60      | 51          | 63      |
| Percentage of pupils at NC level 4 or above | School   | 94 (85) | 80 (93)     | 98 (97) |
|   | National | 75 (75) | 71 (72)     | 87 (85) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 28      | 28          | 31      |
|   | Girls    | 29      | 27          | 30      |
|   | Total    | 57      | 55          | 61      |
| Percentage of pupils at NC level 4 or above | School   | 89 (85) | 86 (83)     | 95 (93) |
|   | 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      | 0            |
| Black – African heritage        | 1            |
| Black – other                   | 10           |
| Indian                          | 53           |
| Pakistani                       | 35           |
| Bangladeshi                     | 0            |
| Chinese                         | 1            |
| White                           | 270          |
| Any other minority ethnic group | 6            |

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

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

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

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 16.8 |
| Number of pupils per qualified teacher   | 25   |
| Average class size                       | 30   |

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

|   |     |
|---|-----|
| Total number of education support staff | 17  |
| Total aggregate hours worked per week   | 408 |

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

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | 2   |
| Number of pupils per qualified teacher   | 20  |
| Total number of education support staff  | 6   |
| Total aggregate hours worked per week    | 135 |
| Number of pupils per FTE adult           | 7   |

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years   | 3.5 |
| Number of teachers appointed to the school during the last two years   | 3.5 |
| 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) | 0   |

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

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

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

### ***Financial information***

| Financial year                             | 2000 / 2001 |
|--|-------------|
|  | £           |
| Total income                               | 947346      |
| Total expenditure                          | 965141      |
| Expenditure per pupil                      | 1980        |
| Balance brought forward from previous year | 18450       |
| Balance carried forward to next year       | 655         |

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 500 |
| Number of questionnaires returned | 198 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 62             | 34            | 4                | 0                 | 0          |
| My child is making good progress in school.  | 53             | 41            | 5                | 0                 | 1          |
| Behaviour in the school is good.   | 51             | 46            | 2                | 0                 | 2          |
| My child gets the right amount of work to do at home.                              | 32             | 51            | 13               | 3                 | 2          |
| The teaching is good.  | 57             | 40            | 3                | 0                 | 1          |
| I am kept well informed about how my child is getting on.                          | 37             | 45            | 13               | 4                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 57             | 34            | 7                | 2                 | 1          |
| The school expects my child to work hard and achieve his or her best.              | 65             | 32            | 3                | 0                 | 1          |
| The school works closely with parents.   | 33             | 47            | 13               | 4                 | 3          |
| The school is well led and managed.  | 54             | 37            | 5                | 2                 | 2          |
| The school is helping my child become mature and responsible.                      | 52             | 44            | 4                | 1                 | 1          |
| The school provides an interesting range of activities outside lessons.            | 32             | 41            | 16               | 4                 | 8          |