

# INSPECTION REPORT

## **BURTON UPON STATHER PRIMARY SCHOOL**

Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 117730

Headteacher: Mr T Harding

Reporting inspector: Mrs R J Andrew  
21460

Dates of inspection: 15<sup>th</sup> - 17<sup>th</sup> January 2001

Inspection number: 195131

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Flixborough Road Burton upon Stather Scunthorpe North Lincolnshire
Postcode:	DN15 9HB
Telephone number:	01724 720394
Appropriate authority:	The governing body
Name of chair of governors:	Mr G Hall
Date of previous inspection:	March1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Rachael Andrew 21460	Registered inspector
Lillian Brock 9952	Lay inspector
Kathleen Hurt 24895	Team inspector

The inspection contractor was:

Schoolhaus Ltd  
Suite 17  
BPS Business Centre  
Brake Lane  
Walesby  
Nottinghamshire  
NG22 9HQ

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Alexandra House  
33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Burton upon Stather Primary School is a community school serving the village of Burton and surrounding rural area. Sixteen pupils from outside the catchment area attend the school as a result of parental choice. There are currently 228 pupils on the school roll. Although many families in the village are relatively new arrivals and parents travel elsewhere to work, the school population includes the children of long-established rural families. Very few pupils are of ethnic minority background and all speak English as a first language. This reflects the local population. Pupils have a wide range of ability but early assessments show that attainment is broadly average. The number of pupils eligible for free school meals is 14, representing six per cent of the school population. This is below the national average. The socio-economic background of the majority of the pupils is favourable. The proportion of pupils on the school's register of special educational needs is 21 per cent and includes four pupils with statements of special educational needs. This is broadly average. The needs of these pupils are varied and include learning, speech and behavioural difficulties.

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

This is an effective school with significant strengths. Standards of attainment are high and have risen at both key stages over the last four years. The high standard of pupils' personal development has been maintained. The school provides its pupils with a broad education and the quality of teaching and learning is good. The strong leadership of the headteacher and senior team, together with the increasingly effective support of the governing body, ensure that the school continues to improve by regularly checking all that it does. The school uses its resources wisely and provides good value for money.

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

- The leadership and management of the headteacher, senior team and governors are very good and contribute strongly to the school's effectiveness.
- The quality of teaching is good overall, often very good in mathematics, and ensures that pupils of different attainment and backgrounds make good gains in learning.
- Children at the Foundation Stage make a very good start to school life.
- The school develops well-rounded individuals with good attitudes to school and an interest and involvement in the many opportunities for learning it provides.

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

- Pupils' achievements in writing are not as high as in reading or mathematics.
- Information and communication technology is not used often enough to support the work in other subjects.
- There are insufficient opportunities for pupils to work out ways to solve problems on their own and follow individual lines of enquiry.

*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 improvements since the last inspection in March 1997, both in terms of overall performance and also in response to the areas for improvement identified at that time. Standards in English and mathematics have improved. Analysing results, setting targets and regularly measuring progress have all helped to improve the quality of teaching. The successful introduction of national initiatives in literacy and numeracy has also played a part, especially in improving the teaching of basic skills at Key Stage 1. Standards in information and communication technology have improved substantially. High standards of personal development have been maintained and older pupils' social skills have improved further, especially through the opportunities provided for residential visits. The growing influence and expertise of the governing body and senior teachers have strengthened planning for curriculum development, methods of evaluating performance and ways of managing change. The committed and effective staff team, under the headteacher's strong leadership, has the capacity to build on this improvement.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	B	C
mathematics	A*	A*	A	A
science	A*	A*	A	A

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

The table above indicates that, by the time they leave the school, pupils achieve standards in English that are above the national average and in mathematics and science well above the national average. In 1998 and 1999, standards in mathematics and science were in the highest five per cent nationally (A\*). In comparison with similar schools, standards in English are broadly average whilst standards in mathematics and science are well above average. The lower overall ability of the pupils who took the test in the year 2000 accounted for a small fall in results last year, but the upward trend in results over time matches the national trend. The school has used assessment information to set challenging targets for this year to raise standards further and it is on course to achieve these. Although older pupils express themselves well in writing, many have not acquired good enough levels of accuracy in spelling and punctuation to achieve the standards of which they are capable and standards of handwriting are not always high enough. Teachers miss opportunities to indicate how pupils could improve accuracy and handwriting as they work and to correct recurring spelling errors in marking. Standards in mathematics and science are high. In mathematics, this stems from lively mental activities, demanding work and very good teaching of number skills. For older pupils, class work is regularly backed up by homework. The setting of pupils into smaller groups with a narrower range of attainment is also a contributory factor in the high standards achieved. Pupils' achievements in mathematics are particularly good. At Key Stage 1 standards in reading and writing are above average and in mathematics well above average when compared to similar schools. Standards of reading are high throughout the school. Basic reading skills are taught well at Key Stage 1 and guided group reading is effective in both key stages. Standards in information and communication technology have improved significantly as a response to improved teaching of skills and are now broadly average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to come to school, interested in their work and enthusiastic about their participation in extra-curricular activities. They are proud of their achievements, those of others and of their school.
Behaviour, in and out of classrooms	Behaviour is good. Pupils know what is expected of them as they have been involved in formulating the code of conduct. This is adhered to well and pupils show growing self-discipline as they get older.
Personal development and relationships	From their earliest days in the reception class, children learn to become increasingly independent and co-operative. Relationships throughout the school are constructive and supportive. Pupils show a keen awareness of their responsibilities and a developing maturity. They are well prepared for the transition to secondary school.
Attendance	Attendance is above the national average and unauthorised absence is low.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	very good	good	good

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

In the lessons observed during the inspection the quality of teaching was satisfactory in 24 per cent, good in 47 per cent and very good in 29 per cent. No unsatisfactory teaching was observed. Children at the Foundation Stage are taught very well. They settle quickly into school life and make very good gains in learning especially in communication, language and literacy, mathematical development and in personal, social and emotional development. The teacher has expertise in teaching young children and in providing stimulating activities that develop their understanding. She works effectively with the support staff to provide for the varied needs of the children. The quality of teaching is good overall in Key Stages 1 and 2. Teachers have a good knowledge of the subjects they teach and explain new work well. This supports the good progress pupils make. Planning, for different groups, is a strength and this helps to make sure the work is sufficiently demanding whilst being within each pupil's capabilities. Lessons capture pupils' interest and they respond by working hard and making good gains in learning. In mathematics, teaching is often very good because the school has built up considerable expertise in the subject. The grouping of pupils into smaller sets of pupils working at similar levels enables teachers to move the learning on quickly. Since the introduction of the National Numeracy Strategy standards have improved further at Key Stage 1. At both key stages, basic skills of numeracy are taught well and mental work is given a high priority. The teaching of literacy at Key Stage 1 has benefited from the sharper focus on reading and writing skills in the National Literacy Strategy and standards have improved as a result. These skills are not as firmly embedded at Key Stage 2. Pupils with special educational needs are taught well and work is provided at an appropriate level that enables them to succeed. Teachers encourage participation in whole-class work by asking questions at the right level of difficulty. Support assistants provide effective help where it is needed but also encourage independent work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, includes good quality learning experiences and is relevant to pupils' needs and interests except in the use of computers to support work across the curriculum. There are also too few opportunities for pupils to find things out for themselves, to solve problems and to follow their own lines of enquiry. The many activities provided outside normal lessons, both in the school and beyond, enrich pupils' learning and develop their skills well particularly in sport and music.
Provision for pupils with special educational needs	Provision is very good. All identified pupils, both those with difficulties and the very able, have individual education plans and targets. The work provided offers the right level of challenge so that pupils make good gains in learning. Progress is checked regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	This is good overall with particular strengths in moral and social development. Older pupils benefit from the opportunities the school provides to take on responsibilities and to work together for the good of the school. School worship promotes a strong sense of community and provides time for reflection on important issues. There are valuable opportunities for pupils to appreciate art and music and aspects of their cultural heritage through history.
How well the school cares for its pupils	The school takes very good care of all its pupils. Child Protection procedures are well established. The developing personal, social and health education policy is improving pupils' knowledge of how to care for themselves and to understand their responsibilities.



Parents have positive views of the school and its work. The effective partnership that has been built up with parents and the local community has contributed substantially to the success of the school.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher has a clear vision for the future of the school. He leads the school very well, instigating and carrying out significant improvements. He has built up a strong, supportive senior team that carries out its responsibilities effectively and contributes well to the pursuit of high standards.
How well the governors fulfil their responsibilities	The governors provide good support for the headteacher and staff and contribute well to successful management. They have sufficient combined expertise to make informed decisions. They fulfil their responsibilities well and share a strong sense of common purpose.
The school's evaluation of its performance	Governors and senior staff have a very good understanding of the school's strengths and areas for improvement. The analysis of results is used very well to compare standards, set targets for individual pupils, monitor progress and target additional support.
The strategic use of resources	The school uses its resources prudently to support the areas identified for improvement. The governing body has a very good understanding of financial planning and the principles of best value and applies them thoroughly.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children like school and they make good progress.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• Teachers are approachable.</li> <li>• Children are expected to work hard.</li> <li>• The school works closely with parents.</li> <li>• Leadership and management are good.</li> <li>• The school helps children to become mature and responsible.</li> <li>• An interesting range of activities outside lessons is provided.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents would like activities outside lessons to be available to pupils at Key Stage 1.</li> </ul>

The inspection team agrees with parents' positive views. All pupils have opportunities to take part in extra-curricular activities at some stage in their school lives. Inspectors agree with the school that older pupils are likely to gain most benefit from these activities.

## **PART B: COMMENTARY**

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

**The leadership and management of the headteacher, senior team and governors are very good and contribute strongly to the school's effectiveness.**

1. The headteacher has a clear vision for the future direction of the school. In this he is informed by a thorough process of school review. This accurately identifies the school's strengths and weaknesses. The headteacher draws on the expertise of the local authority, and the staff and governing body make valuable contributions to the process. Decisions about priorities are made collectively and this is translated into effective development planning. The governing body plays a vital role in ensuring the school's financial resources are used wisely to fund these initiatives. The senior management team has a range of complementary skills and works together well to ensure that action is taken to carry out improvements. Action plans are drawn up for each subject and year group to underpin improvement throughout the school. Subject co-ordinators and class teachers take responsibility for implementing these and success is reviewed annually. English, mathematics and Foundation Stage co-ordinators have been successful in introducing national initiatives in their subjects and other co-ordinators are in the process of adapting recent national guidelines to suit the needs of the school.
2. The analysis of results and assessments has become a highly effective tool in raising pupils' achievements. The information gained is used to make predictions based on firm evidence, to set challenging targets, to measure reliably the progress pupils make and to check whether this is as good as expected. Analysis also indicates where extra help is required, where there are differences in the attainment in different subjects, between aspects of different subjects or between groups of pupils. It is used to group pupils by ability within the class and across Years 5 and 6 and Years 3 and 4. It has helped the school to take action where relative weaknesses have been identified, such as the underachievement of boys, relative to that of girls, in English. For example, book resources have been upgraded to ensure that there is plenty of material that appeals to boys. Similarly, texts used to teach English skills are chosen with boys' interests in mind. There are early signs of success. Boys and girls show equal interest in reading and writing.
3. The quality of teaching is monitored by the headteacher, deputy headteacher, English and mathematics co-ordinators and local education authority consultants. This is a recent development but has already proved successful in opening up debate amongst teachers about what constitutes good teaching, in identifying areas for improvement and allowing strengths to be shared. Annual professional development interviews provide a useful forum for discussing teaching strengths, identifying training needs and agreeing future targets.
4. The governing body fulfils its duties well. Committees operate efficiently. Members take advantage of training to upgrade their skills. They are involved in regular visits to the school to keep up to date with developments; for example, each governor takes an interest in a particular class. The chair of governors, amongst others, provides valuable advice and support for the headteacher on a range of matters affecting school management. The developing, collective expertise of the governing body serves them well when they contribute to decisions about the school.
5. The quality of the leadership and management has contributed strongly to the quality of the education the school provides, pupils' academic achievements and their welfare and personal development. It ensures that the school's aims are reflected in its work, especially in terms of fulfilling potential and developing well-rounded individuals. The school enjoys the support of parents for its work and seeks to build on this, recognising how important it is for the well-being and progress of the pupils in its care. The flourishing links with the community provide further support for its work.

**The quality of teaching is good overall, often very good in mathematics, and ensures that pupils of different attainment and backgrounds make good gains in learning.**

6. In the lessons observed, teachers showed a good knowledge of the subjects they teach and pupils' individual needs and this enables them to plan effectively. Teachers' knowledge of different levels of attainment in the class helps them to prepare work that meets the needs of each group and ensures that it is sufficiently demanding. They work well with classroom assistants to support pupils with special educational needs. They explain new learning well and effectively combine activities that interest the pupils with opportunities to put new learning into practice. Through their questioning, they develop pupils' understanding further and check it is secure. As a result, pupils make good progress during their time in school. This is evident in their completed work.
7. Basic skills are taught well. This was observed in English, mathematics and information and communication technology (ICT). For example, in an English lesson in the mixed Year 1 and 2 class, the teacher helped pupils to recognise speech in a text. She explained the work well and provided plenty of opportunities for pupils to ask and answer questions. She encouraged pupils to look closely at the text to identify who was speaking. The work that followed enabled pupils of different attainment to put their new learning into practice in a way that fully extended their learning. Lower-attaining pupils identified speech in a text and transferred it to speech bubbles. Higher-attaining pupils wrote their own dialogue and used "speech marks" accurately. In a mathematics lesson in Year 1 pupils learnt how to add coins of different value. The teacher used a large moneybox display very well to hold the pupil's interest and to engage them all in working through examples together. The activities that followed included number games that provided further interest and enjoyment whilst building on earlier learning. Groups of pupils worked with increasingly large amounts so that higher-attaining pupils added coins to the value of 20 pence. The end of the lesson was used effectively to tackle money problems in words and pupils applied their understanding well. In a lesson in Year 6 pupils made good gains in learning new ICT skills. The teacher ensured that they had a thorough understanding of the information gained from a science experiment about pulse rates before showing them how to present their data as a line graph. She used technical vocabulary clearly so that pupils learnt to give precise information. All the pupils had good opportunities to work on computers and put their learning into practice successfully. The teacher used the end of the lesson productively to emphasise the need for accuracy and to discuss how ICT can present data quickly and clearly.
8. Teachers have considerable expertise in mathematics and it is taught particularly well. The best examples were observed in the mathematics sets at Key Stage 2. In these lessons, pupils are grouped on the basis of prior attainment. Class sizes are smaller as an extra teacher is employed on a part-time basis to allow two classes to be divided into three teaching groups. Because the range of attainment within the set is narrower, it is possible for lessons to proceed at a brisker pace. Teachers take advantage of this and move the learning on well, while at the same time remaining mindful of the needs of different pupils. Pupils with special educational needs are skilfully drawn into the whole-class work by questions set at a level appropriate for them. Work is demanding, and pupils are kept on their toes in mental sessions by sharp questioning and the requirement that they explain their answers. The development of mental skills is very good. Teachers encourage pupils to use a range of strategies to calculate and to explain which are most effective in different situations. Pupils show good recall of number facts and multiplication tables. They are taught to tackle problems systematically, to estimate answers and to check the credibility of their answers against estimates. Pupils are expected to work to their full capacity and they respond well.
9. The teaching of mathematics leads to particularly good levels of achievement at both key stages. Pupils' completed work indicates that many are working at above average levels for their age and that the proportion of high-attaining pupils increases as pupils get older. Results indicate that standards are well above those found in similar schools.

### **Children at the Foundation Stage make a very good start to school life.**

10. Children's attainment on entry is broadly average although the range is very wide. Whatever the differences in their attainment on entry to the class, children make very good progress overall, particularly in personal, social and emotional development, communication, language and literacy and in mathematical development. There is a very effective system for observing pupils' progress on a regular basis and noting strengths, weaknesses, significant steps and areas for improvement. The use of this information in planning contributes strongly to the progress children make. Work is carefully modified for different groups and individuals, so that it is difficult enough to challenge the children but not so difficult that they are discouraged. Children with special educational needs are fully involved in all the activities in the classroom. They are supported well and encouraged to do their best.
11. Planning is very thorough and ensures that each area of learning is represented in direct teaching and in opportunities for learning through carefully structured and interesting activities. For example, children are learning about their senses and the world around them by reconstructing, in the classroom, the woodland setting for the Red Riding Hood story. They learn to use their senses to describe what they see, hear, smell and feel and decide what foods Grandma might like in her basket. The Foundation Stage teacher, nursery nurse and classroom support assistants plan very well together for the week ahead and each is clear about procedures and what is to be learnt. Organisation is efficient and resources well prepared so that little time is lost and the maximum amount of time is given to learning.
12. The quality of teaching is very good. The teacher has a thorough grasp of young children's needs, how they learn and of the curriculum for the Foundation Stage. As a result the children's personal, emotional and social development is very good. The teacher's lively manner and her obvious enjoyment of her work with young children are infectious and the children respond with rapt attention and enthusiasm. She uses her voice well, varying volume, pitch and quality so that the children become very good listeners. Relationships are excellent; children perceive that their efforts and ideas are valued and the teacher has high expectations. As a result children try hard, behave very well and develop increasing independence and confidence.
13. The teacher's expertise in mathematics enables her to teach mathematics' skills particularly well and children's understanding of number and shape develops rapidly. They think of different ways of counting and many count in tens to 100 and beyond. The teacher's use of mathematical language and her clear explanations enable the children to describe solid shapes with accuracy, describing the number of faces and corners. Children work with enthusiasm and their achievement is very good.
14. The effective links with the pre-school group, which meets on the same site, contribute to the smooth transition to school. Parents are encouraged to participate in their children's learning at home and their support for reading in particular contributes to their children's achievements.

### **The school develops well-rounded individuals with good attitudes to school and an interest and involvement in the many opportunities for learning it provides.**

15. Pupils' attitudes to school are positive. Discussions with pupils from both key stages on a range of topics, including work, behaviour, relationships and activities outside lessons provided evidence of this. The observation of pupils coming into school, during registration, sharing in school worship, in lessons, at lunch and at play adds to this positive picture. Pupils are eager to come to school, keen to learn and interested in their work, often as a result of the imaginative way teachers present new learning. They respond to teachers' expectations that they work hard, answer questions carefully and contribute thoughtfully to discussions. Relationships throughout the school are constructive. Teachers set a good example by the

respect that they show for each other and the value that they attach to pupils' efforts and ideas. As a result pupils treat each other considerately.

16. Pupils have been encouraged to contribute to the drawing up of the school code of conduct. They have agreed a simple code that has at its heart the effect of their actions on others. This involvement and the understanding it brings, have helped pupils to reach a high standard of moral development. The inclusion of moral themes in school worship contributes further. Opportunities are created for pupils to reflect on important issues and to think about the future, for example, when they write on the "wall of hope" at the beginning of the year. Behaviour is generally good as pupils are clear about what is expected of them. On the occasions when it falls short of expectations, pupils understand why they are admonished, usually respond with good grace and make renewed efforts to behave well.
17. There are opportunities for older pupils to help younger ones, for example in shared reading activities. Pupils' involvement in school organisation and duties helps them to make valuable contributions to the school community. The work of the school council involves all pupils in making decisions about school life and encourages representatives to exercise their responsibilities wisely.
18. The school provides a very good range of extra-curricular clubs and activities. Many of these are over-subscribed but all boys and girls, who wish to take part, have opportunities to do so at some time in their school life. Older pupils are involved in musical groups, for example, orchestra, choir and jazz band. They put into practice the skills they learn in lessons and through instrumental tuition. They perform with verve and enthusiasm. Sporting activities are strongly represented and these extend pupils' physical skills, help them to develop a sense of fair play and encourage teamwork.
19. Older pupils take part in residential visits. These provide activities to support the geography and history curriculum in Year 5 and adventurous outdoor activities in Year 6. The residential element, one night for pupils in Year 5 and several nights for pupils in Year 6, promotes personal organisation and independence. Challenging activities encourage self-discipline and co-operation.
20. Pupils are encouraged to use their talents for the good of the school and the wider community. The school has developed a justifiable reputation as one "that does things". It has contributed to a multi-cultural arts project and a poetry publication. Pupils take part in festivals, competitions and functions and give performances for the pleasure of others. Together with teachers and parents they have developed a wild life area. These opportunities contribute strongly to pupils' social development and enrich their learning.
21. Pupils are proud of their school. By the time they leave, they have developed levels of maturity and confidence that stand them in good stead for the next stage of their school life.

## **WHAT COULD BE IMPROVED**

### **Pupils' achievements in writing are not as high as in reading or mathematics.**

22. Although at the end of Key Stage 2, standards in English have been above average, sometimes well above average, over the last four years, they are lower than standards in mathematics and science. Standards in writing are lower than in reading. This mirrors the national picture but the school is keen to improve writing standards in order to narrow the gap and raise the overall standard of English. The setting of targets through careful analysis of each pupil's test results and assessments is a positive way forward. It is already ensuring that pupils are challenged and that progress is checked regularly to ensure they are making the expected gains. Concerns about the underachievement of boys in last year's national tests, have raised teacher's awareness of the need to ensure that boys' interests are engaged in

reading and writing activities. The range of books has been widened and texts for English lessons are chosen with boys' interests in mind. Predictions for the coming year indicate a better balance in the achievement of boys and girls and an overall improvement. This year, boys are well represented amongst higher-achieving pupils. In discussions with pupils, boys and girls talked with equal interest about their work in English.

23. The National Literacy Strategy has improved the teaching of basic skills in English and this has had a more marked effect at Key Stage 1 than at Key Stage 2. Teachers at Stage 1 have received more extensive training and pupils in these classes have had the benefit of this from the start of their school lives. Pupils at Key Stage 2 could achieve more. They show evidence of problems with spelling and punctuation that have led to inaccuracies becoming entrenched. For example, completed work shows that many average- and lower-attaining pupils still routinely misspell plurals and confuse words that sound the same. Insufficient care is taken with punctuation and capital letters appear at random throughout longer pieces of writing. Teachers miss opportunities to identify recurring spelling errors in marking and whilst pupils are writing and these errors persist. Weekly spelling tests show that pupils learn spelling rules but that the benefits of this do not always carry over when pupils write at length on various topics.
24. Pupils are taught to form letters accurately, to keep a consistent size and eventually, in Year 2, to join their letters in a cursive style. Pupils find the transition to cursive style difficult, as habits of writing without joins have already formed and in Year 3, for example, pupils do not use their emerging cursive style other than in handwriting books. A fluent style is slow to develop and standards throughout Key Stage 2 are low.
25. Pupils have many valuable opportunities to write at length and their skills in expressing their thoughts and ideas are not in question. Teachers mark longer pieces of writing carefully and set clear targets that help pupils to develop their skills. Comments about how to improve are pinned to the last piece of work and pupils refer to them before starting the next piece. Pupils say they find this helpful, as it is "fresh in their minds". Their writing in a wide range of forms is lively and interesting. Through their discussion of texts pupils develop a good understanding of how the scene is set, how characters develop, and how interest can be added by describing characters' motives and feelings. They learn to express this well in their own writing. Story structure develops well, with good attention paid to openings, developments and endings. Older pupils use paragraphs effectively, plan their work in note form and use this plan as a basis for their extended writing. As a result, stories, letters and accounts are coherent and well sequenced.
26. A few pupils in Year 6 are beginning to use more complex sentences but for the majority this is often slow to develop. Similarly, most younger pupils at Key Stage 2 are slow to use more interesting ways to join simple sentences. It is evident that pupils use an increasingly wide range of vocabulary as they get older. This is exemplified by opening sentences such as "In the dark, gloomy forest, leaves were rustling in the cold, winter's air". Higher-attaining pupils occasionally use more adventurous vocabulary, in their descriptions such as "the fog seeps" but in the work of most pupils such examples are rare. Opportunities for pupils to edit their work, particularly drafting and editing on computers, are infrequent and they do not routinely use a thesaurus to experiment with words of similar meanings. Recent involvement in a poetry writing project organised by the local library service is a good example of how pupils can be inspired in their writing. Pupils talked with excitement about their participation, about opportunities to discuss ideas and to collaborate when considering vocabulary and editing their work. The published material provides good evidence of the success of this venture for both the pupils and the parents who worked alongside them.
27. From the beginning of their school life, pupils are encouraged to read at home and parents support this well. Mathematics homework to support the work done in lessons is set purposefully and regularly for older pupils and makes a strong contribution to progress.

Although English homework regularly focuses upon learning spelling patterns it does not focus with enough frequency upon improving writing skills.

**Information and communication technology is not used often enough to support the work in other subjects.**

28. At the time of the last inspection the school had no scheme of work for ICT, standards were low, teachers lacked confidence and pupils' progress was unsatisfactory. Substantial improvements have been made since then. The scheme of work indicates clearly what is to be taught to each year group, teachers and classroom assistants have received further training, resources have been upgraded and standards are now broadly average. Pupils of all ages are making good progress but insufficient opportunities are made for them to use computers to support learning, to enrich other subject areas and to promote even better progress.
29. Classes are timetabled for the computer room for at least one lesson each week. These are used well to teach whole classes the skills they need, such as handling and presenting information, using databases and spreadsheets, gathering information from CD-ROMs and using graphics. There are often good links with other subjects; for example, pupils were observed recording results of a science experiment in the form of a line graph.
30. At other times, however, especially in the mornings, the computer room is often unused. Opportunities are missed for groups of older pupils to use computers to support their work in a range of subjects on a more regular basis. Word processing, for example, to draft and edit work in English, is underused as a means to improve the quality of pupils writing or to record work in any subject. Similarly, the use of computers to try out ideas in design and technology, for sharpening mental recall in mathematics, or as a means of gathering information when the need arises, is not fully exploited. At Key Stage 1, where access to the computer room is more difficult, computers in classrooms are similarly underused.

**There are insufficient opportunities for pupils to work out ways to solve problems on their own and follow individual lines of enquiry.**

31. Although pupils do have opportunities to solve problems on their own, for example in mathematics, and to investigate how things work, for example mechanisms in design and technology, often there is too much direction by the teacher. This detracts from pupils' ability to become skilled in working things out for themselves and in recording their work in an original way.
32. Evidence of the following, for example, is sparse.
  - In mathematics:- investigating number patterns and relationships, testing formulae and generalisations, solving real-life and practical problems in shape and measures and making decisions about how best to record their work.
  - In science:- opportunities for pupils to design their own experiments, make decisions about how to organise tasks, including the equipment and information they will need and how to record outcomes.
  - In other subjects:- pupils following their own lines of enquiry or interest, gathering information from a variety of sources including CD-ROM, trying out ideas and making decisions about recording in a variety of ways including text, pictures, charts and tables on paper or using the computer.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. In order to raise standards further and to improve pupils' skills, the headteacher, staff and governors should:-

1. \*improve pupils' achievements in writing by:-

- paying more attention to the development of handwriting;
- ensuring recurring inaccuracies in spelling and punctuation are identified and put right;
- providing more opportunities for drafting and editing;
- setting short, well-focused writing tasks for older pupils' homework as an alternative to learning spellings.

2. \*provide more opportunities for pupils to use ICT to extend their skills further and support the work in other subjects by:-

- identifying where ICT can be used most effectively and including planning for ICT more frequently in subject plans;
- considering how to make better use of computers for groups of pupils in classrooms and the computer room, including during the literacy and numeracy hours.

3. improve pupils' investigative skills by:-

- including real-life problems, practical tasks and investigations more frequently in the planning for mathematics and science lessons;
- increasing the range of problem-solving and investigative work in all subjects;
- ensuring that pupils have more opportunities to plan and organise tasks and make decisions about how to record their work;
- providing more opportunities for older pupils to follow their own lines of enquiry.

\*already included in the school's development planning.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

17
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Number of discussions with staff, governors, other adults and pupils

15
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### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	29	47	24	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

YR – Y6
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Number of pupils on the school's roll (FTE for part-time pupils)	228
Number of full-time pupils eligible for free school meals	14

FTE means full-time equivalent.

#### Special educational needs

YR – Y6
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Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	49

#### English as an additional language

No of pupils
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Number of pupils with English as an additional language	0
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#### Pupil mobility in the last school year

No of pupils
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Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	4.2
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
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
	2000	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	14	15	15
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	93 (97)	97 (94)	97 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	14	15	14
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (100)	93 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	23	17	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	22
	Girls	16	15	14
	Total	33	34	37
Percentage of pupils at NC level 4 or above	School	83 (92)	85 (100)	93 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	21
	Girls	17	16	16
	Total	37	35	37
Percentage of pupils at NC level 4 or above	School	95 (98)	90 (92)	95 (100)
	National	70 (68)	72 (69)	80 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	199
Any other minority ethnic group	3

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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.*

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

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

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	25.9
Average class size	28.5

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

Total number of education support staff	7
Total aggregate hours worked per week	160

### ***Financial information***

Financial year	1999/2000
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	£
Total income	411782
Total expenditure	410995
Expenditure per pupil	1664
Balance brought forward from previous year	2067
Balance carried forward to next year	2894

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	288
Number of questionnaires returned	91

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	36	1	0	0
My child is making good progress in school.	58	36	4	1	0
Behaviour in the school is good.	43	49	4	0	3
My child gets the right amount of work to do at home.	32	51	13	2	2
The teaching is good.	59	40	1	0	0
I am kept well informed about how my child is getting on.	47	45	4	3	0
I would feel comfortable about approaching the school with questions or a problem.	69	30	1	0	0
The school expects my child to work hard and achieve his or her best.	68	30	2	0	0
The school works closely with parents.	47	45	7	0	1
The school is well led and managed.	45	49	4	0	1
The school is helping my child become mature and responsible.	59	37	2	0	1
The school provides an interesting range of activities outside lessons.	41	39	14	1	4