

# INSPECTION REPORT

## **TADLEY COUNTY PRIMARY SCHOOL**

Tadley, nr Basingstoke

LEA area: Hampshire

Unique reference number: 115952

Headteacher: Mr D Cottrell

Reporting inspector: Shirley Billington  
4343

Dates of inspection: 26 – 27 November 2001

Inspection number: 195213

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: The Green  
Tadley  
Hampshire

Postcode: RG26 3PB

Telephone number: 01189 813805

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Appropriate authority: The governing body

Name of chair of governors: Mr K Buckingham

Date of previous inspection: 16<sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This is a large primary school with 396 pupils on roll. There are 16 classes, two in each year group with an average of 28 pupils in each. There are more boys than girls in the school; the imbalance is more evident in Years 2 and 5 than in other year groups. Very few pupils are from minority ethnic backgrounds and none speaks English as an additional language. Two children from traveller families have just been admitted. The proportion of pupils that is eligible for free school meals is low.

The proportion of pupils with special educational needs is broadly average at 22 per cent. Their difficulties are varied and include, for example, emotional and behavioural difficulties, multi-sensory impairment and autism. Seven children (1.7 per cent) have statements of special educational need, which is a broadly average proportion in a primary school.

The vast majority of children have some pre-school experience at local playgroups or nurseries before admission. On entry to school, their levels of skills and understanding are above average.

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

This is a very good school. Standards attained by pupils at the age of eleven in English, mathematics and science are consistently high. Teaching overall is good and often very good for pupils in Years 3 to 6. There is very good provision to promote pupils' personal development. The school is very well led and managed and provides good value for money.

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

- Pupils attain high standards in English, mathematics and science
- Good teaching enables pupils to achieve well
- Provision for pupils' personal development is very good
- Pupils have very positive attitudes to learning and are very well behaved
- Leadership and management are very good; effective use is made of a range of information and resources to ensure that the school makes continual improvement

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

- The balance of the curriculum, particularly to allow more time for physical activities

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

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

The school was last inspected in June 1997. Since then there has been very good improvement in all areas. Standards attained by eleven year olds in English, mathematics and science have improved from above average to well above average levels.

The areas of weakness found in the last inspection have been systematically and rigorously addressed. Provision for the youngest children in the reception classes is now good overall, although the provision for their physical development is still limited. Curriculum planning for the reception year has improved to take account of national guidance and assessment data is used more effectively to track the children's progress. Standards and provision for information and communication technology (ICT) have improved significantly throughout the school and ICT is used well to support work across the curriculum. Very good procedures for monitoring and evaluating the school's work have been implemented at various levels.

## STANDARDS

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

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

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

The inspection findings bear out the test results. As they move through the school, pupils achieve well overall and attain high standards at the age of eleven. Boys and girls achieve at similar levels in national tests; this means that boys do particularly well, as they attain standards that are well above those of boys nationally. Targets for pupils' performance in tests are challenging, indicating high expectations of pupils' potential to achieve.

Results of national tests taken by seven year olds are consistently well above average in reading. In 2001, their performance in writing tests improved to well above average levels as a result of the school's work to raise standards in this area. Results of tests in mathematics have generally been well above average. There was a slight dip in 2001 but results were still above average overall; a range of initiatives has been introduced to ensure that pupils achieve as well as they should in this subject.

The youngest children get a very good start in literacy and the majority is working at a very good level by the end of the reception year. Children make steady progress in numeracy and their progress in knowledge and understanding of the world is generally good.

Throughout the school, pupils with special educational needs make good progress as the result of well-targeted support. Many achieve very well to attain average levels in national tests at the age of eleven.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are hard-working and enthusiastic learners.
Behaviour, in and out of classrooms	Very good. Pupils are considerate of others and generally behave in a mature and sensible manner.
Personal development and relationships	Very good. Older pupils take care of the younger ones and willingly take on a range of responsibilities throughout the school.
Attendance	Attendance is generally good, but unauthorised absences are above average levels.

As they move through the school, pupils develop a good sense of self-discipline and good working habits. The oldest pupils are well prepared for the move to secondary school.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.*

Teaching is generally good throughout the school and the teaching of pupils in Years 3 to 6 is often very good. All lessons are characterised by positive relationships and very good management of pupils. Lessons are well prepared and teachers make good use of resources to engage pupils' interest and support their learning. Teachers generally have good subject knowledge; their enthusiasm for the subject matter is often transmitted to pupils and promotes good knowledge and understanding. Classroom support staff play a valuable role in promoting effective teaching and learning.

Teaching of literacy is often very good, with the development of pupils' skills in reading and writing being well supported by good use of high quality materials and effective demonstration. Teaching of numeracy is good. On occasions, literacy and numeracy lessons are too long and time is not always used to best effect.

Throughout the school, marking is used well to recognise what pupils have achieved and to indicate areas for improvement.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and enriched by a good range of visits and visitors. There is a lack of balance because time is not always used effectively; this has a particular impact on provision for physical education.
Provision for pupils with special educational needs	Good. Pupils benefit from a good level of support and their progress is carefully tracked.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is a good range of opportunities for pupils to gain an understanding of the wider world. There is a strong emphasis on promoting pupils' sense of responsibility and self-esteem.
How well the school cares for its pupils	Pupils are well known and well cared for. There are good arrangements for supervision but there has been no recent training on child protection procedures. There is good support for the two children from traveller families.

The school makes very good use of a range of assessment procedures to track pupils' progress and to set targets for the next stage in their learning. Assessment information is also used well to make adjustments to the curriculum and to target areas for improvement.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and senior staff share a clear sense of direction and provide good support and leadership for their colleagues.
How well the governors fulfil their responsibilities	Very good. Governors are well informed and organised effectively to fulfil all of their responsibilities.
The school's evaluation of its performance	Very good. A wide range of information is effectively used to analyse the school's effectiveness and to target areas for improvement.
The strategic use of resources	Very good. Resources are effectively deployed to enhance the quality of teaching and learning.

Effective leadership and management ensure that the school makes judicious use of all resources and seeks best value in making decisions about expenditure.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The following comments are based on the issues discussed at the pre-inspection meeting (attended by 22 parents) and the questionnaires that were returned by around 30 per cent of parents.

What pleases parents most	What parents would like to see improved
<p>A high proportion of parents (95 per cent or more) feel that:</p> <ul style="list-style-type: none"> <li>• Children are expected to work hard and make good progress</li> <li>• Teaching is good</li> <li>• The school is well led and managed</li> <li>• Behaviour is good and children are helped to become mature</li> </ul>	<p>Some parents felt that:</p> <ul style="list-style-type: none"> <li>• The range of activities outside of the classroom is limited</li> <li>• The amount and type of homework is sometimes inappropriate</li> </ul>

The inspection found that parents' high degree of confidence in the school is fully justified. Inspectors judged that the range of extra-curricular activities is good, although, as in most primary school, most are offered only to the older pupils. Homework for the older pupils is generally appropriate, but sometimes too much is given to younger pupils and expectations of what they might do independently are too high.

## **PART B: COMMENTARY**

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

#### **Pupils attain high standards in English, mathematics and science**

1. The results of national tests taken by eleven year olds are consistently well above the national average and above, or well above, schools with a similar intake. In the most recent tests, the proportion of pupils attaining above average levels was high, indicating good levels of achievement. Results of tests taken by seven year olds are also good; in 2001 pupils' performance in reading and writing was well above the national average with results in writing showing a significant improvement. In mathematics, results have been generally well above average, although 2001 results show a slight dip to above average levels. Both boys and girls attain similar levels in tests; boys achieve particularly well when compared with the performance of boys nationally.
2. Early literacy skills are very well taught so that the youngest children in the reception classes acquire a good understanding of reading and writing. This is extended effectively in Years 1 and 2 so that by the age of seven the vast majority of pupils read with interest and a good level of understanding and write in a variety of forms. Through work based on good quality texts, pupils gain a good understanding of how authors use language for effect; this begins to be transferred to their own written work so that they use, for example, descriptive vocabulary to create a setting or to describe a character. By the end of Year 2, the majority of pupils write imaginative stories, instructions and accounts, for example of the journeys of Barnaby Bear. Commonly used words are generally spelt correctly, simple forms of punctuation are used accurately and writing is legible with some higher attaining pupils joining their letters.
3. As pupils move further up the school, their understanding of language is further extended as the range of texts to which they are introduced is broadened. The majority is enthusiastic about reading and, by the age of eleven, pupils talk knowledgeably about a variety of books, showing a good awareness of different styles of writing and explaining their preferences for particular authors. Their extended written work and research into topics, for example in history, show good awareness of appropriate literary styles for a range of purposes. The process of drafting and editing written work is used to good effect to enable pupils to produce final versions of consistently good quality, often using word processing to enhance work for display or presentation in book form. This was evident, for example, in a range of well researched biographies by Year 6 pupils; many of these incorporated photographs to enhance the text.
4. Pupils make steady progress in mathematics through the reception class and in Years 1 and 2. By the age of seven, the majority has a clear understanding of how numbers work, although they are not always secure in number facts and in applying quick methods of calculating. Pupils begin to apply their understanding, for example in calculating fractions of whole numbers. They cover a good range of work in shape, space and measure. The majority of pupils are attaining at least average levels by the end of Year 2. As pupils move through Years 3 to 6, this base is effectively built upon and their knowledge of number and understanding of how to apply their skills is extended well. By the time they reach Year 6, pupils cover an impressive amount of work. The vast majority is very secure in the four operations and shows a good understanding of place value, sometimes working with four or five digit numbers. They have a secure knowledge of the relationship between fractions, decimals and percentages and are able to order, for example, decimal numbers to two places.

Higher attaining pupils work to a very good standard, for instance in calculating to two or three decimal places. Understanding of areas such as data-handling is good as, for example, pupils work on areas such as probability and ratio.

5. Young children's early understanding of scientific ideas is promoted well in the reception classes through a range of work to extend their knowledge and understanding of the world. Topics such as 'my senses' and 'the seashore' encourage close observation and a high level of interest in aspects of life and living processes. By the end of Year 2, pupils have a good understanding of all aspects of science. Their scientific vocabulary is well developed, for instance they identify positive and negative poles and the impact of forces on a variety of objects. As they move through the school, pupils continue to gain a good understanding of the subject, particularly through work focused on enquiry and investigation. Vocabulary continues to develop well, so that by the time they reach Year 6, pupils accurately use terms such as 'gravity', 'velocity' and 'surface area'. They are very confident and familiar with the requirements of fair testing. In their experiments, pupils generally make appropriate predictions and test them, keeping a careful record of their evidence. Pupils' knowledge across all areas of science is good; they know, for example, key facts about the relationship between the sun, moon and earth and the properties of light. Information and communication technology (ICT) is used well to present findings in graphs and tables.

### **Good teaching enables pupils to achieve well**

6. Throughout the school teaching is good and at times it is very good, particularly in Years 3 to 6. All lessons are characterised by good relationships between teachers, learning support assistants and pupils. Pupils are very well managed and lessons are well organised so that pupils work at a productive rate. This was noticeable in a Year 2 numeracy lesson; a good brisk start ensured that all pupils were involved in mental maths, adding numbers using tens and units. The group work that followed was well matched to the range of levels of attainment. Some pupils continued to work on the sorts of numbers that they had encountered in the class introduction while others were given a greater level of challenge in working with numbers to three or four places. Each group was given a target number of sums to complete so that pupils had a clear goal and worked productively.
7. Lessons are well prepared and resources are used well to support teaching and learning. This is a particular feature of good literacy lessons, where pupils are introduced to a wide range of texts that are well used to teach aspects of language and the author's use of literary devices. For example, in a Year 5 lesson, pupils were helped to understand the conventions of a playscript by studying an extract of 'Working Children' that was displayed on an overhead projector so that they could identify the way that stage directions were shown. In a mathematics lesson with lower attaining Year 4 pupils, good use was made of number cards, printed headings and circles so that pupils could create Venn diagrams in a practical activity that helped them to understand an abstract idea. Occasionally the opportunity to use resources to involve pupils more and to assess their understanding is overlooked; in a Year 1 numeracy lesson, for example, the impact of the introductory oral session was reduced because pupils did not use whiteboards or number fans to display their answers.
8. Teachers often make good use of demonstration and explanation to extend pupils' understanding. In a literacy lesson with reception children, the teacher used their ideas on what might be included in a party invitation as the basis of a letter written on the whiteboard. This gave the children a good understanding of the sort of wording that

they might use in their own letters and they showed a high level of interest in writing independently, as, for example, they wrote to Father Christmas with ideas for presents. In a mathematics lesson with Year 4, the teacher gave a clear demonstration of how to plot data on a line graph, giving a good explanation of the labelling and demarcation of axes. This helped pupils to understand that these do not necessarily start at zero and that looking at the data to be recorded was important in deciding the starting points on the graph.

9. Teachers generally have good subject knowledge and an enthusiasm for what they are teaching. This is transmitted to the pupils so that they enjoy learning and are particularly responsive to a good level of challenge. In an excellent literacy lesson with Year 6 pupils, the teacher skilfully used an extract from 'Macbeth' to encourage pupils to write in the style of Shakespeare. She asked sharp and demanding questions that encouraged pupils to use their earlier learning and explain their thinking, for example 'yes, you've identified that – but what effect does it have?' Her subsequent demonstration of writing using figurative language and iambic pentameter inspired pupils to contribute critical comments such as 'you haven't used any figurative words' before producing their own high quality examples.
10. Learning support assistants effectively support learning in many lessons throughout the school. In introductory sessions, the assistants often sit close to pupils who find difficulty in concentrating or understanding the teachers' explanations; sometimes they have a supplementary text for individual children to follow or they give additional detail to enable better understanding. The assistants are well deployed in group activities, often working with lower attaining pupils. In the most effective lessons, the assistants supplement the initial teaching by further demonstration or perhaps recording the pupils' responses so that learning can move on. Just occasionally, their role is more concerned with ensuring that pupils complete a task rather than enhancing their understanding of what they are learning.
11. Marking is used effectively to acknowledge pupils' achievements and to indicate what they need to do to improve. Teachers write clear evaluative comments, often including detailed information on the particular skills and understanding that pupils demonstrate in their recorded work and highlighting aspects for improvement. These areas often form the basis of the targets set for individual pupils and teachers often make reference to these in lessons, for example reminding some children that they need to try to demarcate sentences accurately.

### **Provision for pupils' personal development is very good**

12. The school has a strong and very positive ethos that makes a significant contribution to pupils' moral and social development. Their understanding of the wider world and their roles and responsibilities to the community are promoted through planned work across the curriculum and by good use of incidental opportunities to discuss aspects of citizenship. Throughout the school, pupils are involved in devising class rules and codes of conduct; these stress the importance of reflection and positive action, for example in 'think before you do' and 'always listen when someone is talking'. Pupils are very aware of the importance of these, and in many classes sign a contract to indicate that they will try hard to keep them.
13. Assemblies are used well to raise moral issues and to celebrate pupils' achievements in and outside school. An assembly with the reception children focused strongly on recognition of good behaviour and the importance of sharing and trying your best. 'Star awards were given to individuals for good effort and specific aspects of personal

development, for instance for trying to answer in a group discussion. In assemblies with older pupils, certificates and badges are awarded for successes in work and individual achievements such as swimming. The theme of a whole school assembly during the inspection was the need to share; this was illustrated by the parable of the loaves and fishes and linked well to previous themes as well as making a good contribution to pupils' cultural and spiritual development.

14. Throughout the school, circle time sessions are effective in extending pupils' skills in communication as a range of issues is explored. In Year 3, pupils debated the advantages and disadvantages of co-operating in class activities. The activity was challenging, but pupils responded eagerly and were keen to contribute their ideas in a mature and sensible way. In another session, Year 4 pupils explored a variety of strategies for transmitting messages to evaluate the most successful way of communicating ideas and information. The lesson was very successful in raising awareness of, for example, appropriate intonation in trying to convey information to listeners.
15. The house system and the two councils for infant and junior pupils make a strong contribution to pupils' understanding of citizenship. House captains and their deputies organise house assemblies each month and aim to involve children in, for example, talking about their hobbies or in plays. These occasions provide good opportunities for collaborative work across the year groups, as do the house sports and points cup competitions. The older pupils are very positive about the system of house points, feeling that this enables them to show good sportsmanship and to recognise achievements across the age range. Pupil representatives on the school's councils feel that this enables them to have a voice in important decisions that affect them. Issues raised have included the need for bike racks, the organisation of 'ride to school' week and the need for more playground equipment. Through the council, pupils organise some fund-raising activities and are currently planning a 'bad hair day' to raise money for the families affected by the New York disaster.
16. A range of visits is used well to extend pupils' awareness of the environment and a range of traditions and cultures. Walks around the village support work on local studies and work in subjects such as geography, history and science is enhanced by visits to places such as Old Portsmouth and the Science Museum. Pupils have had the opportunity to visit a synagogue and a Hindu temple; the latter stimulated some good closely observed drawings of the exterior. Work by famous artists and the pupils themselves is used well to enhance the environment and gives pupils the opportunity to try out, for example, the techniques of pointillism.

### **Pupils have very positive attitudes to learning and are very well behaved**

17. Throughout the school pupils show an enthusiasm and commitment to learning. This is apparent even amongst the youngest children who listen attentively to their teachers and are eager to respond to questions and to share their observations and ideas. Children begin at this stage to learn to work together and to co-operate, for example in taking turns on the computer and to share equipment in the writing area.
18. Pupils in Year 2 are clear that they like school because they enjoy learning and they make friends. They particularly enjoy getting 'reward badges' for good work or being helpful and kind to others. They feel secure at school, knowing that teachers and other adults will help them if they have any problems with work or socially. They are enthusiastic about reading and enjoy borrowing books from the library or the classroom stock. They also enjoy the opportunity for extra-curricular activities, for

example in the art, singing and football clubs. Pupils collaborate well in paired activities in lessons, as they showed in an English lesson in which they devised and recorded a possible ending for the story of 'The Shark with no Teeth'.

19. As they move further up the school, pupils mature and take increasing advantage of the many opportunities that the school offers to extend their experiences and learning. Pupils in Year 6 are very appreciative of the fact that teachers work hard to make learning enjoyable, thinking of different activities that enable them to use and extend their skills. Pupils enjoy a challenge and show very good application to the tasks that they are given, for example in deciding how to set up a science experiment or tackling the language of Shakespeare. The oldest pupils respond well to the opportunity to take responsibility and feel that this is an important part of their role in the school community. They are very aware of the fact that they act as role models and particularly enjoy their links with the youngest children, helping them at lunchtime or playing with them in their play areas. They also enjoy the opportunity to participate in competitive sports and to join a wide variety of clubs; pupils were particularly appreciative of teachers giving their own time for these sorts of activities. The oldest pupils have very well established work habits; they organise equipment and materials sensibly and work well together in pairs and small groups.
20. Behaviour is very good in classrooms and around the school. Pupils generally move around sensibly and with due consideration for others. They are well-mannered, holding doors open for visitors and each other and usually asking politely if they can borrow some equipment or take a turn at an activity. Pupils are clear that bad behaviour or bullying is rare, but that anything untoward is dealt with quickly and fairly.

**Leadership and management are very good; effective use is made of a range of information and resources to ensure that the school is continually improving**

21. The school benefits from effective management and leadership that create a clear sense of direction that is focused on bringing about improvements to standards and the quality of education. There is a range of effective strategies in place to monitor and evaluate the school's effectiveness and to inform the planning for school improvement.
22. Particularly good use is made of information to track pupils' progress and to evaluate the effectiveness of the curriculum. In their first half term in school, the youngest children are assessed and the information is effectively used to predict their potential levels of attainment at seven and to identify potential high or low achievers who may need additional challenge or support. As pupils move through the school, their progress is tracked using teachers' own assessments, reading tests and national standardised tests. Targets for attainment are set for individual pupils; their achievement is regularly assessed against the targets so that their progress is systematically monitored and extra support can be targeted for children who do not reach the expected levels. Pupils themselves are very aware of their targets; these are translated from numerical levels into specific points for improvement so that they are clear what they need to work on.
23. Evaluation of pupils' performance in national tests is detailed and used effectively to target extra resources where necessary. This is illustrated well by the recent initiatives put in place to raise standards in writing when evaluation of English test results showed clearly that pupils' performance in reading was much stronger than that in writing. In-service training focused on the teaching of writing skills and suggested a range of practical strategies for teachers and support staff to use in the classroom. Extra time was allocated for the teaching of literacy in Years 1 and 2 so that pupils

could be taught in groups of no more than twenty. In these year groups, and also in the lower attaining sets in Years 3 to 6, learning support assistants were deployed to enable pupils to receive extra support. The literacy co-ordinators monitored planning and teaching and the information gained was used effectively to give feedback to individual teachers and as the basis for work on a training day. Samples of pupils' written work were used for detailed assessment by all staff, these have created a good portfolio of examples of annotated writing that can be used for reference when assigning national curriculum levels. The outcome of this work is that the most recent results of tests taken by seven year olds show an increase in the proportion of pupils reaching at least average levels. In tests taken by eleven year olds, there was a significant improvement in the levels attained by boys in the writing tests and an overall increase in the proportion of pupils attaining higher levels in the subject.

24. The governing body and the headteacher are pro-active in planning for staff recruitment and retention. Ten new staff have been appointed in the last two years, representing two thirds of the teaching force. The enterprising work that has been undertaken over the past year had ensured that the school has a full complement of teaching staff and a good balance of experience and expertise. Leadership roles are clear and the contribution of senior staff is significant in evaluating and planning for improvement in key areas such as literacy, numeracy and the provision for pupils with special educational needs. There is very good provision for the induction of newly qualified teachers. These teachers spent two weeks in the school in the summer term prior to taking up their appointments; this gave them the opportunity to meet and gain information about their future pupils, become involved in curriculum planning and become familiar with school systems and routines. The outcome of this was that in September, these teachers were confident about their roles and made a very smooth transition to their full-time posts. They are supported by the former deputy head who has just retired and who has been assigned as the newly qualified teachers' mentor for this year. She visits regularly and plays a key role in a structured induction programme that includes regular observation of teaching by herself and the headteacher.
25. Forward planning for the school is embedded in a comprehensive strategic plan. This includes identified curriculum priorities, based on data analysis and a subject audit, a professional development programme and buildings improvements. Detailed action plans support work in priority areas and inform financial planning and the use of teachers' non-contact time as well as guiding the evaluation of the impact of the initiatives. Governors are fully involved in the formulation of the school improvement plan and use a good range of information to evaluate the effectiveness of specific initiatives, for example in gaining information on the progress of groups of pupils targeted for extra support. Results of national tests and external evaluations are shared with governors so that they have a good understanding of the school's particular strengths and potential areas for improvement.

## **WHAT COULD BE IMPROVED**

### **The balance of time, in particular to allow more time for physical activities**

26. The amount of teaching time is slightly above that recommended for primary schools. However, the way that time is allocated to individual subjects and the organisation of the timetable means that the curriculum lacks balance and time is not always used in the most effective way.
27. A significant proportion of time is allocated for the teaching of English and mathematics throughout the school. Although this is understandable in view of recent national initiatives to raise standards in literacy and numeracy, the way that the timetable is organised means that lessons in these subjects regularly exceed the recommended time. In both areas, lessons sometimes last up to 70 minutes. Literacy lessons are also supplemented by additional handwriting and spelling sessions. The result of this is that sometimes, during the course of a morning session that lasts up to 3 ½ hours, only English and mathematics are taught.
28. The overall impact is a reduction of time for teaching other subjects. This does not appear to be having a particular impact on subjects such as science, history and geography, which are often used effectively to extend pupils' skills in literacy and numeracy. However, time for creative and physical activities are reduced. In particular, the time for physical education (PE) lessons in Years 1 to 6 is inadequate; in many classes there is only one session a week. In the reception classes, provision for children's physical development is limited to two PE lessons each week with some additional sessions for outdoor play using large toys. Provision has improved since the last inspection. However, lack of immediate access to an adjacent outdoor play area restricts the range of opportunities for children to play outside.

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

29. In order to further improve the quality of education provided by the school, governors, headteacher and staff should:
  - (1) Review the allocation of teaching time to achieve a better balance in the curriculum by:
    - ensuring that the time allowed for literacy and numeracy lessons is in line with that recommended;
    - providing more time for the teaching of physical education in Years 1 to 6;
    - continuing to enhance the provision for physical activities in the Foundation Stage.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	10	3	0	0	0
Percentage	6	22	56	17	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 five percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	396
Number of full-time pupils known to be eligible for free school meals	13

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	88

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	3.0

#### Unauthorised absence

	%
School data	0.7

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	29	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	31	30
	Girls	29	29	29
	Total	58	60	59
Percentage of pupils at NC level 2 or above	School	97 (95)	100 (90)	98 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	29	31
	Girls	29	29	29
	Total	60	58	60
Percentage of pupils at NC level 2 or above	School	100 (97)	97 (95)	100 (87)
	National	85 (84)	98 (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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	28	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	25
	Girls	26	23	27
	Total	47	45	52
Percentage of pupils at NC level 4 or above	School	89 (92)	85 (95)	98 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	9
	Girls	23	24	10
	Total	43	46	19
Percentage of pupils at NC level 4 or above	School	81 (87)	87 (83)	86 (92)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	2
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	394
Any other minority ethnic group	

*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)	19.9
Number of pupils per qualified teacher	23.4
Average class size	28

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

Total number of education support staff	18
Total aggregate hours worked per week	316

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	9.0
Number of teachers appointed to the school during the last two years	9.9
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	6	
Other minority ethnic groups		

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

### **Financial information**

Financial year	2000/01
	£
Total income	748,448
Total expenditure	768,827
Expenditure per pupil	1,908
Balance brought forward from previous year	39,987
Balance carried forward to next year	19,608

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

### **Questionnaire return rate**

Number of questionnaires sent out	396
Number of questionnaires returned	122

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	5	0	1
My child is making good progress in school.	57	41	2	0	1
Behaviour in the school is good.	57	39	2	0	2
My child gets the right amount of work to do at home.	22	61	14	2	1
The teaching is good.	53	46	0	0	1
I am kept well informed about how my child is getting on.	29	48	18	2	3
I would feel comfortable about approaching the school with questions or a problem.	64	31	5	0	0
The school expects my child to work hard and achieve his or her best.	64	35	0	0	1
The school works closely with parents.	35	50	11	0	3
The school is well led and managed.	55	42	2	0	1
The school is helping my child become mature and responsible.	52	44	2	0	2
The school provides an interesting range of activities outside lessons.	22	37	17	7	16