

# INSPECTION REPORT

## **WILLOWBROOK PRIMARY SCHOOL**

Hutton

LEA area: Essex

Unique reference number: 115041

Headteacher: Mrs J Ember

Reporting inspector: Mr J Bald  
17932

Dates of inspection: 29 30 October 2001

Inspection number: 195234

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

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Brookfield Close  
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Brentwood  
Essex

Postcode: CM13 2RG

Telephone number: 01277 214662

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Appropriate authority: The governing body

Name of chair of governors: Mrs G Taylor

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**

Willowbrook Primary School is of average size. It has 307 pupils aged four to eleven, with significantly more boys than girls. Most pupils are White, but a few are from minority ethnic backgrounds, of whom a very small number are in the early stages of learning English. The proportion of pupils with special educational needs is broadly average, but a significant number of these pupils have serious difficulties with learning and behaviour. Overall, standards among children joining the school are below average, both in the reception class and among the substantial number of pupils who have started their primary education elsewhere. Most pupils are from average social backgrounds, but a significant minority have unsettled lives outside school.

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

Willowbrook Primary School provides satisfactory education to its changing population of pupils. Standards overall are broadly average, and provision for pupils' personal development is good. Teaching and management are satisfactory, and the school gives satisfactory value for money.

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

- Standards are above average in mathematics and physical education, and high in art
- Management has dealt flexibly and well with changes in the school population
- Provision for children up to five is very good
- There are good relationships, behaviour and attitudes in the school
- Parents are closely involved in the school, and contribute much to its work
- Pupils with special educational needs make good progress
- There is very good provision for pupils with English as an additional language

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

- Provision for the teaching of writing is not meeting the needs of all of the pupils
- Management does not tackle weaknesses systematically enough
- Higher-attaining pupils are not consistently stretched
- The library and computers are not used effectively enough

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

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

The school was last inspected in June 1997. Standards were broadly average, both among pupils joining the school at the age of four and at 11, with good features in English. The school had a happy atmosphere and was managed well, although teaching was unsatisfactory in a fifth of lessons and standards were below average in some subjects, including science. The school's circumstances have changed very significantly since the last inspection, and overall improvement has been satisfactory. Standards in mathematics and science have improved, and standards in English are still broadly average. Higher-attaining pupils do well in mathematics, but are not always working at full stretch in other subjects. The school has extended its very good personal support for pupils to include the significant number of new, older pupils with special educational needs. Provision for pupils with English as an additional language has developed very well. The proportion of unsatisfactory teaching has fallen, although it remains significant in writing. Leadership and management have maintained a strong sense of teamwork and a positive climate for

learning in the context of these changes, but there has been some weakness in co-ordinating learning across year groups, and in addressing the issue of teaching writing. The school's current management is well placed to tackle these issues.

## 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	B	C	C
mathematics	A	A	B	B
science	A	A	C	C

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

Results improved at an above-average rate between 1996 and 2000, but were affected in 2001 by a high proportion of pupils with special educational needs in Year 6. Pupils in the present Years 5 and 6 are achieving above-average standards in mathematics, in response to very effective teaching. Standards are average overall in science, though some higher attaining pupils reach higher standards and are beginning to work well independently. Standards in English are broadly average overall, but below average in writing. There is, however, evidence of better writing in pupils' most recent homework.

Standards in art and design are well above average throughout the school, and displays of pupils' work contribute much to the learning environment as well as to their personal development. Consistently good teaching and learning, with a good range of clubs, lead to above-average standards in physical education throughout the school. Standards in other subjects during the inspection were broadly average, though eleven-year-olds were a little below average in their knowledge and understanding of computers.

In 2001, results in national tests for seven-year-olds were broadly average in writing, but below average in reading and well below average in mathematics. Standards during the inspection were slightly better in mathematics, but well below average in writing, where many pupils with special educational needs are still in the early stages of learning to write. There is a strong climate of achievement among children up to five. Although many begin school with low standards for their age, especially in language, literacy and communication, they learn quickly and make rapid progress, particularly in their personal development. Nevertheless, standards, particularly in early writing and in speaking, are significantly below average by the time the children start work on the National Curriculum, and the speaking skills of a significant number of pupils are still well below average at seven.

Pupils with special educational needs learn well and make good progress, often from a very low starting point. Pupils with English as an additional language reach very good standards, often after a short time in the school. The school's good assessment procedures give it a realistic view of the strengths and weaknesses of its changing population of pupils, and targets for improvement are realistic. Pupils should achieve more

in their writing, but standards in mathematics are better than might be expected. Overall, achievement in the school is satisfactory.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school, and are keen to learn.
Behaviour, in and out of classrooms	Good. Very good in response to the school's best teaching, and in the playground. Occasional lapses in behaviour are handled effectively.
Personal development and relationships	Good. Pupils are responsible, helpful, and active in charitable work. They co-operate well in group work, and complete homework well.
Attendance	Below average. A small number of pupils do not attend as they should.

Older pupils have very good attitudes to school, though opportunities for them to take on responsibility are limited. The personal development of pupils with behavioural problems is a major strength.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	Satisfactory

*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.*

There is a good working atmosphere in most classes, and learning benefits from pupils' good attitudes. In most classes, but especially in Year 1, teachers manage pupils very well, and promote good learning from pupils who are likely to misbehave. In a small minority of classes, on the other hand, discipline is inconsistent, and pupils do not always feel they have been treated fairly. Teaching for children up to five is very well planned. It engages children very well in their work, and leads to rapid progress, especially among those who begin with very limited skills for their age.

The teaching of mathematics and science is good overall, and very good for pupils aged nine to eleven. The teaching of number work across the school is satisfactory. The best English teaching is imaginative, with interesting work for all pupils and well-designed tasks that help them to make good progress. The teaching of reading is satisfactory, but some writing tasks are not planned well enough to enable pupils to make progress, and work in most classes is not marked effectively. There is a small but significant proportion of poor teaching of writing, and this is having a serious effect on standards at age seven. Most teaching in subjects other than English is not contributing enough to literacy.

Pupils with special educational needs make too little progress in writing, but otherwise their learning is good, and at best very good. Teaching in mathematics and art benefits gifted and talented pupils, but they are not fully stretched elsewhere. The school has plans to address this. Pupils with English as an additional language do very well. Most teaching in other subjects is satisfactory to good, with occasional very good lessons. Homework is very consistent in Years 5 and 6, with some good writing homework in Year 6.



Teaching is made difficult in most classes by the very wide range of learning needs among the pupils. Overall, the school's teaching meets these needs to a satisfactory standard.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Good provision for mathematics, but weak organisation of literacy teaching. Good extra-curricular activities.
Provision for pupils with special educational needs	Good overall. Very well organised and managed. Very good teaching for pupils with statements of special educational need and for those with behavioural difficulties, but the teaching of writing is weak.
Provision for pupils with English as an additional language	Very good. Pupils are identified quickly, and the school makes very good use of external support. These pupils are happy in school, and are among the more successful in their classes.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Very good for moral, social and cultural development, including understanding of cultures other than their own. Pupils become mature and responsible, fostering an atmosphere of co-operation in the school. Pupils have good opportunities to reflect on their place in the world.
How well the school cares for its pupils	Very good personal care. The school assesses pupils' work well, but does not always use the information from assessments in planning.

The school has a good partnership with parents, who contribute very much to the quality of learning, and with the local community. The curriculum for children up to five is very well planned and an important strength. Care and support for pupils who are ill, or whose lives are disrupted, is excellent.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. A clear personal lead from the headteacher and new deputy headteacher gives the school a strong sense of direction and teamwork. There is too little strategic action to deal with weaknesses.
How well the governors fulfil their responsibilities	Governors are well organised and fully involved in the direction and management of the school.
The school's evaluation of its performance	Satisfactory. The school tracks its performance well, and builds on strengths. Action to tackle the weakness in writing has been too slow.
The strategic use of resources	Satisfactory. The use of the library and computers is not focused closely enough on raising standards.

Management recognises and values good teaching, and provides very effective support for new teachers joining the school. It creates a welcoming and inclusive atmosphere for all pupils, and adapts well to the needs of older pupils joining the school, including those from minority ethnic backgrounds and those whose education has been disrupted. On the other hand, arrangements to co-ordinate work across year groups, particularly in literacy, are not effective. The school grounds are very well laid out, and maintained to a high standard. The school consults parents and pupils effectively and obtains good value for money.

## 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>• Pupils behave well, and enjoy school</li><li>• Teaching is good</li><li>• Pupils become mature and responsible</li><li>• Pupils are expected to work hard</li></ul>	<ul style="list-style-type: none"><li>• The quality of information they receive</li><li>• Homework</li><li>• Leadership and management</li><li>• Progress in work</li></ul>

Positive comments far outweigh negative ones, even in areas where some parents have concerns. Inspectors agree with most of the positive views, though they consider that there are weaknesses in teaching writing that justify some parents' concerns about progress. Inspectors do not agree with parents' concerns about the quality of information they receive, and in their view leadership and management are satisfactory, with good features. Some parents thought children should not receive homework at all. Inspectors disagree. It was not possible to investigate homework fully during this short inspection, but homework for older pupils is satisfactory overall and at best very good.

## **PART B: COMMENTARY**

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

#### **Standards are above average in mathematics and physical education, and high in art**

1. By the time they move on to secondary school, pupils have developed a good range of skills in all areas of the mathematics curriculum, and higher-attaining pupils have reached high standards. Pupils of average attainment handle large numbers and fractions accurately, and reach good standards in using decimals. In addition, higher-attaining pupils discriminate accurately between quantities expressed in fractions and decimals, can convert fractions into percentages, and understand the use of brackets.
2. In one very good lesson, higher attaining pupils showed high levels of skill in analysing the properties of shapes, applying knowledge they had gained last year. Pupils in a class for lower-attaining pupils, including a substantial number with special educational needs, learned to analyse these properties well at a more basic level. Teachers in both classes had a clear focus on mathematical thinking, insisting that pupils analyse the properties of triangles and rectangles and draw conclusions from the analysis rather than from an impression of what shapes looked like. Learning in mathematics lessons benefits from the grouping of pupils according to their learning needs, as this enables teachers to pitch activities and explanations at a suitably challenging level for each group. Teachers are well deployed to make best use of specialist subject knowledge. Overall, the level of achievement in mathematics is good for all pupils, despite the very wide range of learning needs in the school.
3. The quality of art throughout the school is outstanding, and the range of styles and media pupils use, makes an excellent contribution to their understanding of their own and other cultures. By the time they are seven, pupils' drawings show good understanding of tone and line, and they make imaginative use of a broad range of materials to create rich colours and textures, for example in their project on 'Mother Nature, Designer'. Older pupils use close observation, for example of an interesting local church, to develop drawing skills, and experiment with colours, patterns and techniques in printing, including Indian and Sri Lankan designs. The school's link with Ghana, where one of the teachers was teaching during the inspection, has led to lively displays of African art, and other work showed good understanding of abstract patterns and of famous European artists, such as Chagall and Matisse. Work in three dimensions during the inspection was imaginatively linked to other subjects, for example through an engaging display of model Walruses and Narwhals as part of a study of Arctic animals. Pupils had created imaginary gardens in trays, and had contributed to the imaginative and practical design of the school grounds as part of the Millennium project.
4. Throughout the school, teachers plan physical education lessons carefully, ensuring that each activity is matched to the needs of the pupils and that the subject is treated with respect. The standard of kit, for example, is consistently high, and no time is wasted in changing. Pupils respond well, taking part in games and gymnastics enthusiastically and with good attention to detail. Lower-attaining pupils in Year 1 benefit particularly from this disciplined approach, which contributes to their personal development. Standards are enhanced by a very good range of sports and athletics clubs, and the school has a good record in local competition. Girls and boys are equally enthusiastic. Learning and achievement are good.

### **Management has dealt flexibly and well with changes in the school population,**

5. Since the last inspection, there have been significant changes in the school population. The proportion of pupils with special educational needs is towards the top of the average band. Many of these pupils have serious difficulties with learning, and a smaller number with behaviour. While only one pupil has a statement of special educational need, some younger pupils have very limited speaking skills for their age, and their physical skills are underdeveloped. For example, some pupils in Year 1 are still having to learn to hold a pencil well enough to form recognisable letters, and their speech is not always intelligible. The proportion of higher-attaining pupils has fallen since the last inspection, and the school has a steady influx of pupils whose families have been rehoused from inner London. Most of these pupils have special educational needs, and some remain in the school only for a short time. A smaller number of pupils have recently joined the school speaking no English at all, and the school has admitted several pupils who have been excluded while at their other schools.
6. The school has responded flexibly and effectively to these challenges. The needs of pupils joining the school are very effectively assessed, and taken into account by teachers in their planning. The school's provision for children up to five, which was good at the time of the last inspection, has been extended to take account of the additional learning needs of significant numbers of children who need to concentrate on the earlier stages of the national learning guidelines. The headteacher takes a personal interest in the progress of all new pupils settling in to the school, and the co-ordinator for special educational needs ensures that individual education plans are quickly and effectively drawn up, with targets for social as well as learning issues. Pupils are carefully allocated to classes to help build relationships, and the lowest-attaining younger pupils are given essential additional support in a small class. New pupils quickly adapt to the life of the school and most soon make friends. While there are occasional incidents of friction, they are not seen as major issues by the pupils, and there is a strong spirit of inclusion and racial harmony in the school.

### **There are good relationships, behaviour and attitudes in the school**

7. Pupils enjoy coming to school, work hard and make friends. They listen carefully to teachers, and work well in groups, for example when using straws to build structures with a range of qualities, in design and technology. A significant number of pupils start school with poorly developed social skills, and the generally good attitudes that develop are the result of highly skilled management of classes by teachers, particularly in the early years of school. Pupils in Year 1 during the inspection, for example, earned well-considered praise from their teacher for keeping their concentration despite quite high levels of noise from building work and grass cutting outside their classroom. Pupils with difficulties in behaviour make good progress in their social skills through detailed and effective individual support from teachers and teaching assistants. Since the last inspection, this has enabled pupils to learn where they would not otherwise have been able to, and has minimised disruption to other pupils' learning.
8. Where there are lapses from good behaviour, the school generally deals with them quickly and effectively, and it has been successful in including pupils who have been excluded from other schools. Some parents are concerned about bullying. Discussions with older pupils show that there have been some incidents. Most do not see the issue as a serious problem, although two pupils told the inspectors that they

thought there was a slight problem. Very occasionally, teachers' use of the school's disciplinary system is too rigid, and causes some interruption to the pace of work.

9. When the teaching is very good, for example in mathematics for older pupils, pupils rise very well to the challenge, sustaining concentration for long periods. Pupils generally complete homework well, and there were examples of outstanding written homework from higher-attaining, older pupils, often using computers to illustrate and present their writing. Behaviour and co-operation in the playground are often excellent, and pupils enjoy the range of activities the school has designed for them. Pupils become mature as they move through the school, and are very enthusiastic about charitable work. New pupils joining the school, including those from minority ethnic backgrounds, settle in quickly and make good progress.

### **Parents are closely involved in the school, and contribute much to its work**

10. At the time of the last inspection, the school had good relationships with a core of parents, who had a long-standing involvement with it. This strength has been maintained, and extended to include a broader range of parents, grandparents and volunteers from the community, including governors. These volunteers provide valuable help when pupils are working in small groups, and help with visits and swimming. Parents were very actively involved in the millennium project to develop the school grounds, and did much of the work. They continue to support gardening, and the school basketball club is run by a parent.
11. A relatively small minority of parents do not share this generally positive view, and express concerns about progress, behaviour, homework, and how approachable the school is. Inspectors found some evidence to support each of these concerns, but the issue of progress in writing was the only concern that affected most pupils.
12. Teachers have extensive contact with parents, both through formal parents' evenings and individually. They provide detailed information in advance on what children will be learning each term, and parents at the pre-inspection meeting said that this helped them plan their own support for learning. Parents told inspectors that newsletters were regular and of good quality. The school has good systems for consulting parents, including an 'exit survey' when children move on to secondary school. Parents whose children have experienced problems and illness are very appreciative of the school's help. The foster carer of a pupil looked after by the local authority wrote to the inspection team that 'I have nothing but praise for Mrs Ember and her staff as they continue to give support and encouragement'.

### **Provision for children up to five is very good**

13. Since the last inspection, the standards reached by the youngest children joining the school have fallen. Some have above average knowledge, skills and understanding for their age, but a larger number have significant difficulties with learning and behaviour, and standards overall are now below average. The school has used its very effective procedures for assessing children's needs to adjust its planning to meet these changing demands. As a result, learning aims are consistently very well thought out, enabling children to learn well and make good progress towards the nationally established early learning goals. Even so, overall standards are still below average by the time children move on to Year 1.

14. Teachers and support staff provide an attractive and absorbing range of activities that engage children's interest. Children respond very well, working effectively as groups and independently, so that their learning also contributes to personal and social development. Children learn the alphabet, and the more advanced among them can recognise letters as the teacher points to them. These children form some letters accurately, though others have to work hard to track the teachers' letters with a pencil. Overall, writing skills are weaker than other aspects of learning.
15. Children learn to talk about their work to others. Most communicate confidently, though the speaking and listening skills of some are much less well developed by the time they begin work on the National Curriculum. For example, some pupils in Year 1 during the inspection preferred to point rather than speak. All children make very good progress in early number work, so that most older children can count to ten, and some understand that one number can be less than another. Higher-attaining children can put numbers to 20 in the right order. Children do well in creative work, learning to make pictures with fingers and toes using a good range of colours. Higher-attaining children draw well, but the pencil control of many lower-attaining children is much weaker.
16. This very good learning is the product of the outstanding knowledge and understanding of the teacher, ably supported by a teaching assistant who works to the same standard. The consistency of teaching by the two practitioners is a major strength. In the context of the highly effective learning environment which they have created, children often reach the standard expected for their age in the activities in which they are working, and make particularly good progress in their personal development.

### **Pupils with special educational needs make good progress**

17. The school has very effective procedures to identify pupils with special educational needs at an early stage, and assesses their needs very thoroughly. It makes very good use of all external sources of information, as well as of the high levels of knowledge and understanding of the co-ordinator. Many of the pupils with special educational needs have significant difficulties with behaviour as well as learning difficulties in English and mathematics. The school organises provision for these pupils very well, with careful co-operative planning involving teachers and teaching assistants, and very close monitoring of progress in behaviour as well as in learning. In one case during the inspection, this provision enabled a pupil in Year 1 with serious behavioural difficulties to learn effectively during a lesson in the computer suite, without disturbing others. Analysis of this pupil's writing showed equally careful teaching and assessment, leading to good progress in the very early stages of using a pencil.
18. Pupils with special educational needs are supported well in lessons. Teachers modify work to meet their needs, and teaching assistants ensure that they are fully included in all activities. In a good mathematics lesson, for example, a pupil with hearing impairment was given effective additional explanation, and successfully and accurately completed his work on rectangles. The co-ordinator for special educational needs was on maternity leave during the inspection, and it was not possible to observe specialist teaching of reading. The teaching of reading by teaching assistants is satisfactory, but is not always closely focused on the areas pupils most need to work on. Progress in writing beyond the early stages suffers from weaknesses in the provision for all pupils.

19. Parents commented positively on the school's provision in their replies to the questionnaire, and some pupils with special educational needs form strong and lasting relationships with the school. For example, a pupil with Asberger's Syndrome who had transferred to secondary school returned during the inspection to visit the teaching assistant who had worked most closely with him.

### **There is very good provision for pupils with English as an additional language**

20. The number of pupils with English as an additional language is small, but some join the school with little or no knowledge of English. The school adopts a thoughtful and systematic approach to these pupils, ensuring that they settle in to school happily and gradually provides specific teaching as the pupils grow in confidence. The school makes good use of external advice in planning work. Pupils observed during the inspection were fully involved in the work of their classes, and developing understanding of basic English vocabulary. Although a pupil in Year 1 was not yet speaking spontaneously, she was beginning to make progress in reading, and, in a conversation in the language she spoke at home, told an inspector that she was happy in school and was making friends. The parent of another pupil who had not spoken English before arriving at the school was very pleased to see him reaching the expected standard in national tests for seven-year-olds.

## **WHAT COULD BE IMPROVED**

### **Provision for the teaching of writing is not meeting the needs of all of the pupils**

21. The standards reached by pupils joining the school range from well below average to above average, and are below average overall. The school has recognised this issue in its youngest pupils, and there is very good provision for teaching early skills in the reception class and in Year 1. Work in these classes is carefully matched to the needs of the pupils, and has achieved a good balance between technical points and helping pupils to communicate meaning. Pupils in Year 1, for example, had produced good work when retelling the story of Little Red Riding Hood. This followed carefully structured teaching that enabled them to move, from the fragments of language many used in speaking, to writing a story that extended over several pages. This work was carefully mounted by the teacher into books, and well illustrated by the pupils. Work is very carefully assessed, for example to show progress in holding a pencil, and the learning of the lowest-attaining pupils, a high proportion of whom have special educational needs, is supported very effectively by a teaching assistant. Writing skills are effectively developed as pupils record their work in other subjects, such as science.
22. From Year 2 to Year 6, planning for writing is not leading to effective learning. There is too much copying, often in the context of completing an exercise or retrieving information, and pupils do not do enough independent writing. Analysis of their work shows that much is left incomplete, and that marking is not providing pupils with the guidance they need in order to improve. Much work is unmarked and, on occasions, ticks are placed beside sentences that contain serious errors of meaning as well as spelling mistakes. At worst, the design of writing tasks and the quality of teaching are poor. Only in isolated tasks, such as planning to write about a character, do pupils have a chance to build up the skills they need, in order to reach the standard expected of eleven-year-olds. Writing in subjects other than English is not making the contribution it should to developing writing skills. Often, too little time is allocated to

enable lower-attaining pupils to complete work, or higher-attaining pupils to extend it. The school has accurate systems for assessing writing, through termly samples, but does not use the valuable information this assessment provides to ensure that each writing task either extends or consolidates pupils' writing skills.

23. There was, on the other hand, good writing in the latest homework completed by pupils in Year 6. Most of it was at, or close to, the standard expected for their age, and the best of it showed good application of sentence structures taught in the literacy hour. There was one outstanding piece of sustained story writing from a higher-attaining pupil. Strengths in other aspects of its teaching indicate that the school is in a good position to make the necessary improvement in writing standards.

### **Management needs to tackle weaknesses more systematically**

24. The school has dealt with the most of the weaknesses identified in the last inspection report, and with some of the new problems that have arisen since then. However, more action is needed to improve the use of information from assessment, particularly to meet the needs of higher-attaining pupils, and to deal with some of the new issues. The most important issue is the teaching and learning of writing. The school has identified this as a weakness, and teachers are sampling writing each term. However, monitoring is not focused closely enough on the work pupils complete on a day-to-day basis, and weaknesses in planning for writing, in designing writing tasks and in marking have not been identified and addressed.
25. There is no systematic co-ordination of work between classes and across year groups. As a result, the school has not pinpointed weaknesses in teaching and learning in individual classes, or ensured that work in all subjects is set at a consistently demanding level, especially for the highest-attaining pupils. Because of these weaknesses, the quality of learning depends too heavily on the knowledge, skills and understanding of each individual teacher. This is particularly evident in writing, where good work in one class is sometimes undone by unsatisfactory provision in the next.
26. As a result of these weaknesses, the quality of learning depends too heavily on the knowledge, skills and understanding of each individual teacher. This is particularly evident in writing, where good work in one class is sometimes undone by unsatisfactory provision in the next.

### **Higher-attaining pupils need to be more consistently stretched**

27. Higher-attaining pupils benefit from the teaching in mathematics, art and physical education, and the school is quick to respond when pupils perform particularly well. The very wide range of learning needs in each class, however, makes it difficult for teachers to match work consistently to the needs of all of the pupils, and higher-attaining pupils are not fully stretched in a significant number of lessons throughout the school. For example, Year 6 pupils in history and science often base their work on only one source of information rather than investigating and comparing a range of sources. The small number of higher-attaining pupils in Year 1 spent parts of an English lesson going over basic skills that were already secure. Where work is copied, higher-attaining pupils have no scope to raise their standards above those of the rest of the class, and older higher-attaining readers are not consistently guided towards demanding texts.



28. Although individual teachers know the higher-attaining pupils in their classes, the school does not identify them systematically, or make special arrangements to track their progress. Outside mathematics, lesson planning does not address the higher requirements of the National Curriculum on a day-to-day basis. A policy to address the needs of gifted and talented pupils has been drafted, but is not yet in place.

### **The library and computers could be used more effectively to promote high standards**

29. The school has good computing resources, both in the computer suite and in classrooms. The school is making increasing use of these computers to extend learning in literacy and to promote pupils' knowledge and understanding of the world, for example by making contact with a school in Australia where one of the teachers taught until recently. However, pupils have little access to computers outside lessons.
30. The library is housed in a corridor, which provides inadequate accommodation. It includes some good books, but there is also some outdated stock, including ageing encyclopaedias. Some of the books are in poor condition, and they are not well displayed. This leads some pupils to think that there are no interesting books in the library. Books are attractively presented in some classrooms, but in most others are simply kept in a corner. The main library and most class libraries do not inspire pupils to read.
31. The use of both the computer suite and the library is not directed sufficiently towards enabling pupils to reach high standards. Both are too often used to locate and reproduce information without considering it critically, and there is too little scope for most pupils to undertake independent study. These factors limit opportunities for pupils to reach above average standards across the subjects of the National Curriculum.

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

32. In order to ensure consistently good learning for pupils of all abilities, the headteacher and governors should take the following steps:
- (1) Improve teaching and learning in writing, by:
- improving planning, so that writing in each subject develops or consolidates writing skills;
  - ensuring that pupils have time to complete work;
  - developing a consistent and effective approach to marking and guidance. (Paragraphs 21-23).
- (2) Improve management, by:
- taking faster and more consistent action once problems are identified;
  - improving the co-ordination of work across year groups;
  - monitoring the quality and consistency of pupils' work more closely. (Paragraphs 24-25).

- (3) Improve provision for higher-attaining pupils, by:
- using assessment procedures to identify them at an early stage;
  - making full use of the more demanding provisions of the National Curriculum when planning work;
  - setting demanding targets and monitoring progress towards them.  
(Paragraphs 26-27).
- (4) Improve the use of the library and computers to promote high standards, by:
- targeting high levels of achievement in the National Curriculum when planning the use of the library and computers;
  - guiding pupils consistently towards challenging and interesting books and computer software;
  - improving the presentation of the library, and encouraging pupils to use it.  
(Paragraphs 28-30).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	8	5	0	1	0
Percentage	0	13	50	31	0	6	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 six 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)	307
Number of full-time pupils known to be eligible for free school meals	54

FTE means full-time equivalent.

#### Special educational needs

	YR-Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	52

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	7.3
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	16	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	19	19
	Girls	16	16	16
	Total	34	35	35
Percentage of pupils at NC level 2 or above	School	85 (93)	88 (95)	88 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	21
	Girls	16	15	16
	Total	34	34	37
Percentage of pupils at NC level 2 or above	School	85 (93)	85 (95)	93 (95)
	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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	16	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	23
	Girls	13	13	14
	Total	33	32	37
Percentage of pupils at NC level 4 or above	School	80 (73)	78 (79)	90 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	19	24
	Girls	14	13	14
	Total	35	32	38
Percentage of pupils at NC level 4 or above	School	85 (69)	78 (81)	93 (87)
	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	1
Black – African heritage	3
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	1
Chinese	0
White	254
Any other minority ethnic group	0

*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)	13.4
Number of pupils per qualified teacher	22.9
Average class size	29.1

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

Total number of education support staff	11
Total aggregate hours worked per week	159

*FTE means full-time equivalent*

### **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	3	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	645,787
Total expenditure	627,045
Expenditure per pupil	2,146
Balance brought forward from previous year	32,708
Balance carried forward to next year	51,450

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5.8
Number of teachers appointed to the school during the last two years	6.4
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.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	307
Number of questionnaires returned	51

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	27	10	0	0
My child is making good progress in school.	51	31	14	2	2
Behaviour in the school is good.	41	53	6	0	0
My child gets the right amount of work to do at home.	27	53	16	2	2
The teaching is good.	45	47	6	2	0
I am kept well informed about how my child is getting on.	35	47	16	2	0
I would feel comfortable about approaching the school with questions or a problem.	63	24	12	2	0
The school expects my child to work hard and achieve his or her best.	53	39	6	2	0
The school works closely with parents.	42	42	12	4	0
The school is well led and managed.	47	35	16	2	0
The school is helping my child become mature and responsible.	49	41	8	2	0
The school provides an interesting range of activities outside lessons.	37	49	2	2	10

Care needs to be taken in interpreting these figures, as each return represents almost two percentage points.