

## INSPECTION REPORT

### **MORNINGTON PRIMARY SCHOOL**

Nottingham

LEA area: Nottinghamshire

Unique reference number: 122738

Headteacher: Robert Carlyle

Reporting inspector: John Ayerst  
3832

Dates of inspection: 3<sup>rd</sup> – 4<sup>th</sup> July 2002

Inspection number: 19358

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:	Mornington Crescent Nuthall Nottingham
Postcode:	NG16 1RF
Telephone number:	0115 975 7745
Fax number:	0115 975 2001
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Clare Colmore
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**

Mornington Primary School is of average size with some 286 boys and girls of 4 – 11 years of age. Most of the pupils come from the surrounding area, which is an expanding area of new housing. The area is one of social advantage and the percentage of pupils eligible for free school meals (3.0 per cent) is below average. There is a higher than average number of minority ethnic families. The proportion of pupils who speak English as an additional language is high (8.3 per cent). At present there are no pupils in the early stages of English acquisition, but this can change very quickly. The percentages of pupils identified as having special educational needs (30.3 per cent), and those with a Statement of Special Educational Needs (0.4 per cent), are below average. Several pupils have dyslexia, others have moderate learning difficulties or emotional or behavioural difficulties, some need support with speech and communication problems, and some have learning difficulties arising from autism. Taken together, pupils' attainment on entry is above average.

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

The effectiveness of the school is good. Under the very good and enthusiastic leadership of the headteacher the school has consistently achieved above average standards in tests at the end of Year 6. The school makes good provision for its pupils across a wide range of attainment and is very effective in promoting an inclusive society for all its diverse races. Pupils with special educational needs make very good progress throughout their time in the school. Those for whom English is an additional language make satisfactory progress overall and often good progress individually as they move up the school, but sometimes their progress is slower in English than in other subjects. Standards of behaviour and attitudes to learning are very good. The headteacher has been particularly successful in integrating new teachers into the school. One half of the teachers have come to the school during the past two years, and all are effective in their roles. The monitoring and evaluation of the school's work are very good and enable the senior team to establish a good standard of teaching. The school provides good value for money.

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

- Pupils achieve well by the end of Year 6 and standards are high in mathematics and science.
- Teaching is good with examples of very good teaching throughout the school and some excellent teaching for junior pupils.
- Pupils' attitudes to learning and their behaviour are very good, promoting very good relationships and personal maturity.
- Leadership by the senior team is very good. It sets a strong ethos and direction for the school.

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

- Teachers and support staff require greater expertise in ways of supporting pupils for whom English is an additional language.
- Strategies for assessment in subjects other than English, mathematics and science are underdeveloped. This means that teachers cannot always report clearly on pupils' progress or plan from reliable information in those subjects.

*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 improvement since the last inspection in June 1997. Since then all key issues have been successfully addressed and the quality of teaching has improved. Pupils' achievements are now at least good in the core subjects of English, mathematics and science. One half of the teaching staff are new to the school since the last inspection. There has been a rigorous programme of monitoring and support to ensure that the good quality of teaching is maintained,

particularly for the core subjects. The school's assessment and procedures for tracking pupils' progress have improved considerably in English, mathematics and science, but remain underdeveloped in other subjects. The role of the subject co-ordinators had been established well, but at the present time a good number are new to their posts and the co-ordination of some subjects outside the core is being re-established. The school is well on course to meet the challenging targets set in consultation with the local authority.

## 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	C	C	A	A
Mathematics	B	A	A*	A*
Science	D	A	A*	A*

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

The national test results for 2001 for Year 6 pupils show that standards were well above the national average for English, and very high in mathematics and science, where they were in the top five per cent of schools nationally. The proportions reaching higher levels in all three subjects were well above average. In comparison with similar schools, standards in English were well above average, and in mathematics and science were again in the top five per cent of schools. In the tests for pupils at the end of Year 2 in 2001, standards were well above the average in reading, above average in writing and average in mathematics. In comparison with schools with a similar economic background, standards in reading were average, but in writing and mathematics were below average. In the teachers' assessments for science at the end of Year 2, pupils' attainment was well above average. The school's records show that last year's Year 2 had a larger than usual proportion of pupils with special educational needs. In the latest tests in 2002, teachers' assessments and inspection evidence indicate that, standards at the end of Year 2 have improved considerably. At the end of Year 6 in 2002, teachers' assessments indicate that standards in mathematics and science are again high, but those in English are lower because there are more pupils in this particular year group with special educational needs associated with literacy and language. At the last inspection in 1997, standards were judged above average; they have risen year by year at the end of Year 6, but until this year have remained broadly static at the end of Year 2.

From the evidence of pupils' current work, the good teaching provided by the school results in standards at the end of Year 2 that are above average in English and well above average in mathematics and science. Standards are well above expectations in all three core subjects at the end of Year 6 and are above average in most other subjects. Most pupils enter the school with an above average attainment. They achieve well in the reception class and almost all achieve the Early Learning Goals set for children of that age, by the time they enter Year 1. Pupils also achieve well in Years 1 and 2 in most subjects. In Years 3 to 6 they achieve very well in English, mathematics and science, and well in most other subjects.

Pupils with special educational needs generally achieve very well. In most years almost all pupils reach at least the national expectation in the tests at the end of Year 6. Pupils for whom English is an additional language are included well in all classroom activities and generally make satisfactory progress overall. Their progress is slower, although still broadly satisfactory, in the early and intermediate stages of English acquisition, but once they have established sufficient skills to function effectively, they often make good progress in mathematics and science. The school's evidence from Year 6 tests suggests that pupils with English as an additional language achieve less well in English than in mathematics and science, particularly when using more complex English language skills.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They enjoy coming to school and concentrate well in lessons.
Behaviour, in and out of classrooms	Behaviour is very good, almost without exception. No pupils have been excluded from school in recent years.
Personal development and relationships	Very good. Pupils take a good degree of personal responsibility for their learning. Relationships in and around the school are very good.
Attendance	Attendance is very good.

The very good relationships between all people in the school have a significant impact on the good achievement made by pupils. The school works in a good climate of racial harmony in which all are included, and all pupils show very positive attitudes to school. Parents appreciate the values and attitudes promoted by the 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.*

The quality of teaching is good in the reception class and for Years 1 and 2; it is very good for Years 3 to 6 with examples of excellent teaching. Pupils' learning is similar; they make good progress in most lessons and achieve well over their time in school, but very well in Years 3 to 6. Good teaching was seen across a range of subjects and some excellent teaching of English and mathematics was observed. Literacy and numeracy skills are taught well across the curriculum. This is an improvement on the last inspection.

In good and very good lessons, teachers plan their lessons with clear learning aims that meet well the different needs of pupils in the class. The learning is challenging and teachers have very high expectations of pupils of all levels of attainment. Where teaching is excellent, teachers are expert at asking searching questions that progressively challenge pupils' thinking and take them on to the next stage of understanding. In lessons that are less good, although still satisfactory, planning is less detailed and previous assessment is not used sufficiently well. Consequently, there is a lack of clarity about the purposes of the lessons for the different groups of pupils within the class. However, in all classes, pupils with special educational needs receive very good teaching. They are very well supported and make very good progress towards the targets set in their individual education plans. Pupils with English as an additional language are taught well overall and included well in all classroom activities, but their progress is sometimes constrained because teachers do not have specific expertise to help their pupils at each stage of English acquisition.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good range and quality of learning opportunities. A wide range of well-supported extra-curricular activities promotes pupils' personal development well.



Provision for pupils with special educational needs	Very good. Pupils are very well supported to achieve the targets on their individual education plans.
Provision for pupils with English as an additional language	Satisfactory. Provision is made through the school's support staff, but there is no specific expertise to help pupils with English as an additional language. Consequently, the support for pupils at each stage of English acquisition is sometimes less well focused than it could be.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision reflects and supports well the school's strong ethos in each of its elements. Provision for pupils' spiritual and cultural development is good, and for their moral and social development the provision is very good. Pupils are prepared well for life in their multicultural society.
How well the school cares for its pupils	Pastoral care is very good and pupils' personal development is monitored well. Assessment in English, mathematics and science is very good and is used very well for planning, but in other subjects assessment is of mixed quality.

The curriculum provision is further enriched by additional elements, such as visits linked to topics under study, and visitors to the school. Pupils' personal, social and health education is well provided for. Drugs awareness and sex education are covered well. All statutory requirements are met. Parents have a very high regard for the school; they appreciate the high standards their children achieve and make a good contribution to their children's learning, both at home and in school. The information provided for them could, however, be improved. The school also supports its pupils by taking an active part in the establishment of its local community, which is a developing area of new housing.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the headteacher and senior staff. Some new staff are still establishing their roles as curriculum leaders, but overall, subject leadership is good.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well under the strong guidance of the headteacher.
The school's evaluation of its performance	Very good. The school has a clear view of its performance and takes effective action.
The strategic use of resources	Good. Resources are used well to support priorities for development.

The school is managed well. The very good leadership of the headteacher and senior staff, combined with effective support from governors and subject leaders, has maintained good standards of teaching and good and very good achievement of pupils over a period of considerable changes in staff. The headteacher sets a very positive and caring ethos, within which all staff work hard to raise standards. Monitoring and evaluation of the school's performance are very good and lead to effective action for improvement. The managers of the school are well informed about its effectiveness and use the information well. The school makes good use of its resources and applies the principles of best value well. It has good potential to improve further.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• Children make good progress.</li><li>• Behaviour is very good.</li><li>• Teaching is good.</li><li>• The school helps children to become responsible.</li></ul>	<ul style="list-style-type: none"><li>• Parents would like more detailed information on how well their children are getting on.</li><li>• Homework.</li></ul>

Parents are very supportive of the school and this is reflected in the very positive response to questions in the questionnaire and at the parents' meeting. The inspection team agree that reports to parents do not consistently give clear indication of pupils' attainments and the progress they are making. On the other hand, the inspectors judged that the homework set is usually of good quality. Homework and its marking make an effective contribution to pupils' progress as they move through the school.

## **PART B: COMMENTARY**

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

**All pupils achieve well by the end of Year 6 and standards are high in mathematics and science.**

1. The standards reached represent good achievement for pupils from the reception year to Year 2 and very good achievement for pupils in Years 3 to 6. Pupils enter the school with an above average attainment, they make good progress in the reception year in all areas of learning and all are on track to attain the Early Learning Goals for children of that age by the end of the year.
2. In English, in Years 1 to 6, most pupils' speaking and listening skills are well developed and they contribute thoughtfully to discussions. Reading standards are above expectations throughout the school. Younger pupils demonstrate a good range of strategies for recognising unfamiliar words. Most pupils read frequently for pleasure. In Years 1 and 2, pupils write well, with a good vocabulary and understanding of sentence construction for their age, which enables them to extend stories that they have read. In Years 3 to 6, they continue to develop their writing skills and become more fluent and expressive. In lessons for the Year 4 classes, for example, pupils were working successfully at persuasive writing. They were using effectively, advertisements from a variety of media as a starting point to write their own adverts. They demonstrated a good understanding of style and of writing for a purpose. In a Year 6 lesson pupils were exploring the language of 'phobia' and 'fear'. The choice of words to build tension, the use of repetition and increase of pace by using shorter words, demonstrated a very mature use of language.
3. In mathematics, pupils achieve very well by the end of Year 6. In most lessons pupils practise their mental arithmetic in response to short, rapid questions. By the end of Year 2 pupils understand and use all four mathematical functions of addition, subtraction, multiplication and division. They can count on in threes and describe the activity as counting in multiples. By the end of Year 6, pupils recognise patterns in decimal numbers, understand index notation, recognise the base and power of numbers and find the product by expansion. In one lesson, higher attaining pupils were working at Level 6 of the National Curriculum and the lowest attainers were working at an appropriate expectation for their age at Level 4.
4. In science, pupils develop a good scientific vocabulary and an understanding of prediction and testing at an early stage. In a Year 2 lesson pupils were describing ice. They predicted accurately that ice would melt and discussed ways of accelerating and measuring the process. In Year 5, pupils were dissolving solids. They competently drew hypotheses and devised fair tests. Reports were written in a good scientific style. Pupils show a very good understanding of scientific processes and information across a wide range of the subject. In Year 4; for example, pupils were carrying out fair tests to discover how plants grow, and the function of leaves. The discussion was rigorous and pupils were developing their ideas well in extended conversation on what to test and how best to arrange the test.
5. Pupils with special educational needs generally make very good progress. Often they begin their school careers with below average attainment, but in most years almost all pupils achieve at least the national expectation of Level 4 in the tests at the end of Year 6. Pupils for whom English is an additional language generally make satisfactory progress overall. Their progress is slower, but satisfactory, in the early and intermediate stages of English acquisition, but once they have established sufficient skills to function effectively they often make good progress.
6. Literacy and numeracy skills are developed well across the curriculum. The school's strategies for developing literacy and numeracy are well established and effective in English and mathematics lessons as well as in other subjects. Standards in information and communication technology are high and computing skills are used well to support learning across the range of subjects.

**Teaching is good with examples of very good teaching throughout the school and some excellent teaching for junior pupils.**

7. The quality of teaching is good and in response the quality of learning is also good. In three-quarters of the lessons seen during the inspection, the teaching and learning were good, very good and occasionally excellent. They were satisfactory in one quarter of lessons and there was no unsatisfactory teaching. This is an improvement on the last inspection when the good teaching was less prevalent. The management and teachers of the school have worked hard to improve the quality of teaching, particularly so that teachers new to their post quickly establish effective routines and high expectations. It is to the teachers' credit that the changes have improved teaching so markedly.
8. Good and very good teaching occurs at all stages and subjects, but planning for the different levels of attainment in the class is more detailed in English, mathematics and science. Most teachers have good knowledge and understanding of the subject matter and of pupils' learning in the subjects. In a very good English lesson for Year 2 pupils, the planning was very detailed and used well the assessments from the previous lesson to plan for the needs of the different pupils in the class. The aims of the lesson were explained to the pupils and, consequently, the learning was purposeful. Expectations for high standards of work and behaviour are evident in almost all lessons and pupils respond with good focus and attention; they stay on task for extended periods.
9. Excellent teaching occurs in Years 4 and 6. The teaching is outstanding because of the interaction between teachers and pupils. Teachers in these classes are expert at asking searching questions that progressively challenge pupils' thinking and take them on to the next stage of understanding. The lessons move at a very rapid pace and pupils completely concentrate on their learning. The pupils are stimulated by their lessons and clearly enjoy their achievements. Standards in these lessons are very high; often the pupils work at a level that is two years in advance of that expected for their age.
10. Teaching that is satisfactory is generally planned in less detail and makes less use of previous assessment. The pace and challenge in these lessons is less and the learning intentions for the different groups in the class are not entirely clear. Consequently, while the pupils make satisfactory progress, the high standards achieved in the very good lessons are not evident. In all lessons, however, the relationships between adults in the classroom and pupils, and between pupils, are very good and pupils are well behaved. This makes a significant contribution to the good and very good progress made in most lessons. The quality of the homework, in terms of extending the pupils' learning and improving their progress, is mostly good, as is the quality of marking.
11. Teachers use the structure of the literacy and numeracy hours very well. The lessons have good structure, pace and balance. The scrutiny of pupils' work indicated that pupils' learning in both literacy and numeracy are supported well across the curriculum in other subjects. There are good examples in science, craft, design and technology and history.
12. Teachers plan very well for pupils with special educational needs. The very good work of learning support assistants enables pupils with special educational needs to engage successfully with a wide range of tasks that match the activities of all pupils. Teachers have good liaison and relationships with teaching assistants and this promotes effective interaction with pupils and leads to very effective learning.
13. The needs of pupils for whom English is an additional language (EAL) are met as well as possible by teachers. They are supported well by the classroom assistants and learning is at least satisfactory. No teachers in the school, however, have particular expertise in helping pupils who have limited English speaking skills. While they do their best, in general terms, to help specific vocabulary, language structures and strategies to support EAL learners do not feature in class teachers' planning.

**Pupils' attitudes to learning and their behaviour are very good, promoting very good relationships and personal maturity.**

14. At the last inspection pupils' attitudes to learning, their behaviour and personal development were reported as good. Improvement is evident in all of these areas because pupils' attitudes, behaviour and personal development are now judged to be very good. Relationships throughout the school remain very good.
15. Pupils display great enthusiasm for school and, according to parents, want to come. They are often stimulated by their lessons and enjoy the success of achievement. Consequently, they are very well motivated and eager to learn. In classes they are attentive and display considerable interest in their work. Behaviour is very good. Pupils are polite and helpful. Their behaviour creates a climate for learning that allows all pupils to succeed and frees the teachers to focus on teaching. There have been no temporary or permanent exclusions from the school for a number of years.
16. The school very successfully creates an ethos of caring and mutual support. The community is one of racial harmony where all are valued and included. Teachers and classroom assistants always positively receive pupils' efforts and contributions. Bullying is virtually non-existent and is confined to minor name calling, which is dealt with swiftly and effectively. Pupils respect each other and clearly understand the impact that their actions can have upon others. Relationships are very good and the respect that everyone has for their fellow pupils and teachers is plain to see. Pupils are clear as to their duties and perform them to the best of their ability. They also recognise the need to act even when not asked; for example, to hold doors open, open windows or turn off lights.
17. Personal development is promoted from an early stage. Pupils show a very good level of maturity even at a young age. They have the confidence to join fully in class discussions and make mature contributions. Pupils have small tasks to do with the smooth running of the school, which they carry out responsibly and effectively, and which increase in responsibility, as pupils grow older. Much of the teaching supports pupils' personal development by valuing their efforts and helping them to share in the responsibility for their learning. For example, in some classes, pupils discuss with their teacher at the beginning of the day, the order for their lessons during the day. Whether they will study English first or mathematics. On most occasions the teacher accepts the pupils preferences, as long as all the work is covered.
18. Pupils with special educational needs demonstrate the same very good attitudes towards their learning as their peers. The school supports the development of the pupils' self esteem well and this enables them to take a full part in the life of the school.
19. Very good levels of attendance illustrate pupils' very good attitudes to school.

**Leadership by the senior team is very good. It sets a strong ethos and direction for the school.**

20. The leadership and management of the school by the headteacher and his senior team are very good. This was recognised at the last inspection and has continued through a change in personnel. The headteacher sets a very positive and caring ethos, within which all staff work hard to raise standards, particularly in English, mathematics and science. He provides a very strong and clear educational direction for the school. The leadership is very professional and policies are well thought through. They provide good guidance and staff are very well supported. The monitoring and evaluation of the school's performance are good and lead to effective action for improvement. Good systems to keep the management of the school informed about its effectiveness are well established and used well. For example, pupils' assessments are analysed in detail in English, mathematics and science to show particular areas for improvement and action taken, either by the class teachers or by management when appropriate, to focus on and strengthen those areas. The quality of teaching has improved since the last inspection; there is now more good and very good teaching and no unsatisfactory teaching.

21. In the past two years, one half of teaching staff has changed as teachers have moved on for a variety of reasons. The improvement in teaching is due, in no small measure to the concerted efforts of all staff to raise the quality of their work through well-targeted training and professional development. It is to the credit of the senior team and teachers that the high number of teachers new to the school in the past two years have so quickly established such a high standard of teaching. Such approaches, combined with the establishment of pupils' very good attitudes to learning, have provided a good framework for continuing development.
22. There is a strong sense of teamwork amongst staff and relationships are good. The deputy head teacher, who is a recent appointment, supports the headteacher very well. Together they monitor teaching and pupils' work, mostly in English, mathematics and science. The improvement of standards in the core subjects is rightly a priority of the headteacher and this is being achieved. Plans exist to focus on other subjects in the curriculum. The school uses assessment and other indicators very well in English, mathematics and science, and now that improvement has been achieved in those subjects the school's development plan recognises the need to move on to monitor other subjects more closely.
23. Following the last inspection a key issue was to develop the role of subject co-ordinators. Evidence from the school's records and policy documents indicates that the school had successfully addressed this issue, but at the present time many of the new staff are working to re-establish the subject leaders' role. That they are successfully doing so means that the overall management of the school is good.
24. Development planning is well considered and comes from a rigorous appraisal of the strengths and weaknesses of the school. The school development plan covers the necessary areas well, appropriate priorities are planned and costed, and success criteria are identified. The plan is the outcome of widespread discussion between governors and staff. Training needs are identified clearly and effective provision is made. The school has developed good strategies for performance management.
25. Finances are managed well and resources are used effectively to further the school's priorities. For example, the school has built a relatively high financial reserve to bring its computers up to date. There are sufficient and appropriately qualified staff to teach the school's curriculum, with the exception of expertise to support pupils for whom English is an additional language. The school is well resourced. Accommodation is very cramped and the open-plan design of the building is not the easiest to manage. Even so, the staff make very good use of the accommodation and set up a very effective environment for learning. Overall, the school works effectively in a purposeful, harmonious and inclusive atmosphere.

## **WHAT COULD BE IMPROVED**

### **Teachers and support staff expertise in ways of supporting pupils for whom English is an additional language.**

26. About ten per cent of the school's pupils speak English as an additional language. The level of English acquisition of pupils new to the school varies widely; none are at the early stages at present, but this can change without notice. The school receives no additional funding to support this work and makes provision from its general support arrangements for pupils. To some extent this works satisfactorily, but teachers and classroom assistants do not have training or specific skills to support pupils sufficiently well in this area. They do their best, in general terms, to help, but specific vocabulary, language structures and strategies to support EAL learners do not feature sufficiently in class teachers' planning.
27. Pupils for whom English is an additional language make satisfactory progress overall and many achieve well by the end of Year 6. However, evidence from the school's assessments and monitoring indicates that for some, progress is slower in the early and intermediate stages of English acquisition and improves when a functional level of language use has been achieved. At

that stage the majority often make good progress, but at times their progress is better in mathematics and science than in English. There is need for support that provides pupils with better strategies to acquire English language skills more quickly at an early stage, and to provide further support to help pupils to progress to a more complex use of English.

**Strategies for assessment in subjects other than English, mathematics and science are underdeveloped so that teachers cannot always report clearly on pupils' progress or plan from reliable information in those subjects.**

28. Assessment in subjects other than English, mathematics and science is not well established across the school. Consequently, the quality of assessment and its use for planning is inconsistent from class to class and from teacher to teacher. Few subjects have assessment policies with sufficient detail in place, or criteria for measuring accurately pupils' progress in acquiring skills, knowledge and understanding. On occasions, when teachers have good knowledge and understanding in a subject, they use that knowledge effectively to make their own assessments. The next stage of development in this area is to share that expertise.
29. At present, reports to parents of pupils' achievement in subjects other than English, mathematics and science do not consistently give clear information about what their children can do, and what they need to do to improve. Sometimes the reports are simply a list of the areas covered by the class. Similarly, planning in these subjects does not always identify the learning aims for the different levels of attainment in the lesson.
30. The school has worked hard to raise standards in English, mathematics and science and has developed very effective assessment procedures in those areas. It would not be possible to assess other subjects in the same detail, but sufficient assessment to inform planning for the next stage of learning is needed. This would ensure that teachers have a clear indication of the progress that their pupils are making in these areas.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. To raise further the good standards of work and improve the good quality of education provided in many aspects of the school, the headteacher, staff and governors should:

- (1) provide more specific expertise for teachers and support staff so that they can more effectively support pupils for whom English is an additional language.\*

*(This weakness is mainly discussed in paragraphs 26 - 27)*

- (2) develop further strategies for assessment so that teachers can report clearly on pupils' progress and use information from assessment more effectively to plan their lessons in all subjects.\*\*

*(This weakness is mainly discussed in paragraphs 28 - 30)*

\* *The school has been in correspondence with external funding sources to seek support in this area.*

\*\* *The school has recognised this as an area for improvement in its development planning.*



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

21

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

19

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	5	7	6	0	0	0
Percentage	14	24	33	29	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 four 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)

286

Number of full-time pupils known to be eligible for free school meals

11

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

1

Number of pupils on the school's special educational needs register

55

#### English as an additional language

No of pupils

Number of pupils with English as an additional language

31

#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

12

Pupils who left the school other than at the usual time of leaving

16

### Attendance

#### Authorised absence

%

School data

4.0

#### Unauthorised absence

%

School data

0.0

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	27	17	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	25
	Girls	17	17	17
	Total	41	41	45
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (100)	95 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	26
	Girls	17	17	17
	Total	42	42	46
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (98)	98 (100)
	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	21	15	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	20	21
	Girls	15	14	15
	Total	36	34	36
Percentage of pupils at NC level 4 or above	School	100 (86)	95 (90)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	21
	Girls	15	14	15
	Total	34	34	36
Percentage of pupils at NC level 4 or above	School	94 (90)	94 (85)	100 (95)
	National	72 (70)	74 (72)	82 (79)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	14
Pakistani	1
Bangladeshi	1
Chinese	3
White	208
Any other minority ethnic group	14

*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)	11
Number of pupils per qualified teacher	28:1
Average class size	28

**Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	103

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	6.4
Number of teachers appointed to the school during the last two years	5.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*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	0	0
Other minority ethnic groups	0	0

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

**Financial information**

Financial year	2001
	£
Total income	471,385
Total expenditure	461,902
Expenditure per pupil	1,730
Balance brought forward from previous year	4,803
Balance carried forward to next year	14,286

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	286
Number of questionnaires returned	32

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	3	0	0
My child is making good progress in school.	53	44	0	0	3
Behaviour in the school is good.	56	41	0	0	3
My child gets the right amount of work to do at home.	34	56	6	3	0
The teaching is good.	72	25	0	0	3
I am kept well informed about how my child is getting on.	38	47	9	0	6
I would feel comfortable about approaching the school with questions or a problem.	66	31	3	0	0
The school expects my child to work hard and achieve his or her best.	72	25	0	0	3
The school works closely with parents.	53	41	0	0	6
The school is well led and managed.	75	19	0	0	6
The school is helping my child become mature and responsible.	69	28	0	0	3
The school provides an interesting range of activities outside lessons.	69	25	3	0	3

### Other issues raised by parents

No additional issues were raised.