

# INSPECTION REPORT

## **SOUTH CAVE CE PRIMARY SCHOOL**

South Cave

LEA area: East Riding of Yorkshire

Unique reference number: 118003

Headteacher: Mr J Killeen

Reporting inspector: Mrs K J Chandler  
14963

Dates of inspection: 6 - 7 November 2001

Inspection number: 195745

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Church Street South Cave Brough East Yorkshire
Postcode:	HU15 2EP
Telephone number:	01430 422526
Fax number:	01430 421850
Appropriate authority:	Governing body
Name of chair of governors:	Mr I Crookham
Date of previous inspection:	23 - 27 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
14963	Ms Kathleen Joyce Chandler	Registered inspector
19342	Mr Tom Heavey	Lay inspector
16831	Ms Marcia Ewart	Team inspector
18849	Mr Terry Mortimer	Team inspector

The inspection contractor was:

Full Circle  
The Brow  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>16</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>18</b>

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

### **INFORMATION ABOUT THE SCHOOL**

South Cave CE Primary is a larger than average school. It is situated in what is regarded by the residents as an extended village but, what in fact, is a small town on the southern fringes of the East Riding of Yorkshire in the commuter belt of Kingston-Upon-Hull. The area consists of mainly private housing and there is little unemployment. Most pupils come from a settled family background. There are 440 pupils on roll and the vast majority live in the immediate locality. The attainment of pupils on entry is average compared with pupils nationally. Currently there are 10.9 per cent of pupils on the special educational needs register, of these 0.2 per cent pupils have Statements of Special Educational Need. This is well below the national average. There are no pupils speaking English as an additional language.

The three main teaching blocks are on a pleasant hillside site which has ample grassed areas. The attached sports centre and areas of the school are well used by the school and its community. The school originally opened in 1967. The number on roll has risen significantly over the last ten years, almost doubling in size. Further extensions to accommodate the rise in numbers were built in 1969 and 1999. The last extension is a great improvement since the last inspection, when many pupils were housed in temporary classrooms.

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

This is a very good school, which rightly enjoys the confidence of its parents and the community it serves. Through a combination of strong purposeful leadership and good teaching the school is effective in achieving above average standards and providing very good value for money.

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

- It helps pupils make good progress in English, mathematics and science, and standards are well above average at the end of Year 6. Standards in information technology have improved since the last inspection.
- There is a high proportion of very effective teaching, characterised by excellent relationships between adults and pupils.
- The headteacher provides strong purposeful leadership. In partnership with the deputy headteacher, governors, and other key staff he has created a very positive ethos for learning.
- Pupils' behaviour is good and their excellent attitudes to learning contribute significantly to the progress they make.
- Parents have a very positive view of the school, and their involvement in their children's learning both at home and at school makes a strong contribution to standards attained.
- The school provides an excellent range of extra-curricular activities.
- It makes very good provision for pupils with special educational needs.

### What could be improved

- The approach to sharing learning objectives with the pupils.
- The arrangements for improving the performance of the highest attaining pupils which should be extended by developing further strategies to raise standards even higher.
- The evaluative marking of pupils' work (to help pupils understand what they need to do to further improve).
- The opportunities for pupils to develop initiative and to take increasing responsibility for their work.

The school's strengths strongly outweigh its areas for development. The areas for improvement will form the basis of the governors' action plan which will be circulated to parents.

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

The school has improved significantly since the last inspection in June 1997, and has been successful in maintaining high standards in the national tests. All teaching is at least satisfactory and the majority is good or better. Pupils' attitudes to their work, which were very good in the previous inspection, are now excellent. Detailed guidance materials for all subject areas now help teachers to plan their lessons better. Self-evaluation strategies, which involve all members of the senior management team, subject co-ordinators and governors in the monitoring and evaluation of the work of the school, are established. Teachers' expertise in the teaching of information and communication technology has improved. The building of a new block of classrooms has greatly improved the accommodation.

### 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				<b>Key</b>  well above average    A above average        B average                C below average        D well below average    E
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A	A	A	
Mathematics	A	A	B	C	
Science	A	A	A	A	

Children start school at the age of four with standards of attainment that are in line with expectations for this age group. They make good progress in their reception year and achieve the Early Learning Goals by the end of the year. This good rate of progress was confirmed during the inspection.

Results in national tests for seven year olds in 2000 were well above average in reading and writing and average for mathematics. In comparison with those in similar schools, results were well above average in reading and writing, but below average in mathematics. This was due to the relatively poor performance of the more able pupils in mathematics.

In 2001, higher-attaining pupils achieved well above average results in reading when compared both with national results and those of similar schools. In writing and mathematics, the same pupils' results were average when compared with national results, and below average when compared with those in similar schools.

Work seen during the inspection shows that standards in speaking, listening, reading and number are good. Standards in writing and other aspects of mathematics, however, are not high enough. Standards in science, including investigative work, are good.

Standards in the national tests for 11 year olds, over the four years to the year 2000, have been rising in line with the national trend. There are particular strengths in English and science and attainment is well above average when compared with national results and with those in similar schools. As for seven year olds, the standards of the more able pupils in mathematics are lower than in English and science.

Most pupils make good progress, and those with special educational needs make very good progress throughout the school. The school is justifiably pleased with the overall standards attained by pupils, and has already taken steps to improve attainment in mathematics further.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils' attitudes to school and to their work are excellent and make a strong contribution to the standards attained. They apply themselves to tasks, work co-operatively with one another and concentrate well.
Behaviour, in and out of classrooms	Behaviour at break, at lunch times and during lessons is good, and contributes positively to learning.
Personal development and relationships	Pupils relate extremely well to one another and to the adults with whom they work. They are considerate towards each other and listen respectfully to the views of their peers in lessons.
Attendance	Very good. Pupils enjoy school. They arrive punctually and lessons begin promptly.

## **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Good	Very good	Good

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

There was no unsatisfactory teaching, and in 64 per cent of lessons it was at least good; 28 per cent was very good or better and five per cent was excellent. The high proportion of effective teaching is a great contributory factor to learning and the high standards attained. Teachers know their pupils well and meet their needs through effective use of resources and additional teaching and support staff. Classroom organisation and management are very



good and questioning is used to good effect. However, there is room for the more able pupils to be challenged further. Many pupils do not have enough opportunity to question, think, consider and use their previously learned skills. Pupils with special educational needs are very well taught.

The teaching of the basic skills in literacy and numeracy is good in classes, where pupils are supported individually and in small groups. The teaching of reading, speaking, listening and numeracy are very good. The teaching of writing and other aspects of mathematics is satisfactory.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned and offers good opportunities to all pupils. Overall, it is relevant to the needs of the pupils and is greatly enhanced by extra-curricular activities, visits and visitors in school.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. They are well supported and as a result they make good progress towards their individual targets.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good overall, but opportunities for pupils to use their initiative and take more responsibility for their own learning are underdeveloped. The school develops very effectively the positive values which pupils bring from home, and extends their sense of community both within and beyond the school confines. This could be enhanced still further with more extensive knowledge of the multicultural nature of modern Britain.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are very good. The school is actively implementing all reasonable arrangements to ensure the safety of pupils on a well spread out site which contains three separate buildings.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from the very good leadership of the headteacher. The deputy headteacher, senior management team and hard-working, enthusiastic staff work very well to support him.
How well the governors fulfil their responsibilities	The governing body gives very good support to the work of the school. Governors are actively involved and play an effective role in monitoring its provision. They have a clear view of future developments and fulfil all statutory duties.

The school's evaluation of its performance	There is a very strong commitment to high standards. Self-evaluation and a culture of reflection are at the heart of the school and all of its activities. The school monitors and evaluates all of its work and acts on its findings to promote further success.
The strategic use of resources	The school makes very good use of its staffing and accommodation. Great care is taken to ensure that all staff receive appropriate training which meets their needs. Funds are used prudently to deploy staff, raise standards and improve the school building. The school demonstrates the principles of best value to very good effect.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The school is well led and managed.</li> <li>• The teachers are approachable and work closely with parents.</li> <li>• The staff provide an interesting range of activities.</li> <li>• The staff expect pupils to work hard and help them to become mature.</li> </ul>	<ul style="list-style-type: none"> <li>• A small minority of parents request further information about how pupils are getting on.</li> </ul>

Overall, parents present a very positive view of the school and its leadership. The inspection team fully concurs with these views and considers that more than reasonable provision is made to inform parents of pupils' progress.

## **PART B: COMMENTARY**

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

**Pupils make good progress in English, mathematics and science, and standards of attainment are well above average at the end of Year 6. Standards in information technology have improved considerably since the last inspection.**

#### ***English***

1. Standards in speaking and listening are high throughout the school. Pupils are confident when answering questions, when discussing topics in groups and when conversing with adults. Opportunities are planned for pupils to practise their obvious skills in 'circle time', in class assemblies, when they have to speak to a larger audience, and in annual play productions. Children in one class have recently worked with an actor to produce their own play. However, progression is not planned for and therefore teachers are not consistent in their approaches to incorporating the development of speaking and listening into lessons.
2. Reading is very well taught. Pupils are given a secure phonic base, beginning in the reception classes. Individual reading is continued through Key Stage 1 with regular support from parent volunteers. The home reading scheme aims to foster a love of books, with children being praised for taking books home, rather than being good readers. This approach has a significant impact not only on the standards achieved, but also on the confidence and enjoyment which pupils display in reading. There is very good teaching of reading for understanding, as teachers regularly focus pupils' attention beyond the literal with questions such as, "What might the 'Splash of gold' be?" and "What would *you* feel?"
3. Standards of handwriting and presentation are high. Studies at word and sentence level are effective in developing pupils' use of vocabulary, correct grammar and punctuation. Pupils use increasingly complex sentence structures in a range of text styles.

#### ***Mathematics***

4. Overall, children entering the reception classes have mathematical abilities in line with expectations for this age group. Teachers provide a good range of appropriate activities to promote children's understanding of mathematics. In one class they identify and develop their understanding of shapes by using them to make pictures of bonfire night. In another class, they match the appropriate number of spines to the pictures of hedgehogs. They make good progress from simple colour and number-matching activities to sequencing and writing numbers to ten or 20. Eventually children attempt simple addition and subtraction sums successfully. Key Stage 1 pupils continue to develop their computational skills. However, when teachers rely too heavily on the commercial mathematics scheme, there is a mismatch between pupils' ability and the work. For example, pupils that are more able are insufficiently challenged and the less able do not always completely understand the work they are doing.
5. Pupils' ability to work with numbers confidently and competently is a key feature of mathematics across the school and contributes very well to the standards they achieve in the subject. Pupils are asked regularly to explain their methods of calculations to their classmates. They are able to do this confidently and accurately. This clearly indicates that they understand what they are doing. When provided with

the opportunity to explore numbers through problem-solving activities, pupils, especially the more able, rise to the challenge and show obvious enjoyment in solving the problem. This was apparent in an above average Year 2 set, where pupils worked out all the possible combinations of a three-figure addition sum using odd numbers to arrive at the total of 11. In Key Stage 2, teachers provide a wide range of opportunities for pupils to demonstrate their practical numeracy skills. The National Curriculum requirement of using and applying mathematical skills is well addressed in this way. The understanding and practical application of other aspects of mathematics such as 'shape', 'space', 'measures' and 'data handling' are not as apparent.

## **Science**

6. A significant feature of science across the school is the attention given to investigational work, particularly at Key Stage 1 and lower Key Stage 2. Skills of literacy and numeracy successfully help pupils to plan experiments and to measure and record results. For example, in Year 2, pupils were reminded to use the work they had learned earlier in the day during the literacy lesson about how to write instructions. By the age of 11 pupils' understanding of what makes a fair test is well developed. They readily select from a range of appropriate materials and equipment, and decide in small groups how these should be used.

## **Information and communication technology**

7. The use of information and communication technology has improved considerably since the previous inspection. Standards have risen as the result of greatly improved resources, leadership by the subject co-ordinator, the commitment of staff and training from external providers. The school now has a computer suite, and the training has improved staff confidence. The lack of resources within classrooms makes it difficult for pupils to regularly practise skills learned, even though they are being well taught in the suite.

**There is a high proportion of very effective teaching characterised by excellent relationships between adults and pupils.**

8. The quality of teaching was at least satisfactory in 100 per cent of lessons, and in 64 per cent it was good or better. The consistently effective teaching is the strongest contributory factor to high standards.
9. Teachers' subject knowledge is generally good. In the lessons seen there was a clear understanding of how the national strategies should be applied. The teaching of reading and numeracy was very good. The high quality of teaching in the reception classes ensures that children's immediate needs are met. The emphasis on developing literacy and numeracy skills is appropriate and children make good progress through the inventive teaching within the classes. For example, children were completely captivated by the topic about hedgehogs. They happily engaged in writing about and investigating the habitats of hedgehogs through role-play activities, the use of writing tables, painting, the use of reference books and the examination of leaves.
10. The strongest features of teaching common to the majority of lessons were the good use of questioning and the excellent relationships between pupils and staff. This level of trust and respect underpins the values of the school and ensures that its aims are met. In all classes, teachers set high standards of behaviour and manage pupils

with a quiet but effective authority. Teachers listen carefully to pupils' responses and often build on these very well by asking supplementary questions, which deepen pupils' understanding further, or help them to clarify their thinking. However, staff do not as yet consistently employ strategies to actively engage more pupils in discussion sessions. Often questions are only directed at responsive individuals, with the result that some pupils remain passive and do not join in. Some pupils do not have enough opportunity to question, think, consider and use and apply their previously learned skills.

11. In the particularly successful lessons, teachers prepare and plan very well by identifying precise learning objectives which they share with pupils at the start of the lesson. They then revisit these at the end of the lesson to assess how far the objectives have been met. Teachers expect pupils to behave well and work hard, and have confidence in their ability to learn. Classroom organisation and management are a strength of the school. All rooms are well resourced and tidy. Display is well presented, celebrates pupils' achievement and is relevant to supporting the current work of pupils. Staff are good at preparing resources for the lessons. However, some are more expert than others in allowing pupils to take the initiative and become independent learners. For example, in a Year 6 lesson pupils were allowed to choose resources for themselves and to experiment with magnets to find the solution to given tasks. They were further encouraged to investigate when they asked a question, which posed a further problem. Marking of pupils' work is up to date and comments to the pupils are supportive. Some members of staff are experimenting with setting targets which inform pupils of what they need to do next to improve. This approach works well but has yet to be developed further.
12. The school is mindful of inclusion. It is enterprising in its use of additional teaching space, teachers available, teachers' expertise, and learning-support staff to reduce the size of teaching groups in order to meet the needs of pupils of different abilities. This makes a strong contribution to the individual attention that pupils receive, and the progress they make in their learning. It is particularly effective in the upper classes of Key Stage 2, where staff teach individual subjects in which they have a particular expertise; for example, information and communication technology, across the year groups. The setting arrangements for mathematics from Year 2 onwards allow pupils of similar ability levels to be grouped together. In this way lessons can be adjusted to suit the needs of the group and individuals within the group.
13. Provision for pupils on the special educational needs register is very good. Their needs are clearly identified and met through full implementation of their individual education plans.

**The headteacher provides strong purposeful leadership. In partnership with the deputy headteacher, governors and other key staff, he has created a very positive ethos for learning.**

14. The school has a strong sense of purpose which is well expressed in its mission statement. Everyone connected with the school has a very strong sense of belonging and knows that each has a part to play. This is illustrated in the day-to-day running of the school, the way pupils' learning is supported, the very good teamwork and the excellent relationships.
15. Although overall standards are high, the school is not complacent about its achievements. This is evident in the high expectations of the headteacher and senior management team. Through his regular teaching commitment and the rigorous

monitoring systems which are clearly embedded, the headteacher knows the pupils, staff and school very well. This places him in a strong position to determine what needs to be done to improve the school further. Clearly understood systems are in place to check the quality of teaching. These are sensibly linked to arrangements for performance management. The headteacher and senior management team check the quality of teaching regularly and provide feedback to all staff on what works well and what needs to be improved. Subject co-ordinators are now becoming involved in direct observation of their areas of the curriculum. The successful biennial programme allows time for co-ordinators to look at their areas of responsibility and to maintain standards in the delivery of the curriculum. Some co-ordinators feel more confident than others in carrying out classroom observations and providing feedback. This is recognised as an area for further development.

16. Together with the senior management team the headteacher carefully evaluates pupils' academic performance in the statutory and non-statutory tests, and plans how their performance might improve further.
17. Priorities for the school development plan are arrived at through a comprehensive audit in which staff and governors are involved. Common areas for development are identified and discussed. Plans are then put into place to address these areas. These can include, for example, the spending on resources or staff training.
18. The governing body plays an active and supportive role within the school and each governor takes on the responsibility for a subject area or a particular aspect of the school's work. By working with the teachers who have the same responsibilities, the governors are able to inform their colleagues about the school. They are good at acting as a 'critical friend' and offer supportive and evaluative comment.
19. Staff new to the school are well supported by careful induction arrangements. Arrangements for the induction of newly-qualified staff, which extend into their second year of teaching, are very good. All staff benefit from comprehensive documentation relating to the curriculum and other aspects of the school.

**Pupils' behaviour is good and their excellent attitudes to learning contribute significantly to the progress they make.**

20. Pupils behave very well in lessons and at other times around the school. During lunch and break times they play amicably together and disagreements are few. Lunchtime in the dining halls involves a large number of pupils, but is an orderly occasion.
21. Pupils respond well to the teaching they receive in classes and small groups, particularly if the lesson is stimulating and challenging. They are sensible when asked to carry out responsibilities and discuss their work politely with one another and with adults. Generally, there is a climate of respectful, interested listening throughout the school. This reflects the example set by staff, who listen to pupils' ideas and build upon them. This provides pupils with the confidence to express themselves knowing that they will be listened to and that their views are valued. It also sends a positive message to the pupils and influences the way in which they behave towards others.
22. Pupils are conscientious in applying themselves to the set tasks and rarely allow themselves to be diverted. This was apparent in a Year 6 lesson when half of the

class were left unsupervised for a while whilst the teacher assisted pupils in the information and communication technology suite. Pupils work very co-operatively in small groups. In a Year 3 science lesson, for example, they discussed how they would carry out an investigation using resources available to insulate against melting.

23. Pupils' behaviour, interest and good concentration in lessons contribute significantly to the school's success.

**Parents have a very positive view of the school, and their involvement in their children's learning at home and at school makes a strong contribution to standards attained.**

24. The overall response to the parental questionnaires was extremely positive. The comments written on them reflected the overall feeling of satisfaction demonstrated at the parents' meeting prior to inspection. One hundred per cent of returns expressed confidence in the leadership and management of the school. Many other important aspects, such as the quality of teaching, behaviour, and the school's approachability, received returns of over 90 per cent satisfaction. Evidence from the inspection indicates that the school does all it reasonably can to communicate with parents and keep them informed of their children's progress. A very small minority of parents requested further information about how their children were getting on.
25. Many parents take an active interest in the work their children are asked to do at home, and assist the school by sending in, for example, interesting artefacts, books and photographs to support topics being taught. A considerable number of parents help in school in a variety of ways. The school welcomes the assistance they are able to provide in such aspects as reading, cookery, needlework and games. In these areas teachers plan and direct their work. In this way, parents not only provide valuable assistance, but also gain a useful insight into the workings of the school, which enables them to improve the support they give. The hardworking members of the parent-teacher association provide a range of social events during the year. These are well appreciated and supported, and raise considerable amounts of money to support their children's education.

**The school provides an excellent range of extra-curricular activities.**

26. There is an impressive range of extra-curricular activities to enhance what pupils learn in class, and which provide opportunities for pupils to excel in a variety of ways. Pupils enjoy the opportunity to compete and co-operate in physical activities such as athletics, cricket, football, netball or badminton. In addition, there are clubs which encourage the development of skills in art, chess, gardening, dancing and computing. There are also opportunities for pupils to learn a musical instrument, play in the orchestra or sing in a choir.
27. In addition, there are regular educational visits to places of interest to support topics undertaken in class. Every Year 6 pupil visits France. This enables them to practise the French which they have been learning in school.

## WHAT COULD BE IMPROVED

28. The school has a commitment to continuous improvement. This is demonstrated in the areas rightly identified within the school development plan. The inspection team fully endorses the school's development plan, where it is recognised that to further improve the good teaching the following factors have yet to be considered:
- The approach to sharing learning objectives with pupils. Some teachers are very good at informing pupils about what they intend to teach during a lesson and what they expect the pupils will have learned at the end of the lesson. They do this in words which the pupils can understand. They then refer to the objective throughout and at the end of the lesson. In this way the teaching session remains tightly focused and pupils benefit from teacher assessments made against the shared objectives.
  - The arrangements for improving the performance of the higher attainers. The school gives high priority to providing for pupils of all abilities. It has identified the need to extend the most able pupils to include regularly-planned opportunities across the school for the most gifted and talented pupils to broaden their thinking and so reach the very highest levels of which they are capable.
  - The provision of more opportunities for pupils to develop initiative and to take increasing responsibility for their work. Occasionally adherence to a published scheme, or over-direction by the teacher, especially in mathematics, constrains the pupils' application of knowledge skills and understanding to practical situations and problems.
  - The use of evaluative marking, which informs pupils of what they need to do next to improve their performance, especially in their writing.
29. Whilst the school achieves high standards in national tests, teachers are not always aware of the best methods for teaching writing; for instance, of the strong links which should be forged between reading and writing, with the result that standards of writing, although high, do not match those achieved in reading.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. To raise standards of teaching further, the governors, headteacher and staff should continue to focus their attention on implementing the following, all of which are included in the school's present development plan:
- (1) A more consistent approach to sharing learning objectives with the pupils.  
*(see paragraph 11)*
  - (2) Reviewing and implementing further arrangements for improving the performance of more-able pupils.  
*(see paragraphs 4, 5, and 10)*
  - (3) The provision of more opportunities for pupils to develop initiative and to take increasing responsibility for their work.  
*(see paragraph 11)*
  - (4) Evaluative marking and individual and group target setting.  
*(see paragraph 11)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	8	8	0	0	0
Percentage	5	23	36	36	0	0	0

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	440
Number of full-time pupils known to be eligible for free school meals	0	7

*FTE means full-time equivalent.*

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	0	39

#### 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	37
Pupils who left the school other than at the usual time of leaving	27

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	32	27	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	32	32
	Girls	25	26	26
	Total	56	58	58
Percentage of pupils at NC level 2 or above	School	95 (90)	98 (94)	98 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	32	32
	Girls	26	26	26
	Total	57	58	58
Percentage of pupils at NC level 2 or above	School	97 (92)	98 (92)	98 (94)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	32	29	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	29	32
	Girls	25	22	29
	Total	55	51	61
Percentage of pupils at NC level 4 or above	School	90 (86)	84 (86)	100 (97)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	29	30
	Girls	26	24	29
	Total	56	53	59
Percentage of pupils at NC level 4 or above	School	92 (84)	87 (89)	97 (95)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	378
Any other minority ethnic group	1

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

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

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

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

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

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

Total number of qualified teachers (FTE)	19.1
Number of pupils per qualified teacher	25.1
Average class size	29

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

Total number of education support staff	8
Total aggregate hours worked per week	211.25

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

Total number of qualified teachers (FTE)	19.1
Number of pupils per qualified teacher	25.1
Total number of education support staff	8
Total aggregate hours worked per week	211.25
Number of pupils per FTE adult	16.2

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000
----------------	------

	£
Total income	804,653
Total expenditure	815,103
Expenditure per pupil	1,853
Balance brought forward from previous year	11,012
Balance carried forward to next year	562

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

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	8

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	436
Number of questionnaires returned	140

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	2	1	0
My child is making good progress in school.	57	37	1	0	4
Behaviour in the school is good.	49	42	7	1	1
My child gets the right amount of work to do at home.	34	50	7	4	5
The teaching is good.	58	39	1	0	3
I am kept well informed about how my child is getting on.	39	46	11	2	1
I would feel comfortable about approaching the school with questions or a problem.	74	24	2	0	0
The school expects my child to work hard and achieve his or her best.	67	32	0	0	1
The school works closely with parents.	59	36	3	0	2
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	64	33	1	0	2
The school provides an interesting range of activities outside lessons.	72	23	1	0	4