

# INSPECTION REPORT

## **GLEADLESS PRIMARY SCHOOL**

Gleadless, Sheffield

LEA area: Sheffield

Unique reference number: 106991

Headteacher: Mr T Bristow

Reporting inspector: Mr P Edwards  
21069

Dates of inspection: 22<sup>nd</sup> – 24<sup>th</sup> April 2002

Inspection number: 196033

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:	3 – 11 years
Gender of pupils:	Mixed
School address:	Hollinsend Road Sheffield
Postcode:	S12 2EJ
Telephone number:	0114 2399705
Fax number:	0114 2399705
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Damms
Date of previous inspection:	23 <sup>rd</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21069	Mr P Edwards	Registered inspector
9224	Mr M Vineall	Lay inspector
22361	Mrs M Gough	Team inspector
3586	Mrs B Camplin	Team inspector
10068	Mrs A Wilkinson-Tilbrook	Team inspector

The inspection contractor was:

Lynrose Marketing Ltd  
Bungalow Farmhouse  
Six Mile Bottom  
Newmarket  
Suffolk  
CB8 0TU

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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>15</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**

Gleadless Primary School is situated in the southern suburbs of Sheffield. The nursery accommodates 26 children in the morning and 26 in the afternoon. There are 604 pupils in the main school, 313 boys and 291 girls. This is much larger than the average primary school. Most pupils are from white ethnic backgrounds with a very small number from either black Caribbean, Indian or Chinese backgrounds. Three pupils are learning English as an additional language. This is below average. The percentage of pupils eligible for free school meals (9.6%) is below average. Seventeen per cent of the pupils are on the school's register of special education needs and this is below average. Just under 1% of the pupils have statements of special educational need and this is below average. Attainment on entry to the school is average. At the time of the inspection, two teachers were new to the school, one of whom was temporary.

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

This is a good school. The children come into school with attainment that is broadly average and leave having reached standards in English and science that are well above the national average and above the national average in mathematics. These achievements are due to the good standard of teaching in these subjects in Key Stage 2. Pupils could achieve higher standards in Key Stage 1 in reading, writing, mathematics and science. There is a lack of balance in the curriculum in both key stages, resulting in standards in some subjects not being as high as they should be. Leadership and management of the school is satisfactory overall. The school provides good value for money.

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

- The children are provided with a very good start to their education in the Nursery.
- The pupils achieve very good standards in English and science and good standards in mathematics by the end of Key Stage 2 because of the quality of teaching.
- The pupils' attitudes towards work are very good and they behave well in both key stages.
- The newly appointed headteacher is a strong leader with a good understanding of the strengths and weaknesses of the school.

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

- The standards and progress achieved by the pupils in reading, writing, mathematics and science by the end of Key Stage 1 could be better.
- Insufficient time is spent on subjects such as history and geography in some classes in both key stages, which results in the pupils not attaining the standards of which they are capable.
- The quality of the accommodation, which impairs the rate of progress made by the pupils.

*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 and it was described as a 'good school'. Since then, standards in National Curriculum tests at Key Stage 2 have risen and standards of teaching have been maintained. Generally, issues from the last inspection have been addressed satisfactorily. Procedures for monitoring the quality of teaching and learning have been established and the curriculum for information and communication technology and design and technology have improved. However, no long-term curriculum plan has been established, with the result that some subjects are not taught systematically and in sufficient depth. The headteacher has a clear understanding of what needs to be improved and, together with senior staff, has the capacity to move the school forward.

## 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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	B	A	A	well above average A above average B average C below average D well below average E
mathematics	A	A	B	B	
science	C	B	A	A	

Standards by the end of Year 6, when compared nationally and with similar schools are well above average in English and science and above average in mathematics. There is little difference between the attainment of boys and girls. In both English and science the proportion of pupils achieving the higher level (Level 5) is well above average, and an above average proportion achieve this level in mathematics. The school has kept up with the national trend in standards since 1997 and the overall picture is one of improvement. The school has been set challenging targets in literacy and numeracy for 2001 and is on course to achieve them. Results in tests by the end of Year 2 are below average in reading, writing and mathematics. The proportion of pupils achieving the higher level (Level 3) in reading and writing is below average and in mathematics it is well below average. Teacher assessments in science indicate the pupils' performance is above the national average.

Standards seen during the inspection mirror the test results. The children enter school with a range of attainment but it is broadly average. The children in the Nursery class achieve well but the progress made by the pupils in the Reception classes and in Key Stage 1 is variable and, overall, some pupils, particularly the more able, do not achieve the standards of which they are capable. However, the good teaching in Key Stage 2, particularly in Years 5 and 6, enables the Key Stage 2 pupils to make good progress overall.

The recent purchase of portable computers, coupled with good teaching is enabling most pupils to achieve standards in information and communication technology that are broadly average. Standards in some other subjects, such as geography and history, are variable. The skills in these subjects have not been taught consistently throughout the school and some pupils do not achieve the standards of which they are capable. Historically, not enough time

has been given to subjects other than English, mathematics and science and the new headteacher recognises the need for establishing a broader and more varied curriculum for all pupils. Pupils with special educational needs and those who are learning English as an additional language are provided with appropriate support and make progress in line with their peers.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy coming to school and are very enthusiastic in their work
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons. Playtimes and lunchtimes are enjoyable occasions with the pupils participating in the good range of activities that are provided for them.
Personal development and relationships	Good. The pupils are willing and respond well to opportunities to take on responsibility. The relationships between staff and pupils are very good and help to develop the pupils' confidence.
Attendance	Satisfactory.

The quality of relationships is a significant strength of the school and pupils of all ages are provided with good opportunities to become mature and responsible individuals. Pupils relate very positively to their teachers and to one another.

## TEACHING AND LEARNING

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

At the last inspection, teaching was judged to be mostly good. This is still the case but there are variations within the quality of teaching, ranging from very good to unsatisfactory. The children in the Nursery are taught very well and make very good progress. However, in the Reception classes, teaching is not as strong and the children make satisfactory progress overall. In Key Stage 1, whilst there is some very good teaching, there is also evidence of teaching that is unsatisfactory. In these lessons there is a lack of challenge, particularly for the more able pupils, the pace is too slow and the management of the pupils' behaviour is ineffective. In Key Stage 2 the teaching is good overall, with evidence of consistently very good teaching towards the end of the key stage. In these lessons, there are high expectations of what the pupils can achieve in English, mathematics and science and the pupils respond by producing work that is of a good quality. The key skills of literacy and numeracy are generally taught effectively throughout the school.



Throughout the school, too little time and attention is given to the teaching of skills in other subjects, such as history and geography, and, as a result, the pupils do not always achieve the standards of which they are capable.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The children in the Nursery are provided with a rich and interesting curriculum. It is satisfactory overall in the Reception classes. The curriculum meets statutory requirements in Key Stages 1 and 2 but some subjects are not taught in sufficient depth, resulting in underachievement by the pupils. A good number of pupils participate in the good range of additional musical and physical activities that are provided.
Provision for pupils with special educational needs	Good. The pupils are well supported. Learning targets are specific to their individual needs and this allows them to make good progress.
Provision for pupils with English as an additional language	The small number of pupils who are learning English as an additional language are provided with adequate support and this allows them to make progress that is in line with their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Good provision is made for the pupils' moral and social development and this results in the school being a happy and harmonious place. Satisfactory provision is made for the pupils to develop an insight into their own culture and for their spiritual development.
How well the school cares for its pupils	The school provides good support, guidance and welfare for its pupils.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Satisfactory overall. The new headteacher provides strong leadership and has been instrumental, together with senior staff, in raising morale amongst the staff and has a good awareness of where the strengths and weaknesses lie. The team spirit is very good. The absence of a permanent headteacher for some months resulted in a lack of focus on some subject areas. This is now being addressed but still not enough attention is given to monitoring teaching and learning in all subjects.
How well the governors fulfil their responsibilities	Satisfactory overall. The governors work closely with the headteacher and provided good support to the school during the extended absence of the previous headteacher.
The school's evaluation of its performance	Satisfactory. There is effective analysis of the data about the school's performance in English, mathematics and science at the end of Key Stage 2. The school has only recently utilised the data to determine the effectiveness of teaching and learning in Key Stage 1.
The strategic use of	Good. Resources are used effectively so that the school gets the

resources	best value for the money it spends. The school gives good value for money. The governors successfully implement the principles of best value when deciding how they can achieve high standards and the best possible quality of education.
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The accommodation impairs the progress made by the pupils. The split site reduces opportunities for the staff to observe good teaching practice. The Key Stage 2 classrooms are overcrowded and thoroughfares, which pass through classrooms, result in frequent, but unavoidable disruptions.

## 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>• Children like school, they make good progress and work hard.</li> <li>• The pupils' behaviour is good.</li> <li>• Teaching is good and parents are happy to approach the school about any matters.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The information about how pupils are progressing.</li> <li>• How closely the school works with parents.</li> <li>• The number and range of out of school activities.</li> </ul>

The inspection team findings support the parents' positive comments about the school. The information provided to parents about their children's progress is satisfactory although some reports contain insufficient detail about what the pupils need to do to improve their work. A number of parents assist in classes and the school welcomes parental help. There is a good range of musical and sporting activities at lunchtimes and after school. A number of parents expressed concern over the school occupying a split site.

## **PART B: COMMENTARY**

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

#### **The children are provided with a very good start to their education in the Nursery**

1. The teaching in the Nursery class is very good and the children make very good progress. This is so for children across the ability range. The learning activities are very well planned and taught, so the children's skills are developed effectively according to their stage of maturity. Learning is fun and the staff have created an exciting learning environment that makes the children want to take part and to be involved. The 'Gleadless Office' has a constant flow of visitors who practise taking messages and telephone calls, independent of adult help. Activities to develop the children's knowledge and understanding of the world are very well planned. For example, they quickly learn how magnets 'attract' some materials but not others. The children are similarly independent when they go outside. This environment is as well-prepared and stimulating as the classroom with a wide range of activities to stimulate the children's learning. Wheeled vehicles, a zebra crossing, traffic lights and a garage are the starting point for interesting conversations. The teacher is skilled in developing the dialogue by asking questions such as, 'Where are we going?' resulting in good development of the children's speaking and listening skills. The staff encourage the children to make choices, take turns and to share things with their friends and this helps to develop their confidence, and has a significant impact on their learning. Parents are encouraged to start the day with their children and they work together on activities chosen by the children.
2. Early writing skills in the Nursery are developed well and many children can write their name as well as a number of letters and words. Wherever possible, the staff provide the children with opportunities to develop their speaking skills. For example, when the children take part washing the toy animals, they are encouraged to use repetitive phrases, such as 'Into the tub you go', developing their confidence in speaking. There are good opportunities for role-play and the children draw on their own feelings when taking part, demonstrating good development of their social skills. The children enjoy mathematical activities and most are at the expected level for their age. More able children successfully add single digit numbers together and they demonstrate a secure understanding of counting larger numbers up to 20. All children are provided with good opportunities to explore shape, for example, when they squeeze and roll dough cutting it out into different sized triangular shapes. The children are curious about the world around them and older ones are competent in using the computer. They use the mouse accurately to move the cursor around the screen and parents support them effectively in this activity.
3. The staff work together very effectively and provide the children with a lively and stimulating curriculum. A particular strength of the staff is their understanding of how young children learn. They know when to allow the children to find things out for themselves and when to intervene and give support so that the children's learning moves on at a good pace. All of the boys and girls, including those with special educational needs, make very good gains in their learning because of the high quality teaching and support, the positive relationships between staff and children, the very good planning and the pleasant learning environment.

**The pupils achieve very good standards in English and science and good standards in mathematics by the end of Key Stage 2 because of the quality of teaching**

4. The 2001 National Curriculum test results for Key Stage 2 show that the proportion of pupils achieving at least the expected level (Level 4) is generally above average and that the proportion achieving the higher level (Level 5) is well above average in English and science and above average in mathematics. This is due to the quality of teaching in the key stage.
5. Standards in reading are above average and the pupils make good progress. Older pupils in Key Stage 2 respond to literature of increasing complexity drawn from a wide range of texts. A good feature of their advanced reading skills is their ability to support their opinions with reasons and evidence drawn from the text. Most pupils are developing as independent and reflective readers, recognising the variety of language used in different forms of literature, including that in prose and poetry. All pupils make good progress because of the challenging activities. For example, during the inspection less able pupils achieved standards that were broadly average in an activity to determine how words and expressions in classical narrative poetry have changed over time. The teacher ensured the pupils achieved well by providing them with a good range of interesting activities and by presenting them with good opportunities to create their own ideas. Speaking skills are developed well throughout the key stage and the pupils are provided with good opportunities to develop these skills. For example, Year 3 pupils spoke confidently during their class assembly which was performed for the rest of the Key Stage 2 pupils. Overall, speaking and listening skills are above average.
6. Writing skills are systematically developed alongside the pupils' increasing skills in reading and spoken English and the pupils make good progress throughout the key stage. The pupils organise and structure their writing well, drawing on their experience of reading and studying a wide range of fiction, poetry and reference materials. For example, in a good Year 6 geography lesson seen during the inspection, the pupils demonstrated good speaking skills when describing locations on maps using six-figure co-ordinates. An analysis of work shows they use paragraphs effectively to organise their ideas. They plan and re-draft their text, the more able pupils frequently producing work of a high quality. The handwriting of most pupils is fluent, joined and legible.
7. Pupils' attainment in mathematics is above national expectations by the end of Key Stage 2. Pupils are not only good at written calculations but their mental skills are equally good. Numeracy lessons start with a rapid question and answer activity and pupils are called upon to recall number facts quickly and to justify their responses and consider alternative strategies for arriving at the answers, resulting in good mental arithmetic skills. Pupils have a very secure understanding of place value, most solving accurately multiplication and division problems to three decimal places. They have a good knowledge of shape, space and measure and most pupils make good use of their mathematical understanding to solve problems. The higher and average attaining pupils have a firm grasp of negative numbers and they name a range of two-dimensional shapes in different orientations on grids. The area and perimeter of shapes are calculated accurately and pupils express different formulae in words. Less able pupils frequently achieve better than expected because of the quality of teaching.

8. The pupils' attainment in science at the end of Key Stage 2 is well above average. There are particular strengths in the pupils' ability to carry out investigations and experiments, and in their knowledge of living things and materials. Pupils make good progress during the key stage and, by the age of eleven, pupils make sensible predictions and have a very good appreciation of the notion of a fair-test. For example, when Year 4 pupils investigated how to make the shadow of an object bigger, they understood the need to change only one variable to ensure the reliability of their results. Pupils' knowledge of living things is particularly impressive at the end of the key stage. They have a very good knowledge of the main systems of the human body and they use this knowledge effectively when considering other living things, such as plants. A good example of this was seen when Year 6 pupils used their knowledge of human reproduction to help them identify the male and female reproductive organs of flowering plants. By the end of the key stage the pupils have a very secure knowledge and understanding of materials and their properties and there are regular opportunities for them to investigate materials, resulting in good gains in their learning in this aspect of science.
  
9. The pupils achieve the very good standards in English and science and good standards in mathematics because of the teaching, which is frequently good or very good. The pupils are taught in classes based on their prior attainment in English and mathematics and this ensures the teachers match the work closely to the needs of the pupils. For all groups of pupils, the more able and the less able, the teachers have high expectations of what they can achieve and the pupils respond accordingly. The teachers expect the pupils to write neatly and legibly and the overwhelming majority do so. In science, the teachers require the pupils to write comprehensive conclusions to their investigations and this good practice ensures the pupils reflect carefully on what they have found out. The teachers are particularly good at involving all pupils in the lesson and they question them effectively to determine what they have learned. They encourage the pupils to respond with answers beyond simple 'yes' and 'no' and thus develop their communication skills well. Lessons are brisk and efficient but they are underpinned by a sense of humour that creates a pleasant learning environment where pupils can do their best without fear of embarrassment. The teachers make good use of homework to support work taught in classes.

### **The pupils' attitudes towards work are very good and they behave well**

10. Nursery children come into school confidently and settle down quickly to the activities with parents and staff. They try hard with tasks when working with staff and cheerfully go to other activities by themselves. They enthusiastically become involved with activities such as digging in sand, making shapes out of dough and discovering through water activities. Children work together well and sensibly tidy away at the end of sessions. In the better lessons in the Reception classes the children demonstrate these same positive attitudes but responses are more variable because of the quality of teaching. In the rest of the school, almost all pupils are well behaved in lessons. They are polite and naturally helpful to one another and to staff and visitors. Frequent instances of this took place during the inspection when pupils held open doors, stood back to allow others to pass and willingly offered directions to various parts of the school. The school has effective methods for promoting good behaviour, mostly using praise and encouragement. Pupils are helped to learn moral concepts such as right and wrong, truthfulness, fairness and kindness, both in assemblies and in specific lessons to develop their personal and moral understanding.

11. Teachers create a relaxed, though purposeful atmosphere in classes and pupils respond well to the firm expectation that they will behave well and work hard. In lessons, the pupils concentrate on the tasks given to them and become absorbed by them. For example, in a Year 2 literacy lesson, the pupils paid very close attention to the text and listened carefully to the questions being asked. Throughout the school, the overwhelming majority of pupils enjoy the work they are given and they talk enthusiastically about topics they have covered. Pupils co-operate sensibly and effectively when working in pairs or small groups. This is particularly important in Key Stage 2 where the close proximity of classes necessitates pupils being on their best behaviour to avoid disrupting others. The relationships between pupils and between staff and pupils are very good. This was noted regularly in lessons and also during out of school activities. The orchestra was a good example of the strength of relationships and mutual respect was obvious in an impressive performance by the large group of talented musicians.
12. The school works hard to promote a sense of responsibility and gives the pupils more responsibility for themselves, for others and for their work as they grow older. Pupils take these responsibilities seriously, as was seen during the inspection. Young children confidently took the class registers to the office and older pupils take seriously their responsibility for looking after playtime playground equipment. Pupils in Key Stage 2 in particular, are encouraged to be responsible when they move around the school. The crowded classrooms and the necessity of pupils having to walk through other classrooms to access toilets make this imperative. The pupils are very good at respecting the rights of others to work without undue disruption. Opportunities for the personal development of the pupils are inhibited because of the school occupying two sites, separated by a main road. This restricts opportunities for older pupils to work with younger pupils although the staff try to create such occasions.

**The headteacher is a strong leader with a good understanding of the strengths and weaknesses of the school**

13. The headteacher has only recently been appointed to the school. However, the parents already have a lot of confidence in the headteacher's leadership skills. None of the parents responding to the parent questionnaire expressed concerns regarding the leadership by the headteacher and the inspection findings support the notion that he is a strong leader with a clear vision for the school. The headteacher has been in post a very short time. Prior to this, senior members of staff managed the school effectively and indeed began to address issues that were outstanding from the previous inspection. Since his arrival, the headteacher has gained a very clear understanding of what is working well and what needs to be improved. He has monitored the quality of teaching and learning throughout the school, knows where the teaching is particularly strong and where it is not as good as it should be. Model numeracy lessons have been taught in order to raise expectations of what the pupils can achieve and discussions have been held with teachers to determine their strengths.
14. The headteacher has made changes to the senior management team to make it more effective. He was aware that the split-site nature of the school had resulted in it operating as two schools and that Key Stage 1 had not received effective guidance from the senior management team. New appointments have already resulted in the school becoming a more cohesive unit and teachers indicate that they feel that the leadership is giving them a clear direction. The inspection findings support this view. A

good working relationship has been quickly established with the Governing Body and there is a determination from all that the quality of education will improve further.

15. The school makes careful and detailed checks on the progress pupils make in English, mathematics and science using both the assessments the teachers make and the results of national tests. These are used effectively in Key Stage 2 as a key tool in helping the pupils to achieve as well as they can. Together with assessment information when children enter the school, data is now being used to ensure pupils in Key Stage 1 improve their performance but there is still work to be done in some classes to ensure all pupils achieve the standards of which they are capable. The headteacher, together with senior staff, is leading the school very effectively in developing and using assessment information.
16. The headteacher has a strong commitment, shared by the governors, to seeing the school occupying a single site. In the meantime, resources are being used effectively to ensure pupils on both sites are provided with the best possible provision. Plans are well advanced to create improved Early Years provision. A computer suite has been created on one site and portable lap-tops have been made available on the other, providing an effective solution to the inadequate computer provision.

## **WHAT COULD BE IMPROVED**

### **The standards and progress achieved by the pupils in reading, writing, mathematics and science by the end of Key Stage 1 could be better**

17. The results of the 2001 National Curriculum tests at the end of Key Stage 1 show that the pupils' attainment in reading, writing, and mathematics is below the national average. When compared with similar schools, attainment in reading and mathematics is well below average and in writing it is below average
18. The inspection findings confirm the results of the tests. There are examples in some classes of the pupils making good progress and achieving well but progress is too variable overall and the pupils do not achieve as well as they should by the end of Year 2. Some teachers underestimate what the pupils are capable of achieving and they are given work that is far too easy. This makes it difficult for teachers later on to 'catch up'. Part of the problem has been a misreading of what the assessment data of pupils' skills on entry to the school were indicating. This led to an incorrect assumption that the pupils were 'doing well' to reach the standards they achieved, although they were below average. Whilst this misconception has been rectified, some teachers are still not challenging the pupils sufficiently. There is a tendency to accept work that is below the standard of which the pupils are capable. In some classes, there is an overuse of mundane, unchallenging worksheets that do little to develop the pupils' literacy and numeracy skills. The quality of marking is variable. In the best examples, work is marked regularly and indicates how the pupils might improve their work. Where it is not as good, the marking is superficial and work that is unsatisfactory is praised inappropriately.
19. Whilst most teachers manage the pupils effectively, there are some examples of unsatisfactory behaviour affecting the learning in classrooms. Where this happens, teachers do not have good strategies for ensuring that the pupils maintain their concentration. There is usually a link between a lack of challenge in the work the pupils have been given and the unsatisfactory behaviour.

**Insufficient time is spent on subjects such as history and geography in some classes in both key stages which results in the pupils not attaining the standards of which they are capable**

20. The school has rightly concentrated on raising standards in English, mathematics and science and has been successful in this endeavour at the end of Key Stage 2. However, the teaching of other subjects, such as history and geography, lacks a systematic approach. A key issue from the previous report was to produce a long-term curriculum plan to maintain the breadth and balance of the curriculum. This issue has not been addressed effectively and, as a consequence, in some classes, insufficient emphasis is given to some subjects. Whilst some good teaching occurs in these subjects, the lack of systematic teaching makes it very difficult for teachers to develop key skills and the pupils in both key stages do not achieve the standards of which they are capable.
21. Some valuable teaching time is lost because of the way lessons are timetabled. Too much time is devoted to English and mathematics and additional reading activities and long story sessions are not always necessary.

**The quality of the accommodation, which impairs the rate of progress made by the pupils**

22. The school occupies a split-site separated by a main road with Key Stage 1 pupils occupying an old building and Key Stage 2 pupils a newer site. The Key Stage 1 site is far from ideal with young children required to negotiate steep stairs to access classrooms. This limits the opportunities for pupils' free movement outside of the classroom. Whilst the teachers work hard to make displays as attractive as possible, the classrooms are dark. There are equally significant problems in Key Stage 2. The school is open-plan with access to classrooms achieved by passing through other classrooms. Whilst the pupils and staff are very tolerant, disruption ensues every time a class goes to the hall for physical education, to the music room and even when individuals need to go to the toilets. There is no demarcation to show where one class ends and where another starts and it is very difficult for pupils not to be aware of what is taking place in other classes. At the meeting with parents, complaints were made regarding the damage to clothing that happened when items were on pegs. Some 90 pupils are expected to use cloakroom facilities that would ideally accommodate 30 children and problems, whilst not acceptable, are inevitable.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The governors, headteacher and staff should now:

**1) improve standards and progress in English, mathematics and science in Key Stage 1 by:**

- improving the quality of teaching where there are weaknesses;
- raising teachers' expectations of what the pupils can achieve, particularly the more able;
- reducing the reliance on mundane and unchallenging worksheets;
- ensuring co-ordinators regularly monitor the quality of teaching and learning in all areas;
- ensuring the teachers make the most effective use of time for teaching in all areas.

**2) ensure appropriate time is devoted to all curriculum areas by:**

- developing a curriculum plan that gives a clear indication of what should be taught in all areas of the curriculum, focusing on key skills and ensuring subject co-ordinators monitor teaching and learning in all areas.

**3) seek to improve the quality of the accommodation by:**

- continuing with plans to bring the school together on a single site.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	9	11	3	0	0
Percentage	0	23	30	37	10	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 three percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – YN
Number of pupils on the school's roll (FTE for part-time pupils)	26	604
Number of full-time pupils known to be eligible for free school meals	0	53

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	5	126

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

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	23

### Attendance

#### Authorised absence

	%
School data	5.9

#### 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	38	43	81

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	34	34
	Girls	33	38	39
	Total	62	72	73
Percentage of pupils at NC level 2 or above	School	77 (84)	89 (91)	90 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	33	36
	Girls	37	38	41
	Total	70	71	77
Percentage of pupils at NC level 2 or above	School	86 (91)	88 (90)	95 (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	35	34	69

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	27	31
	Girls	32	31	32
	Total	59	58	63
Percentage of pupils at NC level 4 or above	School	86 (84)	84 (85)	91 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	27	31
	Girls	32	31	32
	Total	61	58	63
Percentage of pupils at NC level 4 or above	School	88 (85)	84 (84)	91 (94)
	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	4
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	3
White	505
Any other minority ethnic group	0

*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	1	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)	22.7
Number of pupils per qualified teacher	26
Average class size	29

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

Total number of education support staff	11
Total aggregate hours worked per week	223

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	60
Number of pupils per FTE adult	8.7

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	1023,312
Total expenditure	994,271
Expenditure per pupil	1,689
Balance brought forward from previous year	10,212
Balance carried forward to next year	39,253

### **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	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)	4.1

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	630
Number of questionnaires returned	237

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	4	1	0
My child is making good progress in school.	51	44	3	0	2
Behaviour in the school is good.	39	53	3	2	3
My child gets the right amount of work to do at home.	36	52	9	0	3
The teaching is good.	58	39	1	0	2
I am kept well informed about how my child is getting on.	29	46	20	3	2
I would feel comfortable about approaching the school with questions or a problem.	65	32	3	0	0
The school expects my child to work hard and achieve his or her best.	57	42	0	0	1
The school works closely with parents.	28	51	14	3	4
The school is well led and managed.	55	40	0	0	5
The school is helping my child become mature and responsible.	50	43	4	0	3
The school provides an interesting range of activities outside lessons.	20	36	22	5	17

