

# **INSPECTION REPORT**

## **SCARTHO JUNIOR SCHOOL**

Scartho, Grimsby

LEA area: North East Lincolnshire

Unique reference number: 117957

Headteacher: Mr M Lloyd

Reporting inspector: Mr P Mann  
23219

Dates of inspection: 28-29 March 2000

Inspection number: 196258

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior

School category: Community

Age range of pupils: 7 to 11

Gender of pupils: Mixed

School address: Edge Avenue  
Grimsby  
North East Lincs

Postcode: DN33 2DH

Telephone number: 01472 879524

Fax number: 01472 278470

Appropriate authority: The Governing Body

Name of chair of governors: Mrs M Cutter

Date of previous inspection: 27 January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Scartho Junior School has 255 pupils on roll, aged 7 to 11, and is located in the outskirts of the North East Lincolnshire town of Grimsby. Most pupils live close to the school but about a quarter travel in from the surrounding area. The school shares its site with the adjacent infant school. It is a popular school with parents and the demand for places is high.

The average class size is 28 pupils. Fifteen per cent of pupils are eligible for free school meals and the current circumstances of most families are average. The attainment of many pupils at the start of school is above average. Three per cent of pupils come from homes where English is an additional language, which is above average. The school has identified 24 per cent of pupils as having special educational needs. There are 42 pupils at the early, school-based stages of assessment and provision. Currently, there are three pupils with a statement of special educational need with an extra 17 pupils needing the support of outside agencies. The proportion of pupils with special educational needs is above the national average.

The school's current aims and priorities are clearly identified within its management plan and are appropriate for the circumstances of the school. The school is making good progress towards the year 2000 targets it has set to raise attainment in English and mathematics.

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

This is a good school with many strengths. Pupils achieve very good standards in many subjects and other aspects of their education. Pupils in all classes are eager to learn, interested in their work and behave well. A particularly strong feature of the school is the use of information and communication technology to support pupils' learning and enrich the curriculum. The school is effective, well led and managed and gives good value for money.

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

- Pupils achieve high standards in English, mathematics, science, art and history.
- Relationships between staff and pupils are good. Pupils have very good attitudes to their learning and take great pride in the presentation of their work. Behaviour around the school and in the classrooms is good.
- The quality of teaching is good overall and as a result pupils make good progress in their learning.
- A wide range of interesting activities effectively enhances the broad and balanced curriculum. Opportunities for pupils' spiritual, moral, social and cultural development are good.
- The leadership and management of the school are good and staff work effectively as a team.

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

- The procedures for monitoring the quality of teaching and learning across the school.
- Teachers' use of marking and assessments to help pupils understand what they are doing and how they can improve.
- The communication to parents about homework.

*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 progress since the previous inspection in 1997. It has raised standards in many subjects, especially those in English. It has addressed satisfactorily the key issues of homework provision and developing the role of the governing body. The formation of a new governing body at the beginning of this academic year has slowed down the rate of governor involvement in the management of the school, but training and support are enabling new governors to participate more fully. The school has now improved homework provision and there is structured progression in the quantity and level for each year group. It has not, however, clearly communicated these expectations to all parents.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1997          | 1998 | 1999 | 1999            |
| English         | C             | A    | A    | A               |
| mathematics     | C             | C    | C    | C               |
| science         | C             | C    | B    | B               |

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

Standards achieved in national tests have steadily improved for both English and science. Standards achieved in English are now particularly high and well above average in comparison with all schools nationally. When compared with those achieved by schools with similar circumstances they are also well above average for English and above average in science. A particularly good feature of the school's performance has been in the proportion of pupils exceeding the national target of Level 4 in these subjects. This pattern of improvement is not so evident in mathematics, where standards are average in comparison with all schools nationally and also in comparison with schools with similar circumstances. The school has identified mathematics as a key area for improvement.

Inspection findings reflect the test scores achieved in previous years for English and science. Currently, the proportion of pupils likely to achieve or exceed the national target of Level 4 and above is well above average in English and above average in mathematics and science. The school has achieved these improvements in mathematics as a result of teaching pupils in ability groups and the effective implementation of the National Numeracy Strategy. It also provides good opportunities for pupils to use their skills in numeracy in other areas of the curriculum. The school uses pupil assessment data effectively to target individual pupils on a computer managed learning system in order to improve their rates of learning in numeracy. Past results have indicated that the performance of boys in mathematics was below the national average. Inspection evidence found no significant difference in the attainment of boys in the current Year 6 from that expected nationally.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Pupils have very good attitudes and enjoy their learning.  |
| Behaviour, in and out of classrooms    | Behaviour is generally good, both in and out of lessons. Pupils are polite and friendly.   |
| Personal development and relationships | Relationships are good. Pupils take a great deal of responsibility for their learning, especially in relation to their involvement in the computer managed learning programme. |
| Attendance                             | Very good and well above national averages. Unauthorised absence is virtually nil.   |

Throughout the school, pupils' attitudes to learning are very good. They listen carefully to their teachers, co-operate well with each other and share resources. Standards of presentation of work are very good. Pupils are polite, friendly and courteous. Relationships in the school are good. The mutual respect shown by staff and pupils contributes significantly to the school's caring environment. The attendance rate is well above the national average. Pupils enjoy being at school and few arrive late. Lessons begin punctually.

## TEACHING AND LEARNING

|                         |                 |
|-------------------------|-----------------|
| Teaching of pupils:     | aged 7-11 years |
| 21 lessons seen overall | 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 overall and varies from satisfactory to very good. Fifty two per cent of lessons were good or better and five per cent were very good. No unsatisfactory teaching was observed. The good teaching of the basic skills of literacy and numeracy throughout the school provides pupils with a good platform for their work in all other subjects.

The planning and management of lessons are strong features. All teachers have high expectations of pupils' behaviour and create a positive atmosphere in their classrooms that enables pupils to make good progress. In all classes, work matches pupils' abilities well and the level of challenge for the higher attaining pupils is good. Teachers and support staff use information technology effectively to support pupils' literacy and numeracy skills and this is a good feature of the school.

The quality of marking is inconsistent, ranging from just satisfactory to very good. Guidance to teachers and pupils is still very limited. Pupils do not always follow up teachers' comments and consequently the impact of these comments on pupils' learning is underdeveloped.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | The curriculum meets statutory requirements, often in stimulating ways and provides for high achievement. Extra-curricular provision enhances pupils' learning well.   |
| Provision for pupils with special educational needs   | The school organises its provision well and matches it closely to individual needs.  |
| Provision for pupils with English as an additional language                                 | Provision is good and clearly linked to these pupils' current needs  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school promotes pupils' personal development well by giving them opportunities to take responsibility. Pupils clearly understand right from wrong and show high levels of respect for differences between people and for their values and beliefs. |
| How well the school cares for its pupils  | The school cares well for its pupils. Teachers are helpful and supportive but the quality of marking is inconsistent. Child protection and health and safety procedures are appropriate.   |

Teachers plan an effective curriculum that is broad and balanced. There is a strong emphasis on cross-curricular work. The production of topic folders and books by the pupils gives them a strong sense of pride and a thirst for learning. The school makes effective use of Information and communication technology to support the curriculum; for example, in the computer managed learning programme used to support the teaching of English and mathematics.

Many extra activities effectively enrich the curriculum. A new addition to this good provision is the school's participation in an exchange project with schools in Italy and Denmark, sponsored by the European Union. Staff and pupils have begun to share their work with each other. These activities provide an extra dimension to the curriculum and are having a very positive effect on pupils' learning overall, enriching their understanding of the wider world around them. Provision for the development of the pupils' spiritual, moral, social and cultural development is good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides clear educational direction for the work of the school and day-to-day management is very good. The staff work effectively as a team to maintain and raise standards.   |
| How well the governors fulfil their responsibilities             | The governing body is effective in fulfilling its statutory responsibilities, but is not yet fully involved in monitoring the work of the school.   |
| The school's evaluation of its performance                       | The school uses data effectively to monitor pupils' progress. Procedures for monitoring the quality of teaching within the school lack sufficient rigour. The governing body has made a satisfactory start in evaluating the implementation of the school's policies and plans but procedures are not yet systematic. |
| The strategic use of resources                                   | The school makes good use of its resources and uses computers particularly well to support pupils' learning. The school provides good value for money.  |

The headteacher provides clear educational direction for the work of the school and day to day management is very good. The school has identified its priorities effectively in the clearly thought out school development and management plans. It has made satisfactory progress on the key issues identified in the previous inspection report. The staff work effectively as a team to maintain and raise standards and provide a purposeful ethos within which pupils can learn. The expectations of all staff are high, with the result that pupils make good progress in the majority of lessons and take a pride in their work. Co-ordinators maintain detailed management files and are fully involved in setting targets for the development of their subjects but they are insufficiently involved in the monitoring of standards within their subject.

The newly formed governing body is effective in fulfilling its role and has delegated its responsibilities appropriately. The school has resolved all of the issues identified in the previous audit report and financial management is good. It makes good use of its resources, using computers particularly well to support pupils' learning. The school provides good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most  | What some parents would like to see improved   |
|--|--|
| <ul style="list-style-type: none"><li>Teachers have high expectations of what their children can do.</li><li>Staff are easy to talk to and listen to parents' concerns.</li><li>The school provides a good range of activities outside lessons.</li><li>The school is well managed and led.</li><li>The quality of teaching is good and their children make good progress.</li></ul> | <ul style="list-style-type: none"><li>The quality and quantity of homework set.</li><li>The school working more closely with parents.</li><li>The quality of information received about their children's progress at school.</li></ul> |

Parents are generally satisfied with the school and agree it promotes high standards. Inspectors endorse parents' positive views. However, pupils' annual reports are inconsistent in their quality and do not show the areas that pupils need to improve upon. The school has not revised its homework policy for some time, with the result that some parents are unsure about the school's expectations.

## **PART B: COMMENTARY**

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

#### **Pupils achieve high standards in English, mathematics, science, art and history**

1. The pupils achieve very high standards in English, above average standards in science and average standards in mathematics in their National Curriculum tests. When comparisons are made with the results achieved by schools with similar circumstances, pupils also achieve very high standards in English, average standards in mathematics and above average standards in science.
2. Standards in tests were confirmed by inspection evidence for English and science for 11 year olds. A strong feature is the high proportion of pupils likely to attain the higher Level 5 in this year's English tests. Pupils' achievements in mathematics are now above average and an improvement on last year's test results and the findings of the previous inspection. Teachers make good use of previous learning as a firm basis for teaching new skills and provide good opportunities for pupils to use their skills in numeracy and literacy in many other areas of the curriculum.
3. Skills in speaking and listening are very well developed. Almost all pupils speak confidently and are good at listening and by the end of Key Stage 2 they clearly articulate their views during discussions. They use a wide range of vocabulary, speaking with clarity and good use of grammar. Pupils get good opportunities to develop their skills in public speaking in class and in assemblies. For example, when pupils in Year 6 presented their findings of an experiment about sound in a science lesson, they confidently outlined their methodology and the conclusions they had made regarding their investigations to the rest of the class.
4. Pupils achieve high standards in reading. Throughout the school, pupils are developing good phonic skills and use a good range of strategies to read unfamiliar words. Most pupils read fluently and with expression by the time they are in Year 6. Pupils' enjoyment of stories and their appreciation of a wide range of fiction is due to the way in which teachers help them to develop skills in analysing text and in understanding the features of different types of writing. Pupils make good use of the fiction and non-fiction books in the school and class libraries. They know how books are classified and confidently use contents and index pages to locate information. Consequently, pupils' research skills are developing well with the result that they can produce detailed projects based on class topics and personal interest. These are in turn made into books to display their work providing a good record of achievement. A strong feature is the effective use of a computer managed learning system to support the teaching of reading and comprehension skills.
5. Writing skills are well taught throughout the school and pupils are given good opportunities to use their skills in many other subjects. For example, as a result of good teaching, pupils in Year 5 produced a good range of work linked to their topic on "Rivers". Poems and descriptive work included a lively use of vocabulary and well punctuated sentences. In English lessons and in other subjects, pupils produce a wide range of different types of writing such as play scripts, poems, newspaper reports, letters, lists and book reviews, as well as stories. Most pupils write cursively, with letters consistently sized and correctly spaced. The quality of presentation is very good.
6. Skills in numeracy improve at a good rate and pupils have good opportunities to practise basic skills in a variety of situations. The setting of pupils and the effective implementation of the numeracy hour are having a positive impact on the further raising

of pupils' standards in mathematics. By the time pupils are in Year 6 they are able to identify multiples and factors within two digit numbers and their understanding of the concept of equivalence is good. For instance, Year 6 pupils in a lower ability set successfully calculated the correct values of fractions from their corresponding percentages. As a result of good teaching, the boys in this set are motivated and keen to do well in mental arithmetic activity and mathematics lessons and their rate of learning is good.

7. Teachers make good use of mental arithmetic sessions at the start of other lessons to reinforce learning. They encourage pupils to use their emerging knowledge of patterns created by numbers. A good example of such encouragement was observed in a Year 3 lesson, where the teacher used a 100 number square confidently to illustrate and support pupils' learning of strategies for subtracting nines. Teachers provide good opportunities for pupils to use a range of mathematical skills in other subjects such as data handling in science and information and communication technology.
8. Skills in scientific enquiry are well developed. By the time pupils reach Year 6 they are secure in their understanding of the principles of fair testing. They achieve good standards in a range of topics from electrical circuits to filtration and the solubility of different materials.
9. Standards in art and history are high. Pupils use sketch books effectively across the school to develop their art skills in a range of media. They make good use of colour, texture and tone in their paintings to represent the work of the famous artists. Pupils in one Year 6 class had painted very effective portraits in the style of Leonardo da Vinci's Mona Lisa to create a stunning display.
10. Pupils also develop skills and concepts in history very well. Pupils in all year groups are developing a good understanding of chronology by following a well-planned series of topics. Research is detailed and effectively presented in special topic books. These projects provide very good opportunities for the pupils to extend their writing skills.

**The quality of teaching is good overall and as a result pupils make good progress in their learning**

11. The quality of teaching is good overall and varies from satisfactory to very good. These findings are very similar to those of the previous inspection. Fifty two per cent of lessons were judged to be good or better and five per cent were very good. No unsatisfactory teaching was observed.
12. Basic skills of literacy and numeracy are well taught throughout the school providing pupils with a good platform for their work in all other subjects. A particularly good feature of teaching is the use of challenging, subject-specific vocabulary in nearly all lessons. For example, in a Year 5 science lesson of high quality, the teacher used terminology such as 'filtration, prediction and sediment' when talking about the filtering of water.
13. Planning is a strength of teaching and teachers identify their learning objectives clearly within lesson plans. This good planning is ensuring that the progress pupils make is consistent between the different classes in each year group and across the key stage. In the best lessons, teachers effectively share these objectives with pupils at the start of the lesson and use them at the end to summarise the learning that has taken place. However, not all teachers use this practice consistently, with the result that opportunities are missed to use the knowledge gained of pupils' learning to inform effectively the next stages of planning.

14. Teachers manage lessons well. They encourage all pupils to concentrate on their work and to make good progress. They achieve this through the good working atmosphere created by their high expectations of behaviour and by clearly established classroom routines. In some lessons in Year 4 teachers sometimes allow noise levels to become too high but these pupils respond well to the prompts of the teachers to complete their work.
15. In all classes, teachers match work well to pupils' abilities and the level of challenge for the higher attaining pupils is good. The teaching of pupils in ability sets for English and mathematics enables teachers to plan more effectively for the wide ranges of pupils' abilities, ensuring they make good progress in these subjects. Where teachers are most successful in providing achievable challenges for all pupils, they use classroom support assistants very effectively to give extra help to individuals or to small groups of pupils. Teachers and support staff use information technology effectively to support pupils' literacy and numeracy skills and this is a good feature of the school.
16. Subject knowledge is good overall but there are variations in the level of staff expertise such as in mathematics. This was seen in a Year 6 mathematics lesson where the lack of clarity in the teacher's explanation of multiples led to misconceptions amongst the pupils. Understanding was however ensured by the effective use of visual aids and practical activities in the planned task. All teachers use visual aids and resources well to support pupils' learning.
17. Teachers mark pupils' work regularly but its quality varies from a series of ticks to detailed comments for pupils. The previous inspection noted the absence of a marking policy and guidance to teachers is still very limited. Consequently, the quality of marking is inconsistent, teachers' comments are not always followed up by pupils and their impact on pupils' learning is under-developed.

**Relationships between staff and pupils are good. Pupils have very good attitudes to their learning and take great pride in the presentation of their work. Behaviour around the school and in the classrooms is good**

18. Throughout the school, pupils' attitudes to learning are very good, a factor which contributes significantly to the academic standards that they achieve. Pupils enjoy coming to school; they are highly motivated and are keen to learn. Teachers are skilled in providing a good range of interesting activities and in sustaining a good pace to their lessons through questioning and well-timed support. As a result, pupils listen carefully, set about their work quickly and sustain very good levels of concentration. For example, the teacher made good use of the first-hand experiences of pupils in Year 5 to interest and motivate pupils' learning about the concept of pilgrimage in a religious education lesson. Pupils asked sensible questions, listened very well to the contribution of their colleagues, and sustained good levels of concentration throughout the activity. Pupils reflect teachers' high expectations in the very good standards of presentation of their work. Pupils are proud of their efforts and are eager to share their work with adults.
19. Pupils' behaviour is of a high standard. They move around the school sensibly and show consideration towards others. When entering and leaving the school hall at the beginning and end of assemblies, pupils do so quietly. Pupils work and play well together, even when not directly under adult supervision. They take a great responsibility for their learning, especially in relation to their involvement in the computer managed learning programme.
20. Relationships in the school are good. Pupils relate well to each other and to all adults in the school. They are friendly, polite, and well mannered. Many pupils enthusiastically

initiated conversations with the inspection team. The fruits of these positive relationships are seen in lessons, where pupils co-operate well in paired and group work, share tasks equally and organise their work without fuss.

**A wide range of interesting activities effectively enhances the broad and balanced curriculum. Opportunities for pupils' spiritual, moral, social and cultural development are good**

21. Teachers plan an effective curriculum that is broad and balanced. There is a strong emphasis on cross-curricular work. The production of topic folders and books by the pupils gives them a strong sense of pride and a thirst for learning. The school uses information and communication technology effectively to support the curriculum. For example, the computer managed learning programme supports the teaching of English and mathematics.
22. The school has made a conscious decision not to implement the National Literacy Strategy due to the high standards being achieved by its pupils aged 11. Inspection evidence confirms that the curriculum provides sufficient emphasis on literacy and consequently standards remain high. The school is however taking part in the National Numeracy Strategy and is effectively implementing it as an integral part of its mathematics curriculum provision. It is effectively developing numeracy skills but the emphasis on investigative work is inconsistent across the school. It is, however, placing a good emphasis on investigative work in science. For example, pupils in Year 5 experimented with their designs of water filters to discover the best technique for cleaning muddy water.
23. Many extra activities effectively enrich the curriculum. There is a wide range of activities for pupils to participate in after school such as orchestra, football, athletics, art and gardening. A new addition to this good provision is the school's participation in an exchange project with schools in Italy and Denmark, sponsored by the European Union. Staff have already made visits to other schools in these countries and pupils have shared their work with each other. These activities provide an extra dimension to the curriculum and are having a very positive effect on pupils' learning overall, enriching their understanding of the wider world around them.
24. Provision for the development of the pupils' spiritual, moral, social and cultural development is good. Assemblies and daily acts of collective worship provide good opportunities for developing the pupils' spiritual awareness. They also provide good opportunities for pupils to play music and perform drama when acting out stories such as the killing of Goliath by David. There is a clear code of conduct around the school and pupils are clearly taught right from wrong with the result that behaviour around the school and in classrooms is good. Staff encourage the pupils to care for others and pupils respond well to this by raising money for a wide range of charities and good causes. The curriculum places a good emphasis on using local resources to support the teaching of several subjects. As a result, pupils are developing a good understanding of their own cultural heritage through a range of visits and field trips. Multicultural development receives prominence within the curriculum and the pupils have good opportunities to learn about the cultural diversity of the modern world through art, geography, music and religious education.

**The leadership and management of the school are good and staff work effectively as a team**

25. The headteacher provides clear educational direction for the work of the school and day-to-day management is very good. The school has effectively identified its priorities in the

clearly thought out school development and management plans. It has made satisfactory progress on the key issues identified in the previous inspection report. The staff work effectively as a team to maintain and raise standards and provide a purposeful ethos within which pupils can learn. The expectations of all staff are high, with the result that pupils make good progress in the majority of lessons and take a pride in their work. Co-ordinators maintain detailed management files and are fully involved in setting targets for the development of their subjects but they are insufficiently involved in the monitoring of standards within classrooms.

26. The newly formed governing body is effective in fulfilling its role. It has delegated responsibilities appropriately but governors are not fully involved in monitoring and evaluating the work of the school. The school has resolved all of the issues identified in the previous audit report and financial management is good. The school makes good use of its resources. It uses computers particularly well to support pupils' learning. In consideration of the good quality of teaching, the high standards achieved by pupils and the comparatively low cost per pupil, the school provides good value for money.

## **WHAT COULD BE IMPROVED**

### **The procedures for monitoring the quality of teaching and learning across the school**

27. Co-ordinators maintain effective management files and review curriculum plans appropriately. There are however insufficient opportunities for them to monitor the quality of learning in their subject within the school. This means that they are unable to effectively share expertise with their colleagues in the classrooms to raise further their pupils' standards of attainment. The headteacher and deputy monitor the quality of teaching and learning in an informal way. These procedures however, lack sufficient rigour to ensure a consistency of approach to the development of teaching within the school. This consequently results in variations in the quality of teaching and limits further improvements to the quality of teaching and pupils' learning overall.

### **Teachers' use of marking and assessments to help pupils understand what they are doing and how they can improve**

28. Teachers mark work regularly but the quality of marking varies from very good to just satisfactory. Where it is very good, teachers write useful comments in pupils' books to provide guidance on how pupils might improve their work. This is particularly so at the end of the key stage. Analysis of pupils' books, however, indicates that few pupils heed these comments and consequently they often repeat mistakes. In other year groups the teachers' marking provides little guidance on how pupils might improve their work. This is often the case in mathematics where marking can be just a series of ticks. The school has no marking policy to provide guidance to teachers on how they might correct pupils' work and set targets for further improvement. There is consequently no recognised framework for senior staff to set expectations and monitor the quality of teachers' marking and its impact on learning.

### **The communication to parents about homework**

29. A key issue in the previous report was the quantity of homework. After a period of consultation with a cross-section of parents, the school introduced a policy for homework. It now uses homework appropriately to support pupils' learning. Unfortunately it has not revised the policy for some time, with the result that some parents are unsure about what work the school expects their children to do at home. This lack of clarity means that the impact of homework on pupils' learning is not as effective as it could be.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. The school should now:

- introduce procedures for the rigorous monitoring of teaching and learning by:
  - the headteacher monitoring the quality of teaching and learning more formally;
  - subject co-ordinators monitoring and observing pupil standards across the school;  
*paragraphs 25, 27*
- ensure teachers' marking and use of assessments help pupils understand what they are doing and how they can improve by:
  - implementing a marking policy;
  - setting clear targets for pupils to achieve;
  - the senior staff monitoring the quality of teachers' marking;  
*paragraphs 17, 28*
- improve the communication to parents about homework by:
  - reviewing the existing policy;
  - publishing the policy for parents;
  - providing written guidance for parents about how they might support their children's learning at home.  
*Paragraph 29*

## 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 | 20 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 5         | 47   | 48           | 0              | 0    | 0         |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

|  |              |
|--|--------------|
| <b>Pupils on the school's roll</b>   | Y3 – Y6      |
| Number of pupils on the school's roll (FTE for part-time pupils)             | 255          |
| Number of full-time pupils eligible for free school meals                    | 38           |
| <b>Special educational needs</b>   | Y3 – Y6      |
| Number of pupils with statements of special educational needs                | 3            |
| Number of pupils on the school's special educational needs register          | 62           |
| <b>English as an additional language</b>                                     | No of pupils |
| Number of pupils with English as an additional language                      | 11           |
| <b>Pupil mobility in the last school year</b>                                | No of pupils |
| Pupils who joined the school other than at the usual time of first admission | 21           |
| Pupils who left the school other than at the usual time of leaving           | 6            |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 4   |
| National comparative data | 5.4 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 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 2***

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 1999 | 42   | 30    | 72    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 34      | 30          | 40      |
|   | Girls    | 26      | 22          | 26      |
|   | Total    | 60      | 52          | 66      |
| Percentage of pupils at NC level 4 or above | School   | 83 (73) | 72 (65)     | 92 (73) |
|   | National | 70 (65) | 69 (69)     | 78 (69) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 29      | 30          | 35      |
|   | Girls    | 24      | 25          | 23      |
|   | Total    | 53      | 55          | 58      |
| Percentage of pupils at NC level 4 or above | School   | 74 (65) | 76 (71)     | 81 (73) |
|   | National | 68 (71) | 69 (65)     | 75 (65) |

*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        | 5            |
| Black – other                   | 4            |
| Indian                          | 2            |
| Pakistani                       | 6            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 237          |
| 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: Y3 - Y6**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 11   |
| Number of pupils per qualified teacher   | 23.2 |
| Average class size                       | 28.3 |

#### **Education support staff: Y3-- Y6**

|   |    |
|---|----|
| Total number of education support staff | 9  |
| Total aggregate hours worked per week   | 84 |

*FTE means full-time equivalent.*

### ***Financial information***

|  |         |
|--|---------|
| Financial year                             | 1999/00 |
|  | £       |
| Total income                               | 380,499 |
| Total expenditure                          | 368,474 |
| Expenditure per pupil                      | 1,445   |
| Balance brought forward from previous year | 20,692  |
| Balance carried forward to next year       | 32,717  |

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

### **Questionnaire return rate 18%**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 502 |
| Number of questionnaires returned | 91  |

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

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 46             | 45            | 0                | 7                 | 1          |
| My child is making good progress in school.  | 33             | 59            | 0                | 5                 | 2          |
| Behaviour in the school is good.   | 37             | 51            | 1                | 9                 | 0          |
| My child gets the right amount of work to do at home.                              | 22             | 52            | 3                | 15                | 5          |
| The teaching is good.  | 36             | 59            | 2                | 2                 | 0          |
| I am kept well informed about how my child is getting on.                          | 23             | 59            | 1                | 14                | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 38             | 57            | 0                | 2                 | 1          |
| The school expects my child to work hard and achieve his or her best.              | 57             | 42            | 1                | 0                 | 0          |
| The school works closely with parents.   | 33             | 46            | 0                | 16                | 2          |
| The school is well led and managed.  | 34             | 57            | 2                | 2                 | 3          |
| The school is helping my child become mature and responsible.                      | 30             | 60            | 2                | 5                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 41             | 55            | 1                | 2                 | 0          |

Some totals do not equal 100% because some parents felt unable to respond to all the questions.