

# INSPECTION REPORT

**SIR FRANCIS HILL COMMUNITY  
PRIMARY SCHOOL**

Lincoln

LEA area: Lincolnshire

Unique reference number: 120427

Headteacher: Mr D Anderson

Reporting inspector: Mr David Figures  
10269

Dates of inspection: 23 – 24 April 2002

Inspection number: 196271

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

© Crown copyright 2002

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:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Bristol Drive Lincoln Lincolnshire
Postcode:	LN6 7UE
Telephone number:	01522 520359
Fax number:	01522 575531
Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor L Wells
Date of previous inspection:	16 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
10269	David Figures	Registered inspector
9348	Mary Le Mage	Lay inspector
25431	Lesley Clark	Team inspector
25376	Lynn Alvy	Team inspector

The inspection contractor was:

Leeds Metropolitan University

Schools Inspection Service

Fairfax Hall

Beckett Park Campus

Headingley

Leeds

LS6 3QS

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>10</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**

The school is a community primary school of above-average size in central Lincoln, catering for 372 boys and girls between four and eleven years of age. The junior department serves its own infant department and takes about one third of each age group from one other infant school. The school draws a few families from further afield. Almost all pupils are white. English is an additional language for a very small proportion of pupils, who are all beyond the early stages of language acquisition. Twenty per cent of pupils have special educational needs, mostly relating to moderate or specific learning difficulty. One per cent have statements of special educational need. Both these proportions are below average. The attainment of children on entry is about average with strengths in their social and language development. There have been several temporary and permanent changes of staff in the last two years, some occasioned by teachers' maternity leave.

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

Sir Francis Hill Primary School is a very good school. Standards achieved by the pupils are high: in some subjects, notably English, mathematics and science, and in pupils' personal development, they are very high. The quality of teaching is very good and a high proportion of it is excellent. Very good leadership and excellent organisation and management ensure an orderly and secure environment in which pupils can flourish. All this is achieved at a cost per pupil which is very low in comparison with similar schools: accordingly the school gives excellent value for money.

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

- Standards are very high by the end of Year 6 and above average by the end of Year 2
- Pupils' excellent attitudes to school and their mature and responsible behaviour ensure they make the best of their time in school and are well prepared for the next stage in their education
- The quality of teaching is very good and arrangements for assessing pupils' work are excellent
- An outstanding curriculum is excellently planned
- Outstanding organisation and management ensures an orderly and secure environment in which pupils can flourish.

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

- Practice in the Reception class, while satisfactory, does not match the very good practice in the rest of the school.

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

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

The school has made very good progress since it was last inspected in June 1997. All the issues raised at that time have been conscientiously and thoroughly tackled; there has been a very marked improvement in the quality of the curriculum, which is now excellent, and in the leadership and management provided by the governors, headteacher and senior staff.

The standards achieved by the pupils have improved, especially in information and communication technology and design and technology, both judged to be unsatisfactory last time. An improved quality of teaching, now very good, and much improved assessment of pupils' work, which is now excellent, have contributed to this. Similarly, pupils' excellent attitudes to school and their very good behaviour, both improved from last time, put them in a very good position to gain maximum benefit from the opportunities the school provides for them. This, combined with the school's strong commitment to maintaining and even improving its very high standards, ensures it has an excellent capacity to continue to develop.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	A	A	A
mathematics	D	C	A	A
science	C	A	A	A

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

The National Curriculum test results for eleven-year-olds in 2001 continued a trend, driven by well-judged targets, which has shown steady improvement over the last five years. They accord with the standards of work seen during the inspection: standards achieved by eleven-year-olds are well above average in English, mathematics and science. Standards in reading and writing for seven-year-olds are above average. In mathematics they are average because, although the proportion of pupils attaining at the level expected for seven-year-olds is above average, the proportion attaining above this level is below average. In science, the teachers' assessment is that standards at the end of Year 2 are above average. All pupils, including those with special educational needs, and those with English as an additional language, are achieving very well during their time in the school, and pupils achieve particularly well in Years 3-6.

Standards in information and communication technology and design and technology are well above average at the end of both Year 2 and Year 6. They are above average in all the other subjects.

Pupils' standards when they leave Reception and start Year 1 are above average in personal, social and emotional development and in communication, language and literacy; in pupils' mathematical development, their knowledge and understanding of the world, creative development and physical development, standards are nearer to those expected of pupils of this age. In relation to their attainment when they start school, their achievement is satisfactory.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are mature, attentive and industrious. They are eager to learn and persevere very well.
Behaviour, in and out of classrooms	Very good. Pupils' mature behaviour directly contributes to the high standards they achieve.
Personal development and relationships	Excellent. Relationships between pupils are very harmonious. Boys and girls work and play together happily as good friends. Many pupils responsibly contribute to the smooth running of the school in practical ways.
Attendance	Satisfactory: in line with national averages.

## TEACHING AND LEARNING

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

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

The quality of teaching is very good throughout the infants and juniors. The proportion of excellent teaching is high and contributes very well to pupils' progress in many subjects. Teachers set and expect high standards. The quality of teaching in English, including literacy, and mathematics, including numeracy, is at least very good and is often excellent. As a result, pupils learn at a very fast rate, covering a great deal of work and achieving standards which are well above average. Teaching is very good in science, information and communication technology, design and technology, history and physical education.

The strengths of the teaching include the very fast pace of lessons and the extremely good management of time. Teachers set very clear outlines of what the lesson is going to be about and pupils are made aware of the teacher's expectations and of the time they have to complete tasks. As a result, pupils know exactly where they stand and can concentrate on the topic of the lesson. Because teachers have a very good knowledge of the subject matter, they are able to challenge the higher-attaining pupils effectively. Pupils with special educational needs and those for whom English is an additional language receive very good support, which is carefully managed so that they can take a full part in the lessons. The teachers' excellent planning is closely linked to the assessment of pupils' work so that material is presented in a logical sequence in lessons firmly based on what pupils know and what they need to learn next.

The quality of teaching in Reception is satisfactory. Activities, including those to develop basic skills in literacy and numeracy, are well planned and teaching encourages pupils' personal, social and emotional development well. Pupils are well managed. However, lessons are not always introduced well enough to ensure pupils are clear what they are expected to learn; and opportunities are missed to extend pupils' learning through well-constructed questions.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The National Curriculum is very imaginatively developed to provide all pupils with rich and worthwhile experiences in all subjects so that they become eager learners and are superbly prepared for the next stage in their education.
Provision for pupils with special educational needs	Very good: pupils are presented with appropriate work at a suitable level. Very effective support assistants provide sensitive and unobtrusive support.
Provision for pupils with English as an additional language	Very good. Suitable provision in the course of every lesson enables them to participate fully and make progress similar to other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good, with particular strengths for the development of pupils' social and moral awareness.
How well the school cares for its pupils	Very good. The school takes good care of the pupils and makes good provision for their welfare. Excellent assessment arrangements are very well used to identify areas for development and to plan an interesting programme of lessons.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The organisation and management skills displayed are excellent.
How well the governors fulfil their responsibilities	Very well. The governors bring many valuable attributes to the service of the school.
The school's evaluation of its performance	Excellent. Well planned and thorough monitoring of different facets of school life ensures that areas for development are identified and rigorously pursued.
The strategic use of resources	Very good. Spending decisions are based on the very well constructed school development plan; expenditure proposals are very carefully considered, after suitable consultation and comparison, to ensure the best available value is obtained for the school.

## 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>• The quality of the teaching</li> <li>• Very good behaviour</li> <li>• Improvement since last time</li> </ul>	<ul style="list-style-type: none"> <li>• Activities outside lessons</li> <li>• Homework</li> <li>• Information about children's progress</li> </ul>

The inspection team endorses the positive comments. They consider extra-curricular activity to be very good, but acknowledge that it is mostly available to older pupils. Homework is appropriate and used well to support what is taught in class. The clearly expressed annual reports, a meeting with parents each term and the home-school book issued to each pupil, in the inspectors' view, provide a very good means of communication between home and school and of conveying information about children's progress.

## **PART B: COMMENTARY**

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

**Standards are very high by the end of Year 6 and above average by the end of Year 2.**

- 1 The National Curriculum test results for eleven-year-olds in English, mathematics and science in 2001 continued a trend, driven by appropriate targets, which has shown steady improvement over the last five years. The trend tracks the national trend almost exactly, and results were well above average in national terms. They were also well above the average of schools where a similar proportion of pupils is eligible for free school meals.
- 2 This is consistent with the findings of the inspection, that standards in English, mathematics and science are well above average when pupils leave for the secondary school. Pupils, including those with special educational needs, those with special gifts and talents, and those for whom English is an additional language are achieving very well during the time they are in school. Very high standards are evident in English, seen, for example, in the pupils' mature skills in listening to the teacher and each other and by the very good quality of their spoken contributions. They orally present their work to each other – at the end of a lesson, for instance – very confidently. In an excellent Year 5 English lesson, pupils' mature answers, encouraged by sympathetic questioning by the teacher, developed into a genuine discussion of the vocabulary and other literary devices employed by an author. This arose from a real interest in the text, the result - in its turn - of a very good level of reading and understanding of the text. Reading standards are thus also very high.
- 3 The quality of pupils' writing at the end of Year 6 is also very high, particularly that of the highest-attaining pupils. This is characterised by good structure, well managed paragraphs and dialogue and an adventurous choice of vocabulary enlivened by well-judged similes. Pupils make good use of information and communication technology to present their work well. In one such instance, 'The Hoverbike Owner's Handbook', the best pupils wrote well, combining imaginative ideas with the requirement to adopt a non-narrative style. Such writing is at the standard expected of thirteen-year-olds.
- 4 Most of the less able pupils reach the standards expected of eleven-year-olds. They have good ideas, and write interesting stories. Their work is neatly presented, and their handwriting is good. Spelling is usually accurate, or accurately reflects the sound of words when it is not. The difference lies in the comparatively simple sentence structure and a more mundane choice of words.
- 5 Similarly, standards in mathematics in Year 6 are well above average because the lowest attaining pupils are achieving standards in line with what is expected and a very high proportion, about 40 per cent, are set to obtain results in the National Curriculum tests at a level appropriate to thirteen-year-olds. This is because they cover a wide range of work in great detail, and succeed well in all the aspects of the subject. Average- and lower-attaining pupils cover a similar range of work, but at a slower pace. All pupils respond well to teachers' insistence on neat, methodical work as a means to success in mathematics and have a good, or in some cases, a very good understanding of the vocabulary of the subject, which they use very well. In science, almost all pupils are on course to reach the level of attainment appropriate to their age, and a high proportion can be expected to achieve above that.

- 6 Pupils achieve well in Years 1 and 2. Standards in reading and writing for seven-year-olds are above average and most pupils speak confidently and clearly. In a Year 2 lesson on non-fiction writing, pupils were knowledgeable about different ways of presenting information, and were familiar with terms such as 'contents', 'index', 'sub-heading', 'diagram' and 'text'. The best write good stories, choosing words well and constructing good sentences. Others tackle a similar range of writing, but it is brief and poorly structured. In science, the teachers' assessment is that standards are above average.
- 7 Although the 2001 mathematics test results of seven-year-olds were average, the work of the present generation in Year 2 is of a higher standard and consistent with above-average results in the national tests this year. The improvement has come about, at least in part, because of the careful analysis the school has made of the strengths and weaknesses of pupils' performance in the tests and the thorough programme devised to build on the strengths and overcome the weaknesses.
- 8 Standards in the other subjects are also high. In information and communication technology and design and technology they are well above average, at the end of both Year 2 and Year 6, a significant improvement on the findings of the last inspection. In both cases, about a third of the pupils are working at a level about two years ahead of their age. Year 6 design and technology work - designing, building and controlling a model car, for example - was of a very high order. Information and communication technology is well embedded in other subjects. Standards are above average in art, geography, history, music, physical education and religious education.

**Pupils' excellent attitudes and their mature and responsible behaviour ensures they make the best of their time in school and are very well prepared for the next stage in their education**

- 9 That pupils are mature, attentive and industrious is evident at many points in the school. In class, pupils are eager, committed and involved, responding to the teachers' manifestly high expectations of their conduct. In a mathematics lesson in Year 5, pupils' engaging enthusiasm came to the surface when the teacher, after a highly challenging introduction, told the pupils that they were going to try it out for themselves, and a suppressed cry of 'Yes-s-s' went round the room. Pupils are keen to contribute ideas, stimulated and encouraged by the teachers' enthusiasm and skilful questioning. In Year 4 English, the drama section of the lesson, exploring the ideas and emotions of the text, worked well because the pupils were committed and co-operated well with each other. Year 2 pupils at the end of the teacher-input section of the English lesson, moved quietly and quickly to their places, and got on with their tasks straight away, working industriously and independently for a substantial period.
- 10 Pupils are very considerate and supportive of each other. When studying a text, for example, pupils listen thoughtfully to each other's contributions so that a real discussion emerges. They are confident in presenting their work orally to other pupils because they know that it will be sympathetically heard and that any criticism will be sensitively expressed.
- 11 Pupils' mature behaviour directly contributes to the high standards they achieve. It is excellent in many instances and is the result of a very warm relationship between teachers and pupils. Year 6 design and technology, when all the chairs were cleared away and pupils worked happily in teams on the floor constructing model cars with controllable speed, was very effective because the teacher's subtle relationship with the pupils encouraged their exemplary behaviour. Occasionally, in some other instances,

when the teacher's management skills were insufficient, the standard of some pupils' behaviour fell below that generally seen and the quality of what they learnt was affected.

- 12 Many pupils contribute to the smooth running of the school in a practical way, helping with assemblies, setting out equipment in the classroom, and supporting younger pupils in the playground.
- 13 The very harmonious relationships between pupils are widely evident. Boys and girls work and play together happily as good friends. On a fine lunch hour, pupils ate their packed lunches outside in mixed groups as if it were the most natural thing in the world. At playtime, pupils generously take turns on the apparatus and with the games equipment. In the currently popular game of 'crazy bones', boys and girls played earnestly together according to their own well-defined rules, winning - and losing - the little plastic monsters with mature equanimity.

**The quality of teaching is very good and arrangements for assessing pupils' work are excellent**

- 14 The principal reasons for the pupils' high standards are to be found in the very good quality of teaching they experience complemented by the excellent arrangements for assessing their work.
- 15 The proportion of excellent teaching is high, much teaching is very good and the quality of teaching is never less than satisfactory. Teachers set and expect high standards of attention and application, and pupils respond by concentrating very well, and working diligently.
- 16 The teaching has many strengths. One of them is the very fast pace of lessons and the extremely good management of time in them. Teachers set very clear outlines of what the lesson is going to be about and pupils are made aware of the teacher's expectations and of the time they have to complete tasks. Because they know exactly where they stand and can concentrate on the topic of the lesson, pupils make very good progress as a result. Pupils' behaviour is so very well managed that class management appears effortless. Teachers' very good knowledge of the subject matter enables them to challenge the higher-attaining pupils effectively. Pupils with special educational needs and those for whom English is an additional language also receive very good support, which is carefully managed so that they can take a full part in the lessons. The teachers' excellent planning links closely with the assessment of pupils' work so that material is presented in a logical sequence in lessons based on what pupils already know and what they need to learn next. The final few minutes of the lessons are well used to consolidate what has been learned and set the scene for the next lesson. The marking of pupils' work is excellent. It praises, encourages and also identifies an achievable target for the next piece of work.
- 17 An excellent English lesson in Year 4 illustrated these successful qualities. Exemplary planning ensured that good material was presented in the right way and also that everybody knew what they were supposed to be doing. The teacher's instructions were clear so that pupils were in no doubt what was expected of them, and her explanations, for example of a spelling rule, were equally clearly made. The pupils were effortlessly managed so that excellent behaviour resulted. Questions were very well phrased and targeted in a way that drew out the most able and encouraged the diffident. The very well managed use of drama helped pupils explore the text which itself had been selected – and was well used - to enable pupils to explore cultures other than their own. The result was a successful lesson in which the pupils were eager, committed and deeply involved. Through the drama they explored the feelings and emotions of the text,

developing a full and appropriate vocabulary to explain how they felt and empathise with the story's characters.

- 18 On a minority of occasions, however, some lessons, although satisfactory, lack the planning and pace of the rest. The management of pupils' behaviour is too relaxed, so that they tend to be restless and inattentive; and because they are not presented with the clear objectives to which they are generally accustomed, pupils find it hard to engage in the lesson as they should to gain most benefit from it.
- 19 The quality of teaching for Reception pupils is satisfactory. Activities, including those to develop basic skills in literacy and numeracy, are well planned and teaching encourages pupils' personal, social and emotional development well by ensuring they work together and support each other. Pupils are well managed. However, lessons would be better if they were introduced so that pupils were clear what they are expected to learn, and if opportunities were fully taken to extend pupils' learning through well-constructed questions. There is now a need to extend the scope of informal activity such as sand and role-play and ensure that by increased adult contributions in these areas children are encouraged to develop imaginative play and extend their vocabulary.
- 20 The well-organised arrangements for assessment throughout the school lead to the excellent use of the resultant information to inform long- and medium-term curriculum planning. The cycle is completed by teachers building assessment into individual lesson plans so that the data is available for future planning. Each pupil's portfolio of assessed work stands as a record of individual progress for child, parent and teacher to refer to. Pupils' targets are recorded in these folders and monitored regularly by the assessment co-ordinator. The progress of individual pupils is thus tracked through the school, so that any who are not making the progress they should can be further investigated.
- 21 Assessment results and the results of the external tests are carefully analysed and the information used to adjust the subject plans. For example, when the Year 2 mathematics results were not as high as those of other subjects, the pupils' test papers were carefully analysed skill by skill and question by question so that conclusions for curriculum and lesson planning could be drawn which would help more pupils reach the standard expected of seven-year-olds and many to exceed them.
- 22 The assessment of the subjects other than English, mathematics and science is well developed and carefully recorded, so that it is clear in each of the subjects how many pupils leave the school attaining at or above the standard appropriate to their age.

### **An outstanding curriculum is excellently planned**

- 23 In terms both of its quality and its range, the school's excellent curriculum develops the National Curriculum very imaginatively to provide all pupils with rich and worthwhile experiences in all subjects. As a result, they become eager learners and are extremely well prepared for the next stage in their education. This represents very good improvement since the time of the last inspection when the curriculum was criticised for its lack of rigour in developing relevant subject skills.
- 24 Since that time, the curriculum has been carefully developed and excellent planning arrangements agreed amongst the staff so that the National Curriculum is now well covered with appropriate time being allocated to ensure all subjects are fully explored. The school thus provides well for all pupils, including those with special educational needs, those from ethnic minority backgrounds and those who have special gifts or talents.

- 25 The particular strength of the curriculum lies in the way it is organised to support teachers in their day by day planning: well-focused planning leads to tightly focused teaching, which in turn enables effective learning. The frequency and coverage of subjects is plotted across the whole year, term by term, week by week and day by day, to ensure each subject receives appropriate time and is balanced against the needs of other subjects. The content is drawn from the scheme of work and appropriate short-term objectives are set. The special needs of pupils are identified and appropriate modifications to the plan made, to ensure their individual inclusion in the lessons. Opportunities for assessment are identified and linked to the term's assessment plan. The weekly detail identifies what is to be presented to the pupils, ensuring a logical and coherent progression of experiences.
- 26 Planning is monitored at different times from different points of view. The monitoring reports are cumulative so that over time a picture in depth emerges by which the planning can be evaluated and if necessary improved.
- 27 An area for further development relates to the curriculum for Reception-age pupils where the school has rightly identified that the outdoor work area needs to extend opportunities for further integrating different kinds of outdoor experience for these pupils.
- 28 The extra-curricular programme is very good, although it benefits mostly the older pupils. There is a good range of activities of different kinds, which include drama, various sports (including teams which play in local leagues) and the Eco Club.

**Outstanding organisation and management ensures an orderly and secure environment in which pupils can flourish**

- 29 All aspects of the school's life are extremely well organised, a feature of the school particularly appreciated by parents. As a result, teachers, other staff and pupils know exactly where they stand and are able to work with confidence, knowing what is expected of them. This is reflected in the pace and organisation of lessons, the high quality management of pupils, the exacting expectations of and provision for pupils of all levels of ability, all of which lead to learning of a high order.
- 30 The strengths of management are well illustrated in the arrangements for curriculum planning and assessment discussed above, which directly contribute to the high quality of the pupils' experience and the high standards they achieve. They stem from the strong leadership provided by the headteacher and governors and lead to the evident sense of close teamwork in which all concerned are constantly searching for ways of improving standards
- 31 Issues raised by the last report have been thoroughly met. For example, the organisation of subject leadership is now firmly in place and, although in practice unavoidable circumstances have led to interim arrangements in some cases, the transition between co-ordinators is well managed, and standards have not suffered. Subject co-ordinators now concern themselves with standards and achievement in their subjects; in their monitoring role they consider curriculum coverage, resources and, with the headteacher and deputy headteacher, planning and the quality of teaching. The subject improvement plans are now a well established part of the planning cycle and contribute effectively to the detailed and comprehensive school improvement plan.
- 32 In addition, pupils' progress is very well monitored through a study of the assessment results. Different members of staff scrutinise pupils' books for different purposes. If the outcomes were co-ordinated more systematically, a fuller picture of how a child is progressing would emerge.

- 33 Detailed monitoring leads to well-managed action. For instance, concern over the Year 2 mathematics results has led to the adoption of a more structured scheme to complement the National Numeracy Strategy and indications are that standards have begun to rise. This has been mirrored in Year 6 where, towards the end of the year, pupils are organised in sets by ability, the better to provide focused tuition according to pupils' individual needs.
- 34 The well-organised and thorough monitoring of the school's life represents an improvement on the position reported last time so that areas for development are now quickly identified and rigorously pursued. The school is very well placed to ensure that this improvement will be maintained.

## WHAT COULD BE IMPROVED

**Further develop practice for Reception-aged pupils so that it matches the very good practice in the rest of the school.**

- 35 The school has rightly identified the development of practice in the Foundation Stage, represented by the provision for reception-age children, as an important area of school development.
- 36 This is not to say that work in the Foundation Stage is unsatisfactory. Almost all aspects of its work are satisfactory and the pupils' attitudes and behaviour are good. At the same time, work with pupils in the early years – and with the passage of time in the infant and junior stages – would improve if the school further pursued the establishment of the Foundation Stage as a distinct stage of education.
- 37 The main areas for development are:
- ◆ The need to plan provision that affords high quality opportunities for physical, imaginative and creative development outdoors.  
This means, for example, providing opportunities for children to use all their senses through the provision of exciting physical tasks including role play and exploiting them to encourage pupils' creativity, imagination and use of language. While much of the planning for outdoor activities appropriately focuses on pupils' physical development, the potential for imaginative social and emotional development is under-represented
  - ◆ The need to ensure that in both planned and self-initiated tasks, learning objectives are made clear to children, challenge and extend their learning and match more closely the intended outcomes.  
Although the quality of teaching in the Foundation Stage is satisfactory and activities for the most part well planned, lessons are not always introduced in a way that ensures pupils are clear what they are expected to learn, and opportunities are missed to extend pupils' learning through well-constructed questions.
  - ◆ The need to ensure that planning identifies the role of the adult more clearly in order to extend and support children's learning in both planned and spontaneous tasks.  
The deployment of adult staff tends to favour the more formal activities. This reduces the opportunity to work with children in their own chosen activities such as sand, water or other materials, encouraging their imaginative play and extending their vocabulary in this context.
  - ◆ The need to increase the quality and range of resources in all areas of learning.  
Pupils' social and physical development would be enhanced by more outdoor equipment. Facilities for extended sand play, more role-play and better quality resources elsewhere would improve the quality of pupils' experience and extend their learning.

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

38 Further develop provision in the Foundation Stage so that it matches the very good practice in the rest of the school, to meet the needs in all stages and areas of learning, as identified in the school improvement plan, by:

- planning provision that provides opportunities of high quality for physical, imaginative and creative development outdoors.
- ensuring that in both planned and self-initiated tasks learning objectives are made clear to children, challenge and extend their learning and match more closely the intended outcomes.
- ensuring that planning identifies the role of the adult more clearly in order to extend and support children's learning in both planned and spontaneous tasks.
- increasing the quality and range of resources in all areas of learning.

## 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	14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	7	2	5	0	0	0
Percentage	33	33	10	25	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents five percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	372
Number of full-time pupils known to be eligible for free school meals	28

FTE means full-time equivalent.

Special educational needs	YR - Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	71

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.2

#### 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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	22	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	22	22
	Girls	19	20	20
	Total	39	42	42
Percentage of pupils at NC level 2 or above	School	89 (83)	95 (88)	95 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	22
	Girls	20	20	20
	Total	42	42	42
Percentage of pupils at NC level 2 or above	School	95 (88)	95 (90)	95 (98)
	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	40	28	68

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	35	39
	Girls	25	25	28
	Total	61	60	67
Percentage of pupils at NC level 4 or above	School	90 (87)	88 (84)	99 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	35	39
	Girls	24	23	27
	Total	57	58	66
Percentage of pupils at NC level 4 or above	School	84 (81)	87 (84)	97 (89)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	5
Chinese	1
White	337
Any other minority ethnic group	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	14.17
Number of pupils per qualified teacher	27
Average class size	31.5

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

Total number of education support staff	9
Total aggregate hours worked per week	229

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

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

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

### **Financial information**

Financial year	2001
	£
Total income	681180
Total expenditure	638756
Expenditure per pupil	1711
Balance brought forward from previous year	11500
Balance carried forward to next year	42424

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
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)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	372
Number of questionnaires returned	117

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	3	1	0
My child is making good progress in school.	60	39	1	0	0
Behaviour in the school is good.	48	47	4	0	1
My child gets the right amount of work to do at home.	38	49	12	1	0
The teaching is good.	66	33	0	0	1
I am kept well informed about how my child is getting on.	39	46	15	0	1
I would feel comfortable about approaching the school with questions or a problem.	65	31	4	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	38	53	9	0	1
The school is well led and managed.	62	34	2	0	2
The school is helping my child become mature and responsible.	55	42	2	0	2
The school provides an interesting range of activities outside lessons.	26	41	21	3	10