

INSPECTION REPORT

MIDDLETON ST MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL

Middleton, Leeds

LEA area: Leeds

Unique reference number: 108002

Headteacher: Mrs J Patrick

Reporting inspector: Mr B Cooper
10182

Dates of inspection: 18th – 19th June 2001

Inspection number: 196424

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Nicholls
Date of previous inspection:	4 th – 7 th March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a large primary school with 311 full time pupils and 78 part-time nursery pupils on roll. The school is situated in the Middleton area of Leeds. The housing around the school is mixed but the majority of pupils live in the nearby local authority estate. Some have been rehoused to the area. 34.5% of the pupils are eligible for free school meals, which is above average. Nearly all pupils are of white ethnicity with four pupils for whom English is a second language. There are currently 199 pupils on the special needs' register of whom 10 have statements. This is much higher than the national average. The children's attainment on entry to the Reception classes is below average.

HOW GOOD THE SCHOOL IS

Middleton St Mary's is an effective school but it has some areas of weakness. Standards at the end of Key Stage 2 are in line with national averages and have improved steadily over the past four years as the result of good teaching. Most pupils in the school are keen to learn and behave well. Children in the Nursery class make very good progress and achieve high standards as a result of excellent teaching. Teaching in the Reception classes and Key Stage 1 is satisfactory overall but does not build sufficiently on the pupils' previous learning. Standards at the end of the foundation stage and Key Stage 1 are below average. Whilst the leadership and management of the school are satisfactory overall, the school has not fully addressed the weaknesses, particularly those in Key Stage 1 and Reception. The Governing Body is very supportive and is becoming increasingly involved in the running of the school. The school is giving satisfactory value for money.

What the school does well

- It provides an outstanding education for children in the Nursery class.
- Pupils in Key Stage 2 make good progress as a result of good teaching and their strong desire to learn.
- Staff manage the pupils' behaviour well.
- Good use is made in geography and history both of the local area and visits further afield.
- The Governing Body is very effective.

What could be improved

- Aspects of teaching and the pupils' progress in Reception and Key Stage 1.
- The identification of pupils with special educational needs.
- Standards in information and communication technology.
- Levels of attendance and punctuality.
- The monitoring and evaluation of the standards of teaching and of pupils' progress throughout the school.

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 March 1997. It has made satisfactory progress since then and has successfully tackled most of the key issues in the last report. Standards at the end of Key Stage 1 have risen in writing but are lower in reading and mathematics, although there was some improvement in English and mathematics between 1999 and 2000. Standards at the end of Key Stage 2 have risen steadily and were in line with national averages in 2000.

The quality of teaching in the school has also improved with an increase in the number of very good and excellent lessons and a reduction in the number of unsatisfactory lessons. There has been good improvement in curriculum planning and assessment in English and mathematics. However, some planning and assessment for the remaining subjects is still not detailed enough and does not ensure that pupils of all abilities make sufficient progress. The pupils now have a far wider understanding of both their own cultural heritage and other world cultures. Standards in design and technology have risen. The subject is far better resourced and teachers have a greater understanding of how to teach the subject. Whilst the school has been more successful at identifying areas for staff development, there has been unsatisfactory progress in the management of monitoring and evaluating the quality of teaching and pupils' work and progress.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	D	C	A	well above average A above average B average C below average D well below average E
mathematics	E	E	C	B	
science	D	C	C	B	

There has been consistent improvement in standards at the end of Key Stage 2 over the past three years. In 2000, pupils reached national averages in English, mathematics and science. Standards were well above average in English and above average in mathematics and science compared to schools with similar numbers of pupils eligible for free school meals. The inspection confirms the school's view that standards are likely be a little lower this year, as there are a higher number of pupils with special education needs in the current Year 6. Targets for performance set by the school for Year 6 pupils have been exceeded each year and are not sufficiently challenging.

Test results at the end of Key Stage 1 show that standards were well below average in reading, writing and mathematics in 2000. This has been the pattern for the last three years, although there was some improvement between 1999 and 2000. Standards compared to similar schools are well below average in reading and mathematics and below average in writing. Whilst inspection findings indicate that there has continued to be some improvement, this year standards will remain at least below national averages with a significant proportion of pupils working well below average. Some pupils in Key Stage 1 are not achieving as highly as they could

Many children are not reaching the early learning goals in literacy and numeracy at the end of Reception despite the very good progress made in the Nursery class. Most children have good social skills and show satisfactory standards in the creative and physical areas.

Standards in information and communication technology are unsatisfactory at the end of both key stages as until the beginning of this term, there have been few up-to-date computers in

school and little time has been spent on the teaching of skills. The new computer suite is now providing an excellent resource and standards are beginning to improve.

Pupils are achieving good standards in geography and history at the end of both key stages as a result of the good use teachers are making of the local area and trips further afield.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are keen to come to school and work hard.
Behaviour, in and out of classrooms	The behaviour of the pupils is good. They are thoughtful, polite and supportive of one another.
Personal development and relationships	Personal development is good. Pupils are encouraged to take responsibility and in Key Stage 2, they are good at working independently. Relationships throughout the school are good. Pupils feel valued and are keen to celebrate the success of others.
Attendance	Attendance is well below average. Some pupils do not arrive at school punctually, which can delay the start of the school day.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
39 lessons seen overall	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.

The teaching in the Nursery class is excellent. It is satisfactory with some unsatisfactory elements in the Reception class and Key Stage 1. In Key Stage 2, it is good overall with some very good teaching for the oldest pupils. During the inspection 8% of lessons were excellent, 23% very good, 21% good, 43% satisfactory and 5% unsatisfactory.

Teaching in the Nursery class is excellent. The teacher and nursery nurses provide the children with a challenging and wide curriculum linked to the early learning goals. Relationships in the class are excellent. All staff are fully aware of the needs of every child, and treat them as individuals. They are highly successful in developing the children's skills in all areas of the curriculum with most emphasis on speaking and listening and social skills.

The teaching of literacy and numeracy in Reception fails to build on the excellent start these children have had in the Nursery class. There is too little emphasis on the systematic teaching of basic skills and work is not planned clearly enough to meet the needs of individual pupils. Pupils are not always given clear enough direction about the work they should be doing. A nursery nurse teaches literacy and numeracy in one Reception group. These sessions take place over the whole of most mornings and are too long for Reception age children. In addition this situation is not carefully monitored by senior management to make sure that the children are completing appropriate work.

In Key Stage 1, whilst all teachers succeed in providing good introductory sessions to both literacy and numeracy lessons, the group sessions are not so successful as work is not clearly enough planned to meet the needs of individual pupils, particularly those with special educational needs. Teachers do not have consistently high expectations of all pupils. The pace of some lessons is slow and too little work is completed in the time available. The

teaching of science and history is more successful – particularly when lessons have been carefully planned and good resources are made available.

In Key Stage 2, all teachers demonstrate a clearer understanding of the literacy and numeracy strategies. Teaching is consistently good in the set groups in Years 5 and 6, where work is well targeted at the different ability groups. Teachers have higher expectations of the pupils and are keen to challenge them. Lessons are purposeful and most are well planned with clear learning objectives. Good use is made of the local area and visits further afield. Teachers are adapting to teaching information and communication technology in the new computer suite, but many have only basic knowledge of the subject and are finding it difficult to make full use of the new facilities. The teaching of Religious Education follows the agreed syllabus, but lessons in Key Stage 2 do not include enough opportunities for pupils to record their thoughts and factual information about Christianity and other religions.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is excellent in the Nursery class and satisfactory in the rest of the school. All subjects are taught, but some literacy and numeracy sessions are too long. This reduces their effectiveness and leaves too little time available for other subjects. Planning is satisfactory overall and good in English and mathematics. It could still be improved in other subjects.
Provision for pupils with special educational needs	Unsatisfactory. As a result of poor identification procedures, so many pupils have been put on the special needs' register since September 2000 that it is not possible to focus help and support on those who really need it.
Provision for pupils with English as an additional language	Satisfactory. These pupils receive sufficient help from both school and outside agencies. They are making satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is outstanding in the nursery class and good throughout the rest of the school. Pupils have a clear understanding of right and wrong. They are good at working and playing together and now have a greater understanding of their own and other cultures.
How well the school cares for its pupils	The school is very concerned about the welfare of all the pupils. However no member of staff has had recent training in child protection procedures. Assessment procedures and records of personal development in the Nursery class are exemplary. Assessment procedures in the rest of the school are good in English and mathematics and the information is beginning to be used to help planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is providing sound leadership, but has failed to confront some identified weaknesses. She is well supported by an able deputy headteacher and senior management team and all have a clear vision for the school and want to raise standards further. Subject co-ordinators work hard and are beginning to develop their roles so they have a greater impact on standards in their subjects throughout the school. There is no formal system in place to monitor and evaluate both teaching and the progress of the pupils. As a result weaknesses in these areas are not being identified and rectified
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are developing a good understanding of the life and work of the school. They have worked hard to persuade the local education authority to extend and improve the school buildings.
The school's evaluation of its performance	The headteacher and governing body have begun to identify strengths and weaknesses, but the school has not yet established a fully effective method of evaluating the quality of teaching and progress of pupils.
The strategic use of resources	Satisfactory. The school is using specific grants well and is becoming more successful at linking expenditure to improvements. The school achieves best value when purchasing resources. Subject co-ordinators are aware of where extra resources are needed. There is, as yet, no system in place to evaluate the impact of expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school • They feel comfortable about approaching the school with questions • The school expects their children to work hard and achieve their best 	<ul style="list-style-type: none"> • They would like to see a more consistent approach to giving homework • They would welcome more extra-curricular activities • They would like school reports to be given out earlier in the Summer term so that they can discuss them with their child's teacher. • Parents of children in the Reception /year 1 were concerned about the progress their children were making compared to those in a single age class.

The team agrees with most of the parents' positive comments, although there are occasions when pupils are not challenged enough – particularly in Reception and Key Stage 1. There does not seem to be a consistent approach to giving homework, which may cause parents not to be fully aware of the school's expectations. The team agrees that reports are not given out early enough in the Summer term. The school might consider holding the consultation evening after reports have been given out. The team feels that the school does offer sufficient extra-curricular activities both at lunchtime and after school Pupils in the mixed age class make satisfactory progress, but have had four supply teachers this year to cover staff illness.

This, despite the best endeavours of the present teacher, has caused some lack of continuity.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It provides an outstanding education for children in the Nursery class

- Every aspect of the nursery education provided by the school is excellent. The class teacher and other staff work closely together to provide a very stimulating, supportive and lively environment in which the children's individual needs are met. The classroom is very well organised with high quality displays linked to the nursery activities.
- The quality of teaching is always very good and is usually excellent. Of the lessons observed in the inspection, 60% were excellent and 40% very good. The children display very high levels of confidence within the classroom. At the beginning of each session, they rush into school, register themselves and then quickly move to the wide range of appropriate activities prepared for them. They work very well in groups and have learned to share resources and play together with great confidence. They spend sufficient time on each activity to complete it successfully. They take pride in all their work and tidy up when they have finished.
- The children display a real love of books as a result of the teacher's excellent story telling abilities. They understand that text carries meaning. They share books with each other and any adults in the room. They can recall stories such as 'The Three Billy Goats Gruff' and 'act' it out with toy goats using bricks to construct the bridge. The Nursery class staff put a highly successful emphasis on speaking and listening. Much role-play and drama is planned. Children run the class office, typing memos and posting messages. Members of the class act the class story of the 'Three Little Pigs' out with great gusto. The excitement showed by the children as the story unfolds is magical. Children, of all abilities, show great confidence when speaking and are keen to demonstrate the very good progress they have made since starting the Nursery class. Staff are very good at giving the children opportunities to practise counting skills and use is made of vocabulary such as 'above and below' and 'in front of'.
- Nursery class staff successfully plan activities for the children outside in the well-equipped grass and hard surfaced area provided for them. As a result the children develop their co-ordination skills on the climbing frame and using their imagination they make it become a car. A good variety of cars and tricycles are also used in well-planned activities round a marked out 'road'. Once again pupils show that they can play very well together.
- The quality of curriculum planning and assessment is exemplary. Planning is based on the early learning goals and these are successfully linked with every activity. Assessment of individual pupils is used to plan the next stage of learning in line with their needs. Each child's assessment folder provides all the evidence required to assess their stage of learning and the progress they have made over time. There are many examples of their work, together with photographs of them participating in a range of activities. All Nursery class staff contribute to the assessment file. They write down conversations they have overheard or had with the children and record all aspects of their progress. They demonstrate that they have very high expectations of all the children. This approach is having a very positive impact on the children's progress in the Nursery class.

Pupils in Key Stage 2 make good progress as a result of good teaching and their strong desire to learn.

- The overall quality of teaching in Key Stage 2 is good with some very good aspects and a few areas that require improvement. During the inspection, there was 39% of very good teaching, 11% good teaching and the remaining 50% of teaching was satisfactory. Most pupils make good progress through the Key Stage with many starting below national averages but reaching average or above average scores by the time they take their standard tests in Year 6.
- In the best lessons in Key Stage 2, the teachers have established very good relationships with the pupils in their classes and manage them well. They know the pupils well and have a full understanding of their individual needs. As a result they are able to plan lessons carefully to meet the needs of pupils with a range of abilities- either through the setting for literacy and numeracy in Years 5 and 6 or in their other lessons. Teachers use probing quick fire questions to gauge pupils' understanding particularly in numeracy lessons. A good example in year 4 was when pupils had to switch rapidly from number bonds to multiplication to fractions, and managed to do this successfully with the majority giving correct answers. There are high expectations of pupils in the top sets in literacy and numeracy, which is enabling a higher than average number of pupils to reach level 5. For example in the Year 6 literacy set, one pupil had to take on the character in a recently read book, and be questioned by other members of the class. This was very successful as a speaking and listening exercise as well as deepening the pupils' knowledge and understanding of the book. In one year 3/4 science lesson, pupils successfully carried out a challenging investigation on the various habitats of mini-beasts and gained enough clear scientific information to start thinking about how they could design another place for the animals to live.
- In the majority of lessons in Key Stage 2, pupils show a strong desire to learn. Most listen well to the teachers and are keen to answer questions. They respond well to challenge and take care over their work. They work well with their peers and are supportive and encouraging of one another. Many demonstrate good research skills when using books and visits to help their topic work.
- Pupils make good progress through Key Stage 2 as a result of the good teaching they receive. By Year 6, the highest attaining pupils in English have learned how to write for different purposes and can plan and draft their work. They demonstrate good imagination in play writing and story writing. They have been taught how to punctuate well, write in paragraphs and make their handwriting joined and legible. Other pupils show that they can write imaginatively in a variety of genres. However whilst their punctuation and use of capital letters are usually accurate, spelling is erratic. The standard of reading is satisfactory. Pupils enjoy reading and are keen to discuss the books they have read. They can read books of an appropriate level with expression and comprehension. In most lessons, teachers promote speaking and listening skills and most pupils achieve satisfactory standards in these. In mathematics, the most able pupils demonstrate a good understanding of number. They have been well taught and are able to convert decimals to fractions and back again. They can check their results with a calculator. They are able to handle the four rules of number using tens, hundreds and thousands. About one quarter of the year perform above national expectations. Whilst there are a good proportion of pupils performing in line with national expectations, about a quarter are below. These pupils are still achieving good levels for their ability, but would benefit from a greater emphasis on neat presentation. In science, pupils have covered the full curriculum. For example, their exercise books show that they have a sound understanding of circuits and have investigated these. As a

consequence of good teaching, they demonstrate an understanding of the food chain and use terminology such as predator and prey accurately. They are currently working on a well-planned topic on health and exercise.

Staff manage the pupils' behaviour well

- All new parents are informed of the school's behaviour policy through the school brochure and a meeting with the headteacher prior to their child joining. There are very clear procedures for dealing with any poor behaviour or situations such as bullying. School rules are clearly stated and pupils are regularly reminded of them.
- The school has a highly developed and successful system of managing behaviour in classrooms and around the school. This is largely based on rewarding good behaviour and raising pupils' self esteem. The pupils respond well to the system and are eager to gain 'Sammy' points. Their successes are celebrated in a weekly assembly, and pupils and sometimes whole classes are rewarded with badges and certificates. The headteacher and staff are very committed to this approach and it is used consistently and successfully throughout the school. It works particularly well as the pupils are so keen to celebrate each other's success.
- Within the classroom, most teachers manage behaviour well. They can request order and gain instant attention from the pupils. This is most effective when a quiet but authoritative voice is used. Most pupils listen well to their teacher and value contributions from other members of their class. Interruptions are minimal and pupils are eager to praise the success of others. All staff use the same approach to behaviour management.

Good use is made in geography and history of both the local area and visits further afield

- Teachers make particularly good use of both the local area and other nearby places in both geography and history projects. This is raising standards in both these subjects throughout the school. In Year 2, a planned visit to Filey is being well prepared for in both geography and history. Geographical comparisons are being made in advance with Blackpool and Scarborough through a good use of photographs and postcards. In history, pupils are learning to research by investigating what the seaside was like in the past through interviews with parents and grandparents. They look at old black and white pictures of trips to the seaside provided by a teacher's grandfather and are able to pick out the many differences.
- In Key Stage 2, the immediate area is used well to practise mapping skills in Years 3 and 4. Pupils are able to find where they live and add this information to the maps. They have also looked at the local park and identified areas that need improvement. This work has included a questionnaire given to local residents. The results have been successfully analysed by the pupils using computers, and displayed as graphs. This outcome has been that they have a much greater understanding of where they live.
- In upper Key Stage 2, much work has been carried on the history of the Middleton Railway. This has involved the pupils using research skills both when using local history books and visiting the railway. Their findings have been well displayed and extended in to art and design where pupils have made their own attractive clay and plaster plaques showing aspects of the railway.

- A very recent day visit to Whitby by Years 5 and 6 is also being used well in school. The pupils are comparing Whitby to Middleton, looking for similarities as well as the more obvious differences. Pupils have made good records of their day in Whitby. These include detailed notebooks and plenty of photographs. This information is being well used in school by the teachers to contribute to a historical and geographical analysis of Whitby.
- These trips are having a positive impact on both the quality of teaching and learning in these subjects, as they are carefully planned to provide the experiences needed to cover the curriculum. This practical experience is proving very effective in promoting learning and as a result pupils are achieving standards that are higher than those expected nationally.
- Since the last inspection when the lack of cultural development was identified as a key issue, pupils have been on a very large number of relevant day trips to local museums and places of interest. These have been well followed up in school and have broadened the pupils' experience of their own culture.

The Governing Body is very effective

- The Governing Body is hard working and supportive of the school. It is committed to raising standards throughout the school. The chair is very clear about what her role should be and demonstrates a full understanding of the role of the Governing Body, Governors have developed good links with the parents and attend all school functions. They have been introduced to the pupils and regularly visit school to work with classes listening to reading and helping on school trips. They have succeeded in attracting up to 40 parents to their annual general meeting.
- The Governing Body has identified both strengths and weaknesses in the school and has consistently raised concerns about standards at the end of Key Stage 1, although this issue has not been fully addressed. They have questioned the senior management team and subject co-ordinators in order to try to find out the reasons for the poor standard assessment test results, whilst recognising the annual improvement in standards at the end of Key Stage 2. Governors have worked extremely hard to raise the local authority's awareness of the poor state of buildings and lack of space for the pupils. This has resulted in the building of a computer suite and new classroom to replace an old temporary building in the school grounds. Further pressure has resulted in the agreement to replace rotten windows and external walls over the Summer holidays. The Governing Body feeds ideas in to the school improvement plan and receives updates on progress at each of their two full meetings held each term. They have a successful and well-established committee structure. The curriculum and policy committee meet fortnightly so that all information is read and collated and passed on to the full governing body. They have met subject co-ordinators to discuss curriculum matters.
- Governors monitor finances closely and have successfully seen the school through some difficult financial periods. Extra grants have resulted in a much more stable budget.
- They have recognised the value of governor training and most have attended recent courses. These include the literacy and numeracy training programmes. The special

needs' governor is working very hard to support the work of the special educational needs co-ordinators.

WHAT COULD BE IMPROVED

Aspect of teaching and the pupils' progress in Reception and Key Stage 1

- Whilst the quality of teaching in Reception class and Key Stage 1 is satisfactory overall, there are some unsatisfactory elements, which are slowing the progress of pupils and lowering standards at the end of the foundation stage and Key Stage 1. Pupils are not all achieving as well as they could be,
- Around half of the pupils in the current Reception class have attended the Nursery class. During their year in that class they have made very good progress towards the early learning goals and a small proportion will have already achieved them. The start they have made is not sufficiently recognised in the Reception class and as a result progress, although still satisfactory slows. Too little attention is given to planning work to meet the different needs of pupils. Whilst introductory sessions are quite successful, the explanation of follow-up work is not clear and the children do not always know what is expected of them. Groups that are not directly supervised by teacher or support assistant often do not concentrate on their work and do not complete it. Reception pupils have no access to a suitable outdoor play area to further develop their physical skills. The Reception group in the mixed age class receive better teaching when working with year 1 in the afternoon. In the mornings, a nursery nurse has the difficult task of teaching literacy and numeracy to this group, following the teacher's plans, but without a full understanding of how these subject areas should be covered in Reception. By the end of Reception, many of the pupils have not achieved the early learning goals.
- In Key Stage 1, not all teachers are following the agreed approach on how to teach the literacy and numeracy strategy. Big book sessions and other aspects of the introductions to the literacy session are usually good. Teachers make a good range of teaching points using these, and the pupils listen well and are keen to take part in big book reading sessions and answer questions. In a year 2 class, the teacher used the book 'The Fish that could Wish' as a starting point for a good discussion about comparing books by different authors but with similar themes. Similarly, the opening sessions of numeracy lessons are often well conducted with appropriate mental arithmetic. In one year 2 lesson, the pupils' 'trip' money was used as a starting point for some mental arithmetic questions. However the activity sessions for some of the literacy and numeracy lessons are not so well organised. Planning does not always take account of the range of abilities in the class and the pupils are given inappropriate activities. Some find these very difficult to complete whilst they fail to hold the attention of others and so pupils' learning is not as good as it could be. Pupils are not always clear how they should record their findings and their attainment is limited by the need to copy from the blackboard. This frustration causes some pupils to lose concentration and to misbehave. Generally lessons lack pace and challenge. Work is not usually thoroughly marked which makes it more difficult for teachers to set targets for improvement.
- Pupils are achieving below national averages at the end of Key Stage 1 in writing, reading and mathematics. By the end of Key Stage 1 in English, the more able pupils are writing stories, descriptions and poems. They can construct a simple sentence and either spell words accurately or so they can be recognised. Handwriting is joined and

legible. Other pupils are working at a lower standard and are only able to write simple stories. They are not yet joining their handwriting. Less able pupils are struggling to write more than phrases and are not clear when capital letters should be used. Pupils read appropriate reading books and many are fairly fluent readers. They demonstrate some knowledge of phonics but this could be strengthened if there was an even greater emphasis on this in their writing. There has been significant improvement in reading over the past two years. Most pupils' speaking skills are sound, and most listen to their teacher or classmates. A few higher attaining pupils were identified in mathematics. Most are confident with number facts to ten and can use this knowledge to work within one hundred. The majority know the names of simple shapes. All pupils cover the same work in science and there is no difference in the tasks they are given. Whilst the more able pupils understand their work, less able pupils often do not finish their writing and show limited understanding of what they have recorded. They gain more from the practical activities. A Year 1 science lesson on habitats in which pupils had to build their own bird's nest really helped pupils to understand the intricacies of the task. The pupils are covering most aspects of science such as labelling plants, looking at friction, comparing man made and natural materials and comparing the popularity of food.

The identification of pupils with special educational needs

- At the time of the last inspection, 17% of pupils were identified as having special educational needs. This rose to 24% in the last academic year. However since the appointment of a new temporary special needs co-ordinator for each Key Stage, this figure has risen to 64%, which is nearly three times the national average. The criteria for placing pupils on the register have been ill thought out. Any pupil who has underachieved in any test is placed on the register. This has meant that, at some times during this school year, whole classes have been on the register. As a result of this over-identification, there is danger that pupils with real needs will be missed. In addition, there is no extra support or even differently planned work being given to most of the pupils on stage 1 of the register.
- Pupils, including those with statements, have well prepared individual education plans and parents are involved in regular reviews. However the use of these plans is not monitored by the special needs' co-ordinators or senior management and as a result, teachers, particularly those in Key Stage 1, are not using them sufficiently when planning work for the class.

Standards in information and communication technology

- Standards in information and communication technology are below national averages at the end of both Key Stage 1 and Key Stage 2. Computers have mainly been used for word processing in English, geography and history and little use has been made in other areas of the curriculum. Prior to the opening of the computer suite at the beginning of this term, pupils had limited access to computers and many machines were out of date or broken. As a result, pupils have had little opportunity to develop their skills or use information and communication technology across the curriculum.
- Displays of work indicate that many older pupils have basic word processing skills, and that some can record information on pie charts and block graphs and can use design programmes to make posters and label displays. In addition good opportunities are offered to pupils to use both still and video cameras when out on visits. Information gained in this way is put to good use in geography and history. Information and

communication technology has not been sufficiently used to control devices through a sequence of instructions. Pupils have little understanding of the potential of the Internet.

- The new computer suite is now timetabled for all Key Stage 1 classes to use once a week and twice a week for Key Stage 2 classes. Whilst this should assist the raising of standards in the long-term, many teachers and support staff currently have limited skills in computing and in the teaching of information and communication technology. In addition, no assessment has been carried out of the skills that pupils already have and some are not sufficiently challenged in the work they were given. There are too few modern computers in classrooms if full use of information and communication technology is to be made right across the curriculum. The school has already identified that there is a need to develop staff expertise.

Levels of attendance and punctuality

- Levels of attendance were well below national averages at 92% in the school year 1999/2000. It has only gone up 0.6% so far this year. The school has introduced a range of systems to try to raise attendance and good attendance is celebrated at the rewards assembly. This has included the recent appointment of a learning mentor whose role is developing. From next term, she will have her own office and telephone so that she can immediately follow up absences. At the moment these procedures are having too little impact on raising attendance and are not yet effective enough.
- Procedures for ensuring the punctuality of pupils are unsatisfactory. During the inspection, latecomers were noticed in each class. The school is basing its weekly curriculum hours on an 8.45am start yet many classes were unable to start until 9.00am. Whilst pupils were marked late, the lack of punctuality did not result in any comment from teachers. Potentially this is reducing the teaching week by 75 minutes.

The monitoring and evaluation of standards of teaching and of pupils' progress throughout the school

- This was a key issue at the last inspection in 1997. Whilst the school has recently started to informally monitor and evaluate the quality of teaching, this area of the leadership and management of the school is still unsatisfactory. There has been some external and internal monitoring of the teaching of the literacy and numeracy hour. Whilst there has been some feedback to teachers about strengths and areas for improvement, there has been no formal follow-up to see how this has impacted on teaching. The headteacher does visit classes but any observations have been informal.
- This lack of monitoring and evaluation has failed to improve the unsatisfactory aspects of teaching found in the inspection in Reception and Key Stage 1. Some areas of weakness in a small number of lessons in Key Stage 2 have not been addressed. In these, teachers over dominate the class either through the use of loud and strident voices or by not letting pupils express their own opinions. The marking of pupils' work is inconsistent throughout the school and does not give enough information to the pupil about either success or mistakes. Individual target setting is being introduced across the school, but its impact is not being measured in each class and practice is currently very variable. General weaknesses in staff understanding of how to teach information and communication technology have been identified, but the specific lack of expertise

of individual teachers has not been clearly enough identified. The setting of homework is not consistent from class to class.

- It is planned that subject co-ordinators will be given time to visit classrooms and observe teaching but this has not yet happened, The co-ordinators and senior management team look at planning to make sure that subjects are fully covered. However there is no system for checking pupils' written work to make sure that teachers have actually covered all the planned work. In addition, whilst the assessment of pupils' progress has improved since the last inspection, pupils' work is not regularly checked to analyse either the standards achieved or progress made and this has allowed some under achievement to go unnoticed particularly in Key Stage 1.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- In order to continue to raise standards throughout the school, the headteacher and Governing Body should
 - 1) raise standards in literacy and numeracy at the end of foundation stage and in English, mathematics and science in Key Stage 1 by**
 - improving the quality of teaching in the Reception classes so that the very good progress achieved by pupils in the Nursery class is maintained
 - making sure that the literacy and numeracy strategies are fully implemented in Reception and Key Stage 1
 - ensuring that work is carefully planned to meet the needs of the full range of abilities in each class
 - 2) agree appropriate criteria for placing pupils on the special needs' register so that support is focussed on the pupils who are most in need.**
 - 3) raise standards in information and communication technology by**
 - developing both teachers' and support assistants' skills
 - providing up-to-date computers in each classroom so that information and communication technology can be used regularly in other subjects
 - assessing individual pupils' current knowledge in the subject
 - recording individual pupils' progress
 - 4) continue to develop strategies to raise levels of attendance in the school and place a much stronger emphasis on all pupils arriving at school on time.**
 - 5) introduce rigorous and systematic monitoring and evaluation of teaching and pupils' work and progress.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	23	21	43	5		

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

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	311
Number of full-time pupils known to be eligible for free school meals		104

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		10
Number of pupils on the school's special educational needs register	2	197

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence	%
School data	7.7
National comparative data	5.2

Unauthorised absence	%
School data	0.3
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	23	19	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	14	15	17
	Total	31	32	35
Percentage of pupils at NC level 2 or above	School	74 (71)	76 (73)	83(69)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	14	15	15
	Total	31	33	33
Percentage of pupils at NC level 2 or above	School	74 (64)	79 (60)	79 (71)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	31	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	24
	Girls	22	22	25
	Total	42	43	49
Percentage of pupils at NC level 4 or above	School	72 (60)	74 (54)	84 (79)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	23
	Girls	21	29	21
	Total	37	34	44
Percentage of pupils at NC level 4 or above	School	63 (52)	58 (50)	75 (63)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	1
Bangladeshi	
Chinese	
White	307
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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)	13
Number of pupils per qualified teacher	24
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	262

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	2
Total aggregate hours worked per week	75

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	639,567
Total expenditure	643,263
Expenditure per pupil	1,880
Balance brought forward from previous year	5,720
Balance carried forward to next year	2,020

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	400
Number of questionnaires returned	110

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	37	3	1	1
My child is making good progress in school.	52	45	3	0	0
Behaviour in the school is good.	30	64	5	0	1
My child gets the right amount of work to do at home.	35	47	15	0	3
The teaching is good.	63	32	1	0	4
I am kept well informed about how my child is getting on.	53	40	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	30	2	0	0
The school expects my child to work hard and achieve his or her best.	70	28	1	0	1
The school works closely with parents.	39	54	6	0	1
The school is well led and managed.	49	45	3	0	3
The school is helping my child become mature and responsible.	42	52	3	0	3
The school provides an interesting range of activities outside lessons.	13	47	22	1	17