

# INSPECTION REPORT

## **GORSE HILL PRIMARY SCHOOL**

Stretford, Manchester

LEA area: Trafford

Unique reference number: 106321

Headteacher: Mr A Hargrave

Reporting inspector: Mrs M Gough  
22361

Dates of inspection: 12<sup>th</sup> – 14<sup>th</sup> November 2001

Inspection number: 196656

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Burleigh Road Stretford Manchester
Postcode:	M32 0PF
Telephone number:	0161 865 1209
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Kelly
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the inner-city area of Stretford on the outskirts of Manchester, and caters for three hundred and ninety-nine pupils between the ages of three and eleven. About two thirds of pupils are of white ethnicity, and the remaining pupils are from a mix of ethnic minority groups, and include two refugee children from Russia. Twenty-seven pupils have English as an additional language, and of these, eight pupils are at an early stage of language acquisition. One hundred and eight pupils are known to be eligible for free school meals. This represents 29% of the school population and is above the national average. A total of 108 pupils are on the school's special educational needs register. This represents 29% of the school population and is above the national average. The pupils' attainment on entry to the school is very low across all areas of learning. The school caters very well for all groups of pupils, and takes full account of their differing needs. The school benefits from being part of an Education Action Zone.

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

This is an effective school that has many very good features. It provides a good quality of education for pupils of all ages and abilities. Pupils achieve well, and make good progress overall from a very low starting point. Pupils' progress in Year 5 and Year 6 is very good. By the end of Year 6, the pupils' attainment in English and mathematics is in line with national expectations, and their achievement in science is outstanding, and standards are well above national expectations. The quality of teaching and learning is good throughout the school, and is very good in Year 5 and Year 6. Pupils have very positive attitudes to school and their behaviour is very good. The school is very well led and managed by the headteacher, who enjoys the full support of a dedicated and hard-working staff and Governing Body. The school gives good value for money.

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

- Pupils of all ages and abilities make good progress overall in most aspects of their work, and achieve their full potential.
- Pupils' achievement in science by the end of Year 6 is outstanding and standards are well above national expectations.
- The quality of teaching and learning is good overall, and is very good in Year 5 and Year 6.
- Pupils in Key Stage 1 and Key Stage 2 have very positive attitudes to learning and their behaviour is very good. Relationships are excellent.
- The school is very well led and managed by the headteacher.

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

- Pupils' attainment in information and communication technology at the end of Key Stage 2.
- Pupils' attainment in science at the end of Key Stage 1.
- The procedures for monitoring and tracking pupils' progress and attainment.

*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 just over four years ago. Since that time good progress has been made in addressing the key issues arising from the last report, and in developing other

aspects of the school's life and work. The school has worked hard and successfully to improve the provision for information and communication technology, and within the last half term has installed a computer suite which ensures that pupils have much better access to computers. Teachers' subject knowledge is much more secure, and a scheme of work is now in place to guide pupils' learning. However, some of the developments are very recent and their impact is not yet fully evident. Standards are still not as high as they should be at the end of Key Stage 2. At the time of the last inspection, standards in design and technology were below national expectations at the end of both key stages. Standards in the subject are now broadly in line with national expectations, although the school has identified that there is still some more work to be done in both key stages to ensure more consistent progress as pupils move through the school. The quality of teaching and learning has improved significantly since the last inspection as the result of staff development, and close monitoring and evaluation by the headteacher and key members of staff. The school has successfully developed the curriculum, and has very effectively implemented the National Literacy Strategy and the National Numeracy Strategy without compromising the breadth of opportunities that are offered in other subjects. Standards overall in English and mathematics have risen steadily at the end of both key stages over the last four years, and standards in science at the end of Key Stage 2 have risen dramatically to a very high level. There is no complacency in the school, and the headteacher, staff and Governing Body are committed to continuing to raise standards. The school is very well placed for future development.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	D	C	A	very high A*
Mathematics	E	C	D	B	well above average A
Science	C	A	A*	A*	above average B
					average C
					below average D
					well below average E

The table indicates that on the basis of the 2001 end of Key Stage 2 national tests, pupils' attainment is in line with the national average in English, and below the national average in mathematics. In science, pupils' attainment is very high, placing the school in the top 5% of schools nationally. In comparison with similar schools, the pupils' performance is well above average in English, above average in mathematics, and very high in science. Overall, the school's results have improved at a faster rate than the national trend, and in English and science particularly, there has been a good rate of improvement over the last few years. The inspection findings indicate that pupils' attainment at the end of Year 6 is in line with national expectations in English and mathematics, and very high in science. The apparent discrepancy between the test results for mathematics and the inspection findings is not significant. Detailed analysis of the test results shows that the pupils' attainment is only just below the national average, and that the absence of a few pupils during the 2001 test period adversely affected the overall results. The school sets appropriately challenging targets for Key Stage 2 pupils in English and mathematics, although these are sometimes not accurate.

This is because of high levels of pupil mobility within year groups, as pupils from a local hostel move into and away from the area.

The 2001 national test results at the end of Year 2 indicate that pupils' attainment in reading is very low, placing the school in the bottom 5% of schools nationally. Their attainment in writing and mathematics is well below the national average. In comparison with similar schools, the pupils' performance in reading is well below average, although their performance in writing and mathematics is average. The end of Year 2 national teacher assessments in science indicate that pupils' attainment is well below the national average, and below average in comparison with similar schools. Although there are some minor fluctuations in the school's results from year to year because of differences in the composition of the cohorts of pupils, standards in reading, writing, mathematics and science have been well below average for the past four years. The inspection findings reflect the test results, and indicate that standards in English, mathematics and science are well below average at the end of Key Stage 1.

Key Stage 1 pupils make good progress and achieve well in relation to their ability in English and mathematics, although they could do better in science. Pupils' attainment in English and mathematics is low because of their very low starting point, and because of the high proportion of pupils who have English as an additional language and/or special educational needs. In Key Stage 2, pupils make good progress in Year 3 and Year 4 in English and mathematics, and very good progress in Year 5 and Year 6, where the quality of teaching and learning in these subjects is of a consistently very good standard. Pupils' progress in science is very good throughout Key Stage 2, and is the result of the very strong emphasis placed on investigation and experimentation, and very good teaching which ensures that pupils have an extensive and deep knowledge and understanding of the subject.

The children's attainment when they join the Nursery class is significantly below the expected level. Although the children make good progress in the Nursery and Reception classes, most children do not achieve the Early Learning Goals in the mathematical and communication, language and literacy, creative and physical areas of learning, or in terms of their knowledge and understanding of the world in which they live, or their personal and social development.

The school is very effective in the way in which it identifies and meets the needs of individual pupils and groups of pupils across the full range of ability. The provision for pupils with English as an additional language, and those who have special educational needs, is very good, and ensures that these groups of pupils are fully involved and included in all class activities.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils throughout the school have very positive attitudes to work and enjoy their learning. They take a full and active part in all activities.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved at work and at play, and show very good levels of consideration for others.
Personal development and relationships	Excellent. Relationships are excellent amongst pupils and between pupils and adults. Pupils are keen to take responsibility for many aspects of their learning, and for key duties in the school, such as representing their classmates on the 'Pupil Council'.
Attendance	Unsatisfactory. The rate of whole-school attendance is improving year by year, but despite the school's best efforts is below the national average.



## TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is good throughout the school, and is of a consistently very good standard in Year 5 and Year 6. Some very good and excellent examples of teaching and learning were seen throughout the school during the inspection.

Pupils get a good start to their education in the Foundation Stage, and teachers and support staff successfully meet the needs of different groups of pupils. Very good attention is paid to the development of the children's personal and social skills, and to the development of their language skills, which are often poor when the children start school. Very good early support for children who have English as an additional language and those who have special educational needs has a very positive impact on the children's learning, and on their rate of progress.

The teaching of English and mathematics is very good in both Key Stage 1 and Key Stage 2. Activities are very closely matched to the pupils' level of ability, and the practice of teaching pupils from Year 2 upwards in ability sets is beneficial. Good opportunities are provided for pupils to use and apply their literacy and numeracy skills in most other subjects, with the exception of science in Key Stage 1, where the overuse of worksheets limits the opportunities for pupils to practise and develop their writing skills. The teaching of science in Key Stage 2 is a particular strength. Very good emphasis is placed on the pupils learning through practical first-hand experience, and teachers are very effective in the way in which they impart information, and constantly revise and extend the pupils' previous learning. The teaching of information and communication technology is good, and teachers make very effective use of the newly installed computer suite to teach specific skills to class groups. In most classes, good opportunities are provided for pupils to use computers to support their learning across the curriculum.

The quality of learning is good throughout the school, and is very good in the upper part of Key Stage 2 where pupils have a real thirst for learning. Pupils of all ages and abilities respond very well to the enthusiasm of their teachers, and are keen to participate in lessons. Pupils have very good levels of concentration and listen attentively to instructions and explanations. They work hard in lessons, and show good skills of independence in the way in which they select resources, such as dictionaries, and in the way in which they make decisions about their work.

Teachers throughout the school respond very well to the needs of different groups of pupils. Very good quality individual education plans guide the work for pupils with special educational needs, and these pupils make good progress towards their individual targets, and achieve well in relation to their ability. Very good support for pupils who have English as an in Key Stage 1 means that very few pupils require additional language support by the time they transfer to Key Stage 2. High attaining pupils are fully stretched, and achieve high standards in their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and well-balanced curriculum for pupils of all ages.
Provision for pupils with special educational needs	Very good. The school caters very well for pupils with special educational needs. Individual education plans are of very good quality and are used well by teachers to plan work that fully meets the needs of individual pupils.
Provision for pupils with English as an additional language	Very good. Pupils with English as an additional language receive very good levels of support in Key Stage 1, and very few pupils therefore require additional support in Key Stage 2.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides many good opportunities for promoting pupils' spiritual, moral, social and cultural development, and is particularly effective in the way in which it fosters pupils' personal and social skills in the Foundation Stage.
How well the school cares for its pupils	The school caters very well for the needs of individual groups of pupils, and maintains high levels of vigilance to ensure the well-being and happiness of all pupils. The school collects a good range of assessment information, but is not yet making enough use of the information to track and monitor the long-term progress and attainment of individual pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the school and is very well supported by the senior management team. The monitoring role of subject co-ordinators is developing well, although there is still more to be done in terms of monitoring standards through the scrutiny of pupils' work.
How well the governors fulfil their responsibilities	Good. The Governing Body fulfils its statutory duties and is well informed about the life and work of the school.
The school's evaluation of its performance	Very good. The headteacher and senior management team have a good grasp of how the school is performing in relation to other schools, and a very good appreciation of the school's strengths and weaknesses.
The strategic use of resources	Very good. The school makes very effective use of the funding available, and ensures best value for money when making spending decisions. Designated funds for special educational needs, English as an additional language and from the Education Action Zone are well managed.

## 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>• Parents are pleased with the progress their children make and agree that the quality of teaching is good.</li> <li>• Parents believe that the links between home and school have improved over the last few years.</li> <li>• Parents agree that they are welcome to come into the school at any mutually convenient time to discuss any worries or concerns.</li> <li>• Parents think that the school is very well led and managed by the headteacher and senior staff.</li> <li>• Parents are very pleased with the values and attitudes the school promotes and agree that behaviour in the school is of a high standard.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents would like more extra-curricular activities.</li> <li>• Some parents would like their children to receive more homework.</li> <li>• Some parents would like more information about how their children are getting on.</li> </ul>

The inspection findings confirm the parents' positive views of the school. The school offers a satisfactory range of extra-curricular activities, although most of these are for older Key Stage 2 pupils. Overall, pupils receive an appropriate amount of homework for their age and ability. Parents receive good levels of information about their children's progress, and parents of pupils with special educational needs receive very good levels of information.

## **PART B: COMMENTARY**

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

**Pupils of all ages and abilities make good progress overall in most aspects of their work, and achieve their full potential.**

1. The school has a very mixed population, and caters very well for the wide range of ability and backgrounds of the pupils. Although pupils' attainment is well below the national average at the end of Key Stage 1 in English and mathematics, pupils of all abilities achieve their full potential, and benefit from very good teaching in these subjects. By the end of Key Stage 2, pupils attain the national average in English and mathematics and attain very high standards in science. The school's assessment data indicate quite clearly that pupils' performance at the end of Key Stage 2, when compared with similar schools, is often well above average, and that pupils perform very well in relation to their prior attainment.
2. Pupils start school with very low levels of attainment, with very few children scoring the expected level in the baseline assessments carried out in the Nursery and Reception classes. The children's language and personal and social skills are often particularly under-developed, and these areas are appropriately the main focus for teachers in the Foundation Stage. Good teaching and a broad and well-balanced curriculum ensure that Nursery and Reception children make good progress across all areas of learning. The children's progress in acquiring personal and social skills is very good, and is the result of a great deal of hard work and commitment on the part of the teachers and other adults who regularly work with the children. By the time they transfer to Key Stage 1, although the attainment of most children is below the expected level across all areas of learning, the children have an enthusiasm for learning, and the capacity to develop and extend their knowledge, understanding and skills.
3. As they move through Key Stage 1 and Key Stage 2, pupils of all abilities make very good progress in English and mathematics. Their progress is significantly enhanced by very good teaching which ensures that the needs of individual pupils, and groups of pupils, are fully met. The practice of teaching pupils in ability sets for English and mathematics is having a very positive impact on pupils' learning, and is equally beneficial for the lower and higher attaining pupils. The National Literacy Strategy and National Numeracy Strategy have been very well implemented in all classes and provide a good framework for the pupils' learning. Booster classes are provided for Year 6 pupils, and these ensure that as many pupils as possible are able to achieve the expected Level 4 in English and mathematics. In the main, good use is made of homework to support and extend pupils' learning.
4. The provision for pupils who have special educational needs is very good, across the school, and enables these pupils to make very good progress. The school's procedures for identifying pupils who have special educational needs are very good, and the early identification of pupils by their teachers ensures that they receive the additional support they need as soon as possible. Individual education plans are of very good quality and contain precise, measurable and relevant targets. Teachers throughout the school use individual education plans very well when planning work for different groups of pupils. Where the very best teaching occurs, teachers ensure that the pupils have as many opportunities as possible, across the full range of their work, to practise the skills that will enable them to achieve their targets.

5. The provision for pupils who have English as an additional language is very good. Pupils receive very good support from their teachers, and from support assistants who work very effectively with small groups of pupils, sometimes in class, and sometimes on a withdrawal basis. The pupils enjoy their learning, and respond extremely well to the high levels of praise they receive from the teachers and support staff. Very good use of the available funding for support staff and resources in Key Stage 1, means that only a very small number of pupils still have the need for additional language support when they transfer to Key Stage 2. Pupils with English as an additional language make very good progress.

**Pupils' achievement in science by the end of Year 6 is outstanding and standards are well above national expectations.**

6. Over the past four years, standards in science at the end of Key Stage 2 have risen steadily, and they are now very high in relation to the national average. Pupils of all abilities make very good progress across all elements of the science curriculum. By the end of the key stage, pupils' scientific knowledge is very good indeed, and pupils have very good recall of their previous learning. Coverage of the National Curriculum programmes of study is very good, and this means that pupils enjoy and benefit from a very broad range of learning experiences. Pupils' investigative skills are very well developed by the end of the key stage, and pupils approach investigations and experiments in an extremely methodical way. The presentation of pupils' written work is exemplary, especially in the upper part of the key stage, and the clear way in which pupils record their investigations and experiments makes it easy for them to refresh their memories when revisiting topics. Pupils make very good use of a wide scientific vocabulary to explain their ideas clearly and precisely.
7. The teaching of science is very good in Key Stage 2, and is a significant factor in the high standards pupils attain. Teachers have very high expectations of all pupils, and provide challenging and stimulating activities which motivate, enthuse and appeal to the pupils. Throughout the key stage, teachers are particularly effective in the way in which they constantly reinforce, revise and consolidate pupils' previous learning, and in the way in which they introduce new learning. Teachers demonstrate a very good knowledge of the subject and this enables them to present lessons with high levels of enthusiasm and confidence. Very good opportunities are provided for pupils to use and apply skills of investigation and experimentation, and teachers encourage pupils to pursue their own lines of enquiry where this is appropriate. Teachers are extremely effective in the way in which they promote scientific vocabulary, and remind pupils of the need to be clear, accurate and precise in their explanations. Pupils are encouraged to use their numeracy, literacy and information and communication technology skills to support their learning in science.
8. Pupils enjoy science lessons, and their very positive attitudes and willingness to experiment and find things out for themselves contribute significantly to the high standards they attain. Pupils listen very attentively, often asking questions to clarify their thinking, or to find out more about the topic they are studying. Pupils are thoughtful, and make very good use of their prior learning when challenged by new topics. For example, in a very good lesson seen during the inspection, Year 5 pupils considered the effects of drugs on the body, and then, using their previous knowledge about the effects of exercise on the body, drew sensible and appropriate comparisons.

**The quality of teaching and learning is good overall, and is very good in Year 5 and Year 6.**

9. The teaching of children in the Nursery and Reception classes is good and ensures that the children have a good grounding in basic skills. Teachers provide a very good balance of activities between those that are guided by adults, and those that the children select and organise themselves. Very strong emphasis is placed on the children learning language skills, and personal and social skills, which are aspects of their learning that are often very poor when the children start school. Teachers in the Nursery and Reception class make good ongoing evaluations of the children's progress and match tasks carefully to the children's individual needs. Very good use is made of classroom assistants, and visiting support workers, who are well briefed. The Nursery and Reception children learn through a wide variety of practical tasks which help them to gain a very secure grasp of new concepts.
10. The quality of teaching and learning in Key Stage 1 and Key Stage 2 is good overall. It is very good overall in Year 5 and Year 6 where there is a well established and experienced group of teachers. During the inspection, very good and excellent examples of teaching were seen across the school, especially in English and mathematics lessons, where teaching is strong. One of the significant strengths of teaching is the way in which teachers match work to the needs of individual groups of pupils. This enables pupils to achieve their best and to make good progress. Teachers cater equally effectively for lower and higher attaining pupils, and give very good support to those pupils who have special educational needs and English as an additional language, enabling them to make very good progress overall.
11. Teachers are very effective in the way in which they use praise and encouragement to reinforce pupils' learning. This helps to raise the pupils' self-esteem, and is crucial for some of the low attaining pupils, who lack confidence. Teachers painstakingly reinforce and consolidate pupils' learning, approaching previously taught topics in a different way to check the pupils' understanding. In both Key Stage 1 and Key Stage 2 teachers make excellent use of questions to extend the pupils in their thinking, and to help the pupils to clarify their own thoughts. In an excellent Year 2 English lesson seen during the inspection, the teacher used open-ended questions very well to help pupils to express their ideas about the shared book. The questions were carefully phrased to take account of the different levels of ability, and required the pupils to give more than 'one-word answers', thereby extending their speaking skills.
12. Lessons are always carefully planned, and teachers make good use of a range of schemes of work to guide their planning and to ensure that pupils in the same year group who are taught in different classes receive the same range of experiences. Teachers' subject knowledge is good, and this enables them to be confident when presenting new learning, and to answer questions with confidence. Teachers often share the purpose of the lesson with the pupils, and in the best lessons, the learning objective is written on the board so that pupils can refer to it during the session and evaluate the extent to which it has been achieved.
13. The majority of teachers make very good ongoing assessments of the pupils' knowledge, skills and understanding. They record evaluations of lessons on a daily basis, and use this information to ensure that the next lesson in the series builds on what has gone before, and to ensure that pupils who are struggling receive the additional support they need. As a further development, the school is currently trialling a system whereby six Year 1 pupils, from across the ability range, act as a 'pilot' group for literacy, enabling the teachers to identify which aspects of the teaching and learning

have been successfully communicated and which need further development. The work of these pupils is closely scrutinised on a weekly basis and, in the light of their findings, teachers alter and amend their subsequent planning. This practice is proving to be most effective and is enabling teachers to match tasks closely to the needs of different groups of pupils.

14. The quality of pupils' learning is good overall, and very good in Year 5 and Year 6. Pupils respond well to the enthusiasm of their teachers, and are keen to take an active role in discussions and practical activities. Pupils are often confident performers, who, because of the encouragement and praise given to them by their teachers, are keen to talk about, explain and demonstrate their work. Most pupils show a sense of pride in their written work, and try to present their work neatly. This is especially evident in the upper part of Key Stage 2 where work is invariably very well presented. Most pupils complete homework tasks conscientiously, especially reading practice, which the vast majority of pupils in Key Stage 1 and Key Stage 2 understand is a nightly task. Pupils throughout the school work hard, and persevere well, even when they are experiencing difficulties. Most pupils of all ages demonstrate very good skills of independent learning, selecting resources and making decisions about their work. For example, pupils throughout Key Stage 2 regularly choose to use dictionaries to help them with their spellings.
15. Classroom support assistants make an important and very good contribution to the quality of teaching and learning, and they are well guided by teachers so that they are clear about their role and the way in which they should support individual pupils and groups of pupils. The special educational needs support assistants and the English as an additional language support assistants play a particularly vital role in helping these groups of pupils to achieve their individual targets, and to take a full role in all class activities. A small number of pupils are also benefiting from the input of the Learning Mentor, who works closely and very successfully with pupils who have difficulty in managing their behaviour. She gives them a range of strategies that help them to participate in group and class tasks, and to enable them to cope with some of the frustrations that arise when they are working collaboratively with others.
16. There has been a significant improvement in the quality of teaching and learning since the last inspection, and it is now a strength of the school. The improvement has been brought about through a planned programme of staff training, and very high levels of commitment and hard work from the teaching and non-teaching staff.

**Pupils in Key Stage 1 and Key Stage 2 have very positive attitudes to learning and their behaviour is very good. Relationships are excellent.**

17. Key Stage 1 and Key Stage 2 pupils have very positive attitudes to school and to work. They approach all activities with very high levels of enthusiasm and excitement, and are keen to take an active role in class discussions and group work. Pupils demonstrate very good levels of perseverance and concentration, even when they find some of their learning difficult.
18. Pupils enjoy the challenge of problem-solving activities which require them to use their imaginations, and to use and apply their previous knowledge and understanding. This is most evident in science in Key Stage 2, where pupils can hardly wait to start their tasks. The vast majority of pupils have high levels of confidence, and willingly volunteer to share their work with their classmates. Pupils listen well and with genuine interest to the contributions of others, often asking questions or seeking further information. The

vast majority of Key Stage 1 and Key Stage 2 pupils show very good levels of independence. Pupils are always highly motivated and keen to do their best, and thoroughly enjoy their learning.

19. Behaviour throughout the school is very good. Pupils of all ages show good observance of the school's few rules, and treat each other with high levels of respect and tolerance. Pupils are kind and thoughtful, and relationships are excellent. The pupils' very positive attitudes to school, work and play contribute significantly to the high standards they achieve, and the overall quality of life in the school.

**The school is very well led and managed by the headteacher.**

20. The headteacher, who was appointed shortly after the last inspection, provides very good leadership. He has a very clear view for the future development of the school, and a very clear understanding of the school's strengths and relative weaknesses. The way in which he paces and prioritises change is a strength, and regular consultation with the staff and Governing Body ensures that new initiatives are successfully implemented.
21. Since his appointment, the headteacher has established a very strong senior management team which meets regularly to monitor the school's performance, and to plan areas for school improvement. The professional development of staff is encouraged, and in this the senior management team sets a good example, with senior members of staff attending a range of management courses to help them in their work. The role of the curriculum co-ordinators has been effectively developed since the last inspection, although because of staff changes some key co-ordinators, such as those for assessment and literacy, have only recently been appointed. Co-ordinators have started to monitor the quality of teaching and learning through classroom observation, and this is starting to have a positive impact. Teachers benefit from the feedback they receive, and welcome the advice and support of their colleagues.
22. The school has addressed each of the key issues arising from the last inspection, all of which were focused on raising standards, and improving provision in information and communication technology in Key Stage 2, and design and technology throughout the school. In addition, good progress has been made in developing other aspects of the school's life and work. The quality of teaching and learning has improved significantly and this is evident in the improved standards throughout the school, but especially in Key Stage 2. The school has maintained a broad and well-balanced curriculum for all pupils, and has successfully introduced the National Literacy Strategy and the National Numeracy Strategy. The school's partnership with parents has improved considerably since the time of the last inspection, and is an ongoing area of development.
23. The school provides very good levels of support and guidance for all pupils. The headteacher and staff know the pupils and their families well, and encourage parents to come into the school to discuss their worries and concerns. Staff are vigilant of the pupils in their care and are alert to unusual patterns in pupils' behaviour, or their approach to work, which may indicate that they have a problem. The recent appointment of the Learning Mentor through funding from the Education Action Zone has been most beneficial. The Learning Mentor works closely with pupils who have problems with attendance, helping the families to enable their children to attend regularly and to arrive at school on time. In addition, the Learning Mentor works closely with pupils who have difficulties in managing their own behaviour, and she has devised



a number of very good programmes to help these pupils to develop their social skills, and to manage their frustrations.

24. The school is highly committed to raising standards, and staff are starting to make effective use of the analysis of national test results to highlight areas where improvements can be made. For example, as the result of such analysis, the school has focused on raising standards in writing in Key Stage 1 during the past academic year. As a direct result, the percentage of pupils in the school attaining the expected Level 2 has risen dramatically. Over the past four years, the school's end of Key Stage 2 test results show that, despite some fluctuations within subjects and year groups, the overall trend of improvement has been above the national trend. The school is very successful in enabling pupils to achieve their potential, and to make good progress in all areas of their learning.
25. Very good use is made of the school's resources to support educational development, and specific funding, such as that designated for special educational needs, English as an additional language and funding from the Education Action Zone is very well spent. Support staff are carefully selected, and are well briefed by teachers, ensuring that they have a very clear understanding of their roles, and that their work in the classroom is purposeful and productive. Those classroom assistants who work with pupils who have special educational needs and English as an additional language are very well informed, and their work is crucial in enabling these groups of pupils to make very good progress towards their individual targets.
26. The ethos of the school is very good. Pupils of all ages and levels of attainment are very well motivated and have very positive attitudes to work. The school is very successful in the way in which it promotes equal opportunities, and pupils know that they are valued as individuals. The atmosphere in the school is warm, welcoming and friendly, and relationships between adults and pupils are excellent.

## **WHAT COULD BE IMPROVED**

### **Pupils' attainment in information and communication technology at the end of Key Stage 2.**

27. Since the last inspection, the school has made great strides in improving the provision for information and communication technology for pupils in Key Stage 2. However, because of financial constraints and the shortage of suitable accommodation, the computer suite has only very recently been installed. The headteacher and co-ordinator have a clear view of the next stages in the development of information and communication technology across the school, and firm plans are in place for the provision of additional resources, and more staff training. Currently all classes have regular timetabled access to the computer suite, but this is constrained by other factors, and is limited to approximately one hour per week. The school is aware that older Key Stage 2 pupils need more frequent access to the computers so that they can practise and consolidate their skills.
28. Although Key Stage 2 pupils are now making very rapid and good progress in their learning, their attainment is below national expectations at the end of the key stage. This is because the gaps arising from the previous weaknesses in provision have not yet all been addressed. For example, pupils still have a very weak knowledge of how information and communication technology can be used to monitor and control external events, and they have not yet had experience of using sensing equipment for

measuring temperature, light, sound and pressure. Some pupils are not fully aware of the capacity of computers for presenting information, by combining text and graphics, for example, and those pupils who do not have regular access to computers at home still require adult support to move within and between programs. Most Key Stage 2 teachers provide good opportunities for pupils to use information and communication technology to support their learning across the curriculum, and during the inspection some good examples were seen of pupils using classroom computers, such as in Year 6 where pupils were finding information from the 'Internet'. However, the use of classroom computers is still an ongoing area of development, and opportunities for pupils to use computers to support their learning are not consistently provided across the key stage.

### **Pupils' attainment in science at the end of Key Stage 1.**

29. Pupils' attainment in science at the end of Key Stage 1 is well below national expectations and could be higher. Because of staff absence in Key Stage 1 over the past two years, science has not been a focus of development, and not enough has been done to raise standards in this subject. Curriculum coverage is not sufficiently broad, and until recently not all teachers followed the agreed scheme of work. This has resulted in uneven coverage of the National Curriculum programmes of study, and some unnecessary repetition of topics in Year 1 and Year 2.
30. Pupils' recall of what they have learned is very weak. Some pieces of written work are incomplete, and this makes it difficult for pupils to review their previous learning. Pupils' knowledge of topics they have studied is very superficial, and few pupils are able to transfer their previous learning when studying new topics. For example, having learned that humans need water, light and shelter for growth and healthy life, pupils are then not able to describe the basic needs of plants and animals. By the end of the key stage pupils have some knowledge of materials and their properties, but lack the necessary scientific vocabulary to explain their ideas. Pupils' investigation skills are particularly weak and they do not have enough opportunities to present their findings in different ways. Very few pupils have an understanding of a 'fair-test', and few are able to make predictions about what they think might happen next when conducting an experiment.
31. Although the teaching of science is satisfactory overall, there are some unsatisfactory elements. Curriculum coverage is now satisfactory, and staff are following the agreed scheme of work. The subject is taught for an appropriate amount of time each week, and teachers' knowledge of the subject is secure. However, there is an overuse of worksheets which prevents pupils from developing and practising their literacy skills, and some investigative tasks are insufficiently demanding, especially for the higher attaining pupils.

### **Procedures for monitoring and tracking pupils' progress and attainment.**

32. The school makes good use of a range of tests and teacher assessments to measure pupils' progress and attainment in all subjects of the National Curriculum, but has only just started to make use of the information collected to track the performance of individual pupils and different groups of pupils. Currently it is not possible to track the year by year progress of individual pupils within individual subjects. This means that the school is not always identifying when individual pupils are doing better than might be expected, or not as well as expected, and this is preventing teachers from taking the necessary steps to meet these pupils' individual needs.

33. Co-ordinators are effective in the way in which they monitor teaching and learning through classroom observation, but are not placing enough emphasis on tracking pupils' progress and attainment through the scrutiny of pupils' work. This means that they do not always have a clear view of pupils' progress as they move through the school, nor are they able to effectively highlight strengths and weaknesses in teaching and learning.

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

### **To improve pupils' attainment in information and communication technology at the end of Key Stage 2, the school should:-**

- continue with the proposed plans that are outlined in the School Improvement Plan;
- provide additional opportunities for older pupils to access the computer suite.

### **To improve pupils' attainment in science at the end of Key Stage 1, the school should:-**

- place more emphasis on practical work;
- ensure that tasks are suitably challenging, especially for the more able pupils;
- share the very good practice that is evident in Key Stage 2;
- encourage pupils to record their findings in a variety of different ways.

### **To improve the procedures for monitoring and tracking pupils' progress and attainment the school should:-**

- make more use of assessment information to track and monitor the progress and attainment of individual pupils as they move through the school;
- regularly scrutinise the work in pupils' books.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	10	9	2			
Percentage	16	40	36	8			

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 four percentage points.

### 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)	26	373
Number of full-time pupils known to be eligible for free school meals	0	108

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	2	101

English as an additional language	No of pupils
Number of pupils with English as an additional language	27

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	6.7

#### Unauthorised absence

	%
School data	0.3

National comparative data	5.2
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	31	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	20	19
	Girls	24	27	25
	Total	42	47	44
Percentage of pupils at NC level 2 or above	School	76 (71)	85 (59)	80 (80)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	16
	Girls	26	26	24
	Total	46	46	40
Percentage of pupils at NC level 2 or above	School	84 (78)	84 (80)	73 (78)
	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	21	27	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	18
	Girls	23	18	26
	Total	35	30	44
Percentage of pupils at NC level 4 or above	School	73 (77)	63 (66)	92 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	18
	Girls	23	22	26
	Total	36	35	44
Percentage of pupils at NC level 4 or above	School	75 (66)	73 (64)	94 (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	22
Black – African heritage	1
Black – other	12
Indian	1
Pakistani	14
Bangladeshi	4
Chinese	1
White	231
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	1
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	30
Average class size	24

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

Total number of education support staff	5
Total aggregate hours worked per week	138

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	689533
Total expenditure	693506
Expenditure per pupil	1895
Balance brought forward from previous year	0
Balance carried forward to next year	-3973

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
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	399
Number of questionnaires returned	100

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	63	35	1	0	1
Behaviour in the school is good.	47	46	3	0	4
My child gets the right amount of work to do at home.	35	44	15	2	4
The teaching is good.	64	34	1	0	1
I am kept well informed about how my child is getting on.	37	47	14	1	1
I would feel comfortable about approaching the school with questions or a problem.	67	30	1	1	1
The school expects my child to work hard and achieve his or her best.	70	27	0	0	3
The school works closely with parents.	33	53	8	4	2
The school is well led and managed.	57	37	1	0	5
The school is helping my child become mature and responsible.	55	39	2	0	4
The school provides an interesting range of activities outside lessons.	26	34	19	3	18