

# INSPECTION REPORT

## **ASHLANDS PRIMARY SCHOOL**

Ilkley, West Yorkshire

LEA area: Bradford

Unique reference number: 107277

Headteacher: Jenni McDonough

Reporting inspector: Mr F. Norris  
21632

Dates of inspection: 12<sup>th</sup> – 13<sup>th</sup> February 2001

Inspection number: 197009

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:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Leeds Road Ilkley West Yorkshire
Postcode:	LS29 8JY
Telephone number:	01943 609050
Fax number:	01943 609050
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M. Lynes
Date of previous inspection:	2 <sup>nd</sup> December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in Ilkley, West Yorkshire. In 1999 the school changed from a first school to a primary school following a reorganisation of schools by the local education authority. The school roll has consequently expanded considerably since the last inspection and is now 229 (109 girls, 120 boys). The current Year 6 cohort is the first to be taught within the school. Pupils are predominantly white. The percentage of pupils speaking English as a second language (three per cent) is higher than in most schools nationally. The number of pupils eligible for free school meals is below the national average. A well below average proportion of pupils (28) are on the special educational needs register, including two with a statement for special educational needs. Attainment on entry covers the full range although in general it is above average. Pupils are admitted into the reception class at the beginning of the school year in which they become five. At the time of the inspection 30 children were being taught within the foundation stage.

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

Ashlands is an effective school where, as a result of good teaching, pupils attain high standards in reading, writing and mathematics. The youngest pupils regularly receive very good teaching. Pupils behave very well and have very positive attitudes. The leadership of the newly appointed headteacher is very good and she is well supported by the governing body. Parents value the school's work although relationships have been strained during the last year due to the many changes the school has faced. The school provides good value for money.

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

- Pupils attain standards that compare well with those of similar schools.
- The quality of teaching is consistently good throughout the school and very good in the Reception classes.
- Reading is taught thoroughly and high standards are achieved.
- The school is very well led by the newly appointed headteacher and is well supported by the governing body.
- Pupils' personal development is very good; they are well behaved, polite and courteous.

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

- Identification and assessment of pupils with special educational needs.
- The use of assessment information to help ensure that work is always well matched to the needs of the pupils.
- The restoration of the very good relationships that existed with parents.
- The involvement of coordinators in monitoring and evaluating teaching and learning.

*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 inspected in December 1996 when it was a first school and was judged to be good. Improvement has been satisfactory and most of the last inspection's key issues have been appropriately addressed. The good standards achieved in the previous report have been maintained and teaching remains good overall. Mathematics standards have risen significantly, especially for higher attainers during recent years. Spiritual awareness is now catered for well. English and mathematics coordinators have begun to monitor and evaluate the quality of teaching and learning throughout the school but other coordinators have had few or no opportunities to do so. The new headteacher and a very supportive governing body are successfully leading the school through a period of transition to its new role as a primary school.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A*	A*	A*	A
Writing	A*	A	A	B
Mathematics	A	A	A	A

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

By the time children leave the foundation stage they have exceeded the early learning goals expected of them. The test results for seven year-olds indicate that, compared with the national average, standards are very high in reading and well above average in writing and mathematics. The result in reading places it in the top five per cent of schools nationally. Pupils' results are well above average in comparison with similar schools in reading and mathematics and above average in writing. Standards in writing have been declining over recent years in comparison with similar schools although standards observed during the inspection reveal marked improvements during the last six months. Standards for the current Year 2 pupils in reading and mathematics are similar to the last national test results. The current Year 6 cohort will be the first to be tested at the end of Key Stage 2. Standards observed for these pupils indicate that they are likely to achieve the above average targets set for the school in English and mathematics. Standards of presentation and handwriting are not high enough in Years 5 and 6. There are no discernible differences in the attainment levels achieved by boys and girls as observed during the inspection. Pupils with special educational needs and those with English as a second language make generally good progress in relation to their prior learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes and are very keen to learn.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are courteous and polite.
Personal development and relationships	Pupils develop their independence very well and relationships are very good.
Attendance	Very good

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very 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 is good. Seventy-five per cent of the teaching is good or better and thirty-five per cent is very good or excellent. No unsatisfactory teaching was observed. Reading and mathematics are taught thoroughly and this helps pupils to achieve their good standards by the time they leave the school. Generally, the range of pupils' needs is met but those with special educational needs are not monitored sufficiently well. Expectations of presentation and handwriting are too variable for the oldest pupils. Key features of the effective teaching are high expectations throughout the lesson, the very good relationships that are clearly evident and the engaging and entertaining style of teaching that is used. Teaching in the Reception classes is varied, relevant and totally engaging for pupils. Teachers occasionally give insufficient attention to ongoing assessment to help ensure that future work set for pupils is appropriately challenging.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced.
Provision for pupils with special educational needs	Good provision overall. These pupils are well supported by the setting arrangements in English and mathematics throughout the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall with particular strengths in the moral and social development of pupils.
How well the school cares for its pupils	Good pastoral care is offered to all pupils. The specific identification and assessment of pupils with special educational needs is unsatisfactory overall. Teachers do not always use assessment as an integral part of their work in lessons.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The newly appointed headteacher provides very good leadership. Some subject coordinators are beginning to monitor and evaluate teaching and learning although many have not had the chance to do so.
How well the governors fulfil their responsibilities	The chair of governors ably leads a supportive governing body. The chairs of the main committees are fully aware of the current needs of the school.
The school's evaluation of its performance	Satisfactory, although more attention is required to ensure that governors are fully aware of pupils' performance.
The strategic use of resources	Overall, satisfactory use is made of resources to improve standards of teaching

	and learning.
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**PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The teaching is good and their children are expected to work hard.</li> <li>• Their children like school and are making good progress.</li> <li>• Behaviour is good and children are helped to become responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities offered outside of lessons.</li> <li>• The partnership with parents.</li> <li>• How well parents are informed about the progress their children are making.</li> <li>• The amount of homework provided.</li> </ul>

The inspection’s findings endorse some of the parents’ views. During the last few years the school has faced considerable difficulties and these have shaken the confidence of a large minority of parents. Parents are proud of the school but feel that they could be better informed about whole school developments as well as the information they receive about how well their children are doing. The school is aware of the decline in after-school and lunchtime activities. These are beginning to be re-established. A recent review of the homework set for pupils has resulted in an appropriate amount being offered. All pupils questioned acknowledged that they had seen discernible improvements in the quality of homework provided since the end of last year.

## **PART B: COMMENTARY**

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

#### **Pupils attain standards that compare well with similar schools.**

1. By the time children have finished the Reception year they have exceeded the early learning goals expected of children of this age. Pupils' results in the 2000 national tests for seven-year-olds were very high in reading and well above average in writing and mathematics when compared to the results of all other schools. When compared to similar schools the results are well above average in reading and mathematics and above average in writing. Taking the four years 1997-2000 together, results show that standards in reading have remained consistently very high and significant improvements have been achieved in mathematics. The trend in writing has been less secure and a steady decline has taken place. It is clear, however, that the school has begun to successfully address this issue. The standard of work observed during the inspection revealed improved standards in writing overall. National tests for eleven-year-olds will be taken for the first time this year. Standards observed of pupils in Year 6 indicate that they are likely to achieve the above average targets set for the school in English and mathematics. Pupils achieve well because of the consistently good teaching they receive.
2. Pupils have been given significantly more opportunities to write for a range of purposes in recent months. This has enabled them to achieve higher standards than in recent years especially in the infants. Pupils in Reception classes are encouraged to write simple stories about their own experiences. This generally supports their phonic skills well. In Year 1 pupils achieve very high standards in their writing about "Cuddly Dudley". Boys achieve particularly well and write lengthy pieces. Sentences are correctly identified and some pupils are aware of paragraphs. Spelling is accurate and the choice of words extends beyond the obvious. Handwriting and presentation are clear strengths. In a very good Year 2 Science lesson pupils produce excellent booklets to inform others of the dangers of drugs. New technical words are spelt carefully and are phonetically plausible. In an excellent Year 3 lesson about erosion pupils record their results well using a very good range of adjectives to describe the effects of erosion on a variety of rocks. This significantly supports their ability to share and express their findings with other pupils. The work of older pupils relies more heavily on redrafting their work. This allows them to consider the merits of their work and encourages them to be more sophisticated. The standard of handwriting is good throughout the school although in Years 5 and 6 the quality is not as good and presentation skills are generally less well developed than they should be.
3. When children join the Reception classes they generally have good mathematical understanding. This advantage is well used by teachers and the rate of progress achieved by the children is consistently good. Pupils are presented with a good range of tasks that give due consideration to their prior attainment. During a particularly effective lesson a Reception teacher provided activities that allowed the higher attaining children to find missing numbers on a number line between zero and 30; the middle attaining pupils to sequence numbers correctly between zero and 15 and the lower attaining pupils were encouraged to match numbers between zero and ten. In Year 2 pupils know that it is sometimes easier to count on rather than subtract two numbers. Their familiarity with these strategies ensures that their mental calculations are rapid and generally accurate. Many higher attaining pupils can add and subtract using three digit numbers and clearly enjoy doing so.

4. In mathematics lessons in the juniors older pupils are able to accurately estimate the size of an angle on a computer game and are familiar with the range of terms used to describe different types of triangles. They understand that multiplication and division are inverse operations and that they can be used to check their answers. Higher attaining Year 6 pupils know by heart the formulae to help them calculate the area of triangles and the volume of cuboids. Many pupils, including those with special educational needs, have high levels of mathematical knowledge.

**The quality of teaching is consistently good throughout the school and very good in the Reception classes**

5. In all of the lessons observed, a key feature was the very good relationships that exist between teaching staff and pupils. Teachers treat the pupils with respect; talking to them sensitively and with a high regard for their development. The quality of the relationships promotes a friendly atmosphere and a willingness to have fun and share humour. Teachers have developed very good skills in managing groups of pupils as they move from one class to another to receive teaching in their attainment sets. During these parts of the day very little time is lost and pupils know the range of materials and books they will require. The smooth commencement of lessons sets a very positive tone and this is maintained throughout.
6. Teachers provide a good range of challenging tasks for the pupils. They try to support learning in one subject area by referring to previous work covered in another subject. For instance, in a science lesson in Year 2, pupils were encouraged to consider knowledge gained earlier in the year about Florence Nightingale and Mary Seacole when developing their understanding of medicines. One pupil made it clear that safe medicine procedures would have to have been followed by all nurses during the Crimean War as well! The regular reference by teachers to previous work ensures that the curriculum binds together as a meaningful experience for pupils.
7. Teachers have a good understanding of the national literacy and numeracy strategies. Frequent reference is made to these strategies within the teachers' planning and there is good evidence that many teachers have adapted their teaching style to meet the requirements of the strategies. Teachers are now beginning to amend their practice as they consider what works well for them. This has allowed teachers to be more flexible and the reintroduction of hearing pupils read individually has maintained the high standards in reading. This task takes a great deal of time and many teachers provide this by giving up their own lunchtimes and break-times to hear the pupils read. Standards in reading are very high, particularly in the infants.
8. The teaching at the start of literacy lessons is invariably well focused and has a good pace. Questions are well used. For example, in a Year 2 lesson, pupils sharing a "big book" with the teacher were asked, "Why is a full stop here?" and "What's special about this letter?" As a consequence pupils improved their understanding of basic punctuation and the importance of sentences. In the very effective teaching a wide range of interesting and exciting activities are utilised to develop the objective for the lesson. This was clearly evident in a Reception class where several tasks and activities were arranged to reinforce the pupils understanding of initial letter sounds. The pupils worked busily and productively. When the teacher felt that they were ready for a greater challenge she provided another interesting task. For many pupils the work was fun and highly enjoyable. They were very keen to do well and please the teacher.
9. In an effective numeracy lessons objectives for learning were shared with pupils at the beginning of lessons and then regularly reinforced. In a good lesson in Year 1 pupils working

on numbers up to 100 were regularly reminded why they were undertaking the work and how much time was left to complete the tasks. This kept them on their toes and injected pace at key moments to their work. Teachers use appropriate mathematical vocabulary well and make clear reference to it during plenary sessions to help support the learning of lower attaining pupils in particular.

**Reading is taught thoroughly and high standards are achieved.**

10. High priority is given to the development of pupils' reading to help them become independent readers. They are heard read regularly and take their books home each day so that parents can help them. Pupils talk confidently about how adults help them and parents' comments in their reading diaries are often supportive and evaluative. Pupils' skills and pleasure in reading are promoted from the time they first enter school. Classrooms and structured play areas provide many exciting and interesting books and captions to capture pupils' interest. Recent studies of Antarctica and the creation of 'igloos' and 'ice palaces' within the classroom have encouraged many pupils to use them in order to read quietly or with friends. Fiction and non-fiction books are well organised.
11. Thorough teaching of basic skills in reading begins in the Reception year. A very good lesson observed in a Reception class revealed that the teacher had prepared a very interesting collection of objects that began with a particular sound. These objects were hidden in a sack and pupils were allowed to select them one at a time. The subsequent discussion of the sound was purposeful and clear but it was well supported by broader discussions about the object itself. This raised pupils' awareness of where and how the object was made. In a good lesson in Year 1 the teacher regularly reinforced children's knowledge of letter sounds when they talked about the "Not now Bernard!" storybook. The children were encouraged to join in reading with the text and to spot familiar words. They were able to discuss reasons why the author chose particular words and could identify paragraphs and exclamation marks. In a Year 2 lesson the teacher began with a very clear revision of a particular blend of letter sounds and gave pupils a chance to consider some key features of good sentence structure. A very strong feature of the reading programme offered to pupils throughout the infants is the commitment from many adults within the school to hear pupils read regularly on a one-to-one basis. Pupils clearly enjoy this aspect of school life and it significantly supports their rate of progress.
12. In the juniors pupils continue to read for enjoyment and progress at a good rate. Most pupils are reading material that they choose for themselves and it is clear that their decisions about what to read generally ensure that their book is appropriately challenging. Pupils heard read during the inspection read well in relation to their prior attainment. The oldest pupils read fluently and with due regard to punctuation marks such as semi-colons and the type of voice they should use for particular characters when reading aloud. When a Year 5 pupil was asked to read a difficult text to the rest of the class he revealed a good range of strategies for reading the many unfamiliar Latin terms within the text. The teacher had obviously prepared the lesson well because he had researched the meaning of the words and had brought along the specific reference book that he had used to find their meanings! High attaining pupils regularly use alternative sources for reading material including the local library and local bookshops. This ensures that they read material that particularly interests them. Lower attaining pupils are satisfactorily supported throughout the school. They are heard read regularly especially in Infant classes and receive an appropriate curriculum within the setting arrangements for English lessons throughout the school.

**Pupils' personal development is very good; they are very well behaved, polite and courteous.**

13. Pupils are expected to work hard and they respond accordingly. Expectations of good behaviour begin in the Reception classes and these youngest children are encouraged to listen attentively, co-operate together and to become more independent. For example, children participating in a "Beach Party" worked well together in sharing a pirate game and using sunglasses. When the expectations in the teaching are high pupils' response is particularly positive. Pupils discussing friendship were fired with enthusiasm. They recalled many occasions within school when friendship was clearly shown. In an excellent science lesson pupils worked diligently with sustained enthusiasm and as a result made discernible gains in their knowledge and understanding of materials. Generally, pupils use equipment confidently and sensibly select and clear away resources. Classrooms are well organised to help them do this. A good range of opportunities promotes pupils' personal development. In each class pupils have the chance to take responsibilities and to help others. In a Year 3 lesson pupils were asked to go and help others if they had finished their work. Without fail the pupils immediately set off to assist their classmates. In discussion with inspectors, pupils indicated how happy they were in the school. They enjoyed their lessons and they liked their teachers. The behaviour of pupils was always very good. They showed courtesy and politeness at all times. For example, an inspector was made to feel very welcome in the school during the first morning of the inspection when he was presented with a small delicate shell by one of the youngest pupils on their way into a school assembly.

**The newly appointed headteacher provides very good leadership and is well supported by the governing body.**

14. During the last three years the school has been led by three different headteachers. The newly appointed headteacher took up her post in September 2000 and has quickly and correctly identified what needs to be done to improve the school further. She has begun to unite the entire school community and has produced a very clear outline of the school development plan that places teaching and learning and relationships with parents as key areas for improvement. The headteacher has established a very good relationship with the governing body and provides very good leadership.
15. The governing body has been very supportive during a significant period of change. They have coped well with the changes in leadership within the school and made sensible plans for the change from a first school to a primary school. The chair of governors regularly meets with the headteacher and has been very helpful in providing background information and support during the first few months of her appointment. The chairs of the major governor committees are clear about their role and have been useful in helping the headteacher move the school forward. They are aware that they need to establish a clearer procedure for evaluating the effectiveness of teaching and learning so that strategic decisions can be made to allocate funds where they are most needed. They intend using curriculum coordinators more to help provide them with this important information.

**WHAT COULD BE IMPROVED**

**Improve the identification and assessment of pupils with special educational needs**

16. During the last few years the role of the special educational needs coordinator has been undertaken by the headteacher. The tradition in the school has been for the headteacher to withdraw pupils that require additional help and to teach them in small groups in a well-resourced base. This procedure was very effective. The current special educational needs policy was approved in 1995 and has not been reviewed since. It is clear that the policy does not now accurately reflect the procedures within the school and provides little guidance in helping to identify the criteria to be used in order to judge whether a pupil requires additional support. Some pupils have remained on the special educational needs register for too long and receive little benefit from this. The system for identifying pupils with special needs lacks clarity and is open to too much interpretation by teachers and parents. The school has no effective methods for assessing the progress of these pupils and conducts few formal reviews involving parents and other interested parties to assess how well they are doing. The recently introduced setting arrangements for nearly all pupils has significantly helped pupils with special educational needs to receive work that is more appropriately challenging. It has, however, created additional difficulties in judging how well pupils on the special educational needs register are doing. Few formal meetings between the three or four teachers that may teach a special educational needs pupil during the course of a week have been conducted and little consideration given to whether the learning programme being provided is appropriate or not. The school has been hesitant in seeking additional external support for pupils on the lower stages of the register and has relied too heavily on using its own expertise. The headteacher is aware all of the above weaknesses and has begun to seek strategies for securing improvements.

**The use of assessment information to help ensure that work is always well matched to the needs of the pupils.**

17. The recent introduction of the setting arrangements for nearly all pupils has enabled teachers to provide work more closely aligned to their needs. There are, however, still occasions when work is not well matched to the learning needs of pupils. The school conducts and carefully analyses the outcomes of the national tests and assessments at age seven. Some additional external tests are provided and results collated. Little evaluation of these results is undertaken and they play a minimal role in ensuring that work is challenging and appropriate. The school occasionally uses tests and assessments devised within the school to help judge pupil progress and attainment generally. These tests do not provide sufficient comparative data to national standards and are carried out in an ad-hoc way.
18. Assessment is not a natural part of teaching and learning within many lessons and results are rarely cross-checked to establish their validity. During lessons teachers try to remember what pupils have learnt in order to plan effective lessons for the future. They rarely record this information for their own use or for sharing with other teachers or parents. The result of this is that future work is not always appropriately matched to the individual needs of the pupils.

**The restoration of the very good relationships with parents that previously existed.**

19. At the time of the last inspection the school benefited from very good relationships with parents. The school was led by a trusted and highly respected headteacher and parents were an integral part of the school community. During recent years the relationship has been less harmonious. A significant minority of parents find the school unwelcoming and do not feel that they are allowed to be significant partners in helping their children to succeed. It is clear that parents appreciate the good quality teaching their children receive, the good progress their children make and the very good behaviour prevalent throughout the school. Many are rightly

proud of the school's achievements. Recent changes in leadership at the school have shaken parental confidence and some decisions that have been taken have not been well received particularly when they appear to exclude rather than include parental involvement. It is clear that many parents want to be provided with more accurate information about how well their children are doing at school and a regular opportunity to discuss these matters. The establishment of a manageable system for all concerned is a key priority for the management of the school. The headteacher had already discussed this issue with a number of key governors and plans were in place to effect change. These were put on hold until the inspection had been completed. The governors intend to act upon initial plans to secure a healthier relationship between school and parents.

### **The involvement of curriculum coordinators in monitoring and evaluating teaching and learning.**

20. The role of the curriculum coordinator, a weakness within the last inspection report, remains underdeveloped. During the last few years subject coordinators have begun to play a more significant role in the successful implementation of the national literacy and numeracy strategies within the school. These coordinators have been given opportunities to help and observe their colleagues teach and have made important suggestions for improvement. For instance, sensible changes have been made to the teaching of reading following observations undertaken by the coordinator. The majority of curriculum coordinators have, however, not been given the opportunity to play a significant part in raising standards in teaching and learning throughout the school. They remain unaware of strengths and weaknesses in the quality of teaching and rarely analyse assessment data for trends in attainment or for the identification of underachieving groups of pupils.

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

21. To raise standards and further improve the quality of education offered by the school, the headteacher, staff and governors should:
- (1) Improve the identification and assessment of pupils with special educational needs (SEN) by:
    - Revising and updating the policy for pupils with SEN;
    - Clarifying and consistently applying the criteria for joining and leaving the register of pupils with SEN;
    - Adopting procedures for regularly assessing the progress of pupils with SEN and reviewing their learning programme. (para. 16)
  - (2) More consistently use assessment information to ensure that tasks are always well matched to the needs of pupils supported by:
    - Evaluating and using the results of external tests;
    - Regularly recording and sharing the results of all assessments.(paras. 17-18)
  - (3) Implement plans already made to improve the relationship between the school and parents.(para. 19)

- (4) Extend the role of all curriculum coordinators to mirror the role of the coordinators for literacy and numeracy. (para. 20)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

20

Number of discussions with staff, governors, other adults and pupils

8

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	30	40	25	0	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

229

Number of full-time pupils eligible for free school meals

12

#### **Special educational needs**

YR – Y6

Number of pupils with statements of special educational needs

2

Number of pupils on the school's special educational needs register

28

#### **English as an additional language**

No of pupils

Number of pupils with English as an additional language

7

#### **Pupil mobility in the last school year**

No of pupils

Pupils who joined the school other than at the usual time of first admission

17

Pupils who left the school other than at the usual time of leaving

22

### *Attendance*

#### **Authorised absence**

	%
School data	3.7
National comparative data	5.2

#### **Unauthorised absence**

	%
School data	0.1
National comparative data	0.5

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

***Attainment at the end of Key Stage 1***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	17	17	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	16
	Girls	17	17	17
	Total	31	32	33
Percentage of pupils at NC level 2 or above	School	91 (83)	94 (86)	97 (92)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	14
	Girls	17	17	17
	Total	32	33	31
Percentage of pupils at NC level 2 or above	School	94 (83)	97 (92)	91 (92)
	National	84 (82)	88 (86)	88 (87)

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	197
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	-	-
Black – African heritage	-	-
Black – other	-	-
Indian	-	-
Pakistani	-	-
Bangladeshi	-	-
Chinese	-	-
White	-	-
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)	10.5
Number of pupils per qualified teacher	21.8
Average class size	22.1

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

Total number of education support staff	7
Total aggregate hours worked per week	99

### *Financial information*

Financial year	2000
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	£
Total income	336823
Total expenditure	310387
Expenditure per pupil	1599
Balance brought forward from previous year	32897
Balance carried forward to next year	59333

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

**Questionnaire return rate**

Number of questionnaires sent out	228
Number of questionnaires returned	111

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	35	5	1	1
My child is making good progress in school.	49	44	6	0	1
Behaviour in the school is good.	54	37	3	0	6
My child gets the right amount of work to do at home.	30	49	15	5	2
The teaching is good.	52	41	2	0	5
I am kept well informed about how my child is getting on.	31	46	20	4	0
I would feel comfortable about approaching the school with questions or a problem.	52	34	8	4	2
The school expects my child to work hard and achieve his or her best.	53	40	5	0	3
The school works closely with parents.	26	41	24	6	2
The school is well led and managed.	32	43	8	5	13
The school is helping my child become mature and responsible.	44	45	9	1	1
The school provides an interesting range of activities outside lessons.	22	35	20	17	6

