

# INSPECTION REPORT

## **SHERIFF HUTTON PRIMARY SCHOOL**

Sheriff Hutton, York

LEA area: North Yorkshire

Unique reference number: 121342

Headteacher: Mrs P Powell

Reporting inspector: David Byrne  
28076

Dates of inspection: 23<sup>rd</sup> - 24<sup>th</sup> May 2000

Inspection number: 197193

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: Primary

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: West End  
Sheriff Hutton  
York

Postcode: YO60 6SH

Telephone number: 01347 878441

Fax number: 01347 878441

Appropriate authority: Governing Body

Name of chair of governors: Mr. Andrew Johnson

Date of previous inspection: 22<sup>nd</sup> - 26<sup>th</sup> April 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 the small village of Sheriff Hutton which is located ten miles to the North of York in the county of North Yorkshire. The socio-economic background of the pupils is above average. The school is smaller than other primary schools with one hundred and eighteen pupils on roll between the ages of four and eleven. Just three pupils are known to be eligible for free school meals which is well below the national average. Twenty two pupils, which is eighteen percent of pupils in the school, are identified as having special educational needs which is close to the national average. The percentage of pupils with statements of special educational needs is above the national average at 3.4%. Virtually all pupils are of white ethnicity. Nearly all pupils come to school with pre-school experience and most children start school with well developed language skills and above average attainment overall. There are a significant number however who have limited language and personal and social development.

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

This is a very effective school which has many strengths. It enables pupils of all abilities to make good progress in their academic and personal development. There is effective leadership provided by the headteacher which contributes to good teaching across the school. Pupils form excellent relationships with one another and have very good attitudes to all aspects of school life. They benefit from a broad, balanced and well organised curriculum. All pupils, including those with special educational needs are given appropriately challenging work. The school gives good value for money.

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

- Pupils attain very good standards in English, mathematics and science by the end of Key Stage 2.
- Pupils develop very good attitudes, behave very well and form excellent relationships with one another.
- Teaching is good overall. Throughout the school all pupils are challenged appropriately and in Key Stage 2 good use is made of homework to extend learning at home.
- Very good provision is made to promote pupils' spiritual, moral, social and cultural development.
- The leadership and management of the school are very good. The governing body is knowledgeable and committed and supports the headteacher and staff very well. All aspects of financial management are efficient.

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

- Standards in handwriting, creative writing and mathematics in Key Stage 1.
- Standards in information technology across the school.
- Ways of assessing and recording the progress of pupils in science and information technology
- The quality of curriculum planning so that there are more opportunities for pupils to learn basic skills of literacy, numeracy and information technology across the curriculum.

*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 April 1996. Since that time, despite major changes in staffing and in the senior management team, the National Curriculum assessment results at the end of Key Stage 2 have improved at a faster rate than has been the case nationally. In Key Stage 1, standards in mathematics have improved as a result of a careful analysis of the National Curriculum assessment results. The percentage of pupils attaining the higher level 3 has increased. The way in which the school's developments are planned is now much better and a good quality school development planning process is in place. The headteacher and staff have worked hard over the last four years to develop and implement good assessment procedures in English and mathematics and the curriculum has been successfully adapted to respond to national initiatives. Since the last inspection the school has been extensively remodelled and the accommodation is now of a good standard. The role of the governing body has improved so that governors are now more knowledgeable about what goes on in the school, and more effective in supporting and monitoring its work. The school makes accurate and honest evaluations of its strengths and weaknesses and carefully monitors the effectiveness of all that it does. This means that the school is well placed to maintain the current high standards achieved in many aspects of its work whilst making further improvements wherever possible.

### STANDARDS

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

Performance in:	compared with				<b>Key</b> very high A* well above average A above average B average C below average D well below average E
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A*	A	A	
Mathematics	A	A	A*	A*	
Science	A	A*	A	A	

The table shows that pupils' attainment at the end of Key Stage 2, on the basis of the end of key stage National Curriculum test results, is well above average compared to other schools nationally in English, mathematics and science. In mathematics, the pupils' performance is in the top 5% of schools. In comparison with similar schools, pupils' performance was also well above average. The school has maintained consistently high standards over the last three years in English, mathematics and science. In Key Stage 2, pupils make good progress and reach their potential. Inspection findings confirm these results are an accurate reflection of standards across the school.

In Key Stage 1, standards in reading are above those found in schools nationally and in comparison to similar schools they are average. In writing, standards are well above the national average and above average in comparison to similar schools. Even though the results in writing are the above the national average, inspection findings indicate that standards of handwriting and also of independent creative writing could be even better. Pupils attain standards in mathematics which are close to the national average and in 1999, attainment was below the average for similar schools. As a result of new strategies introduced in 1999, standards in mathematics have now improved and the school is well placed to maintain these improved standards. Teachers' assessments in science indicate that standards are well above the national average by the end of Key Stage 1.

Across the school standards in information technology are not as good as they could be and

progress is unsatisfactory. There are particular strengths in the quality of pupils' performance in music and standards in art.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils are eager to learn and they try very hard in all that they do. They take a keen interest in lessons and respond well to challenging and demanding tasks.
Behaviour, in and out of classrooms	Behaviour is very good, both in lessons and around the school. Pupils are caring and friendly to one another and to adults.
Personal development and relationships	Relationships amongst pupils are excellent and there are very good levels of independence. Pupils capably perform a wide range of duties and jobs and use their initiative and make informed choices.
Attendance	Attendance is very good and above the national average however a high proportion of pupils take holidays during term time which adversely affects the progress which these pupils make.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
16 Lessons seen overall	Good	Good	Very Good

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

The quality of teaching is good overall with particular strengths in Early Years and Key Stage 2. During the inspection, 25% of lessons observed were very good or excellent, 56% were good and the remainder were satisfactory. No unsatisfactory teaching was observed. Teaching is particularly good in mathematics and science in Key Stage 2, and English and music across the school. A lack of suitable resources, until recently, coupled with a need for training in information technology for some staff has resulted in standards in information technology which are below what is expected nationally. In Key Stage 1, more emphasis needs to be given to developing pupils' handwriting and creative writing skills. The quality of teaching of pupils who have special educational needs, and of pupils who are higher attainers, is good overall.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum is broad and balanced. Provision for information technology has, until recently, not been satisfactory. Very good use is made of the environment and links with the local community to enrich the curriculum.
Provision for pupils with special educational needs	Good provision overall for pupils with special educational needs with appropriate individual education plans to direct pupils' progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall with good opportunities for pupils to develop a spiritual awareness and knowledge of a wide range of moral issues. Pupils are given a good range of opportunities which helps them to understand the richness and diversity of other cultures.
How well the school cares for its pupils	A friendly, secure and caring ethos pervades the school which ensures that pupils are able to flourish both personally and



	academically. A family atmosphere within the school reflects the commitment of the staff, headteacher and governing body to ensuring that pupils are happy and safe.
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### 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 has a clear vision of where the school is going. School development is well managed so that a sensible pace of change is maintained. The headteacher successfully creates close teamwork between all staff so that a shared commitment and standard is evident in the school. She is well supported by a committed and competent senior teacher.
How well the governors fulfil their responsibilities	The governing body is knowledgeable and realistic in its assessment of the school. Governors monitor all aspects of the school's performance and are effective in critically supporting the headteacher and staff. The financial management of the school is very good. Statutory responsibilities are met.
The school's evaluation of its performance	The headteacher and staff constantly search for ways of improving the school. Good use is made of information from the National Curriculum assessment results, and good procedures are in place for assessing and recording pupils' progress in English and mathematics. Standards of teaching and learning during lessons are regularly monitored and so that areas for development can be identified.
The strategic use of resources	Good use is made of staff and resources to support pupils' learning. The principles of best value are applied when purchasing goods and services. The governing body maintains a strategic view of spending and its impact upon pupils' education, which ensures money is wisely spent. The school gives good value for money.

### 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>• There are high levels of satisfaction for almost all aspects of school life.</li> <li>• The high levels of care and commitment of teachers and the good quality of leadership and management.</li> <li>• The standards in all subjects particularly mathematics and music.</li> <li>• The strong links the school has with the community</li> </ul>	<ul style="list-style-type: none"> <li>• The involvement of pupils in inter-school and extra-curricular events.</li> <li>• Information about the school behaviour policy and clarification of the school's homework policy.</li> <li>• The levels of creativity.</li> </ul>

The inspectors endorse the parents' positive comments. The range of extra-curricular activities is less than sometimes found but many pupils travel to the school from a distance which makes some clubs difficult to run. The amount of homework required is similar to that of other primary schools, is consistent with government guidelines and is judged to be

appropriate but there could be clearer guidance about the expectations for research projects. The behaviour policy is posted in the school for interested people, but it would add to the quality of communication if parents were provided with their own copy of the policy so that they know what procedures are. The levels of creativity are generally good in comparison with other primary schools.

## **PART B: COMMENTARY**

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

#### **Pupils attain very good standards in English, mathematics and science by the end of Key Stage 2.**

1. The pupils achieve very high standards in English, mathematics and science in their National Curriculum tests. Pupils have particularly good speaking and listening skills.
2. The standard of teaching for children under-five is good because lessons are carefully planned so that all pupils are given a range of suitable and challenging experiences appropriate for their stage of development. Expectations are high for children to use early writing skills as part of structured play activities. A strong emphasis is placed upon developing pupils' vocabulary through a range of interesting activities. For example, whilst playing the role of garden centre administrators, children made their own signs and posters advertising products and giving instructions which effectively developed their knowledge and use of language as well as making the use of writing real.
3. The good emphasis upon language and literacy development by teachers continues in Key Stage 1. As a result pupils make good progress and by the age of 7 attain standards in English which are better than normally found. Pupils have a good grasp of writing and can communicate what they mean using good vocabulary and accurate punctuation and grammar. There is a strength in writing for an audience for example, making information books about the life cycle of a frog and explaining how to make a Diva lamp
4. In Key Stage 2, pupils are taught writing well and pupils learn to write with meaning and expression. A good range of writing skills and styles develop. In Year 6, pupils successfully wrote pieces designed to persuade another of the rights and wrongs of the death sentence. Factual writing occurs in other subjects, such as history, when pupils ably recounted events of Henry the Eighth. By the age of eleven the pupils write very well, using a good range of vocabulary to express their ideas imaginatively. They are able to select which form of writing is the best for the audience and adapt the style of writing accordingly.
5. The teaching of reading is good throughout the school which results in the standards of reading being very good. In Key Stage 1, pupils read enthusiastically and competently at a standard which is above the national average. In Key Stage 2, teachers' expectations are high and opportunities for reading are good. Pupils' skills, therefore increase rapidly and they develop a good knowledge of books and their authors. The planned curriculum provides pupils with many opportunities to explore the way some authors use poetry to express mood and imagery. In Year 5 and 6, the poems of Ted Hughes featured during the inspection and discussion with pupils showed that there is a good knowledge of the work of a range of contemporary authors such as Roald Dahl, E.J. Nesbitt and Dick King Smith.
6. In mathematics, standards by the end of Key Stage 2 are very high. In Key Stage 2, teachers plan challenging activities in mathematics so that the satisfactory standards in numeracy in Key Stage 1 are extended in Key Stage 2. Pupils are expected to apply their knowledge to new situations which makes sure that they begin to see the impact of mathematics upon real-life. Budding stockbrokers were observed during a lesson in which Year 6 pupils designed and plotted data upon line graphs so that the exchange rate of the pound with the American dollar could be quickly calculated.

7. In science, the quality of teaching is good in Key Stage 1 and in Key Stage 2, very good. Subject knowledge of teachers is secure which helps them to challenge all pupils. There is a good balance between expecting pupils to work independently as well as working under the directions of teachers. As a result, pupils make good progress and by the age of eleven have developed a very good understanding of basic scientific ideas. Because teachers in Key Stage 2 expect pupils not only to know facts but also to use their knowledge to explain events around them, pupils have good sense of science in real life. An example of this is that pupils can not only explain the way in which the human body functions, but could also describe how to maintain the body through a healthy lifestyle. During an activity looking at the way some foods change when heated, Year 6 pupils accurately described the way this knowledge can be used to make different foods. They went on to explain the reasons why different materials react in different ways and the way they can change.

**Pupils develop very good attitudes, behave very well and form excellent relationships with one another.**

8. The headteacher and staff have successfully established a caring, family ethos which provides pupils with a secure and stimulating school environment. When children begin school in Reception, good personal and social skills are successfully developed, which are extended throughout the school. In Key Stage 1 and 2, high standards of behaviour are demanded, and achieved, by providing exciting and stimulating lessons which ensure that pupils' attention is maintained virtually all the time. During lessons pupils are eager to learn and work very hard. Out of lessons, in the playground and at lunchtimes, pupils play together well with tolerance and sensitivity to others. During the inspection, wet weather meant that many outdoor playtimes were lost but despite this, behaviour remained very good. Excellent relationships exist amongst pupils and between pupils and adults.
9. Because of challenging lessons and high expectations, pupils clearly enjoy school. During art activities, pupils thrive on being taught skills of using light, shade, texture and colour. The pupils' enthusiasm resulted in some outstanding paintings and designs in the style of such great artists as L S Lowry, Rousseau and Monet. The pupils' enthusiasm for music is felt during the singing during assemblies. Pupils all sing with great feeling and emotion and their faces light up with pleasure as they do so. When asked, pupils like homework but as one Year 6 pupil said, "As a boy I would prefer not to have any, but when I get going, it is quite good. I suppose thirty minutes is not too much."

**Teaching is good overall. Throughout the school all pupils are challenged appropriately and in Key Stage 2 good use is made of homework to extend learning at home.**

10. The good quality of teaching is the main factor in the high standards and good progress achieved by most pupils. 6% of lessons were excellent, 19% very good and 56% good with the total number of lessons being good or better being well above what the average for primary schools. Excellent relationships in classrooms, together with a firm but fair approach to discipline provide pupils with a secure and friendly learning environment which makes sure that pupils can make good progress during lessons. Teachers successfully maintain an industrious, purposeful manner during most lessons whilst still retaining a happy and relaxed atmosphere. Lessons are well planned so that the

purpose of each lesson is shared with pupils which motivates them because they know what they are expected to do. Very good links exist between teachers and support staff. They take great care to share their planning so that all pupils, especially those with learning difficulties are given appropriate support.

11. Great care is taken to ensure that the wide range of age and ability in each class is suitably catered for. Pupils with special educational needs are provided with activities tailored to their needs and higher attaining pupils are challenged so that their potential is reached. Lessons usually proceed at a good pace, and pupils' progress is carefully monitored so that help and guidance can be given where necessary. Homework is provided regularly and provides pupils with a way of developing independence in their learning as well as forming links between the pupils' life in school and home. Marking is usually of a good standard, particularly when targets for improvement are set for pupils. Discussion are often held with pupils so that pupils are aware of ways in which their work can be improved even more.
12. In the Reception class a rich and stimulating environment exists and the teacher works very hard to successfully direct children so that they experience a full range of structured but creative activities appropriate to their needs. In Key Stage 1 the standard of teaching is good and in Key Stage 2 it is very good. The reason why standards of teaching is very good in Key Stage 2 is that pupils are expected to think for themselves and planned work challenges and extends pupils of all abilities. Pupils' good achievement is praised and celebrated through good displays of high standard work, good quality marking and effective use of homework. Pupils are made to feel valued and have developed a maturity by evaluating the success or otherwise of their own actions.
13. In one Year 1/2 lesson, enjoyment was successfully merged with expectations for high academic standards. During the lesson, good teaching helped pupils to share the story of, "The Jolly Witch". All pupils became involved with the character of the story but one pupil was so engrossed that she was heard to utter "I wish we had a caretaker like that!". In Year 3/4, great enthusiasm and the skilled use of questioning techniques as part of a religious education lesson about Mary Jones and her Bible resulted in all pupils being totally involved and interested in the story and making very good progress in their understanding of the way faith can drive people to overcome adverse odds. In Year 5/6 science lesson, the teacher's very good subject knowledge and outstanding enthusiasm shone through so that pupils made very good progress and behaved impeccably. Excellent use was made of resources so that pupils made very good progress through a good range of activities to illustrate concepts of solids, liquids and gases.

**Very good provision is made to promote pupils' spiritual, moral, social and cultural development.**

14. The school makes very good use of the curriculum to promote pupils' spiritual awareness. Activities such as art and music and the use of the environment provide pupils with good opportunities to feel and see the wonders of creation. During acts of collective worship, good use of music and interesting and relevant stories relayed by staff focus pupils' attention. During an assembly in which the beauty of Spring flowers was considered, a time of solitude and reflection was built in as part of the act of prayer. Studies of insects and plants in the school grounds provide pupils with a chance to see at first hand the beauty of living things. Moral development is a strong feature of the school. and a strong code of behaviour and respect for others pervades the school. Many opportunities are given to pupils to consider the views of others and, through the use of literature and stories, pupils are encouraged to see the actions of others and form opinions about what is right and wrong.

15. From the moment children begin school, the school ethos promotes a strong sense of family. In the Reception class, children develop very good personal and social skills because of the hard work of the class teacher and support staff who provide activities and promote strategies which encourage co-operation and sharing. This approach continues through the school across all aspects of school life. Pupils are expected to help others and in classes pupils take responsibility for a range of jobs. During assemblies, pupils are expected to set up the overhead projector and perform jobs such as setting up the CD player. Good use is made of residential visits in Upper Key Stage 2 and pupils learn to take responsibility for their own safety as part of a range of outdoor activities as well as showing an awareness of the safety of others. Pupils have many opportunities to learn about the cultural heritage of their immediate community. Sheriff Hutton is a thriving village and wherever possible, pupils take part in village events. They are currently planning to contribute to the Mediaeval Festival and to share their good quality musical productions and singing with others in the village. As part of the music curriculum pupils are encouraged to appreciate the music of other cultures. As they enter assembly, music is played and this can involve music of other countries such as India. Religious education contributes to pupils' knowledge and understanding of other cultures and religions such as Islam and Judaism.

**The leadership and management of the school are very good. The governing body is knowledgeable and committed and supports the headteacher and staff very well. All aspects of financial management are efficient.**

16. The aims of the school are clearly defined and these make sure that the efforts of all involved in the school, parents governors, teachers and pupils are effectively harnessed and directed to benefit the quality of education of all pupils. The headteacher has successfully created a good team spirit amongst all staff and devised and implemented an effective and manageable school development planning system. The headteacher and her senior teacher form a very effective partnership which accurately identifies the school's strengths and areas for development. Effective strategies to improve the school further are successfully identified and implemented.
17. The governing body is very hardworking and committed to finding out what goes on in the school. Through close liaison with the headteacher and staff, and regular visits to the school, governors are well informed and accurately identify the weaknesses and strengths of the school. Financial management is very good. By its own efforts, the governing body has found enough money to remodel and extend the buildings to improve the quality of education available to the pupils. The governing body constantly monitors its finances and carefully plans its spending three years in advance so that strategic decisions can be made. Best value for spending is at the forefront of the governing body's actions in all financial decisions. Governors carefully check up on the impact of spending upon standards in the school. The recently improved facilities for information technology, for example, were only approved in the knowledge that standards needed to be raised.

## **WHAT COULD BE IMPROVED**

### **Standards in handwriting, creative writing and mathematics in Key Stage 1.**

18. Teaching in Key Stage 1 could be improved so that the quality of handwriting is better and the improvement in mathematics maintained. Although most pupils form

letters well and are ready to link letters into a joined script, expectations to do so are left rather late in the pupils' development. Although regular opportunities are given for pupils to do extended writing tasks, and pupils in Key Stage 1 write with satisfactory levels of creativity, expectations for regularly writing imaginatively could be even higher thereby raising pupils' standards in creative work by the end of Key Stage 1. In mathematics, the results for the current year show a significant improvement in the test results with a significant number of pupils reaching the higher level 3. Improvements in the teaching of mathematics need to be maintained so that pupils continue to be challenged and extended appropriately. The quality of planning needs to be maintained so that the needs of higher attainers continue to be recognised and catered for.

### **Standards in information technology across the school.**

19. The standards attained by pupils in information technology are below national expectations and progress is unsatisfactory. Pupils are competent at word processing skills by the age of eleven and can use the computer for research purposes and to handle and represent data, but pupils are not skilled in using the Internet, or for using information technology for controlling and modelling and for sensing.
20. The main reason for the low standards is that until very recently, there has been inadequate equipment to support teaching and learning and some teachers have not been confident enough in their own subject knowledge. The governing body and headteacher are acutely aware of the need to improve standards in information technology and have worked hard to improve the quality of computers and to create an information technology suite. These improvements are beginning to increase the progress made and raise standards. The confidence of teachers is improving in response to good quality professional development.

### **Ways of assessing and recording the progress of pupils in science and information technology.**

21. Despite big improvements in the way in which pupils' attainment and progress is recorded in English and mathematics, procedures in science and information technology are not satisfactory. It is difficult to check on the progress a child makes or to use assessment to monitor the quality of teaching in these subjects.

### **The quality of curriculum planning so that there are more opportunities for pupils to learn basic skills of literacy, numeracy and information technology across the curriculum**

22. Although the quality of planning is generally good in each subject, the planning is understandably very subject based. Both literacy and numeracy skills occur as part of the teaching of many subjects, but planned opportunities for these are not currently recognised in either medium or short term planning. There is scope for strengthening the quality of teaching of the basic skills as well as enhancing the value of other subjects if opportunities for teaching literacy and numeracy were included for all subjects.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 1) The school should improve standards in handwriting, creative writing and mathematics in Key Stage 1, so that they are even better than they are by:
  - introducing a clear policy for handwriting so that capable pupils develop a linked cursive script by the age of 7
  - extending opportunities for pupils to write creatively
  - maintaining standards in mathematics as demonstrated by the proportion of pupils achieving the above expected standard of level 3.
  
- 2) Standards and progress in information technology should be raised across the school by:
  - pursuing plans to introduce the Qualifications and Curriculum Authority curriculum guidelines so that each strand of the curriculum is consistently taught.
  - making sure that the progress of pupils and the effectiveness of teaching strategies are rigorously monitored by devising and implementing an effective assessment and record-keeping system.
  
- 3) Procedures for assessing pupils' progress in science should be devised and implemented so that individual progress can be checked and the impact of teaching monitored and, where necessary, improvements made.
  
- 4) The school should improve opportunities for developing the basic skills of literacy, numeracy and information technology across the curriculum by:
  - adapting current planning models so that planned opportunities can be made for developing basic skills alongside other subject objectives.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	17

#### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	19	56	19	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		118
Number of full-time pupils eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		22

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	4

#### Attendance

Authorised absence	%
School data	4.1
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	4	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	4	4	4
	Total	11	12	12
Percentage of pupils at NC level 2 or above	School	85	92	92
	National	82 (74)	82 (81)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	4	4	4
	Total	12	12	13
Percentage of pupils at NC level 2 or above	School	92	92	100
	National	82 (80)	86 (83)	87 (86)

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
	1999	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	5	4	5
	Total	12	11	12
Percentage of pupils at NC level 4 or above	School	100	92	100
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	5	5	5
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	100	100	100
	National	68 (65)	69 (66)	75 (71)

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	
Bangladeshi	
Chinese	
White	118
Any other minority ethnic group	1

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

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

	Fixed period	Permanent
Black – Caribbean heritage		
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)	4.4
Number of pupils per qualified teacher	26.81
Average class size	29.5

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

Total number of education support staff	3.0
Total aggregate hours worked per week	47

### ***Financial information***

Financial year	1999-2000
	£
Total income	208258
Total expenditure	212209
Expenditure per pupil	1798.38
Balance brought forward from previous year	48724
Balance carried forward to next year	19039

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	118
Number of questionnaires returned	59

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	40	7	0	0
My child is making good progress in school.	45	49	3	0	3
Behaviour in the school is good.	53	38	6	0	3
My child gets the right amount of work to do at home.	25	55	9	11	0
The teaching is good.	56	36	0	0	8
I am kept well informed about how my child is getting on.	38	60	0	1	1
I would feel comfortable about approaching the school with questions or a problem.	78	22	3	0	0
The school expects my child to work hard and achieve his or her best.	66	27	1	0	6
The school works closely with parents.	56	38	3	0	3
The school is well led and managed.	60	36	3	0	1
The school is helping my child become mature and responsible.	51	40	6	0	3
The school provides an interesting range of activities outside lessons.	27	42	9	6	16