

## INSPECTION REPORT

### **Bramcote Hills Primary School**

Beeston, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122536

Headteacher: Mr Andrew R Pearson

Reporting inspector: Mrs J Ann Sharpe  
18101

Dates of inspection: 4-5 February 2002

Inspection number: 197591

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: 5 to 11

Gender of pupils: Mixed

School address: Moor Lane  
Bramcote  
Beeston  
Nottingham

Postcode: NG9 3GE

Telephone number: 0115 - 9179226

Fax number: 0115 - 9179208

Appropriate authority: The governing body

Name of chair of governors: Dr Glyn Yoeman

Date of previous inspection: 22 September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
18101	J Ann Sharpe	Registered inspector
19439	Doreen Shotton	Lay inspector
26905	Carole Bond	Team inspector
22881	George Halliday	Team inspector

The inspection contractor was:

Quality in Focus  
Thresher House  
Lea Hall Park  
Demage Lane  
Lea by Backford  
Chester CH1 6LP

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Bramcote Hills Primary is a large school with 355 pupils (166 girls and 189 boys) on the registers between the ages of 4 and 11. Many pupils come from the privately owned homes close to the school, and about 40 per cent come from the mixed housing of surrounding areas. The school is popular and all the places are taken. Four per cent of pupils receive free school meals; this is below average. The proportion of pupils with a statement of Special Educational Need or on the special educational needs register is well below average. Pupils are from mixed ethnic backgrounds, and 80 per cent are white. Of the 48 pupils who speak English as an additional language, very few are at an early stage of learning to speak English. When pupils start school, their attainment is above average. The school was designated one of the government's 'Beacon' schools in September 2000, and it shares best practice with other schools.

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

This caring and welcoming school gives the pupils a good quality of education and earns its very good reputation in the community. Pupils achieve well academically and socially owing to the skilled teaching and enriching curriculum. The headteacher is a very good leader who inspires staff, governors and pupils to work hard. The school's motto 'Expect the Best' is seen in action every day. The school gives very good value for money.

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

- Pupils achieve well and the standard of their work is high.
- Pupils' attitudes, behaviour, personal development and relationships are very good.
- A good quality of teaching ensures that pupils learn well.
- Effective leadership and management are the main reasons for the school's success.
- Pupils thrive on the challenging, varied and interesting curriculum.
- The positive partnership with parents helps pupils to be successful at school.

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

- Teachers could sometimes pitch pupils' work even more precisely.

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

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

Since the last inspection in September 1997, the school has improved considerably. Governors and staff have addressed all the key issues in the report and have maintained or improved further the school's strengths. Staff have responded successfully to many new national educational initiatives. National Curriculum test results have not risen as much as results in most other schools, but they have been mainly very high or excellent every year. The school has received several notable awards for its very high quality work, including designation as a 'Beacon' school. It is very well placed to continue to improve in the future.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	B	A	A	A
Mathematics	A	A*	A	A
Science	A	A*	A	A

Key	
In the top 5% nationally	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The results of the National Curriculum tests for 7-year-olds in reading, writing and mathematics have been almost consistently well above average or in the top five per cent since 1997, as have results in English, mathematics and science for 11-year-olds. The school's results were well above those of similar schools in both 2000 and 2001. The standard of work mirrors pupils' test results because it is well above average in reading, writing and mathematics for pupils at the age of 7 and in English, mathematics and science for pupils at the age of 11. Pupils mainly achieve well over time, as seen when comparing their test results at the ages of 7 and 11. Children in the reception year attain above average standards, and do particularly well in reading, writing and number work. Infants and juniors achieve well across a broad range of work, but do especially well with learning and applying skills across the subjects. They are now making rapid progress with learning information and communication technology (ICT) skills. Governors set themselves challenging targets for test results and the headteacher and staff work very hard to achieve them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils come to school eagerly, want to do well and try hard. They take part in lessons and activities with enthusiasm and interest.
Behaviour, in and out of classrooms	Very good. Pupils know that good behaviour is expected and rarely let their teachers down.
Personal development and relationships	Very good. Pupils get along very well together and show care and consideration for one another. The older pupils are very mature and sensible, take their homework seriously and do whatever they can to help out by taking on responsibilities.
Attendance	Satisfactory. The attendance rate is just below national average owing to the number of parents who plan family holidays during term time.

Pupils' very good attitudes, behaviour, relationships and personal development give them a 'head start' with their education. The positive atmosphere of the school helps teachers to concentrate their efforts on planning interesting and meaningful lessons and making sure that pupils do well.

## TEACHING AND LEARNING

Teaching of pupils in:	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.*

A good quality of teaching ensures that pupils learn well. Teachers' strong expertise across many subjects helps them to plan lessons that focus strongly on teaching new skills as well as knowledge and understanding. They teach literacy and numeracy thoroughly, and pupils learn the basic skills they need to do well in other subjects. Teachers expect a lot of pupils and adjust their teaching to the demands of each subject. They expect pupils to behave well and to try hard, and pupils respond with a willingness to improve. Marking and feedback to pupils are very good, and homework often extends lessons in very meaningful ways. Teachers always make sure that pupils know what they should learn by the end of each lesson, and this helps pupils to focus on the tasks ahead. Pupils do not know much about how teachers want them to improve over time, however, although teachers discuss this with their parents. Lesson planning has many strong points, but work could sometimes be matched even more closely to what pupils already know, understand and can do. Teachers are dedicated to their work and keen for the pupils to do as well as they can. Their positive and professional attitudes go a long way to making Bramcote Hills the successful school that it is.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The broad, interesting and challenging curriculum ensures that pupils achieve well and prepares them very well for their secondary education and future lives as citizens.
Provision for pupils with special educational needs	Good. The well organised and managed provision means that pupils have the help they need to do well at school.
Provision for pupils with English as an additional language	Good. Pupils benefit from extra help when they need it to enable them to take a full part in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school provides many opportunities through both the National Curriculum and the varied and extensive life of the school to broaden pupils' experience and understanding of the world in which they live.
How well the school cares for its pupils	Good. Staff watch over pupils' welfare, behaviour and attendance very carefully to make sure that individuals have the best possible chance to learn.

The school's partnership with parents makes a very good contribution to pupils' achievement. Most parents think very highly of the school and welcome the many good opportunities they have to become involved in their children's education at home and at school. Staff assess pupils' attainment regularly and keep a track of their progress, although they do not always use the information as precisely as they might to set targets for pupils' future learning.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher steers everyone in the right direction with confidence, determination and sensitivity. The senior management team gives very good support and the deputy headteacher is an excellent teacher. Most teachers have extra responsibilities for overseeing the work of the school, and they carry these out very well. A clear sense of teamwork enables everyone to do their best for the school and its pupils.
How well the governors fulfil their responsibilities	The headteacher keeps governors very well informed and involves them in every aspect of the management of the school. As a result, governors meet their responsibilities well and keep abreast of the many developments and initiatives.
The school's evaluation of its performance	The headteacher keeps a very close eye on every aspect of the school's performance, and involves governors and staff in checking to make sure that the school is doing as well as it should. The school takes its own performance very seriously and continually seeks ways to improve.
The strategic use of resources	Very good. Governors make sure that the school has the resources it needs and that funds are spent to match the agreed priorities in the school development plan.

The headteacher has excellent organisational and leadership skills that provide a secure setting in which staff, governors and parents all pull together for the good of the pupils. The school applies best value principles very well.

## 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>Almost all parents are very happy with the high quality of education their children receive. They particularly like the arrangements for children starting school and the fact that the school expects children to work hard and do their best. Most parents think that the school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>A few parents think that the school could do more for brighter children.</li> <li>Many parents think that the accommodation is a problem, especially for pupils in Year 3.</li> <li>Some parents are concerned about road safety at the start and end of the school day.</li> </ul>

Inspectors agree with parents' very positive views of the school. Most lessons provide plenty of challenge for all pupils, but teachers do not always help them to understand precisely how they need to improve. Everyone works hard to minimise the long-standing effects of a shortage of space. The situation in Year 3 is not ideal, but pupils' education is not suffering and the headteacher and governors are trying to solve the problem. Road safety could be a problem, as is the case in many schools, and the headteacher and governors are doing everything possible to improve matters.

## **PART B: COMMENTARY**

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

#### **Pupils achieve well and the standard of their work is high**

1. When children start school, their attainment is above typical standards for children of their age. They mainly build on this above average attainment well, so that by the ages of 7 and 11, pupils attain a high standard of work, especially in English, mathematics and science. National Curriculum test results in reading, writing and mathematics at the age of 7, and in English, mathematics and science at the age of 11, have been almost always well above average or very high since 1997. The 2001 results mainly show that pupils did very well when comparing their average performance with pupils in schools with a similar proportion of free school meals. The school does so well in tests because of the high proportion of pupils, including those who speak English as an additional language, who attain a level higher than expected for their ages. In 2001, for example, almost two-thirds of the pupils in Year 6 attained Level 5 and one pupil attained Level 6 in science. Results in English and mathematics were almost as good, and more than half the pupils attained Level 5 and one pupil attained Level 6 in mathematics. Staff and governors take test results seriously and set themselves challenging targets each year based on their knowledge of the pupils. The standard of pupils' work reflects these very good test results because it is well above average in English, mathematics and science at the age of 11 and well above average in reading, writing and mathematics at the age of 7.
2. In English, pupils write in an increasingly wide range of styles and in all subjects. Teachers are very good at finding meaningful ways for pupils to extend their writing skills, and at 11, pupils write extensively in mature and interesting ways. During the inspection, for example, pupils in Year 6 wrote persuasive arguments following sensible discussions about topical issues. Teachers set high expectations of pupils to improve their writing over time. They teach the skills of handwriting, punctuation and grammar well, and as a result, pupils write thoughtfully and accurately and their handwriting and presentation are very good. Class discussions are a regular feature of lessons and pupils' listening and speaking skills are well developed. In a lesson in Year 5, for example, pupils learned about adjectives by reading and discussing narrative poetry. They listened very well to the teacher and answered questions sensibly using words, such as 'gusty' and 'broken hearted'. Similarly, pupils in Year 6 used advanced grammatical terms, such as 'connectives', with knowledge and understanding. The higher attaining pupils in Year 6 discussed how to draw and write conclusions and used words such as 'inclined', 'hindering' and 'minimum' in the correct context when answering their teacher's challenging questions. Pupils read books for pleasure, but they also know how to use them to further their learning in all subjects. Teachers provide many opportunities for pupils to learn to read a variety of texts in lessons, and pupils become increasingly good at making sense of it.
3. In mathematics, pupils become very confident and accurate when working with numbers and mathematical ideas. This is because teachers are good at setting mental challenges in numeracy lessons and because pupils thrive on the hard work. In Year 2, for example, pupils enjoyed thinking hard to answer increasingly difficult questions about the value of individual numbers within two and three digit numbers. Similarly, in Year 6, pupils enjoyed converting fractions to decimals and used mathematical terms, such as 'equivalent' and 'numerator' with understanding. One of the reasons why pupils usually make good progress in mathematics is that teachers make sure that all areas of mathematics have enough time and attention both in

numeracy lessons and in work across the subjects. Pupils in Year 4, for example, practise their mathematics skills in geography when learning about scale and co-ordinates. Pupils build up their knowledge, understanding and skills at a good pace and become articulate when explaining how they have worked out their answers.

4. Children in the reception class have only been in school for a short time, but they are already well settled into the routines and expectations of school life and have made a good start with work that leads them successfully into the National Curriculum. In reading, writing and number work, for example, most are already completing some National Curriculum work successfully. Pupils with special educational needs usually make good progress in literacy and numeracy because of the well organised and good quality support they have. Pupils who speak English as an additional language learn at the same pace as others in their class and have extra help when their command of English is not yet good enough to enable them to benefit fully from their lessons. Some are in the teaching groups for the brightest pupils.
5. There are many examples of very good work across the subjects of the curriculum in pupils' previous work and on display around the school. Pupils present their work in all subjects neatly, carefully and in an increasingly varied range of ways. They are very good at transferring and using skills between subjects, for example, they frequently practise ICT skills in other subjects and are now making rapid progress when they work in the new ICT suite.

**Pupils' attitudes, behaviour, personal development and relationships are very good.**

6. Pupils of all ages are happy at school and eager to learn. They know what is acceptable and unacceptable behaviour and rarely stray away from the high expectations that adults have of them. They know the school's rules and routines and follow them without question, for example, when leaving assemblies the large number of pupils in the hall means that some must wait patiently and sensibly for their turn. The youngest children in the school quickly learn what is expected of them and go to assemblies and out to play confidently and happily. They look after their personal belongings, get along with others and concentrate on activities for longer periods of time. In lessons, most pupils listen attentively to staff and to the views of one another. They are polite and respectful, as when answering inspectors' questions and offering them seats. They are frequently seen spontaneously helping each other in lessons, whether with their agreed partners or not. In Year 3, for example, girls and boys worked together sensibly as partners discussing myths in literacy with no hint of any preference to work with anyone else. Pupils behave very sensibly when working with potentially difficult materials and take a pride in their work. In an art lesson in Year 4, pupils worked with paint and printing equipment. They were keen to improve their work and were very pleased to see the finished results when the teacher praised their efforts. They really enjoyed the chance to celebrate their own creativity as well as the efforts of others.
7. The older pupils are very mature learners, who throw themselves into their work with enthusiasm and rise to challenges. They thrive on the many opportunities they have, particularly in Year 6, to express their views on real life situations or talk about thought-provoking texts. The older pupils complete personal projects and present them very carefully. Teachers are good at matching homework to the lessons, as in Year 6 when the higher attaining pupils were asked to consult parents and argue the point... 'in this age of computers and television, children don't need to go to school'. As a result, pupils take their homework seriously as a natural extension of their lessons at school. The life of the school provides a vast range of activities and events for pupils to

experience and to become involved in both as helpers and participants. They do so with interest, confidence and a sense of determination to do their best for the school. Pupils' very good attitudes, behaviour, personal development and relationships give them a head start with their progress at school, and lead to a sense of 'joy in learning'.

### **A good quality of teaching ensures that pupils learn well**

8. Almost all parents strongly agree or agree that teaching in the school is good. Staff work hard as individuals and collectively as a team to make sure that pupils have the opportunities they need to be successful at school. Teachers are good role models themselves. They prepare lessons thoroughly, present teaching materials and classrooms that set high standards and help pupils to know that their contributions to lessons are both expected and valued. Teachers know the subjects they teach well, and sometimes very well, and this enables them to plan lessons that interest, challenge and often inspire their pupils to want to learn. Teachers know, for example, the importance of teaching skills and encouraging understanding, alongside teaching vital facts. They plan lessons with clear purposes and make sure that pupils know what it is they are expected to learn by the end of each lesson. In a lesson in Year 6, for example, the teacher regularly asked pupils, 'What have you gained from that?' and pupils could say what they had learned.
9. When teaching the basic skills, teachers follow the national strategies for teaching literacy and numeracy well, but adapt the programmes into particularly interesting and worthwhile work. In the reception class, for example, children learn to read by using a variety of different methods of finding out what words say, including enjoying stories and discussing books together. Similarly, in Year 6, a group of lower attaining pupils improved their writing skills by making a poster to advertise India using 'captions', while higher attaining pupils learned to present and write a balanced report about controversial issues. Although literacy and numeracy lessons have rightful importance, teachers plan many opportunities for pupils to extend and apply their skills across the subjects. In Year 4, for example, pupils learn to write factually about holy places, and collect and record data from their work in science. This broad range of work means that teachers use a variety of teaching methods and pupils maintain their interest and enthusiasm well.
10. Teachers are well aware when some pupils need more help and they deploy the well-trained teaching assistants thoughtfully to gain maximum advantage of the learning time. They use resources well to motivate pupils, as in Year 4 when pupils extended their language and understanding in geography and mathematics by studying maps and using compasses. Teachers are very good at using ICT to present their teaching resources and classrooms so that pupils can see how important their work is. This encourages them to want to please their teachers and to try hard as well as promoting ICT positively as a subject. Teachers give pupils regular feedback about how well they are doing. Marking work is very helpful in informing pupils where they are most successful and what they need to do to improve. This marking must take a lot of time and shows how well teachers aim for high standards in their pupils' work.
11. As a result of this good teaching, pupils try very hard and work at a good pace. When they are told what to do, for instance, they usually set to work straight away and concentrate until their task is finished. Teachers usually manage pupils' behaviour very well by a combination of friendly but firm relationships and setting high expectations of pupils to respond appropriately. They rarely have to spend time dealing with behavioural or organisational problems and this means that they can concentrate all

their efforts on teaching and pupils' learning. This good teaching contributes significantly to the high standard of pupils' work.

### **Effective leadership and management are the main reasons for the school's success**

12. The headteacher is successful in promoting a sense of 'teamwork' and expects everyone to play their part and to do their best. With the school's motto in mind, 'Expect the Best', he steers the school forward very successfully with a keen eye on looking forward and anticipating future national developments. The headteacher makes sure that he keeps an up-to-date knowledge and understanding of educational issues and initiatives and provides the right opportunities for the school to respond to them. Staff training is high on the school's agenda for improvement, including training for support assistants and others working at the school. The very well co-ordinated programme of training gives everyone a clear understanding of what the school is aiming for and what their contribution should be. Relationships among staff are very good, and because the headteacher involves everyone and supports them in their work, they enjoy their jobs and want to contribute to the school's success. All this is possible because the headteacher has a very good grasp of educational issues and makes sure the school responds to these successfully. The school looks closely at its own performance, knows its strengths and continually strives to improve by tackling any relative weaknesses.
13. Senior management team members play an important role in taking the school forward, and the deputy headteacher is an excellent teacher. It is rare to find teaching of such a high quality, and the school benefits greatly from the deputy headteacher's expertise. Almost all teachers have responsibilities for overseeing aspects of the work of the school, and they carry out their duties well. They have a sense of 'ownership' for a particular section of the work of the school, and share their knowledge with governors when the time for consideration comes around on the school development plan. The school development plan guides their work well and the headteacher makes sure that teachers have the skills, time and information they need to be able to help other staff. The co-ordinator for ICT, for example, has the skills necessary to support any less confident teachers, and the school is marching forward now at a very good pace. Governors know their school well and are closely involved in all aspects of its progress. They are not afraid to ask probing questions or to tackle difficult issues when they arise. They keep the principles of best value firmly in their minds when making decisions about spending the school's budget. The school benefits from very good administrative support, including effective budget planning, and site management is very good. All these strengths come together to ensure that the school provides a good quality of education for the pupils.

### **Pupils thrive on the challenging, varied and interesting curriculum**

14. The headteacher, governors and staff understand the need to teach the National Curriculum and the Foundation Curriculum, and are determined to do this in ways that get the best out of the pupils. Their aim to 'provide a few magic moments along the way' is well met in practice because of the extensive range of work and activities that teachers plan both as part of, and in addition to, the day-to-day work in the National Curriculum subjects and the Foundation Curriculum. Teachers find meaningful ways to combine pupils' learning in different subjects, as when pupils in Year 3 learned about composing in music by working on a linked computer program in the ICT suite. The pupils furthered their learning in music and ICT at the same time. Similarly, in Year 5, pupils practised their mathematical skills when they measured the effects of exercise on their pulse in a science lesson.

15. The school provides countless opportunities for pupils' spiritual, moral, social and cultural development as an integral and natural part of the curriculum. In assemblies, pupils think about their own lives in the context of sharing resources with the poorer countries of the world. They link this with one of the many fund raising events organised by the school. Assembly themes, such as 'Making a Difference', help pupils to see themselves as important contributors to society. Visits and visitors to the school are regular features of the curriculum. Pupils have visited several different places of worship, and this has added considerably to their understanding of the place of religion in people's lives. In art, pupils study the work of famous artists before creating their own pictures. Pupils in Year 2 wrote down their thoughts after listening to music about the seasons. In Year 3, pupils discuss and record their feelings, such as 'pride' and 'anger' and in Year 4, they compare 'good times' and 'bad times'. Teachers adapt the curriculum well to make sure that pupils with special educational needs and those who need help to understand English can play a full part in all aspects of the life of the school as well as lessons.
16. One of the reasons for the success of the school's programme of work is that it aims to challenge pupils' thinking continually and urges them to learn as much as they can from it. There is frequently extra challenge for the higher attaining pupils, as seen in the way that the brighter pupils in Year 6 benefit from adapted lessons in literacy and numeracy. Teachers also challenge average and lower attaining pupils to improve, and they do this by making sure that lessons remain interesting, worthwhile and meaningful at the same time as trying to lift the standard of work. This challenging approach extends into personal, social and health education. In Year 6, for example, a visiting member of the community asked pupils to think carefully about the choices they have in their lives in relation to drugs, and pupils responded to questions with extremely thoughtful and mature answers. Junior pupils have opportunity to attend a very wide range of extra-curricular activities, and many do. All these factors, and many more, combine to make the curriculum a very effective way of raising the standard of work in the school and ensuring that pupils learn as much as they possibly can from their varied and interesting experiences.

### **The positive partnership with parents helps pupils to be successful at school**

17. Parents' views of the school are very good. Staff and governors understand the importance of a strong partnership with parents in aiding pupils' learning, and everyone works hard to continue to further good relationships with them. All new parents have signed the home and school agreement. Staff keep parents well-informed through regular newsletters, pupils' annual progress reports, governors' reports to parents and special meetings to discuss curricular changes. Almost all parents attend meetings for parents and many attend the curricular meetings. Parents are pleased to receive information about what their children will be studying at school. They welcome the 'open door' policy that enables them to talk to the headteacher or teachers at any convenient time, and they like having their opinions heard, for example, by means of the suggestion box. Parents have more than the usual opportunities to meet teachers, for example, teachers meet with parents at the start of each new school year and meet again in November and March to discuss targets for pupils' future learning. A large number of parents are regular helpers in classrooms. The parents' association raises large sums of money to improve resources, as well as organising enjoyable social occasions for staff, parents and pupils.
18. Staff and governors welcome the fact that parents take a lot of interest in their children's education, for example by ensuring that children complete homework on time

and reading with their children at home. Teachers encourage a two-way dialogue between home and school by providing booklets for both teachers and parents to record their thoughts about how the pupils are getting on. The school values and celebrates pupils' achievements out of school. Pupils bring their certificates and other awards to school for recognition in assemblies. This increases their sense of pride in themselves and in their school friends and contributes well to a sense of 'belonging' to the school community.

19. One of the ways in which the school supports other schools is by sharing best practice about home and school links. The school's Charter Mark Award noted the extent to which the school consults with parents about important matters and works hard to fill any perceived gaps in communication. The school's partnership with parents makes a significant contribution to pupils' very good attitudes and behaviour at school, and consequently to the high standard of their work.

## **WHAT COULD BE IMPROVED**

### **Teachers could sometimes pitch pupils' work even more precisely.**

20. Staff put a lot of emphasis on assessing pupils in a wide variety of informal and formal ways. They often use the information well, for example, in lessons and marking work, to tell pupils where they are doing well and how they need to improve. Teachers also collect information about pupils' attainment in the curriculum at the Foundation Stage and the National Curriculum. They record this in systematic ways that help them to organise teaching for groups of pupils according to their abilities or to identify pupils with special educational needs and those who are gifted and talented. The headteacher and governors use the information to set annual targets for National Curriculum tests at the age of 11 in English and mathematics. These are good procedures that help teachers in many ways when they are planning lessons.
21. While lesson plans, especially in literacy and numeracy, show that teachers have considered the differing levels of attainment of pupils in their classes and plan different work for them, the tasks are not always pitched precisely enough to build on pupils' prior attainment in the National Curriculum. The school is more advanced than many other schools with the process of 'target setting'. However, teachers do not yet take this on to the next stage by setting targets that pupils know and understand themselves and that lead them towards the next level of the National Curriculum. During the inspection, when asked, pupils did not know what their personal targets were and teachers could not always show in their planning that lessons were likely to lead pupils on to the next National Curriculum level.
22. Some parents at the inspection meeting, and several who wrote letters, think that the school should do more to stretch the brightest pupils. There were many examples of very challenging work for all pupils during the inspection, but there were also a few occasions when pupils could have achieved more if teachers had expected it of them. In one lesson, for example, when planning and writing stories, the brightest infant pupils and their teacher needed a clearer knowledge of how the writing must improve to reach a higher level of the National Curriculum. The fact that teachers do not always take full account of pupils' National Curriculum levels when planning work for the half term, means that occasionally work is either too hard or too easy for them. Teachers are keen to give all pupils the best chance to be successful, but teaching for lower attaining junior pupils in smaller groups is unlikely to help them unless their work is pitched precisely.

23. The headteacher knows that pupils do better in reading than they do in writing and would like to be able to close the gap in their national test results. More significant than this gap, however, is the fact that in 2001, a small group of pupils did not attain a good average grade (Level 2B) in reading, writing or mathematics tests at the age of 7. Also, in mathematics tests at the age of 11, results in 2001 showed below average progress for some lower attaining pupils since their results at the age of 7. This relative weakness, including writing, is related to the fact that, although teachers have recently agreed some good procedures for assessing pupils' writing, they have not started to use this to help them to set targets that push pupils up to the next level. Similar work is needed in reading and mathematics.
24. Teachers' expertise and understanding of assessment matters is relatively strong. They are well placed to be able to adapt the existing good procedures quite easily to setting more precise National Curriculum targets for groups of pupils and sometimes individuals. The school, rightly, prides itself on the fact that teachers cater for the needs of gifted and talented pupils, and with this small adjustment, provision could be even better.

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

25. In order to continue to improve the school, the governors, headteacher and staff now need to:-
  - Extend existing methods of assessing pupils and planning future work to include precise National Curriculum targets that lead pupils on to the next level of attainment. Initially this work should focus on English and mathematics.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	6	5	7	0	0	0
Percentage	14	29	24	33	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	N/a	355
Number of full-time pupils known to be eligible for free school meals	N/a	14

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	4
Number of pupils on the school's special educational needs register	N/a	29

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	48

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	6.8

#### Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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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	30	23	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	27	30
	Girls	22	21	21
	Total	49	48	51
Percentage of pupils at NC level 2 or above	School	92 (100)	91 (98)	96 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	29	29
	Girls	21	21	21
	Total	48	50	50
Percentage of pupils at NC level 2 or above	School	91 (100)	94 (100)	94 (100)
	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	23	21	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	18	23
	Girls	21	17	21
	Total	41	35	44
Percentage of pupils at NC level 4 or above	School	93 (89)	80 (98)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	23
	Girls	21	18	21
	Total	41	37	44
Percentage of pupils at NC level 4 or above	School	93 (93)	84 (98)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	2
Indian	25
Pakistani	3
Bangladeshi	3
Chinese	10
White	266
Any other minority ethnic group	13

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	25.4
Average class size	27.3

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

Total number of education support staff	6.3
Total aggregate hours worked per week	205

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

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

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

### **Financial information**

Financial year	2000/2001
	£
Total income	706,464
Total expenditure	707,825
Expenditure per pupil	1,978
Balance brought forward from previous year	66,026
Balance carried forward to next year	64,665

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	355
Number of questionnaires returned	189

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	37	4	2	0
My child is making good progress in school.	54	40	4	0	2
Behaviour in the school is good.	53	41	3	1	3
My child gets the right amount of work to do at home.	39	49	10	1	2
The teaching is good.	62	33	2	0	3
I am kept well informed about how my child is getting on.	43	43	11	2	2
I would feel comfortable about approaching the school with questions or a problem.	64	31	4	1	1
The school expects my child to work hard and achieve his or her best.	73	24	1	1	1
The school works closely with parents.	48	42	8	1	1
The school is well led and managed.	67	22	6	1	5
The school is helping my child become mature and responsible.	61	33	1	1	5
The school provides an interesting range of activities outside lessons.	50	33	9	0	8

NB: figures are rounded to nearest integer; sum may not = 100%

### Other issues raised by parents

33 (17.5%) parents made additional comments.

Strongest points in order:

- Parents are very pleased with the education the school provides.
- The school has good induction procedures for children in the reception class.
- The accommodation in Year 3 is too small for the year group and some pupils are taught in an area of the school that is too small to be a proper classroom.