

INSPECTION REPORT

SWALLOWNEST PRIMARY SCHOOL

Swallownest, Sheffield

LEA area: Rotherham

Unique reference number: 106860

Headteacher: Mrs S Hudson

Reporting inspector: Mr S Hill
21277

Dates of inspection: 4th to 6th March 2002

Inspection number: 197736

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Rotherham Road Swallownest Sheffield South Yorkshire
Postcode:	S26 4UR
Telephone number:	0114 287 2484
Fax number:	0114 287 6374
Appropriate authority:	The governing body
Name of chair of governors:	Dr R U Watson
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21277	Mr S Hill	Registered inspector
9056	Mrs V Cain	Lay inspector
25352	Mrs G Taujanskas	Team inspector

The inspection contractor was:

Evenlode Associates Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average-sized community primary and nursery school, providing full-time education for 193 pupils aged from four to eleven, and part-time education for 31 children aged three or four. Almost all pupils are white, of United Kingdom origin, and their home language is English. Social circumstances of pupils are broadly average, although only 7 per cent of pupils are entitled to free school meals, which is below average. Pupils' attainment on entry to school varies from year to year, but is broadly average. The number of pupils with special educational needs, including those with statements of need, is above average. The school appointed a new headteacher in January, after a period of about 18 months when there was either no permanent head or no permanent deputy. Over the last term, two classes have been taught by a variety of supply teachers, because of the long-term absence of two members of staff.

HOW GOOD THE SCHOOL IS

The school is currently doing a sound job, and is well placed to improve. Management is satisfactory; the new headteacher is giving good leadership and staff are keen to support her. Overall, teaching is good and standards and pupils' achievements are satisfactory. The reason that good teaching only leads to satisfactory achievement is because of weaknesses in assessment systems, and insufficient monitoring by subject leaders. Pupils behave well and develop well socially. The school gives satisfactory value for money.

What the school does well

- Teaching and learning are good overall.
- Pupils behave well, have positive attitudes to school and form good relationships.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- The positive leadership of the new headteacher means the school is well placed to improve.
- Results of national tests in Year 6 are consistently good.
- Children are given a good start to their education in the nursery.
- Provision for pupils with special educational needs is good.
- Pupils attain good standards in mathematics and art and design by the time they are in Year 6.

What could be improved

- Results in national tests for pupils in Year 2 are too low.
- There are weaknesses in provision for children in the reception class.
- Procedures for assessing pupils' achievement are inadequate.
- The roles of some subject leaders are insufficiently developed.
- The governing body does not provide adequate support to the school.
- Links with parents could be improved.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The improvement since the last inspection, at the end of September 1997, has been satisfactory. Standards, as exemplified by national test results, have improved considerably at Key Stage Two, but have declined at Key Stage One. Teaching has continued to be good. There have been improvements in the key issues identified then, although work still remains to be done. Subject co-ordinators are more effective in supporting their colleagues, but their role is not consistent in different subjects. The school's paperwork, to support staff in routine procedures, is better. The monitoring and evaluation of the curriculum has been improved, particularly in maths and English, but work remains to be done in other areas.

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	A	C	A	A
mathematics	A	A	A	A
science	A	B	A	B

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

Results of national tests in Year 6 over several years have generally been above average, although they have varied from year to year, largely in line with the different levels of special educational needs in each year group. Results in 2001 were particularly good, with all pupils gaining the expected level 4 in each subject, and a good proportion gaining the higher level 5. These results represent good achievement in comparison with pupils' previous attainment, as shown by results of assessments when they were seven. The current group of pupils in Year 6 are attaining standards in line with national expectations, in most subjects, and above expectations in mathematics and art. They are likely to attain good results in national tests, although not as good as last year, because there are more pupils with special needs in this year's group. The school sets suitable targets for results in tests, based on their knowledge of pupils' attainment. These were exceeded last year. Children enter the school with attainment that is broadly average, although it varies from year to year. They make good progress in the nursery, although this slows in the reception class. Nonetheless, most children are likely to meet the nationally expected standards (the early learning goals) by the end of their time in reception, although a significant minority will not. Results of national tests in Year 2 have been declining over the years, and in 2001 were in the bottom 5 per cent nationally. However, last year's class had very high levels of special needs, which partly accounts for the weak results obtained. Nonetheless, over the last few years the results have been lower than might be expected in relation to pupils' abilities. Standards in the current Year 2 class are in line with national expectations, and this group are likely to obtain broadly average results in national tests. Over their time in school, pupils' achievement is satisfactory, although their progress in different classes is variable. There is a particular problem with their achievement in the reception class, because of a mismatch in styles between provision in the nursery and reception. This contributes to the lower-than-expected results in national tests in Year 2. Across the school as a whole, pupils with special needs and those who have high ability generally achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are positive about school, and they take a pride in their achievements. They are keen to do well in the national tests, for example.
Behaviour, in and out of classrooms	Behaviour in classrooms is good, and by Year 6 is very good. Pupils generally behave well around the school, although in the playground they are sometimes inclined to be over-boisterous.
Personal development and relationships	Pupils have good relationships with each other and with the adults in the school. Their personal development is good overall. They take on responsibility conscientiously, and show a mature attitude to issues in school.
Attendance	Satisfactory.

TEACHING AND LEARNING

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

Teaching is good overall. Children are given a good start to their education by good teaching in the nursery. This is planned well to interest and stimulate very young children, and they soon come to enjoy learning. However, teaching in the reception class, while just satisfactory, has some shortcomings. There is a major difference in how the two classes are managed, and in the reception class the organisation takes insufficient account of the needs of young children and the demands of the foundation stage curriculum. This sudden change is difficult for children to cope with. They lose interest in some of the lengthy sessions, and their learning deteriorates. Teaching in the rest of the school is good. Relationships are good and pupils are managed well. As a result, they are positive about learning and work hard. Teaching of literacy and numeracy is good, and mathematics is particularly well taught in the two oldest classes. Teachers expect pupils to work hard and to behave well. Lessons are well planned, and teachers check how pupils are getting on as the lessons progress, and give help where it is needed. Teachers take care to meet the needs of all pupils, ensuring that brighter pupils are challenged by more difficult work, and that pupils who struggle get easier work, or extra help to succeed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum in most classes is good and covers the National Curriculum requirements. It is supported well by a good range of visits and visitors. The curriculum in the reception class has weaknesses, because it is not sufficiently developed to take into account the learning needs of very young children.
Provision for pupils with special educational needs	Good. The co-ordinator manages provision well. Learning support staff are effective, and records are good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual development is developed well in assemblies and religious education. Pupils have a good range of social opportunities, especially in the juniors, although there are no clubs for infants. Pupils are given a good understanding of right and wrong. Cultural development is promoted effectively, particularly in music and art.
How well the school cares for its pupils	Procedures for child protection are satisfactory and the inspection revealed no significant health and safety concerns. However, there is a need to strengthen some formal procedures for welfare issues such as first aid, and to provide training in child protection for some staff. Procedures to assess pupils' achievement are inadequate, and consistent use is not made of information about their achievement to plan lessons or modify the curriculum, and so raise standards.

The school's partnership with parents is satisfactory. Relationships between teachers and parents are generally good. However, there is a need for the school to be more pro-active in involving parents in the life of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher is providing good leadership to colleagues after a difficult period when the school had no permanent head or deputy. She has already identified the school's main strengths and weaknesses, and is putting in place measures to bring about improvement. Staff are working well together to support improvements. The effectiveness of subject leaders is very variable. For example, the leadership and management of the mathematics co-ordinator are very good. In some other subjects there is a need for more systematic arrangements, to enable co-ordinators to monitor provision and to support improvements.
How well the governors fulfil their responsibilities	Governors are supportive, but their role is under-developed. They do not play a full enough part in setting a strategic direction for the school. Their procedures to gain a clear understanding of what is happening in school are inadequate, and they consequently find it difficult to act as a critical friend to the school.
The school's evaluation of its performance	The new headteacher has a clear view of the school's most important needs. In recent years, however, the analysis of the school's needs and the action to address them has been inadequate. Too little has been done to identify and address weak results in national tests in Year 2, for example.
The strategic use of resources	Satisfactory. The use of the principles of "best value" is satisfactory. The school makes appropriate use of the monies available, but too little has been done to address some pressing needs, such as the lack of computers, or weak test results. Too little is done to consult with parents about decisions.

Staffing and resources are satisfactory. There are weaknesses in the accommodation, particularly in the accommodation for reception and nursery children. The nursery building is ramshackle and is to be replaced. The outside area, despite efforts by staff, is unsatisfactory. The reception class has no suitable area for outside play. The two classes are on separate sites, which makes it difficult for the teachers concerned to work together, and contributes to the mismatch in provision between the two classes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Their children are expected to work hard and do their best.• Teaching is good.• They would feel comfortable about approaching the school with concerns.• The school is well led and managed.	<ul style="list-style-type: none">• Many parents do not feel well informed about how their children are getting on.• Some parents feel their children do not get the right amount of homework.• A number of parents do not feel the school works closely with them.• A number of parents do not feel that the school provides an interesting range of activities outside lessons.• Some parents do not feel the school is helping their child become mature and responsible.

The inspection team generally agrees with parents' positive comments. Although there are some shortcomings in aspects of management systems, the new headteacher is working hard to rectify these. Information provided for parents is satisfactory. Reports are of good quality, but too little information about the curriculum is given in advance. Provision for homework is satisfactory. There is a need, identified by the headteacher, for the school to be more pro-active in its work with parents. The range of extra

curricular activities is satisfactory overall, although there is currently nothing available for younger pupils. The school is working very effectively to help pupils become mature and responsible.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching and learning are good overall

1. During the inspection, 19 lessons were observed. All but one of these was at least satisfactory, and almost two thirds were at least good. Three very good lessons were seen, in the juniors.
2. These lessons, together with other evidence of teaching from pupils' work and teachers' planning, show that teaching is consistently good in the nursery, is generally good in Key Stage One, and is good overall (and sometimes very good) in Key Stage Two.
3. The good teaching results in good learning overall as pupils progress through the school. By Year 6, pupils are mature, thoughtful learners, who are keen to do well and take a pride in their work and their school. Much of this is due to the good relationships which teachers have with them, and the effective way in which classes are managed. Clear expectations ensure good behaviour and a positive working atmosphere in most classes. Pupils' attitudes to school and their behaviour improve steadily as they move from the infants and through the juniors.
4. Teachers value pupils, and their contributions to lessons, and successfully encourage them to explain their ideas and their thinking. An example of this was seen in a very good mathematics lesson in Year 5, when pupils made very good progress in their understanding of different strategies for tackling subtraction problems. By talking through their ideas, they clarified them and helped each other to make progress, as well as showing the teacher how much they had understood.
5. Teachers have good subject knowledge, which helps them to give clear explanations to pupils. Lessons are planned well, to enable pupils to make systematic progress. This was seen in a good history lesson in Year 2, when the teacher's careful questioning enabled pupils to build upon work from previous lessons, so that they improved their skills in identifying the age of objects. They successfully placed clothing or prams from different parts of the last century in date order.
6. Teachers expect pupils to work hard and to achieve high standards. Pupils respond to this positively, try their best and take a pride in their work. Teachers work hard to provide interesting and stimulating activities, and pupils enjoy their lessons.

Pupils behave well, have positive attitudes to school, and form good relationships

7. The standard of behaviour in and around the school is good. Pupils are polite and courteous and have a clear understanding of the school's routines and systems. In lessons they follow instructions attentively and show respect and consideration for each other and for staff.
8. Pupils enjoy coming to school and their parents confirm this. They generally enjoy their work and settle down quickly to get on with it. Older pupils organise themselves and their work independently and effectively. This was seen at the start of a maths lesson with Year 5, when they ensured a prompt start by gathering all the equipment they needed in advance, efficiently and without fuss.
9. Pupils are keen to learn and to please their teachers. Their concentration improves as they get older, and is very good by the time they are in Year 6. Pupils work hard, persevere in the face of difficulties and are confident in asking for help when needed. All this supports their learning well. They take a pride in their achievements and are eager to contribute to discussions. They answer questions sensibly and contribute their own ideas thoughtfully and with increasing confidence. They listen carefully to each other's views, and older pupils collaborate well when working

together. This was well exemplified when pupils in Year 6 shared ideas and equipment amicably when investigating the different inks in felt-tip pens.

10. In discussion, pupils in Year 6 said they enjoyed school because teachers make learning fun, but they recognised that they needed to work hard. These pupils are sensible, mature learners, who are keen to succeed and enjoy celebrating their achievements. Relationships are good between pupils themselves and with staff. Pupils know that they are valued, and they are confident, happy and secure. They are willing to accept responsibility and do so cheerfully and efficiently, for example helping look after younger pupils at break-times.

Provision for pupils' spiritual, moral, social and cultural development is good

11. Spiritual development is supported particularly well in assemblies and in religious education lessons. Pupils are consistently encouraged to reflect on their own and others' values. For example, in an assembly to which the local vicar contributed, they considered how love becomes greater the more it is given away. In a religious education lesson with Year 5, after seeing a video about the Crucifixion, pupils were sensitively encouraged to discuss their feelings and to reflect on how they could help others. Good relationships enabled pupils to do this confidently.
12. Pupils have good opportunities to develop socially. They are successfully encouraged to undertake an increasing range of jobs as they get older. Older pupils are given responsibility for helping younger ones, and help to look after them at playtimes, for example. They are given good opportunities to work collaboratively, and are expected to organise aspects of their work as they get older. Year 3 pupils, for example, co-operated well with each other during a history lesson on ancient Egyptian houses. In a maths lesson in Year 6, pupils were encouraged to work together in finding strategies for working out percentages. They did this very effectively, learning a lot through sharing ideas and suggestions. A good range of sporting and other clubs supports social development for pupils in the juniors. Achievements are celebrated by such things as "class of the week", and pupils respond positively to this and are keen to do well.
13. Good provision for moral development gives pupils a good understanding of right and wrong. Opportunities are taken by teachers to do this in a range of lessons, and pupils are successfully taught to think about the reasons for the way they are expected to behave. They are encouraged to consider other people's feelings and this bears fruit in the very mature and sensitive attitudes which pupils show by the time they are in Year 6.
14. Pupils are given good opportunities to understand their own local culture, for example through visits around the town, and through studies of the history of the school. Music and art contribute particularly well to their wider cultural development. Concerts from different musicians, as well as the good range of music teaching, including instrumental teaching give pupils many opportunities to appreciate a range of music. Much work in art is based on the work of a range of styles from different times and places, such as the still life pictures of fruit based on Cezanne's work in Year 3, or the pictures based on ancient Greek vases in Year 6. In religious education, pupils' understanding is extended by the study of a range of religions, including Judaism and Islam.

The positive leadership of the new headteacher means the school is well placed to improve

15. The headteacher only started at the school in January. She has already gained a very clear and accurate view of the strengths and weaknesses of the school. For example, she has identified the good provision for special needs, the weaknesses in assessment, and the need to develop further the role of the subject co-ordinators. Her analysis of the school's needs has been firmly rooted in pupils' standards, and she has been working effectively to analyse the weak results in national assessments in Year 2. In particular, she has established the need to improve and make more consistent the provision at the foundation stage if standards are to rise at Key Stage One.

16. As a result of her work, she has started to draw up careful plans to address the relevant issues. She has established good relationships with colleagues, and the staff team are now also aware of what needs to be done and know how they can contribute. For example, the effective co-ordinator for history is very clear about how her work can be extended to provide better support for colleagues. The headteacher has also made governors aware of the need to develop their role. With a staff team who generally provide good teaching, the appointment of a permanent deputy from Easter, and the expected return of staff who have been absent for some time, the school is well placed to improve provision and to raise pupils' achievements.

Results of national tests in Year 6 are consistently good

17. Results have been above average overall in English, mathematics and science for several years. Although results have gone up and down from year to year, this has been because of different numbers of pupils with special needs in each cohort, and the pattern has been similar in each subject. Results overall have been at least average and generally have been significantly above. Science has been most consistently above average from year to year.
18. In 2001, results were well above average in mathematics, science and English in respect to schools nationally. In comparison to schools with similar numbers of free school meals, results were well above average in English and mathematics, and above average in science. A significant strength is that all pupils got to the expected level 4 in all three subjects, and a high proportion got to level 5. These pupils also did well in comparison to how they had scored in their Year 2 assessments in 1997 when their results were only average.
19. These good results are due largely to the good teaching which pupils receive in the juniors, but also to their positive attitudes to school and the conscientious way they tackle work. Currently, the pupils in Year 6 include a relatively high number who have special educational needs. The class as a whole is nonetheless attaining standards that are in line with national expectations in English and science, and above expectations in mathematics. This is despite the fact that their national assessment results in 1998, at the end of Year 2, were below average. This group of pupils is well on line, because of their positive and mature attitudes, to build on their good achievement and gain good results in the tests in 2002.

Pupils are given a good start to their education in the nursery

20. The teaching in the nursery is consistently good. Overall, this leads to good learning for all children, including those who have special educational needs. The nursery nurse and the teacher work together very effectively and organise children well. They provide good role models, so that children develop good behaviour, and are polite, caring and friendly. Relationships are very good and this ensures that children feel secure and happy. As a result, they join in with activities enthusiastically and learn well.
21. A well-planned curriculum gives children plenty of opportunities to work independently, as well as participating in more carefully structured activities alongside adults. When adults do work with children, they intervene judiciously, questioning children sensitively to help them develop their use of language. Clear routines and procedures help children to understand their responsibilities and they respond well to this, for example in putting on aprons for painting, or washing their hands when needed.
22. Staff have worked hard to produce a bright and welcoming environment despite the poor buildings and outdoor environment. Good quality displays ensure that children can reinforce their learning and be proud of their work. Of particular note were the bold paintings of their friends and their self portraits

Provision for special educational needs is good

23. The school, and in particular the special education needs co-ordinator (Senco), takes an active approach to identifying and supporting pupils who need help. As a result, once pupils are in Year 1 their needs are identified at an early stage and effective provision put in place to support this.
24. The policy for educational inclusion is strong. Good work is done by class teachers and other staff to ensure that pupils participate actively in the whole curriculum, and are enabled to achieve at an appropriate level. A suitable range of support is provided for those pupils who need it and learning support assistants work closely with the Senco to ensure that pupils make good progress within their classes. The Senco is knowledgeable and experienced and manages provision well. Good records are kept of pupils' progress, and pupils' individual education plans are sound. The better examples are very effective in identifying small achievable targets, split into small steps. Liaison with parents is good, and parents are generally pleased with the support their children receive.

Pupils attain good standards in mathematics, and art and design, by the time they are in Year 6

25. Pupils' standards are above expectations in mathematics by the end of the school. This is a result of good teaching across the junior classes and effective management of the subject by the co-ordinator. The work in pupils' books shows that they cover the full range of the national curriculum effectively, reaching at least sound standards in all aspects. Work observed in lessons confirmed the high standards and the good teaching.
26. Pupils show particularly good skills in mental arithmetic, and in their ability to use mathematics to solve a range of problems. Pupils' fluent numeracy skills are supported particularly well by the teachers' effective use of the first part of lessons based on the national numeracy strategy. For example, at the start of a good lesson in Year 2, pupils progressed well in their understanding of the 5 and 10 "times tables", because of a brisk pace and a range of interesting activities. The use of "whiteboards" enabled all pupils to participate. This approach is developed well throughout the school and by Year 6 most pupils are very secure in working out problems "in their heads", including equivalent fractions and percentages.
27. The pupils in Year 6 show enthusiasm and skill in investigative work. This was seen in a very good lesson on working out different percentages of a range of numbers. Very clear explanations by the teacher of the range of strategies available, and an open-ended approach, challenged pupils to think through their ideas, as they discussed possible approaches with their classmates. They made very good progress in this and showed good skills in their use of a range of strategies, and a good understanding of percentages. They are confident in using number and explore possibilities with interest and concentration.
28. In art, pupils attain well by the end of the school. In Year 5, this is exemplified by particularly effective seascapes, using oil paints. The finished pictures demonstrate good brushwork techniques to show the movement and texture of water, and a subtle use of colour in depicting sea and sky. Other work, based on observed patterns in wood shows similarly effective use of colour in oil pastel. Pupils in Year 6 have done a wide range of work showing good standards. Their collection of work, based on that of Picasso, is of a consistently high quality. All pupils have produced effective portraits that show a good understanding of the artist's use of colour and shape, while retaining a very individual approach by each pupil. They have also done good, very individual work based on the artist's collages, and a cubist painting of a guitar, showing a similarly good understanding of tone and colour. Their observational drawings in pencil of shoes show good quality in their use of line. The consistently good standard, showing both individuality and good understanding, is significantly better than pupils of this age usually achieve.

WHAT COULD BE IMPROVED

Results in national tests for pupils in Year 2 are too low

29. These results have declined steadily over several years. From being broadly average, when the current Year 6 took the tests, results have gone down in most years. This is despite evidence that teaching in Year 2 is consistently good. In 2001 results were in the bottom 5 per cent nationally.
30. To some extent the weaknesses have been due to the increased numbers of pupils with special educational needs in each cohort. This is particularly true of the 2001 cohort, when almost half were identified on the special needs register, and 15 per cent had statements of special educational need. However, records show that this does not fully account for the low results over the years.
31. Too many pupils have not done as well as the results of their “baseline” assessments in the reception year would have predicted. This is partly due to the failure of the baseline tests to accurately identify the different levels of special need from year to year. Another negative factor is the discontinuity between practice in the reception and nursery classes. This means that children do not build sufficiently on the good start they make in the nursery when they come into reception, and they then get off to a slow start in Key Stage One.

There are weaknesses in provision for children in the reception class

32. The teaching in the reception class is satisfactory overall, but includes some unsatisfactory teaching. Although the medium-term planning is linked to the six areas of learning for the foundation stage, too often the provision is too formal for these young children. The class timetable is not well-organised to develop their learning effectively. Too often, children are sitting still on the carpet for too long. As a result, they often lack concentration and are not interested in their lessons. Sometimes the teaching is very mundane and fails to capture the children’s imagination, and they become bored. The reception class also lacks a suitable, dedicated space for children to learn in an outdoor setting.
33. Whilst children take part in practical activities happily, and often with enthusiasm, in whole-class sessions their attention often wanders and they do not benefit adequately from the lesson. The quality of support provided by other adults is variable and too little time is spent engaging the children in active learning, practical work and discussions. Many opportunities are missed in this way to develop pupils’ imagination and vocabulary.
34. The considerable mismatch between the provision in the nursery and reception slows down pupils’ learning, and means that when they move into Year 1, their motivation and interest is considerably reduced from when they were in the nursery. Because of the split site, it has been very difficult for the foundation stage co-ordinator, who works across the road in the nursery, to liaise with the reception staff. The new headteacher has already identified the issues and has made plans to address them.

Procedures for assessing pupils’ achievement are inadequate

35. “Baseline” assessments are completed each year in the reception class. However, the results are not analysed effectively in order to establish strengths and weaknesses in children’s learning. The comparison of these baseline results with the levels of special need in each cohort suggests that the baseline is not applied with sufficient accuracy to establish levels of need. Too little use is made of the baseline information, either to plan work or to predict pupils’ progress. There is no detailed system to check pupils’ progress year-on-year, from the nursery through the school. This means that staff are not clearly aware of how much progress pupils are making, or where extra support might be needed. No effective systems are in place to use assessments to identify whether pupils are making enough progress. A start has been made in mathematics on tracking

the results of assessments from year to year, but as yet this has had little impact on performance. The school has already identified the need to improve procedures in assessment.

The roles of some subject leaders are insufficiently developed

36. Some useful progress has been made in this over the last couple of years, but much remains to be done. There has been a focus on the co-ordinators for mathematics and English, and their roles are now effective in helping colleagues to raise standards. In other subjects, monitoring of practice is not sufficiently systematic to give co-ordinators a clear enough view of teaching and standards in their subjects.
37. The role of the mathematics co-ordinator provides a good model for the school to build upon. She has worked closely with specialist support from the local authority to improve provision in the subject. She has monitored teaching, planning and pupils' work, recording this carefully and feeding back areas for improvement to colleagues. She has also carefully analysed the results of national assessments at the end of each key stage, identifying aspects of the curriculum that need more attention. This has contributed to the improved standards in mental arithmetic, and the high standards by Year 6. She has also identified the concerns about work in the reception class, and the need for a more effective transition from the foundation stage to the national curriculum.
38. Her colleagues, with the exception of the English co-ordinator, have had little opportunity to gain this clear a view. Consequently they are not in a position to offer carefully targeted advice and support to colleagues, either at an individual or whole-school level. Although they have done some good work in establishing schemes of work, their monitoring is at an early stage of development. It does not include the observation of lessons, or examination of pupils' work in a systematic way. The new headteacher has already identified this area as needing further development.

The governing body does not provide adequate support to the school

39. During the last few years the governing body has tended to leave most aspects of the governance of the school to the headteacher and senior staff. Governors have not contributed in any significant way to the strategic direction of the school, relying on the headteacher for this. As a consequence, when a long established headteacher retired, and there was no permanent head or deputy, the school lacked direction. During this time, for example, spending on computers, which was much needed, was deferred until a new head could be appointed.
40. The governing body lacks effective systems to monitor the curriculum in the school. Insufficient attention has been paid to the standards at each key stage, with the result that not enough has been done to identify and address the steadily falling results in national tests at Year 2. Governors have given good attention to supporting the school with some buildings issues, but have not had a clear enough view of the school's situation to act as a critical friend.
41. As a result of discussions with the new headteacher, they are starting to have a clearer view of what they need to do to fulfil their role, and are keen to improve.

Links with parents could be improved

42. The new headteacher values the positive relationships that the school and individual teachers have with parents, but has already identified the need to be more pro-active in some aspects of communication. The inspection team supports this view.
43. The information provided for parents is satisfactory overall, and the reports on pupils' progress are of good quality. However, little systematic information is provided for parents about the work their children are going to do each term. This prevents them from supporting their children's learning as effectively as they might. Parents value the information that the teachers provide on parents'

evenings, but feel that there is a lack of flexibility in the timing of these. The headteacher is already considering how this can be improved. In addition, a number of parents are concerned that they are not always informed if their pupils are involved in minor incidents or accidents during the school day.

44. Parents are confident in approaching the school if they have concerns or problems and are happy that their ideas will be listened to. However, the school does little to actively seek the views of parents in a routine way about general issues. A small number of parents are very active in supporting the school and in helping in the classroom or with fundraising, but there is no official organisation, such as a parent-teachers association, to encourage the parent body as a whole to become involved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve provision the school should

1. **Improve results in national curriculum tests at Year 2** by
 - a. Making better use of assessment to support teaching and learning
 - b. Improving provision in the reception class so that pupils get a better start in Key Stage One.
(Paragraph Nos. 29. 30. 31)
2. **Improve provision in the reception class**, as outlined in the addendum to the school development plan by
 - a. Ensuring that the curriculum is more closely matched to that in the nursery.
 - b. Providing a curriculum that better interests and enthuses these children and takes account of guidelines for the foundation stage.
 - c. Providing better opportunities for the foundation stage leader to work with the reception staff.
 - d. Improving the accommodation.
(Paragraph Nos. 32. 33. 34)
3. **Improve assessment arrangements** by
 - a. Making sure assessments are accurate, particularly for baseline data.
 - b. Addressing more systematically areas of concern identified. (as has been done already in mathematics)
 - c. Tracking more closely the progress of individuals, from baseline data onwards.
(Paragraph No. 35)
4. **Improve the effectiveness of subject leaders**, drawing on the good practice established in English and maths, by
 - a. Providing them with systematic opportunities to monitor provision and standards in each subject.
 - b. Establishing ways to feed back results of monitoring to individuals and groups concerned.
 - c. Providing systematic opportunities to give information to governors.
 - d. Providing opportunities to give targeted support to colleagues when a need is identified.
(Paragraph Nos. 36. 37. 38)
5. **Improve the role of the governors** by
 - a. Establishing systems to ensure governors are better informed about the school's work.
 - b. Ensuring that the governors act as a critical friend to the school, by questioning and analysing major decisions.
 - c. Giving governors the opportunity to contribute more effectively to the strategic direction of the school.
(Paragraph Nos. 39. 40. 41)
6. **Improve links with parents** by
 - a. Providing parents with more information about the curriculum.
 - b. Making arrangements to gain a clearer view of parents' opinions on the work of the school.
 - c. More systematically giving parents information about incidents that affect their children.
 - d. Reviewing the arrangements for parents' evenings to give greater flexibility.

(Paragraph Nos. 42. 43. 44)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	9	6	1	0	0
Percentage	0	16	47	32	5	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	15.5	193
Number of full-time pupils known to be eligible for free school meals	n/a	13

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y 6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	n/a	35

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	9
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
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 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	11	10	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	7	8	10
	Total	12	14	16
Percentage of pupils at NC level 2 or above	School	57 (78)	67 (81)	76 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	8	5
	Girls	8	10	9
	Total	13	18	14
Percentage of pupils at NC level 2 or above	School	62 (78)	86 (84)	67 (88)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	14	19	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	19	19	19
	Total	33	33	33
Percentage of pupils at NC level 4 or above	School	100 (83)	100 (87)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	17	18	19
	Total	29	32	33
Percentage of pupils at NC level 4 or above	School	88 (77)	97 (73)	100 (80)
	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	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	170
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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.

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

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	22.98
Average class size	27.57

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	109

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	15.5
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	7.75

FTE means full-time equivalent.

Financial information

Financial year	2000 - 1
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	£
Total income	444262
Total expenditure	424754
Expenditure per pupil	1888
Balance brought forward from previous year	4007
Balance carried forward to next year	23515

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	45	6	0	2
My child is making good progress in school.	40	43	6	5	6
Behaviour in the school is good.	31	43	18	2	6
My child gets the right amount of work to do at home.	29	45	14	8	5
The teaching is good.	48	40	2	8	3
I am kept well informed about how my child is getting on.	22	40	28	8	3
I would feel comfortable about approaching the school with questions or a problem.	52	38	5	3	2
The school expects my child to work hard and achieve his or her best.	55	40	0	2	3
The school works closely with parents.	18	45	22	9	6
The school is well led and managed.	22	52	5	6	15
The school is helping my child become mature and responsible.	34	40	15	5	6
The school provides an interesting range of activities outside lessons.	14	31	18	22	15

Other issues raised by parents

A number of parents raised concerns about the disparate provision in two classes where there has been a series of different supply teachers in recent months.